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**Information about next term's Personal, Social, Health Education, which includes Relationships and Changing Me**

Dear Parents/Carers,

At Ladygrove we use Jigsaw, the mindful approach to PSHE, as our scheme of work to teach PSHE (Personal, Social, Health Education). The programme consists of 6 half-term units, each with 6 lessons. We call these Jigsaw 'Puzzles'. (Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me).

**The new DFE Guidance for RSHE becomes statutory for schools in England from September 2026. As a school we have made the decision to continue to teach the current 2019 guidance this academic year.**

In the first half of the Summer Term we will be teaching the Relationships Topic. Relationships Education is statutory (DfE Guidance 2019) and parents cannot withdraw their children from it.

We develop positive relationships throughout the school year and through each Jigsaw Puzzle, but there is a more specific focus on this in this Unit of Work, with children learning about different relationships we have with our friends, family and communities (including staying safe online), and how these relationships change as we grow.

In the second half of the Summer Term we will be teaching the 'Changing Me' Puzzle. This helps children learn to cope positively with all sorts of change. In Key Stage 2 they will learn about puberty in this Puzzle. In Key Stage 1 we introduce scientific terminology for body parts, including genitalia, partly for safeguarding reasons and partly to lay the foundations for learning about puberty later.

The purpose of this letter is to inform you of the statutory requirements placed on schools, and what we plan to teach when for this topic in PSHE this term.

The government statutory guidance gives parents the right to request to withdraw their child from Sex Education, and this letter explains more about what Sex Education is and how you can find out more about this if you wish to.

**Health, Relationship and Sex Education**

Health and Relationship Education is statutory in all primary schools, and it is recommended that all primary schools have a Sex Education programme that is tailored to the age of the pupils.

The Health and Relationship curriculum content is woven throughout the entire programme of Jigsaw, with a specific focus within the 'Healthy Me' and 'Relationships' Puzzles.

In the Early Years and Key Stage 1, the focus is on life cycles, valuing our own bodies and learning some vocabulary for the external body parts, that we might use if we needed to talk to an adult such as a nurse or a doctor.

In Key Stage 2,there is a particular focus on the Health Education element of puberty in (including menstruation) and the changes that happen inside and outside the body. This is taught in a way that helps pupils feel prepared for the main changes that happen before puberty starts, and to encourage them to talk to an adult at home or at school if they have any questions.

At Ladygrove we define 'Sex Education' to mean teaching the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Sex Education is part of our PSHE/RSE curriculum and we teach it through the Jigsaw 'Changing Me' topic. Please note that animal reproduction is a statutory element of the Year 5 Science curriculum and at Ladygrove, we deliver this including human reproduction.

**The right to withdraw**

As parents you have the right to withdraw your child from the non-statutory elements of our teaching. These will be the lessons on human reproduction (please refer to the contents table below for the exact lessons). You are unable to withdraw your child from any lessons within Relationship or Health Education (this includes puberty and menstruation). If you do wish to withdraw your child from the human reproduction lessons, please contact Kirsty Stewart (Deputy Headteacher) so we can discuss the implications of withdrawing.

**What will my child be taught about puberty and human reproduction?**

We have reviewed the content in the Jigsaw Programme as part of our policy review and the content below reflects the decisions made as part of this process with the staff, governors and parents.

The Jigsaw unit 'Changing Me' is taught in the Summer Term and contains 6 pieces (lessons). Each year group will be taught appropriate to their age and developmental stage. This content will be taught by the class teachers. We will not teach beyond the remit of the year group. If questions are asked that the teacher feels are inappropriate or are beyond the content for that year group, the teacher may ask the child to ask their parent/carer, or the teacher may acknowledge the question and explain that we will learn about that aspect at another time.

The table below only covers the lessons (pieces) that relate to life cycles, the human body, puberty and human reproduction. The lessons (pieces) that parents are able to withdraw their children from are indicated.

| **Year group** | ***Piece (lesson) Number and Name*** | ***Learning Intentions relating to Puberty and Human Reproduction*** |
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| ***Ages 4-5 Reception*** | Piece 1- My Body | • I can name parts of the body. |
| | Piece 3 – Growing Up | • I understand that we all grow from babies to adults. |
| ***Ages 5-6 Year 1*** | Piece 1 Life Cycles | • I am starting to understand the life cycles of animals and humans<br>• I understand that changes happen as we grow and that this is OK |
| | Piece 2 Changing Me | • I can tell you some things about me that have changed and some things about me that have stayed the same |

