



# Juniper Hill School

## Sex Education Information Leaflet for Families – Year 6

We teach Sex Education as part of our Relationships Education within the planned PSHE curriculum. Sex Education lessons are taught in the context of the 'Changing Me' Jigsaw unit of learning and are not stand-alone lessons.

### Why talk to children about sex and relationships?

Some people think that giving children information about sex and relationships encourages young people to experiment with sex, but research has shown quite the opposite effect.

Good sex and relationships educations can: - raise the age young people first try out sexual activity - cut the rate of teenage pregnancies and abortion - lower the rate of sexually transmitted infections.

Sex and relationship education doesn't simply include passing on information about what sex is. It includes a wide range of issues, including - differences in themselves and others (when younger) - changes in their bodies - how their feelings are changing as they grow up - how a pregnancy happens (this may be addressed according to the age and levels of understanding) - preventing pregnancy (secondary school) - dangers of STD's (secondary school).

Research also shows that young people would like their mum, dad or carer to be the first person to talk to them about body changes, feelings, sex and relationships. Children pick up messages about sex and relationships from their friends, the TV and magazines and if you don't talk to them about growing up when they are young, they may find it difficult to ask questions later and may think that you find it too embarrassing to talk about – so won't ask.

This is why as a school we are encouraging parents to begin talking to their children at this age. We share information about what we teach during our yearly sex education parents evening.

### Sex Education Curriculum Content and Progression of Skills and Knowledge in Year 6

| Year Group                                                                                                  | Lesson                                                                                                                                                                     | Learning Objectives                                                                                                                                                                                                                      | Skills                                                                                                    | Knowledge                                                                                             |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 6<br>Puberty<br><b>Children can be removed from this lesson, if parents wish and teach puberty at home.</b> | Changing Me Puzzle 2. Teaching takes place over two sessions. In Session 1, children learn about puberty for boys and girls. In Session 2, boys and girls meet separately. | I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally;<br>I can express how I feel about the changes that will happen to me during puberty. | To explain how girls' and boys' bodies change during puberty.                                             | To understand the importance of looking after yourself physically and emotionally.                    |
| 6<br>Babies:<br>Conception to Birth<br><b>Children can be removed from this lesson, if parents wish.</b>    | Changing Me Puzzle 3                                                                                                                                                       | I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born;<br>I can recognise how I feel when I reflect on the development and birth of a baby.                                        | To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. | To know how a baby develops from conception through the nine months of pregnancy, and how it is born. |



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### Summary of the Changing Me unit of learning

The Year 6 sex education content sits within the “Changing Me” unit of our Jigsaw PSHE curriculum. Five separate lessons, or Puzzle Pieces, are taught:

#### **Puzzle 1 (not Sex Education) My Self Image**

Children are taught about self-image and compare how body image is linked to self-image, as well as how to develop self-esteem.

#### **Puzzle 2 (Sex Education) Puberty**

We start by playing “Growing Up Bingo” to explore the different opportunities and freedoms that we gain as we grow up, such as doing chores, choosing our own clothes and deciding what kinds of foods to eat, and how these come with responsibilities. Next, we use the Puberty Flashcards to begin to remind the children about their Year 5 learning about the physical changes that occur during puberty. This is a light-hearted activity where children stand up if they think the word is a “female” thing, sit if they think it is a “male” thing and put both hands up if they think it applies to both. This allows us to check for prior learning and misconceptions, and teach any new vocabulary, as well as making them feel comfortable with talking about the vocabulary. The words all relate to changes and developments at puberty or the relevant body parts. Next, we view the PowerPoint slides showing development from girl to woman and boy to man, along with the animations of the male and female reproductive systems. These are the same materials that the children would have seen in Year 5, and include animations of the biology of sexual intercourse: an erect penis entering a vagina and ejaculating, leading to a sperm meeting an ovum. We end this session playing Truth or Myth: each group is given a set of cards for them to discuss before we come back together as a group to review. The cards cover topics such as whether boys start puberty later than girls, what causes spots, hairy legs, whether erections can be controlled and whether there are upper and lower age limits for having sex.

