

Open my mind

Slide 1: Help children question why they have these perceptions from the Connect us game and where they may have come from.

Raise the issue of body image expectations and what is shared online and in social media. How real are these images and how much are they airbrushed / using filters to change the appearance? Share some images that you have sourced from online of celebrities the children know. Can they tell if these images have been altered? There are some images online that also show the 'before' and 'after' airbrushing. These are also good to show to reinforce the point that what we see online may not always be a true perception. In addition, explain that celebrities have professional teams to work on their appearance and have a lot more money to spend on clothes etc. This is unrealistic for the majority of people. Why is it then unfair to compare ourselves with what we see online or even against our friends?

There is one before/after picture included in case you find it difficult to source pictures.

Ask the children if someone disliked their body image, what could images like this do to their wellbeing and self-esteem? Draw out that it could affect their mental health and physical health e.g. going on an extreme diet when it is not needed, or leading to anorexia or bulimia. Make the point that both males and females are affected by this, and that it is NOT just a 'girl thing'.

Tell me or show me

Slides 2-3: Using affirmations is a simple technique to help transform negative self-image into positive self-image which in turn raises self-esteem.

Ensure you distance this from the children by using generic examples.

On the board write an example of a negative aspect of self-image, e.g. I am heavier than I want to be. Ask the children how they could change this negative statement into a positive one to help the person feel better. e.g. "I feel healthy and like how I look". To make the negative self-talk turn to positive you have to write the affirmation as if what you want to happen is already the reality.

Slide 2: Show the children the 'Self-image' picture frame template. Explain these are just some of the factors that make up our self-image. Discuss that all of us have a picture inside us of how we see ourselves. This is called 'our self-image' and only we know about it. Our friends may see some of this but we may keep some of it hidden.

Slide 3: **Chest of drawers.**

Explain that we are like a chest of drawers. There is some information about us we don't mind everyone knowing (top drawer), there are some aspects of ourselves we only show to chosen people (middle drawer), and there are some things about us we don't let people see (bottom drawer).

Is it fair to judge ourselves against images we see in the media or online?

Is it fair to judge ourselves against our friends? What could be the consequences of your perceptions regarding self-image, from images like this?

If we assume that being as thin as possible is positive, could this lead to anorexia or bulimia in some people?

How might you turn a negative statement into a positive one?

Let me learn

Step 1) Ask the children to work individually and to write ten words/phrases inside the picture frame template that best describe the internal picture (self-image) they hold of themselves. Display the prompt PowerPoint slide on the board to help the children with this

Step 2) When they have done this, ask them to draw a smiley face by the words that describe the parts of themselves they are happy with and a sad face by the words that describe the aspects of themselves they are unhappy about.

Step 3) Ask them to reflect on the balance between smiley and sad faces? (Be aware that this process could be painful for some children and be ready to support them). Explain to the children that the happier they are with their self-image, the better their self-esteem will be. Also explain that our self-image doesn't remain static and can and alter with time and in response to experiences, so it is helpful to try and be mindful of our self-image and to boost it whenever we can by using positive affirmations.

Step 4) Children can work individually, or with a friend if they choose to, and take one of their self-image words that they put a sad face by and change it into a positive affirmation. Help them to understand that if they change the negative perceptions of themselves into positive i.e., they can see themselves in a more positive way, this could raise their self-esteem. If time, they can repeat this process with other sad face words.

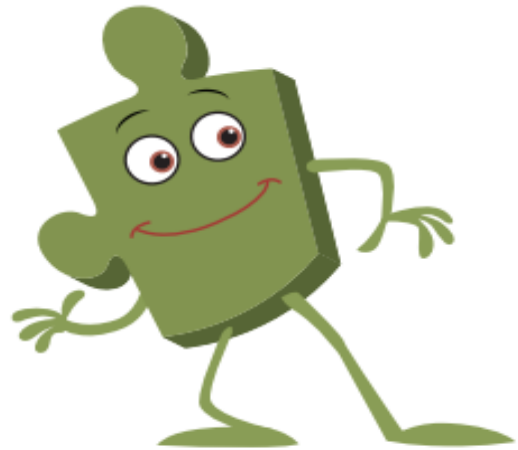
Positive affirmations must be written in the first person, present tense, have no comparisons and describe it as if it is already the reality e.g. "I feel brilliant in my new jeans".

Ensure that every child has turned one negative into a positive by the end of the lesson, so it ends on an upbeat note with children feeling good about themselves.

