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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 revised Department for Education statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education came into effect on 1 September 2026.

In the first half of the Summer Term, we will be teaching the Relationships Puzzle. Relationships Education is statutory in primary schools 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 explain the statutory requirements placed on schools and what we plan to teach within PSHE this term.

The statutory guidance gives parents the right to request that their child is withdrawn from sex education taught outside the statutory science curriculum. This letter explains what this means, what will be taught and how you can find out more.

Relationships Education, Health Education and Sex Education

Relationships Education and Health Education are statutory in state-funded primary schools. Sex Education beyond the statutory science curriculum is not compulsory in primary schools, but schools are encouraged to provide an age-appropriate programme that meets the needs of their pupils.

Relationships Education and Health Education are woven throughout the Jigsaw programme, with a particular 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, 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 of puberty and encourages them to talk to a trusted adult at home or at school if they have any questions.

At Ladygrove, we use the term 'Sex Education' for teaching about human conception, reproduction and birth that goes beyond the content of the statutory science curriculum. Sex Education forms part of our wider PSHE curriculum and is taught through relevant lessons in the Jigsaw 'Changing Me' Puzzle. Statutory science includes learning about life cycles, growth and reproduction in plants and animals; where teaching goes beyond this to cover human conception, reproduction or birth, it is identified as non-statutory Sex Education.

The right to withdraw

Parents have the right to request that their child is withdrawn from primary Sex Education taught outside the statutory science curriculum. Parents cannot withdraw their child from Relationships Education, Health Education or statutory science, including teaching about puberty and menstruation. The lessons from which withdrawal may be requested are identified in the table below. If you are considering withdrawal, please contact Kirsty Stewart (Deputy Headteacher) so that we can discuss the request, the nature and purpose of the teaching and the arrangements that would be made for your child.

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 consists of a sequence of lessons appropriate to each year group. Each year group will be taught content suited to pupils' age and developmental stage by their class teacher. We will not teach beyond the planned content for the year group. If a child asks a question that is not appropriate for the lesson or goes beyond the planned content, the teacher may encourage them to speak with a parent or carer, or explain that the topic will be covered at a later stage.

The table below covers the lessons that relate to life cycles, the human body, puberty and human reproduction. Lessons from which parents may request withdrawal because they include non-statutory Sex Education are clearly identified. We review our planned content and resources to ensure that they remain age-appropriate and consistent with the current statutory guidance.

Year group	**Piece (lesson) number and name**	**Learning Intentions relating to body changes in puberty and human reproduction**
Ages 3-4	Piece 1- My Body	• I can name parts of my body and show respect for myself
	Piece 3 Growing Up	• I understand that we all start as babies and grow into children and then adults
	Piece 4 Growth and Change	• I know that I grow and change

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 • 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 • I know that changes are OK and that sometimes they happen whether I want them to or not
	Piece 3 My Changing Body	• I can tell you how my body has changed since I was a baby • 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, vulva, anus • 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 • 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 • 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 • 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) and appreciate that some parts of the body are private • I can describe what I enjoy about being a boy or girl whilst understanding we are all different
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 in mammals it is the female who has the baby • I can express how I feel when they see babies or baby animals
	Piece 2 Outside Body Changes	• I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • I can identify how boys' and girls' bodies change on the outside during this growing up process • I recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 3 Inside Body Changes	• I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you 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) • I recognise how I feel about these changes happening to me and know how to cope with these feelings
	Piece 4 **Keeping**	• I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy

	Ourselves Clean	• I know some simple ways of keeping clean which can keep me healthy and protect me from some infections • I have started to think about the ways to keep my body clean as I grow up and how I feel about this
Ages 8-9 Year 4	Piece 2 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 • I have strategies to help me cope with the physical and emotional changes I will experience during puberty **Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.**
	3. Being Part of a Family	• I know there are many types of family and that often our family members form part of our inner circle • I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty • I recognise that sometimes I may feel anxious about growing up and this is natural, and can identify people who can support me with this
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 ourselves physically and emotionally • 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 • I can express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	• 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 • I appreciate how amazing it is that human bodies can reproduce in these ways **Parents have the right to withdraw children from this session as it is classed as human reproduction.**
	Piece 5 Looking Ahead 1	• I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (includes clarification on standing up for self, how age restrictions are there to help you, the pressures of misleading media messages around romantic/physical relationships) • I am confident that I can cope with the changes that growing up will bring
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 • I can express how I feel about the changes that will happen to me during puberty
	Piece 3 Babies – Conception to Birth	• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I recognise how I feel when I reflect on the development and birth of a baby

		Parents have the right to withdraw children from this session as it is classed as human reproduction.
	Piece 4 Boyfriends and Girlfriends	● I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend ● I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
Ages 11-12 – Scotland Only	Piece 1 – My changing body	● I understand how my body changes in puberty ● I can express how I feel about the changes that happen during puberty

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)
Parents and carers may request to view the curriculum materials and resources used for Relationships Education, Health Education and Sex Education. Please contact the school office if you would like to arrange this.

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.

We want to work in partnership with parents and carers and to be open about what is taught. Relationships Education and Health Education are statutory in primary schools. Parents may request withdrawal only from Sex Education taught outside the statutory science curriculum. Parents and carers may also ask to view the curriculum materials and resources used for RSHE; please contact the school office if you would like to arrange this.

The right to withdraw
Parents have the right to request that their child is withdrawn from Sex Education taught outside the statutory science curriculum. At Ladygrove, these are the identified lessons on human conception, reproduction and birth. Parents cannot withdraw their child from Relationships Education, Health Education or statutory science, including puberty and menstruation. Please refer to our PSHE and RSE policies and the RSE section of the school website for further information.

At present, the identified non-statutory Sex Education lessons apply to Years 5 and 6 only.

If you wish to request withdrawal from the identified non-statutory Sex Education lesson, please complete the attached slip by **Wednesday 24 March 2027**. I will then contact you to discuss your request and the arrangements for your child.

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 5 AND 6 ONLY)				
Name of child		Class		Child's D.O.B
Name of parent		Date		
Reason for requesting withdrawal from non-statutory Sex Education (optional)				
Any other information you would like the school to consider:				
Parent Signature:				