

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 1

Year 1 PHSE in 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 identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva, anus. They will be learning how to respect their body and understand which parts are private.

Open my mind

Slides 1-4: Show children slides (one at a time) of animals and ask them to identify which one is the male and which one is the female.

How do they know?

How can we tell the difference between a male and a female?

Tell me or show me

Slides 5-6: Ask the children to work in pairs and briefly discuss a way that boys and girls often look different. Pass Jigsaw Jack (soft toy) around the circle for each pair to give their answer; conclude that one way we can tell the difference between boys and girls is by their private body parts.

Say to the children that you are so pleased with how sensible they can be, and that you know they will all really try to be sensible in this next part of the lesson.



Show the slides of the male and female bodies. Ask children names of parts e.g. arm, head etc.

Supply the words Penis, Testicles, Vagina/Vulva. If there are giggles, ask the children, 'Why do we giggle?' Explain that these are the parts we keep private - and we don't usually show them or talk about them, so we might feel a bit embarrassed or shy.

Invite the children, if they wish, to share the family names they use at home for these parts. Emphasise that 'family names' for these parts are OK to use sometimes, but it is also important that everyone knows the proper names as well and at school we will use the proper names.

Reinforce that our private parts are those parts that our swimsuits or underwear cover. Ensure 'private' is taken to mean special and important, not 'guilty', 'dirty' or 'not very nice', and that children understand their private parts belong to them and no-one has the right to touch them without their permission.

Emphasise that our private parts are special and nobody should do anything to them which hurts or makes us feel scared. Ask the children what they should do if they feel hurt or scared. Ensure they know who to tell or go to for help.

Note: Caucasian skin tone has been used on most of the diagrams. This is for clarity of image. However, teachers should also reinforce that different skin tones exist, and that private parts will also reflect these skin tones. e.g. if we have dark skin then our private parts will also be dark.

How can we tell who's a boy and who's a girl?

How do you tell the difference between a boy and a girl?

What are the right names for the body parts that make boys and girls different?

If we are worried, or feeling scared or hurt, what should we do?

Which of our body parts do we normally keep private?

When is it all right for us to talk about our 'private' parts, and what names should we use?

Let me learn

On the floor, create two large overlapping circles; draw these on flip chart paper or use PE hoops. In the spaces place the labels: Male, Female, Both.

Still working in pairs, each pair has a body part card and in turn places their card in the appropriate space: male, female, both. As they do this, they tell the group the correct name for that body part.

After the sorting activity establish why it is important to use the correct names for parts of the body and ask the children to make sure that at school, they use the words penis, testicles, vagina/vulva, rather than family words they may use at home.



Discuss when it is and isn't OK to talk about these private body parts:

With Mum and Dad?

With friends, brothers, sisters? On the playground?

With older relatives?

With visitors at home?

At the doctors?

Key Vocabulary

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

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