Help me reflect

Slide 4: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals

Puberty for Girls	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... 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
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat PowerPoint slides of male and female bodies Animation: The Female Reproductive System Menstruation Card Match A range of sanitary products The Great Growing Up Adventure resource sheet A set of Menstruation Worries cards If available: some examples of published information leaflets about puberty Jigsaw Jez's Private Post Box (teacher to make) Jigsaw Journals My Jigsaw Journey	Vocabulary Puberty Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus
Teaching and Learning Note Due to the significance of this lesson it is recommended that teachers set aside a minimum of 1.5 hours, preferably an afternoon. This is a lesson for which you will find it helpful to have the support of a School Health Nurse, if you can arrange it. They will probably be happy to take the lead on clarifying details about menstruation and explaining and demonstrating the items of sanitary wear, and will also be able to circulate and help the groups composing their answers to the 'Menstruation worries' activity. It would also be helpful to arrange for an additional female member of staff (teacher or classroom assistant) to support this session. Ensure you know the policy and procedures that support any girls in your school when having a period. Teachers may also wish to take notes within this lesson as part of the summative assessment for this unit of work (Puzzle). The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	Ask me this...



Connect us

Set up a 'carousel': seat the children in two concentric circles, the inner circle facing out and the outer facing in, so that each has a discussion partner facing them. Get them to stand and move round, inner circle clockwise, outer circle anticlockwise, until you say stop. They will then be paired with a random discussion partner. In their pairs, ask them to discuss this question:

'What kind of thing makes you feel embarrassed?'

Encourage them to think of a kind of situation rather than a specific incident. Allow time for each to comment on this, then get them to stand and move round one, clockwise and anticlockwise respectively. With their new discussion partner, they talk about how they respond to embarrassment: what are the physical effects, how does it make you behave? Allow time, then move them round once more and with this partner talk about how we can cope with embarrassment, how you can help yourself to feel less embarrassed or to show your embarrassment less.

Bring the whole class into one circle and ask them briefly to share some of the thoughts that came up during this exercise. It may or may not arise naturally, but steer the discussion towards puberty and the reasons why we can feel embarrassed about some of the changes and experiences of puberty: because they are private and personal, they affect parts of the body we don't usually talk about, they affect who we are in a fundamental way. Take the chance to reassure the children and remind them that the changes and the feelings they experience are completely natural and part of a life cycle that affects everyone: the changes are natural, and a little bit of worrying is natural too.

If space is an issue, this activity can still be done by asking the children to move randomly around the classroom and when you say stop, to pair with the person nearest to them each time.

Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

What makes you feel embarrassed?

How do you respond to embarrassment?

How can you cope with embarrassment?

Why might changes to your body at puberty make you feel embarrassed?

Does your mind feel calm and ready to learn?

Open my mind/Tell me or show me

Sides 1-4: Ask the children what are the main ingredients for making a baby?

Show the PowerPoint 'Male and Female Bodies' with pictures of sperm (remember these are full of messages about what the father is like) and egg (ovum) (remember this is full of messages about what the mother is like).

Use the PowerPoint slides and the **Jigsaw Animation: The Female Reproductive System** (available from the Jigsaw Community Area) to recap where these come from inside the body. You have a choice of two animations, one with subtitles and one without. It is up to you which animation you use with your class based on your professional judgement. Many teachers like to show the whole animation then ask the children to explain it; some prefer to pause the animation at key points for questioning and clarification. Again, use your professional judgement as to which method will be more responsive to the needs of your class. Note the animation does not show the word vulva. You can use this as a discussion point so that children are reminded about the difference between the vulva and the vagina.

Teach the children how the female body prepares to have a baby and how this results in menstruation/monthly periods.

A suggested script follows:

Before teaching, please check the following text, especially the amber text, against your own school's definition of Sex Education in case you need to reword this to ensure your school considers this part as 'Puberty' not 'Sex Education'.

