

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'

5th May 2023

Dear Parent/Carers of Year 1

Year 1 PHSE in term 6

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

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.

We will show children slides of animals and ask them to identify which one is the male and which one is the female, asking 'How do you know?' and 'How can we tell the difference between a male and a female?'

The children will then work in pairs and briefly discuss a way that boys and girls often look different; our aim is to conclude that one way we can tell the difference between boys and girls is by their private body parts. They will then move to show slides of the male and female bodies, asking the children to name body parts e.g. arm, head etc. Some new words will be introduced: Penis, Testicles, Vagina/Vulva. If there are giggles, we will discuss 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.

The children will then be invited, 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.



The teacher will reinforce with the children that our private parts are those parts that our swimsuits or underwear cover. We will 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.

There will be emphasis on the fact that our private parts are special and nobody should do anything to them which hurts or makes them feel scared. The children will be asked what they should do if they feel hurt or scared; do they know who to tell or go to for help?

On the floor, the class will then create two large overlapping circles to create a Venn diagram. Working in pairs, each pair will put a body part card in the appropriate space: male, female, both. As they do this, they will tell the class the correct name for that body part.

They will finish by discussing when it is and isn't OK to talk about these private body parts: i.e. With Mum and Dad? With friends, brothers, sisters? On the playground? With older relatives? With visitors at home? At the doctors?

Key Vocabulary for Year 1

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



Julian Oliver
PHSE Subject Lead

