



Juniper Hill School

Sex Education Information Leaflet for Families – Year 5

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

Year Group	Lesson	Learning Objectives	Skills	Knowledge
5 Puberty for Girls Children can be removed from this lesson, if parents wish and teach puberty at home.	Changing Me Puzzle 2	To explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally To understand that puberty is a natural process that happens to everybody and that it will be ok for me.	To explain how a girl's body changes during puberty.	To understand the importance of looking after yourself physically and emotionally.
5 Puberty for Boys Children can be removed from this lesson, if parents wish and teach puberty at home.	Changing Me Puzzle 3	To describe how boys' and girls' bodies change during puberty. To express how I feel about the changes that will happen to me during puberty.	To describe how girls' and boys' bodies change during puberty.	To know the changes in girls' and boys' bodies during puberty.
5 Conception Children can be removed from this lesson, if parents wish.	Changing Me Puzzle 4	To understand that sexual intercourse can lead to conception and that is how babies are usually made. To appreciate how amazing it is that human bodies can reproduce in these ways	To understand the vocabulary associated with puberty.	To understand that sexual intercourse can lead to conception and that is how babies are usually made.



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The Year 5 sex education content sits with the “Changing Me” unit of our Jigsaw PSHE curriculum. 6 separate lessons, or Puzzle pieces, are taught as detailed below. Throughout the unit, the children will have an opportunity to post questions in the class worry box. These will be addressed in a gender separated lesson; where their questions extend beyond our curriculum, we will direct them to ask their parents so that parents can decide how much they wish to tell their children.

Summary of the Changing Me unit of learning

Puzzle 1 (not Sex Education) Self and body image

Children are taught to be aware of their own self image and how their body image fits into that, as well as how to develop self-esteem.

Puzzle 2 (Sex Education) Girls puberty

This lesson will be taught separately to boys and girls across Year 5; however, the content will remain identical.

Start by playing “Inside outside” where the children form 2 circles facing each other so each child has their own partner. The children move around and when the teacher says “Stop”, the children pair up with whoever is standing opposite them. The teacher will pose the question, “What kind of thing makes you feel embarrassed?”. The children will be encouraged to share their experiences on a voluntary basis, so they can choose safe subjects. With a new partner, they talk about how they respond to embarrassment. What are the physical effects? How does it make them behave? With a final partner, they have the opportunity to talk about how to cope with embarrassment. At this point, the teacher will steer the conversation as a class towards puberty and the reasons why some people feel embarrassment about the changes that occur during puberty. The teacher will reassure the children that the feelings they experience are completely natural and part of the human life cycle.

We will show a PowerPoint that was shown in Year 4 describing the ingredients that make a baby: sperm and an egg. The pictures are static, scientific and labelled diagrams of the male and female sex organs. The children will watch an animation of what happens during the menstrual cycle and what happens if unprotected sex fertilises the egg vs what happens if no fertilisation occurs. Whilst at the front of the class, the teacher will show the class a variety of sanitary products including tampons with and without applicators, pads with and without wings.; we will briefly describe how these are used. Then they will arrange the class into groups to complete a carousel of activities:

- 1) Menstruation cards matching game. These show diagrams of how girls develop from 7- approximately 16 and labelled scientific diagrams of what happens inside women’s reproductive systems during the menstrual cycle and sanitary products available.
- 2) The great growing up adventure. The children will be presented with a paragraph of information which briefly recaps on the vocabulary and terminology which was presented in Year 4: ovaries, sperm, vagina, testicles, eggs, womb, penis.
- 3) Menstruation worries. The children will be presented with 6 made up worries related to menstruation such as “Help! I’ve been told that when your period starts it goes on until you’re 50. Am I really going to be bleeding for all that time?” In their groups, the children will write responses. Staff will address misconceptions scientifically.



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- 4) Exploration of sanitary products and writing questions. The sanitary products shown at the beginning of the class will be put on this table. It's completely optional to touch the products. The children will have the opportunity to write questions.

Puzzle 3 (Sex Education) Boys puberty

This lesson will be taught separately to boys and girls across Year 5; however, the content will remain identical.

We will recap last lesson's learning about the changes that occur to either sex during puberty. Then the children will be presented with points of view about puberty with which the children decide to what extent they agree or disagree. For example, "When boys grow up, they have to learn to be less emotional than girls." Then we will show a PowerPoint showing a scientific diagram of the male organs and watch an animation of male reproductive system producing sperm from an erect penis, including a brief mention of unprotected sex and shows sperm fertilising an egg. In groups, the children will match vocabulary to its definition. These words are: sperm, semen, testicles or testes, erection, ejaculation, wet dream, hormones. We will tell the children that all these experiences are universal and completely natural but also that the timing of them varies widely.

Puzzle 4 (Sex Education) Conception

The children will remain in their own, gender mixed, classes for the remainder of this unit of learning.

The children will be given a relationship card such as *daughter/ son/ mother/ best friend/ girlfriend/ boyfriend*. The children pair up and the teacher will draw attention to the different types of relationship that make up our lives. In the context of loving relationships, small groups will prioritise answers to complete the sentence, "Before a couple decides to have a baby, they should...". We will introduce the word "Conception" and describe it as the moment when new life begins. Children will view the animations previously shown in puzzle pieces 2 and 3 illustrating how the magic of a new life grows out of the closest and most loving part of the couple's relationship, sexual intercourse. The children will be shown a picture of a baby in the womb. In groups, they will sort statements about conception and pregnancy into true or false columns. If the question "Can people make love and not have a baby?" (or words to that effect), the teacher will respond by saying that people can choose to have protected sex and that this will be covered in further detail in Year 7 and beyond or that they can speak to their parents about the subject. We will not discuss methods of contraception.

Puzzle 5 (not Sex Education) Looking ahead

Children will identify what they are looking forwards to about becoming a teenager and to understand that this brings growing responsibilities. The children will be encouraged to feel confident that they can cope with the changes that growing up will bring.

Puzzle 6 (not Sex Education) Looking ahead to Year 6

Children will identify what they are looking forward to when they are in Year 6. They will start to think about changes they will make in Year 6 and know how to go about this.



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Vocabulary the children will be taught

Puberty, menstruation, period, sanitary towels, sanitary pads, tampons, ovary, vagina, womb/uterus. Sperm, semen, testicles/ testes, erection, ejaculation, wet dream, hormones. Conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, unprotected sex. The word contraception may come up but we will not detail any methods at all.

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.