- *When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.*
- *A female's reproductive system has five main parts (refer to the animation). The vulva isn't labelled in the animation, but that is the name for the outside parts of a woman's private parts (genitals).*
- *Once a month, the woman's oestrogen levels rise in her ovaries and one of the tiny eggs (ova) stored there is released. It passes into the fallopian tube and then into the womb/ uterus. Oestrogen is a hormone (chemical) in the woman's ovaries. The oestrogen also causes the womb/uterus lining to thicken getting it ready with an extra supply of blood in case the woman becomes pregnant with a baby.*
- *If sexual intercourse happens between a man and a woman, the man's sperm is released into the woman's vagina and they travel up through the cervix. (At this point you can explain that having a baby is a choice, and that some people choose to have protected sex and to stop the sperm and egg from meeting. You don't need to go into details about contraception, but simply say there are different ways that protected sex can happen and they will learn about this when they are older and ready for this information).*
- *If the egg (ovum) meets a sperm, the egg will be fertilised and a baby will start to grow. This is called conception. The baby at this point is called an embryo.*
- *If an egg is fertilised it settles into this soft lining of the womb/uterus and the embryo develops into a baby.*
- *If an egg (ovum) isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina and vulva. This is what is called 'having a period'.*
- *Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/ woman's body is working as it should.*
- *The same cycle (the menstrual cycle) repeats itself once a month. The exact number of days between periods is different for every woman, but it is usually between 21 and 35 days.*
- *Girls and women need to soak up the blood (menstrual flow) as it comes out of the vagina/vulva. They can use an absorbent towel which they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly.*
- *The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth, or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop.*

Can you remember the facts about menstruation?

Do you know what sanitary products look like and how they are used?

What questions or worries do you think girls a bit younger than you might have when they think about puberty?

Let me learn

Part 1) Using the range of sanitary products, (tampons with and without applicators, pads with and without wings, pads of varying sizes, colours and shapes, period pants and mooncups), briefly explain to the whole class how these are used.

Part 2) Then, arrange the class into single gender groups and operate a carousel of activities as follows:

- a. Menstruation card match/sequence game: children match the text to the pictures and work out the sequence.
- b. The Great Growing Up Adventure: children to complete the worksheet
- c. Menstruation Worries: children to write responses to the worries on the cards
- d. Exploration of sanitary products and writing any questions they have about puberty and conception for Jigsaw Jez's Post Box: children to write questions

Groups move around after 10-15 minutes per activity.

Bring the class back together and de-brief each of the activities.

With the whole class in a circle, ask a few pairs to share their ideas about the Menstruation Worries questions and the guidance they would give. Invite others to discuss and make constructive suggestions.

Finish by reminding them that whenever they have questions of their own, they can slip them into Jigsaw Jez's Private Post Box (or similar box/bag that the class might already use) and they will be answered.

Help me reflect

Slide 5: As in previous Pieces (lessons), ask the children to review their learning using the My Jigsaw Journey resource.

Puberty for Boys	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
Resources Jigsaw Jez Jigsaw Jerrie Cat Tennis ball Jigsaw Chime 'Calm Me' script Puberty: Points of View statements Agree and Disagree labels Animation: The Male Reproductive System PowerPoint slide: Male organs Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards Materials as necessary to produce a colourful information leaflet or PowerPoint presentation If available: some examples of published information leaflets about puberty Jigsaw Journals Jigsaw Jez's post box My Jigsaw Journey	Vocabulary Puberty Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones
Teaching and Learning Note Remember to look in Jigsaw Jez's post box prior to this lesson so you can address any of the children's concerns or questions. Due to the significance of this lesson it is advised that teachers allow at least 1.5 hours and preferably more time to teach this lesson. Teachers may also wish to take notes during this lesson as part of the summative assessment for this Puzzle (unit of work). After the lesson, (perhaps later in the same week) teachers may wish to provide for single gender groups to spend time with a member of staff of the same gender so they can ask more personal questions. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	Ask me this...



Connect us

With the class standing in a circle, bounce a tennis ball to one child and ask them as they catch it to call out one change that happens (to either gender) at puberty. They then bounce the ball across to another child to repeat the process. Continue, including as many children as possible, until ideas start to dry up.

If space is an issue this game can also be played as word 'ping-pong.' Get children to face each other in pairs. The teacher chooses one child in the class to start, who names a change. This then 'ping-pong's to their partner who says a different change. This 'ping-pong's to the next pair, and so on until it has travelled around the class or the ideas have dried up.

Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

Open my mind

Use a continuum exercise to discuss the statements listed on the 'Puberty: Points of View' sheet - or devise other similar statements to address any needs of your class that may have arisen from the previous lesson or from Jigsaw Jez's post box.

Place the 'Agree' and 'Disagree' labels at opposite ends of the room and explain to the class that you are going to present a number of statements. As they hear each statement they should go and stand anywhere on the line between the two labels to indicate where their personal opinion lies, between the two extremes of strongly agree or strongly disagree. You can read out each statement in turn or display them on the whiteboard.