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| | | • I know that changes are OK and that sometimes they |
| | Piece 3 My Changing Body | • I can tell you how my body has changed since I was a baby<br>• I understand that growing up is natural and that everybody grows at different rates |
| | Piece 4 Boys' and Girls' Bodies | • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus<br>• I respect my body and understand which parts are private |
| ***Ages 6-7 Year 2*** | Piece 1 Life Cycles in Nature | • I can recognise cycles of life in nature<br>• I understand there are some changes that are outside my control and can recognise how I feel about this |
| | Piece 2 Growing from Young to Old | • I can tell you about the natural process of growing from young to old and understand that this is not in my control<br>• I can identify people I respect who are older than me |
| | Piece 3 The Changing Me | • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old<br>• I feel proud about becoming more independent |
| | Piece 4 Boys' and Girls' Bodies | • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private<br>• I can tell you what they like/don't like about being a boy/girl |
| ***Ages 7-8 Year 3*** | Piece 1 How Babies Grow | • I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby<br>• I can express how I feel when they see babies or baby animals |
| | Piece 2 Babies | • I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow (New vocab – uterus /womb)<br>• I can express how I might feel if they had a new baby in their family |
| | Piece 3 Outside Body Changes | • I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies<br>• I can identify how boys' and girls' bodies change on the outside during this growing up process (introduce term puberty) |
| | Piece 4 Inside Body Changes | • I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period)<br>• I can recognise how I feel about these changes happening to me and know how to cope with these feelings<br>**Note – this lesson briefly introduces the term 'period' and explains what a period is in simple terms.**<br>**This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time.** |
| ***Ages 8-9 Year 4*** | Piece 1 Unique Me | • I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.<br>• I appreciate that I am a truly unique human being |
| | Piece 2 Having A Baby | • I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby and explain in simple terms how this happens |

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| | **Parents have the right to withdraw children from this session as it is classed as human reproduction.** | • I understand that having a baby is a personal choice and express how they feel about having children when they are adults<br>• **Note: This is a simple introduction to sexual intercourse with the teacher using a script which includes 'an especially close and loving embrace which allows the sperm to be released through the penis into the vagina.'.** |
| | Piece 3 Puberty and Menstruation | • I can 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<br>• I have strategies to help me cope with the physical and emotional changes I will experience during puberty<br>**Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.** |
| ***Age 9-10 Year 5*** | Piece 2 Puberty for Girls | • I can explain how girls' bodies change during puberty and understand the importance of looking after themselves physically and emotionally<br>• I understand that puberty is a natural process that happens to everybody and that it will be OK for me |
| | Piece 3 Puberty for Boys | • I can describe how boys' and girls' bodies change during puberty<br>• I can express how I feel about the changes that will happen to me during puberty |
| | Piece 4 Conception **Parents have the right to withdraw children from this session as it is classed as human reproduction.** | • I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby<br>• I appreciate how amazing it is that human bodies can reproduce in these ways |
| ***Age 10-11 Year 6*** | Piece 2 Puberty | • 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 |
| | Piece 3 Babies – Conception to Birth **Parents have the right to withdraw children from this session as it is** | • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born<br>• I recognise how I feel when I reflect on the development and birth of a baby |

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| | **classed as human reproduction.** | |
| | Piece 4 Attraction | • I understand how being physically attracted to someone changes the nature of the relationship<br>• I can express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this |

**We are eager to work in partnership with parents**

We hope that the information we have provided is useful in understanding what your child will be learning this term. Please refer to our PSHE and RSE policies for further information and the RSE section on the website. (Learning – Subjects – PSHE)

There is also the Usborne series of growing up books that you might find useful. (https://usborne.com/gb/books/series/growing-up).

We hope you will be in agreement with us that this work is vitally important for children, that it needs to be done age-appropriately and that the Jigsaw Programme gives us a secure framework in which to do this.

However, we do as always want to work in partnership with parents and carers and also wish to inform you of your legal right to withdraw your children from some aspects of this work. Relationships Education and Health Education are statutory for all primary schools but we would value the opportunity to share these statutory requirements with you, so you are clear about the curriculum we intend to teach the children, why we feel this is so important, and also the aspects parents have the right to withdraw their children from.

**The right to withdraw**
As parents you have the right to withdraw your child from the non-statutory elements of our teaching. These will be the lessons on human reproduction. You are unable to withdraw your child from any lessons within Relationship or Health Education (this includes puberty and menstruation). Please refer to our PSHE policy for further information and the RSE section on the website. (Learning – Subjects – PSHE)

***This is only applicable to parents in years four, five and six.***

If you do wish to withdraw your child from the human reproduction lessons, please complete the attached slip by **Friday 17th April 2026** and I will contact you to discuss this further.

If you have any further questions, please contact your child's teacher or me via the office.

Kind regards,

Mrs Stewart
RSE Lead/Deputy Headteacher

| TO BE COMPLETED BY PARENTS (YEARS 4, 5 AND 6 ONLY) | | | | |
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| Name of child | | Class | | Child's D.O.B |
| Name of parent | | Date | | |
| Reason for withdrawing from sex education within relationships and sex education | | | | |
| | | | | |
| Any other information you would like the school to consider: | | | | |
| Parent Signature: | | | | |