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'For Learning That Lasts A Lifetime'

20th May 2022

Dear Parent/Carers of Year 4

Re: PSHE Year 4, Term 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 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 we will be following, so that you will be clear of the learning that has taken place at school ready for any questions at home.

Having a Baby – Lesson 2

During this lesson, children will correctly label the internal and external parts of male and female bodies that are necessary for making a baby. They will also learn to understand that having a baby is a personal choice and express how I feel about having children when I am an adult.

Open my mind

With the class in a circle, point out that to make anything new it requires the right ingredients and the right conditions. Which of the four things in the game is the most special and important thing to make?

Ask the children to work in talking partners and pose two questions for a brief discussion:

- What do you think are the reasons why people might choose to have a baby?
- What do you think might be difficult about looking after a new baby?

After 3 minutes take some feedback and bring out the idea that having a baby is both a great joy and a big responsibility, and that is why many people wait until they have a loving and stable relationship in which to care for the baby. Point out that it has always been a natural human instinct to want



babies; if not, none of us would be here! Explain it's a choice people make, and some people choose not to.

What is the most special and precious thing any of us can make?

Why do people choose to have babies?

What is difficult about looking after a baby?

Does everybody have to have a baby?

Tell me or show me

Slides 1-4: Think back to the starter game: what were the main ingredients for making a baby? Show flash cards with pictures of sperm (remember these are full of messages contained in genes about what the father is like) and egg /ovum (remember this is full of messages/genes about what the mother is like).

Use the slides to recap where the sperm and egg/ovum come from inside the body.

The following simple 'script' suggests an approach to telling the story from this point on for children of this age. You may choose to include more explicit detail depending on what you judge yourself, the children or their parents/carers will be comfortable with. However, you decide to approach it, bear in mind that the children will not perceive any of this as sensational or shocking unless your manner and body language tell them so.

It's amazing how a baby starts to grow when a man's sperm and a woman's ovum meet and join together. This can happen when a grown- up man and woman share an especially close and loving embrace which allows the sperm to be released through the penis into the vagina. People refer to this as 'making love' or 'having sex' or sexual intercourse (children will probably have heard these expressions before, but may not really understand what sexual intercourse really means) It's an intimate, loving and very private part of a grown-up relationship. From the vagina, the sperm can swim through the womb/ uterus into the tubes that lead from the ovaries. If they meet an egg/ ovum there, one of them may 'fertilise' it - join with it so that it starts growing into a baby. This is called conception. The fertilised egg settles into the soft lining of the mother's womb, where it will grow until it is big enough to be born 40 weeks (9 months). The baby will get half of its genes from the mother's egg/ovum and half its genes from the father's sperm.

Show the **animation: The Female Reproductive System.**

Can you remember where the sperm and the egg come from?

Why do we need to have differences between male and female?

Let me learn

Ask the children to imagine a visiting alien from a planet where there is no difference between male and female. (You might take on the role of the alien and invent a bizarre story about how they reproduce, e.g. by breaking off a finger and planting it in the ground!)



In pairs, ask the children to prepare a simple fact file in their Jigsaw Journals with a few bullet points for the alien, explaining the physical differences between male and female humans, using the correct vocabulary, and saying why we need these differences to make a baby.

You may want to provide printed copies of the PowerPoint slides of male/female organs to help them illustrate the fact files.

Bring the class back together and show some of the children's work. Clarify any questions or misconceptions that arise.

Finish by reminding the children that Jigsaw Jaz has a private post box where they can put questions any time if there are things they not sure about, or they may want to talk to their parents/carers about it.

Key Vocabulary

Sperm, Egg/ Ovum, Penis, Testicles, Vagina/ Vulva, Womb/ Uterus, Ovaries, Making love, Having sex, Sexual Intercourse, Fertilise, Conception

Girls' and Puberty – Lesson 3


During this lesson, children will 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. They will also discuss strategies to help them cope with the physical and emotional changes they will experience during puberty.

Open my mind

Bring out your 'bag of tricks' - a cloth bag deep enough for the contents not to be seen, with a collection of items related to puberty and growing up: e.g. deodorant (boy and girls products), spot cream, hair gel, comb, diary, teenage magazine, smart phone, iPad, bra, shaving foam, sanitary towel, tampon, pant liner, etc. Invite children or Jigsaw Jaz one at a time to come up, pull out an item, say what it is and place it on the floor in the middle of the circle. If they don't know what an item is, invite other children in the circle to say if they know. Reassure that this is new information for everyone and that it's OK to not be sure about some of these items.

When all the items are revealed, go through them and briefly discuss how each relates to an aspect of growing up. Finish with the items of sanitary wear and ask children to say what they know already about what these are and what they are for.

Introduce the word 'menstruation' (literally meaning a monthly event) and explain this is a special part of puberty that affects girls/ people who are born female; and to understand it we have to think back to what we were learning about last lesson...

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.

What do these objects tell you about changes or new experiences at puberty?



What is menstruation and how are these items connected with it?

Tell me or show me

Slide 2: **Show the animation: The Female Reproductive System** and give a simple explanation about menstruation, pausing at various points to clarify and ask questions. Teachers are also free to use the PowerPoint slide of the Internal Female Organs. A suggested script is below, appropriate for this age of children:

- *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.*
- *Once a month, one of the tiny eggs (ova) stored in the woman's ovaries is released. It passes into the fallopian tube and then into the womb/ uterus.*
- *If the egg (ovum) meets a man's sperm at this point, the egg will be fertilised and a baby will start to grow. This is called conception.*
- *Every month the womb/ uterus makes a thick, soft, spongy lining with an extra supply of blood to provide all the nutrients that a baby would need.*
- *If an egg is fertilised it settles into this soft lining of the womb/uterus and 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.*
- *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, a tampon or mooncup which they insert into the vagina, or period pants. 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.*

Let me learn

In pairs, or small groups, give the children shuffled sets of the Menstruation Cards. Ask them to match the pictures to the statements and then sort them into a correct sequence. You can treat this simply as a brief card-sort activity to consolidate the learning (menstruation will be revisited in future years) or you may prefer to print the text and pictures on paper, and cut up enough for one set per child, and arrange for the children to stick them, correctly ordered, into their Jigsaw Journals.

After the children have completed this activity, gather them into a closing circle. Bring out Jigsaw Jaz and suggest that Jigsaw Jaz has gone very quiet, and might be a bit worried about all this growing up information.

Ask the children in pairs to think of something Jigsaw Jaz might be unsure or anxious about. Pass Jigsaw Jaz to each pair in turn, for them to say what they think the worry or question might be, and invite the others to suggest answers, reassurance, or who it would be good to talk to for more help.



If there are any unanswered that have been put into Jigsaw Jaz's post box from this or prior lessons, use this time to answer them.

Remind children that if they have any more questions or worries after this lesson, they can use the post box or talk to their parents/carers.

What are the stages that explain what happens when a girl or woman has a period?

What might people want to talk more about when thinking about the changes that happen at puberty?

Key Vocabulary

Puberty, Menstruation, Periods

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, however you have the legal right to withdraw your child from some aspects of this work, where it is not a component of the compulsory Science curriculum.

You do have the right, therefore, to withdraw your child from the lesson 2 – Conception. If you wish to withdraw your child from this lesson would you please complete the parentmail form sent separately. You do not need to fill in a form if you are happy for your child to take part in all of these lessons.

Please contact your Class Teacher if you have any questions.

Yours sincerely

G. Geere

Gemma Geere
PSHE Subject Lead