Make sure the children understand there are no right or wrong answers - these are genuinely matters of opinion about which different people will have very different views; in fact, it would be very boring if everybody thought the same thing. Once they have taken up their positions for each statement, invite one or two at different points on the continuum to explain why they are standing where they are, and try to ensure that the spread of possible views is represented. Note that with the statement about fancying people, it is important to introduce the idea that for some people normality will mean fancying their own gender, and that who we 'fancy' is a very personal thing and is normal for that person. Be prepared to explain the words, gay, lesbian, bi-sexual and heterosexual (in simple terms) if they have not arisen previously, as the children may ask about these words and need clarification.

How many of the changes that happen at puberty can you think of?

Does your mind feel calm and ready to learn?

What do you think about some sensitive issues relating to puberty?

How do your views compare with other people's views?

Tell me or show me

The teacher can use boy or male, or interchange these terms, sensitive to gender sensitivities in the class.

Slide 1: Using the PowerPoint slide of the male genitalia, ensure all the children understand the male reproductive system.

Use the animation: The Male Reproductive System to reinforce this. As with the animation used in the prior session, there are different versions (with or without subtitles) that the teacher can select from using their professional judgement about what is appropriate for their class. Teachers can show the whole animation and then ask questions afterwards, or may choose to pause the animation at key points, to clarify and question at regular intervals. Animations are available on the Jigsaw Community Area (website).

A suggested script is below:

Before teaching, please check the following text, especially the amber text, against your own school's definition of Sex Education in case you need to reword this to ensure your school considers this part as 'Puberty' not 'Sex Education'.

- *When a boy reaches puberty, his testicles start making more of a hormone called testosterone. This hormone is responsible for the changes to the boy's body at puberty. Puberty usually starts around the age of 12, but for some boys it can be earlier and for some much later. Whatever is the right time for that boy's body.*
- *At puberty the boy's testicles grow in size and start making sperm. The boy's penis may also get bigger. Body changes on the outside include growing facial hair, and thicker hair (pubic) on the body (under the arms, around the testicles), and sometimes on the chest, arms and legs. Boys may also get taller; their voice will get deeper because of changes in their Adam's apple (larynx) and they will become more muscular. Like the rest of puberty, these changes are individual, and not all boys develop in the same way at the same time, so we should try not to compare ourselves with what is happening to friends.*
- *The boy's sexual organs have 5 main parts (refer to the animation). It may also be helpful here to explain that the animation shows a circumcised penis (where the foreskin has been removed for medical or other reasons), and some boys have a circumcised penis. Other boys still have the foreskin which means the top part of the penis isn't so visible. Emphasise that whatever is normal for them, is normal for them. It is also worth saying that there is no such thing as an 'average sized' penis. Every man's is different.*
- *The boy's testes are held in bags of skin called the scrotum. Inside the testes there are many tiny tubes which make the sperm. At puberty the testes start to make millions of sperm every day. These sperm carry the messages (genes) about his characteristics and are necessary to fertilise an egg to create a baby.*
- *The sperm are stored in the epididymis. When a man becomes sexually excited the spongy tissue inside his penis fills with blood and it becomes erect (stiff). This happens so the penis can enter the vagina during sexual intercourse.*
- *When having sexual intercourse (making love) the sperm are mixed with a special fluid called semen that give the sperm energy and keep them healthy. The semen containing the sperm then passes out of the penis which is called an ejaculation.*
- *It is quite normal for boys and men to get 'wet dreams' at night where a tiny amount of the sperm and semen stored in the epididymis leaks out. This can also be another sign that puberty has started and is nothing to worry about.*
- *During sexual intercourse, the sperm enter the woman's vagina and swim to meet the egg to create a baby. As discussed last time, people can choose to have sex so that the sperm and egg don't meet, this is called protected sex and there are different ways this can happen, which you will learn about when you are ready to know about this.*

Can you identify the correct words to describe changes that happen to boys during puberty?

Quiz

With the children in mixed groups of about 4, give each group a copy of the Boys 'n' Puberty Quiz - either present this on paper and ask them to draw lines to connect each word or term with its appropriate definition, or cut it up into a set of cards and get them to match up words and definitions.

Once the groups have had time to complete it, review the answers with the whole class and explain and clarify things as necessary. Make sure, of course, that the children clearly understand that all these changes and experiences are universal and completely natural, but also that the timing of them varies widely from one person to another.

