

EXECUTIVE HEADTEACHER:

Ms Helen Comfort

(B.A.Ed.Hons, NPQH)

HEAD OF SCHOOL:

Mrs Rachel Hindle

(B.A.Hons, PGCE, M.A.Ed)



St. Margaret's-at-Cliffe

Dover, Kent, CT15 6SS

Telephone: (01304) 852639

Fax: (01304) 853671

e-mail: secretary@st-margarets-dover.kent.sch.uk

www.stmargaretsprimary.co.uk

St. Margaret's-at-Cliffe Primary School on Facebook

@stmargaretscp on Twitter

'For Learning That Lasts A Lifetime'

20th May 2022

Dear Parent/Carers of Year 2

PHSE in Year 2, 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. In order to support your child and have a good understanding of what they will be learning, I am including the plan for lesson 4 where some new key vocabulary will be used: the children will begin to use the correct terminology for the parts of the body. This will be done sensitively, and appropriately, for their age but we want you to be clear exactly what the children are learning so you can support your child if they come home with questions.

Boys' and Girls' Bodies – Lesson 4

During this lesson, children will recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private. Children will discuss what they like/don't like about being a boy/girl.

Open my mind

Form the children into groups of 4, evenly mixed gender if possible. Ask the groups to talk about the differences between the things that girls do and the things boys do. They will need to remember some of these ideas - as they will talk about them later. Give approximately 3-5 minutes discussion time.

Are girls and boys always different in what they like to do?

Tell me or show me

On two pieces of flip chart paper, draw an outline of 2 child-sized people from the class. From the outlines, ask if we can tell whether they are boys or girls? Not really.

Use the body parts cards and invite children, one at a time, to place them as appropriate on the outlines (you will need duplicates of all the cards that are common to both sexes).

Now we can tell which is which, because the bodies are different - but we don't normally see people like that! Explain that most boys are born with male body parts, and most girls with female parts (you don't need to expand on this).



Take a laundry basket or similar with a full set of girls' and boys' clothes, including underwear. Produce one item at a time and ask a child to place it where it belongs on one of the two figures. As you do this you may want to distinguish three possible functions of clothes – to keep warm, to look nice and to keep private parts private - and identify which one or more of these functions each item fulfils.

Discuss how clothes can sometimes help us to see from the outside the difference between boys and girls (though they can often be quite similar).

From earlier ask what ideas the children had about other differences in what boys and girls do and how they behave?

Gently question and challenge, to establish that none of these differences applies to all boys and girls.

Challenge gender stereotypes and establish that private body parts is one way you can differentiate males from females.

Can you remember the names of the body parts that make most girls and boys different?
Are the clothes girls and boys wear always different?

Which clothes cover our private parts?

Let me learn

In their Jigsaw Journals ask the children to draw a picture of themselves and write some sentences about what they enjoy about being who they are. This could include what they are enjoying about being a boy or a girl.

Key Vocabulary

Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private

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.

Please contact your class teacher, in the first instance, if you have any questions about this lesson or would like any further information.

Yours sincerely

G. Geere

Gemma Geere
PHSE Subject Lead

