



Juniper Hill School

Sex Education Information Leaflet for Families – Year 2

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 education 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 Objective	Skills	Knowledge
2 Boys' and girls' Bodies Children cannot be removed from this lesson	Changing Me Puzzle 4	To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private To be able to say what I like/don't like about being a boy/girl	To recognise the physical differences between boys and girls.	To use the correct names for these: penis, testicles, vagina, vulva, anus. To appreciate that some parts of the body are private.



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Summary of the lesson content

Puzzle 4 - Boys' and girls' Bodies

We follow the same format in each PSHE lesson and start with a 'Connect Us' game. We will introduce the focus of the session 'Bodies and Body Parts' by playing 'Jigsaw Jo says: put your hand on your...'. (We will only use 'public' body parts for this game, e.g. Head, shoulders, knees and toes).

We will ask the children to do what we say. They should only do the action if we say 'Jigsaw Jo says...' before the action. If we just say the action, they need to ignore what we have said and do nothing. At the end of the game we will reiterate how amazing our bodies are.

We then have a 'Calm Me' session where everyone is sat in a circle and remind the children that we start every lesson by helping our minds calm down so that we are ready to learn. We use a 'Calm Me' script which doesn't relate to the specific lesson objectives.

Then we move into an 'Open my Mind' section where we will form the children into groups of 4, mixed gender. We will ask the groups to think about the things that boys do and things that girls do.

Next, we do a 'Tell me or show me' segment – On two pieces of flipchart paper, we draw an outline of 2 child-sized people from the class. From the outline, we will ask if we can tell whether they are boys or girls? Not really. We then use the body parts cards (shown below) and invite the children, one at a time, to place them as appropriate on the outlines (with duplicate cards that are common to both genders).

We then say that now we can tell which is which, but we don't usually see people like that! We will explain that most boys are born with male body parts, and most girls with female parts (but we don't expand on this). We will then take a basket with a full set of girls' and boys' clothes, including underwear. Taking one item at a time we will ask a child to place it where it belongs on one of the two figures. As we do this we may distinguish three possible functions of clothes – to keep warm, to look nice and to keep private parts private - and identify which one or more of these functions each item fulfils. We will discuss how clothes can sometimes help us to see from the outside the difference between boys and girls (though they can often be quite similar).

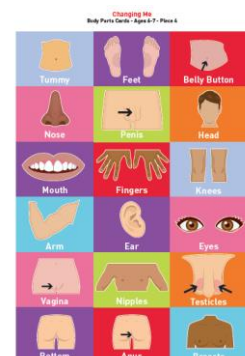
We will ask children to share ideas discussed earlier in their groups, about any other differences they thought of about what boys and girls do and how they behave. We will gently question and challenge, to establish that none of these differences applies to all boys and girls. We will challenge gender stereotypes and establish that private body parts are only one way you can differentiate boys from girls.

Finally, we will move into our 'Let me Learn' phase where the children will be asked to draw a picture of themselves and write some sentences about what they enjoy about being who they are. This could include what they are enjoying about being a boy or a girl.

These are the images that we will be using with these children.
The same ones that were used in Year 1.

Vocabulary the children will be taught

Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private












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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.