Let me learn

In pairs, ask the children to draft an information leaflet or PowerPoint presentation for children aged 7 - 9. The title is 'Puberty – It happens to us all', with the sub-title 'A ten-point guide to the things you shouldn't worry about'.

They need to add 10 questions or concerns that they think boys and girls of that age might have about puberty. They should then decide what information or guidance they need to give to ensure the reader has both accurate facts and reassurance. They can also use the information from the previous lesson to help. They can decide on a style of presentation that will be attractive and appealing, and design and produce the final product. This could be a single page A4 or A3 factsheet, a folded A4 or tri-fold style leaflet, or, if you have the resources and the children are sufficiently familiar with the medium, it could be presented as a PowerPoint.

(Clearly, this could become quite an extended piece of work, and you will need to determine the time you can allow for completing it, either as part of this lesson or at another time. As with all activities of this kind, it's important not to allow style to dominate over content: the children will enjoy producing something that looks attractive and striking, but what matters is the thought that goes into choosing the issues they decide to include and the way they explain and comment on them.)

Before completing this lesson bring the class back together and invite the children to share what they have produced and compare notes on the kind of questions and topics they have chosen to address. Finish by making the point that there are various professionally-produced booklets and leaflets of this kind - some of which, you may be able to point out, are available in school or from the doctors. They can be a useful way of finding things out for yourself but it's also good to know who you can talk to if there's anything you're unsure about: ask the children to suggest who they think would be helpful and approachable to talk to about personal issues.

Complete the session by addressing any further concerns or questions from Jigsaw Jez's post box. Remind them again that Jigsaw Jez's private post box in the classroom is one way of getting answers to their questions.

Help me reflect

Slide 2: As with previous lessons (Pieces), ask the children to reflect on their learning using the My Jigsaw Journey resource.

What questions or worries do you think girls and boys a bit younger than you might have when they think about puberty?

What information and guidance could you give to help them and reassure them?

Puzzle 6: Changing Me - Ages 9-10 - Piece 4

Conception	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p> <p>appreciate how amazing it is that human bodies can reproduce in these ways</p>
<p>Resources</p> <p>Relationships Cards</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jez</p> <p>Jigsaw Jerrie Cat</p> <p>Animations: The Female Reproductive System and The Male Reproductive System</p> <p>Having A Baby</p> <p>Diamond 9 cards</p> <p>PowerPoint slides: A Baby in the Womb</p> <p>The Truth About Conception and Pregnancy card sort – statements, true/false cards, explanation cards</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p> <p>Jigsaw Jez's post box</p>	<p>Vocabulary</p> <p>Relationships</p> <p>Conception</p> <p>Making love</p> <p>Sexual intercourse</p> <p>Fallopian tube</p> <p>Fertilisation</p> <p>Pregnancy</p> <p>Embryo</p> <p>Umbilical cord</p> <p>Contraception</p> <p>Fertility treatment (IVF)</p>
<p>Teaching and Learning Note</p> <p>Teachers may wish to take notes during this lesson as part of the summative assessment for this unit of work (Puzzle).</p> <p>Teachers should also consider allowing at least 1.5 hours (ideally more) for this lesson, due to its essential content, and to allow plenty of time for discussion.</p> <p>Teachers should also visit Jigsaw Jez's post box prior to the lesson so that any of the children's questions or concerns can be included.</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p>	<p>Ask me this...</p>



Connect us

Shuffle the Relationships Cards and give one to each child - make clear that the card does not need to correspond to their own gender. Ask them to circulate, compare their card with others' and pair up with someone whose card makes a pair with their own. Point out that some have more than one possible match (e.g. mother/daughter or mother/ son) and some pairs will have the same word on both cards (e.g. best friend/best friend). You may want to note that 'Boyfriend' and 'Girlfriend', 'Father and 'Mother' are deliberately doubled up so that if any children want to, they can match up Boyfriend/Boyfriend or Girlfriend/Girlfriend, Mother/Mother or Father/Father, that relates to their own particular family experiences. (Remember that there could be a variety of reasons for having two mums or two dads and we should not assume this is always about sexuality. e.g. parents who have separated and have new partners; children with adopted parents and birth parents.

