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'For Learning That Lasts A Lifetime'

20th May 2022

Dear Parent/Carer of Year 6

Relationships, Sex and Health Education – Year 6

This school year we have been implementing the PSHE (Personal, Social and Health Education) Programme across our school called Jigsaw, the mindful approach to PSHE.

The lessons since September, have built children's emotional literacy, self-esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way. We are sure you will have heard about the Jigsaw Friends and Calm Me time.

The Term 6 Puzzle is 'Changing Me' and it is all about coping positively with change. We feel it is important that our children feel both knowledgeable and prepared for the changes of human bodies. We also believe that the children should understand the facts of human reproduction, in line with the National Curriculum for Science.

In order to support your child and have a good understanding of what they will be learning, I am including the lesson plans and key vocabulary below that the class teacher will be following.

Puberty – Lesson 2

During this lesson, children will explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. They will also learn how to express how they feel about the changes that will happen to them during puberty.

Open my mind

With the class still seated in a circle, use the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty. As you hold up each card in turn, they all stand if it's a female thing, stay sitting if it's a male thing and everybody put both hands up if it applies to all. At the same time all the class should say the word(s) aloud on the card. All the items on the cards relate to changes and developments at puberty or to body parts that are affected by those changes.

You may not want to use all the cards at this stage of the lesson and might wish to be selective about those that are appropriate to use with your class. One or two - such as Clitoris and Ovulation - may be words that are new to them and need explaining, perhaps briefly now and more fully in the next phase of the lesson. The exercise should be fun and will work best if you can keep the cards coming in a quick-fire way so that the children are bobbing up and down - and it's fine if they have a bit of a giggle at some of the words and phrases!



Tell me or show me

Slides 1-4: After the frenetic stand up/sit down activity, review the words and ideas on the cards in a calmer way and check and consolidate the children's knowledge and understanding about them.

The slides showing male and female body parts will be helpful to use in clarifying many of these points. Use the slides showing girl to woman and boy to man, and the animations (The Female or Male Reproductive Systems) to reinforce learning. As the children should have seen the animations and slides in prior years, (unless it is the first time using Jigsaw) you should be able to recap quite easily. Animations can be found on the Jigsaw Community Area (website).

If you have not used all of the Puberty Flashcards now is the time to show and explain the words that maybe new to the children. This includes, ovulation, masturbation and clitoris.

Masturbation can be simply explained as a time when a person touches their own private parts for pleasure. Stress this is perfectly normal and it is a very PRIVATE thing to do. The clitoris can be explained as the part of a woman's sexual organs that gives her nice feelings when having sex and when masturbating.

Let me learn

Part 1) Truth or Myth Cards

Organise the children into groups of about 4-6. Give each group a shuffled pile of the Puberty Truth or Myth cards, to be placed face down in the middle of the table. One child takes a card from the top of the pile and reads out the main statement to the person on their left. That person must say whether they think it is truth or myth: if they are right, they keep the card; if they are wrong, the questioner keeps the card - whoever ends up with the card should read out the explanation to the whole group.

The game continues with the responder taking the next card from the pile and posing that statement to the next person on their left, and so on round the group. The aim is to see who ends up with the most cards at the end of the game. Bring the class into a circle again and invite them to comment on anything that was new to them or surprised them about what they learned from the Truth or Myth game. Allow any immediate questions to emerge and be dealt with.

Part 2) 'Girl Talk' / 'Boy Talk'

Note: you will need to have 2 members of staff available for this section of the lesson. Ideally a male and female member, if possible.

Give each child one or more slips of paper and ask everyone to write - privately and anonymously - at least one question they have in their mind concerning puberty and growing up: these might be factual questions, things that confuse or puzzle them, or things they may be worried or concerned about. Explain that these questions will be the basis of the next part of the lesson, but that no-one will know who has asked which question. Ask them to drop their questions into Jigsaw Gem's Private Post Box (or similar, pre-existing receptacle), which, hopefully, they are all aware of in the classroom.

While you and your colleague are collating the children's, questions divide the children into same gender groups. Give the male groups a set of the 'Boy worries' cards and the female groups the 'Girl



worries' cards. Ask the groups to discuss the questions and the advice they would give. Ask them to note down the advice for each question.

While the children are engaged in this activity, sort the questions from Jigsaw Jem's post box. These will be questions you have identified as being relevant to a particular gender group and if needs be to take out any questions that you judge to be completely inappropriate or simply not serious.

Part 3) Boy/Girl Worries

Bring the whole group together and say to the children that this is an important opportunity to talk about things that specifically affect their gender without any embarrassment that might come from having the other gender present.

Split the class into gender groups and start by discussing the answers and advice that the children gave to the 'Boy worries' or 'Girl worries' cards. There is a teacher note page with suggested ways to answer these questions.

