



Juniper Hill School

Sex Education Information Leaflet for Families – Year 4

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
4 Having a baby Children can be removed from this lesson, if parents wish	Changing Me Puzzle 2	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.	To correctly label the internal and external parts of male and female bodies that are necessary for making a baby.	To know names of the internal and external parts of male and female bodies that are necessary for making a baby.
4 Girls and Puberty Children cannot be removed from this lesson	Changing Me Puzzle 3	Describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.	To describe how a girls' body changes in order for her to be able to have babies when she is an adult.	To know that menstruation (having periods) is a natural part of the way a girls' body changes to enable her to have babies.



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Summary of the Changing Me unit of learning

Puzzle 1 (not Sex Education)

Children are taught that some of their personal characteristics have come from their birth parents and that this happens because they are made from the joining of an egg and sperm.

Puzzle 2 (Sex Education)

We start with the 'making things' game. Each child gets a card and moves around and compares their card with other people's, they find the connection and eventually form themselves into groups containing one finished article (a cake, an oak tree, a new car and a baby) and the 'ingredients' required for making it. The children are made aware of what the four finished articles are and their constituent parts.

We then move on to reading the 'calm me script' ready for the lesson, which explains about being ready and able to understand and accept changes when they happen to us in our lives. Changes happen all the time and we can all cope because often changes make things better. We take time to focus on our bodies and knowing how incredible they are, e.g. since I was a baby my body has been developing to help me ready, walk and write.

Then we move on to the 'open my mind' part of the lesson. We sit in a circle in the class and we discuss how creating anything new requires the correct things and the correct conditions. Which of the four things we discussed on the previous game is the most special? The children then work in pairs to discuss the two following questions:

What do you think are the reasons people might choose to have a baby?

What do you think might be difficult about looking after a new baby?

Feedback will be taken and the idea that having a baby is both a great joy and a great responsibility will be discussed and this is why many people wait until they have a loving and stable relationship in which to care for a baby. It will be highlighted that it has always been a natural human instinct to have babies, if not none of us would be here. Explain that it is a choice people make and it will be explained that some people choose not to.

Moving on to the tell me or show me section of the lesson we will recap the game and recap what the ingredients for making a baby are. The children will be shown flash cards of sperm, which contains father's genes, and eggs/ovum, which contains the mother's genes. We recap where the sperm and eggs come from inside the body. We then share a script which explains that sexual intercourse is a loving embrace which is an intimate and private part of a grown-up relationship. The script will explain that, from the vagina the sperm can swim from the womb into the tubes that lead to the ovaries. If they meet an egg/ovum, one of them may fertilise it/join with it so that it starts to grow in to a baby. This is called conception. The fertilised egg settles into the soft lining in the mother's womb where it will grow until it is big enough to be born, at 40 weeks. The children will understand that the baby will get half of its genes from its mother's egg and half from its father's sperm. The children are then shown a short animation showing this process.

During the 'let me learn' stage of the lesson children imagine an alien visiting from a planet where there is no difference between males and females, they create a short fact file for the alien outlining the differences between male and female humans and why we need these differences to make a baby. Any misconceptions at this point will be addressed.



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Puzzle 3 (Sex Education)

We start with a round of 'zoom/EEK'. Children sit in a circle and are reminded of the word puberty. Children share how they feel about puberty where cards are passed around and, if the child wants to, discuss their thoughts and feelings. It is highlighted that there are no right or wrong answers and this part of the lesson is drawn together by pointing out that there are a variety of feelings people have about puberty and growing up.

In the 'open my mind' part of the lesson a bag of products is discussed including: spot cream, deodorant, sanitary towels, hair gel etc. The children are invited to pull out an item and discuss how this relates to an aspect of growing up. The word menstruation will be introduced at this point and explained that this is a special part of puberty that affects girls/people who are born female.

We now show an animation about the female reproductive system which gives a simple explanation about menstruation. We then share this script:

- *When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.*
- *Once a month, one of the tiny eggs (ova) stored in the woman's ovaries is released. It passes into the fallopian tube and then into the womb/uterus.*
- *If the egg (ovum) meets a man's sperm at this point, the egg will be fertilised and a baby will start to grow. This is called conception.*
- *Every month the womb/uterus makes a thick, soft, spongy lining with an extra supply of blood to provide all the nutrients that a baby would need.*
- *If an egg is fertilised it settles into this soft lining of the womb/uterus and develops into a baby.*
- *If an egg (ovum) isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina and vulva. This is what is called 'having a period'.*
- *Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/woman's body is working as it should.*
- *Girls and women need to soak up the blood (menstrual flow) as it comes out of the vagina/vulva. They can use an absorbent towel which they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly.*
- *The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth, or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop.*

In the next part of the lesson, the children will receive shuffled sets of menstruation cards and they are asked to match the pictures to the statements and sort them in to the correct sequence. The children then reflect on the lesson at the end.



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Puzzle 4 (not Sex Education)

In the introduction to the lesson the children are shown four pictures of a tree in different seasons and asked to put the pictures in order and discuss. We show a power point about two single parent families who are joined through the marriage of their parents and the changes that occur on both sides. We discuss how the changes are managed and how things can change for the better.

Puzzle 5: (not Sex Education)

At the start of the lesson the emotion cards are set out on the floor and then a scenario is read out, such as my best friend moves away and they decide which emotion best links to that scenario. Children are then shown pictures of environmental change and asked to discuss.

In the 'let me learn' part of the lesson, children are asked to list six things that have changed in their lives and are asked to articulate how they felt when these changes were happening. We ensure that children understand that accepting changes is an essential ingredient in being able to cope with it.

Puzzle 6: (not Sex Education)

We start by using the objects again from lesson 3 and children play 'Kim's game'. The children then work in pairs to discuss the things they have learnt in their jigsaw lessons over the term. In talking partners, they talk about the changes that might happen to them during the next school year e.g. moving house, having a new baby in the family, new lessons or going on a trip. Each child takes one change they think is important to them.

Vocabulary the children will be taught

Puzzle 1: Unique me

Personal, unique, characteristics, parents

Puzzle 2: Having a baby

Sperm, egg/ovum, penis, testicles, vagina/vulva, womb/uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception

Puzzle 3: Girls and puberty

Puberty, menstruation, periods

Puzzle 4: Circles of change

Circle, seasons, change, control

Puzzle 5: Accepting change

Control, change, acceptance, scared, empty, peaceful, happy, sad, nervous, proud, excited, anxious, shy, grumpy, accepting, apprehensive, worried, frustrated, angry, disappointed, hurt, jealous, frightened, unsure, uncertain, confused, miserable

Puzzle 6: Looking ahead

Change, looking forward, excited, nervous, anxious, happy.










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How to talk to your children about sex and relationships

Many people find talking about sex and relationships embarrassing and it's 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.