When all are paired up, allocate each corner of the room to a different category of relationship: Family Relationships, Peer Relationships (may need explaining), Working Relationships and Relationships with Physical Attraction. Ask the pairs to go and stand in the corner that best fits the kind of relationship on their cards. Draw attention to the variety of different kinds of relationship that make up our lives, and to the fact that all these relationships can vary also in terms of how good or bad, happy or unhappy they are.

Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

Open my mind

With the children in small groups, explain that we are going to focus on relationships that involve physical attraction. Point out that often these relationships become very close and loving, and people may choose to be in a 'couple'. Some of these couples may decide they want to make a life together, may get married, and may decide to start a new family, but not all. These are all personal choices.

Give each group a set of the Having a Baby Diamond 9 cards. Give them the sentence stem 'Before someone decides to have a baby, they should...', and ask them to set out the 9 cards in a diamond shape placing them in order of priority so that what they think is the most important consideration is at the top, working down to those they think are least important or irrelevant.

Allow time to complete this and then compare notes around the class, asking the groups to explain and justify their priorities, and emphasising what a big, life-changing step it is to take responsibility for bringing a new life into the world.

The exercise may prompt discussion of various significant issues such as whether teenagers can be good parents, whether some pregnancies are unplanned, whether people with disabilities should have a family, whether parents need to be married, how a single parent can bring up a child, whether it is right for same sex couples to bring up children, people in arranged marriages, adoption etc. Allow children to express their views: where necessary, challenge: ask them to explain, or put forward, an alternative view - but always be aware of factors in the children's own backgrounds and quickly challenge any tendency to stigmatise or condemn.


Summarise that there are many different types of relationships in the adult world. The care and responsibility for any baby/child that results from a relationship should be paramount whatever the circumstances.

What are the different kinds of relationships we have with the people around us?

Does your mind feel calm and ready to learn?

What are the important things a couple should consider before deciding to have a baby?

Does everyone agree on what the right circumstances are for bringing up a child?

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and pause. Ask them to close their eyes (if they are comfortable to do so) and to focus on what they are thinking and feeling right now. They don't have to share their thoughts. Pause for about 20-30 seconds.

Tell me or show me

Slide 2-6: Introduce the word 'Conception' - the moment when a new life begins.

Re-show the animations: The Female Reproductive System and The Male Reproductive System to recap on the physical facts of how this happens and also to illustrate how the wonder of a new life grows out of the closest and most loving and private part of the couple's own relationship, sexual intercourse.

Allow time for the children to ask questions, discuss and clarify any points they wish. You may wish to revisit Jigsaw Jez's Private post box at this point if further questions or concerns have been raised.

Show the PowerPoint slides of a baby in the womb to recap.

We want all children to feel valued and included so we cannot make a judgement about one form of conception over another, and there is a possibility that some children in the class know they were not conceived in the 'usual' way. The essence of this lesson is that children understand the biology and feel included no matter how they were conceived. Whilst sexual intercourse is the way the sperm fertilises the egg in many cases, there are occasions when this might not be possible e.g. medical reasons or same-gender relationships.

So, ask the children if all babies are conceived in this way? Teachers can explain as much as they discern to be appropriate according to the nature of the children's response to this question and the age and stage of the cohort of children.

It is perfectly acceptable to say that when sexual intercourse isn't possible to conceive a baby, doctors can help people to have a baby perhaps through egg donation, artificial insemination, surrogacy, or IVF. Or people can choose to adopt. At this age it is important to clarify in simple terms what they may have already heard about these subjects without burdening them with too much detail. Awareness of the existence of these things is what matters and the chance to correct any misunderstandings they have. Ensuring all children feel included is paramount.

Let me learn

Step 1) With the children grouped in the same working groups as before, use the card sort activity 'The Truth About Conception and Pregnancy' to consolidate and develop their understanding. First, give each group a set of the statement cards and the True and False cards: ask them to discuss each statement and identify it as true or false according to their understanding.

Step 2) Then hand out the cards with the detailed explanations and ask them to match these to the statements they refer to; use them to check whether they correctly identified the true and false statements.

Review and discuss the results of the activity with the whole class. It will raise a number of issues that may not have come up before, including important topics such as contraception and the availability of fertility treatments.

As always, remind them of Jez's post box for the questions they're still not sure about, or that may occur to them later.

Help me reflect

Slide 7: As in prior Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Journey resource.

How is a new baby made, and how does this grow out of the parents' love for each other?

What else do you need to know about how a baby is formed and starts to grow in the womb?

Can people make love and not have a baby? What happens if a couple wants a baby but find they can't have one?