Then go through the relevant questions from Jigsaw Jem's post box with the group. Allow others in the group to comment and add anything they think would help to improve or clarify the answer, and then give your own input, as necessary, to make sure that key messages are fully understood.

When all the questions have been covered, give the children a few minutes in pairs to talk about whether they have any other questions or uncertainties that haven't been dealt with and that they would like to raise while there is the chance in the single gender group. Remind them again of the importance of trust, respect and consideration when we are sharing things we feel unsure about, and stress that there is no such thing as a silly question.

Key Vocabulary

Opportunities, Freedoms, Responsibilities, Pubic Hair, Voice Breaks, Menstruation, Semen, Growing Taller, Hips Widen, Facial Hair, Erection, Tampon, Breasts, Hormones, Wet Dream, Ovulation, Masturbation, Sanitary Towel, Clitoris, Testicles, Sperm, Underarm Hair, Penis, Feeling Moody, Vagina, Womb, Fallopian Tube, Vulva

Babies: Conception to Birth – Lesson 3

During this lesson, children will describe how a baby develops from conception through the nine months of pregnancy, and how it is born. They will also recognise how they feel when they reflect on the development and birth of a baby.

Open my mind

Slides 1-3: Point out that we are all limited in how far back our memories go, and what none of us can remember are the experiences we had before we were born. Show the PowerPoint slides of a baby developing in the womb. (If you ask them in advance, some children might be able to bring their own baby scan pictures from home.) Ask the children what parts of the body they can identify in these pictures of the tiny, growing baby (you may want to introduce the word 'foetus' at this stage).



Invite the children to consider what it must have been like for all of us when we were tiny and curled up in the womb like that. Take this further by playing the 'Baby Can...' game: with the class seated in a circle, hand out the 'Baby Can...' cards, one to each child, telling them to make sure that only they see what is on their card. There are 30 cards in all: if your class size is greater than that, ask one or two of them to work as pairs. In turn round the circle, each child reads out the statement on their card, 'When I was a baby in the womb I could...' and the rest of the class say whether they think this is true or not (perhaps by a show of hands or standing up for true and sitting for false). The holder of the card then reveals whether it is true or false - some are obvious, some are less so and may surprise them or catch them out: in those cases there is a brief explanation printed on the card, which should also be read out by way of clarification.

Pause Point: Slide 4: 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.

Can you recognise a baby in the photo of a scan, and identify the different parts of its body?

Can you imagine what it was like, being in the womb?

Do you know what a baby in the womb can and can't do?

Tell me or show me

For a more systematic introduction to the main facts of the progression from conception through pregnancy to birth, use either or a combination of the following approaches:

- Animations: Male/Female Reproductive Systems
- You may be able to invite either a mother of a small baby, or a midwife, to come in and talk and answer the children's questions about the experiences of pregnancy and birth
- The resource sheet 'From Conception to Birth' gives a step by step account of the process, with the children (perhaps working in pairs) using a word bank to fill in key words. This exercise may be a useful way of consolidating the learning gained from either of the other approaches

What are the stages by which a baby grows and develops through pregnancy?

How is a baby born?

Let me learn

Part 1) Working individually or in pairs, let the children design and produce a set of cards for a card-sorting game, using pictures and text to present eight stages (or fewer if you prefer) on the journey from conception to birth. The Conception to Birth Card Sort template provides a model for this activity, with pictures provided for the first and last stages.

If time allows, the children could cut up their sets of cards and exchange them, to see how quickly they can sort each other's cards into the correct order.



Part 2) In a class circle ask the children to supply a word of their own to describe how they imagine the parent/s might be feeling when the birth is over. Use the opportunity to draw out and discuss the idea that there is likely to be a mixture of feelings: 'thrilled' and 'happy' will go alongside 'exhausted' and 'sore', 'proud' and 'loving' towards the new child may be competing with 'nervous' and 'anxious' about the new responsibilities. Ask them to consider also how the father may be feeling!

Part 3) Once these ideas have been aired in discussion, ask the children to write in their Jigsaw Journals, under the heading 'New Life', the thoughts and feelings they have now about the whole process by which a new life starts, and how they think they themselves may be affected by it in years to come. Remind them again that mixed feelings are very natural: it can seem amazing and miraculous, but can also seem overwhelming and a bit scary – and yet it is one of the most common and basic of all human experiences, one which we share with our earliest ancestors and with all our fellow humans in every part of the globe.

Can you imagine how a new born baby's parents must feel when the birth is over?

What are your own thoughts and feelings about the process by which a new life is formed?

How might this affect you and your life in the future?

