



Juniper Hill School

Sex Education Information Leaflet for Families – Year 3

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
3 Outside Body Changes Children cannot be removed from this lesson	Changing Me Puzzle 3	To understand that boys' and girls' bodies need to change so that, when they grow up, their bodies can make babies. To identify how boys' and girls' bodies change on the outside during this growing up process. To recognise how I feel about these changes happening to me and know how to cope with those feelings.	To identify how girls' and boys' bodies change on the outside during this growing up process.	To understand that girls' and boys' bodies need to change so that when they grow up their bodies can make babies.
3 Inside Body Changes Children cannot be removed from this lesson	Changing Me Puzzle 4	To identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so their bodies can make babies when they grow up. To recognise how I feel about these changes happening to me and how to cope with these feelings.	To identify how girls' and boys' bodies change on the inside during the growing up process.	To understand why these changes are necessary so that their bodies can make babies when they grow up.



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Summary of the Changing Me unit of learning

Puzzle 1 (not Sex Education)

To understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. To express how I feel when I see babies or baby animals.

Puzzle 2 (not Sex Education)

To understand how babies, grow and develop in the mother's uterus and understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family.

Puzzle 3 (Sex Education)

To understand that boys' and girls' bodies need to change so that, when they grow up, their bodies can make babies. To identify how boys' and girls' bodies change on the outside during this growing up process. To recognise how I feel about these changes happening to me and know how to cope with those feelings.

We will be playing switch with the children. This game asks the children to switch places with their peers if the phrase said applies to them. The phrases we will be using include "ever moved house", "been to a different school", "made a new friend", "had a new baby in your family", "have a pet". This will be done in a large circle. We will then ask for examples of changes that may have happened to them in their lives - might be moving house, starting a new school, starting a new club or activity, a change in the family such as new baby, somebody leaving, grandparent coming to stay, etc. In pairs, the children will be invited to tell the other about a change that's happened to them, what was good about it, what was difficult about it. We will invite a few, with permission from their partner, to feed back to the group what their partner told them.

Using the different responses that the children gave, we will explain that sometimes changes feel exciting and good, sometimes difficult, and often a bit of both. We will introduce the term 'puberty' and ask if someone has heard of the word or know it's meaning. We will explain that it refers to changes that will gradually happen to their body from a child's body into an adult's body. In the next lesson, they will learn about the changes on the inside. We will emphasise that puberty is a natural part of growing up for everyone.

A large outline of a body will be on the floor in the centre of the group. Body parts will be read out and children will decide if it's a girl part or a boy part. Please note giggling during this activity is allowed and welcomed. We will explain that some people feel embarrassed but it is important to learn about the changes our bodies will go through. Cartoon-type pictures will be used to illustrate the changes that boys' and girls' bodies will go through. We will reiterate that these changes happen at different times and at different paces for each person as our bodies are unique. A discussion will take place where we talk about the changes children will go through, some which they can control, others which they cannot. We will then ask the children to write down what they are looking forward to about growing up and what they are worried about.



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Puzzle 4 (Sex Education)

To identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so their bodies can make babies when they grow up. To recognise how I feel about these changes happening to me and how to cope with these feelings.

To begin this lesson, we will play a memory game where a parent and child (animals and humans) will be matched up. Children will be asked to tell us how new life starts. For all living things, the female produces 'babies', a new life that starts off tiny and will grow to be an adult animal or human.

Children will be asked the difference between a hen's egg and frogspawn and how they compare to how other animals have babies. We will explain that some animals lay eggs and the baby grows inside it. Whereas for others, the baby grows inside the mother until it is ready to be born and that is the way it happens for humans. If the conversation leads to it, we will discuss adoption and fostering as different ways for babies to come into families.

We will have a recap of the previous lesson (body changes) We will explain that puberty is about boys' and girls' bodies getting ready for making and having babies when they grow up. We will tell the children that even though babies are born from the mother, they need a little bit of the mother and a little bit of the father to start them off in the first place. Children will be reminded that last time we looked at the outside of the body changes when looking at puberty, but now we will look at the inside bodily changes. Children will be taught the boys' testicles grow and start making sperm, we will explain that sperm are tiny seeds needed for a baby to start growing. Children will be told that sperm will be released through the penis. Girls ovaries store hundreds of tiny eggs, during puberty they start to release them one at a time each month. Girls are born with these eggs inside their ovaries (called ova) waiting for puberty to start. A discussion will be had to ensure they do not think 'ova' are like eggs. We will then discuss when one of these eggs or 'ova' joins with a sperm, it will start to grow into a baby. **Note: we will not attempt an explanation on how the sperm and the egg come together. If the question comes up, we will inform the children they will learn about it in later year-groups, or to ask their trusted adults at home.** The womb/uterus grows and gets ready to make a safe space for a baby to grow until it is big enough to be born. The passage that leads from the womb to the outside is called the vagina. If an ovum isn't fertilised, it will be released from the woman's body.

Children will be completing an activity that requires them to fill in the correct words into the gaps. (See vocabulary for examples).

Puzzle 5 (not Sex Education)

I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and be willing to change my ideas sometimes.

Puzzle 6 (not Sex Education)

To identify what I'm looking forward to when I move to my next class. To start to think about changes I will make next year and know how to go about this.

Vocabulary the children will be taught

Baby, grow, uterus, womb, nutrients, survive, love affections, care, changes, birth, animals, babies, mother, growing up, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova, vagina, stereotypes, tasks, roles, challenge, 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.