**We then move on to the second session of this lesson, where boys and girls move to separate classrooms.** We explain that this is an opportunity for them to talk about things that specifically affect their gender without embarrassment. We go through a list of Boy Worries or Girl Worries, and the children offer advice. The topics include six-packs, “normal” breast / penis size, spots and mood swings. Next, we go through any questions that the children have posted into the year group “Puberty Postbox”, leading into any other questions that the children can write down or ask out loud. It is made clear that questions that are beyond the scope of the Year 6 curriculum will not be answered, and that children should approach an adult at home about them.

#### **Puzzle 3 (Sex Education) Conception to Birth**

We start by sharing first memories. No matter what our earliest memory is, none of us can remember a time before we were born. Next, we look at the diagrams of a baby developing in the uterus, as well as an ultrasound scan. We play “Baby Can”, discussing statements about what babies can and cannot do inside the womb, such as hear, see, smile, move around. We review the male and female reproductive system animations from the previous lesson, and then children work in teams to complete a missing word/word-bank activity about the journey of an ovum to conception and the stages of pregnancy, through to delivery of the baby and placenta. We then discuss how a new mother might feel about giving birth, and then discuss how a new father might feel.



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### **Puzzle 4 (not Sex Education) Boyfriends and Girlfriends**

Children are taught that being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend / boyfriend. They are taught that mutual respect is essential in a boyfriend / girlfriend relationship, and that they should not feel pressured into doing anything that they do not want to, including sexting.

### **Puzzle 5 (not Sex Education) Real Self and Ideal Self**

Children are taught the importance of a positive self-esteem and what they can do to develop it, how to express how they feel about their self-image and how to challenge negative 'body-talk'.

### **Vocabulary the children will be taught**

Self-image, self-esteem, real self, celebrity, opportunities, freedoms, responsibilities, self-esteem, negative body-talk, choice, feelings, emotions, challenge, mental health, attraction, relationship, pressure, love, sexting.

Puberty vocabulary: pubic / underarm hair, voice breaking, menstruation, semen, ejaculation, erection, tampon, sanitary towel, breasts, hormones, wet dream, ovulation, masturbation, clitoris, testicles, sperm, penis, mood swings, vagina, womb, fallopian tube, vulva, sexual intercourse, making love.

Conception to birth vocabulary: fertilisation, pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife.










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### How to talk to your children about sex and relationships

Many people find talking about sex and relationships embarrassing and its ok to tell your child that you feel embarrassed – if you are honest with your child they will learn to trust you and realise that being embarrassed is natural and ok.

Here are some tips that may help you to talk to your child.

-  Start early, if you start talking about sex and relationships at an early age, the information does not have to be very detailed – just simple and natural answers without making a big deal about it. Most children will be happy learning in small steps, as they start to ask questions.
-  Use everyday situations to start a conversation Using TV shows and characters as a starting point can often help as you will be speaking about something which you have both just watched, and children may feel more at ease asking questions about characters in soaps. It also gives children the idea that sex and relationships are a normal part of everyday life.
-  Talk while you are doing something else. Talking while doing the washing up or something similar, takes both of your minds off the subject a little and makes it a little less embarrassing for both of you!
-  Get some books, leaflets or find a good website – come and ask at school which resources we will be using. Perhaps ask friends what books they have used.
-  Find out what your child already knows. Don't give your child a one-off talk about sex and relationships, but build up gradually, this will mean that as they get older, children will feel more comfortable about asking questions.
-  Find the right words. Give your child small answers to questions, some children may want to know more, others may be happy with the short answer, if they ask more questions, this is because they are ready for more information, if they ask the same question again, it is often because they haven't understood, if they change the subject it's probably because they are happy with your answer!
-  Think ahead. Think about how you will answer certain questions and if you feel unsure or unhappy about how to answer, find the information or come into school and ask how we are discussing the area, we may be able to give you some pointers.