Key Vocabulary

Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife

Boyfriends and Girlfriends – Lesson 4

During this lesson, children will learn to understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. They will also learn to understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.

Open my mind

Diamond Nine

Divide the class into groups and give each a set of diamond nine cards. Explain that the words on the cards are to provide possible endings to the sentence 'You might want a boyfriend/girlfriend because...' Some are good reasons and some are not!

Each group then arranges the cards they have been given in a diamond formation, prioritising them from the best and most important reason at the top, to the worst and least appropriate reason at the bottom.

After the sorting exercise go to each group and ask for feedback about why they prioritised the cards as they did. Were there any differences in how the girls and boys sorted the cards? If there are, why is this? Are boys under different 'pressures' compared to girls?

Draw out that the negative reasons on the cards come from a 'pressure' to be in a romantic relationship. Ask the children where they think this pressure comes from? e.g. media, peers, social standing, popularity, etc. Is it the right thing to 'give in' to the pressure? How do we stand up for ourselves (be assertive)?



Summarise that people should decide to enter into a relationship when they feel ready to and that it is a personal choice. There is no expectation for everyone to be dating and just because others are, it doesn't mean that we have to.

Tell me or show me

Read out the following scenario, explain to the children that this is a REAL story but the names have been changed to protect identity.

Asha was 12 years old when she got a crush on a boy in her year called Daz. They began seeing each other after school. Sometimes they went to the movies but mostly they would spend time together at one of their houses watching Netflix or playing video games. Everyone at school knew they were an 'item'. After a couple of months, Daz started asking Asha to kiss him because he said that's what boyfriends and girlfriends were supposed to do. Asha didn't mind holding hands with him, but she wasn't sure she was ready to start kissing just yet. Daz started getting moody with her and missed a few dates. A few more weeks went by and then Daz said if she really loved him could she prove her love by sending him a photo of herself in her bra and pants. She spoke to her friends who said they had heard that lots of couples sent pictures like this, and that she should do it. Asha sent a picture to Daz. It was simple and easy and she didn't really give it a lot of thought. She felt more confident that she wasn't going to lose him as a boyfriend after sending the photo. Daz started asking for more and more photos and was texting her all the time about it. What she didn't know was that Daz had shown the photos to his friends, and they had told their friends until it had spread around the whole school. Soon everyone in school knew and people she didn't even know started to call her a loser and tease her in the corridors. Daz said he wanted to break up because he couldn't be seen with a loser like her.

Before discussing the scenario, explain that when people send messages or photos like this it is called 'sexting'. Emphasise that once something has been sent online, texted or posted on social media it can NEVER be taken back. There are also ways that people can retrieve whatever has been sent, even if it has been deleted. Also explain that Daz could be in trouble with the police because there are laws against sharing 'sexy' photos of children and young people. (Make the point the law protects both underage boys and girls, and a female could equally be prosecuted for sharing similar images of children and young people).

Briefly ask the children to discuss in pairs why Asha sent the photo and what 'pressure' she was under. Was Daz under pressure too?

Take some feedback from the pairs and discuss the 'pressures' and the importance of respect in relationships.

Finally ask the children what they would have done if they were in Asha or Daz's position? Is it easier to think of the right thing to do having had time to think about it rather than being in 'the moment'?

Let me learn

Mix up the groups from earlier. Give each group a set of 'Should I? / Shouldn't I?' cards and ask them to sort the cards into groups, under the headings 'OK' and 'Not OK'

Some of the cards are deliberately 'nuanced' as some could be OK or not OK depending on the circumstances to promote discussion.



After the groups have finished take some feedback, and from the discussion draw out the elements of personal choice, respect (for self and others) and where to access support.

Draw the lesson to a close by asking the children to summarise what they have discovered about having a boyfriend/girlfriend today. Do they think differently about this now compared to the start of the lesson? What have they learnt about having a respectful boyfriend/girlfriend relationship with another person in the future?

Ask them to summarise their thoughts as three bullet points in their Jigsaw Journals.

Is this a similar or different sort of 'pressure' compared to what we discussed earlier?

Was Daz being respectful?

Why do the children think there are laws about sharing photos, like the one Asha sent?

What would you have done?

Key Vocabulary

Attraction, Relationship, Pressure, Love, Sexting

We hope you will be in agreement with us that this work is vitally important for children, that it needs to be done age-appropriately and that the Jigsaw Programme gives us a secure framework in which to do this.

The government made Relationships Education and Health Education statutory for all primary schools from September 2020, you have the legal right to withdraw your child from sex education. Year 6 lessons are not teaching sex education and are all part of the statutory Science curriculum.

Do please contact your Class Teacher, in the first instance, if you have any questions.

Yours sincerely

G. Geere

Gemma Geere
PSHE Subject Lead

