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Learning Together for Life

Friday 5th February 2016

Dear Parents/Carers,

As you are aware, we have been using the JIGSAW program to teach Personal, Health and Social Education (PSHE) this academic year. Part of JIGSAW's PSHE for the summer term focuses on Sex and Relationships Education (SRE). Maintained primary and secondary schools are legally obliged to have an up-to-date SRE policy that describes the content and organisation of SRE taught outside science in the National Curriculum. **Please note that JIGSAW's teaching of SRE starts from Year 1 onwards offering children increasing levels of information as they move towards Year 6.**

The Governing Body are in the process of putting together the federation's Sex and Relationships Education Policy in consultation with other stakeholders and we would like to look further at the materials used to teach SRE in agreeing that policy.

We would like to invite you to a parent focus group meeting to share, discuss and evaluate JIGSAW's approach to teaching the Sex and Relationships Education materials; we have not yet consulted with the pupils but will carefully ask for feedback following the sessions to inform us if any changes are needed. On the back of the letter is the areas we will be looking at in each year group during Term Six this year.

As the pupils have not worked with JIGSAW SRE materials before this year, we will be doing some extra preparation with pupils for next term's lessons. As ever, we will be sensitive to the needs of the pupils we teach and take their age and maturity into consideration. We will teach some parts of the SRE curriculum with boys and girls together and at other times, separately.

For further information on the teaching of SRE and examples of planning, the website is www.jigsawpshe.com

Yours Sincerely

Nichola Allerston
Head of School

SRE Parent focus group meetings – February 2016

I would like to attend the parent meeting to look further at the SRE materials on:

- Thursday 25th February at Market Rasen CE Primary School at 9.00am
- Thursday 25th February at Nettleton Primary School at 2.30pm
- Thursday 25th February at Market Rasen CE Primary School at 5.00pm

Name of child: _____ Class: _____

Signature: _____

Our Key Values: Caring, Honesty, Commitment to Achieve, Fairness, Co-operation, Respect



Jigsaw SRE Content

The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

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