



15th April 2024

Dear Parents and Carers,

Our PSHE (Personal, Social and Health Education) Programme across our school is called Jigsaw, the mindful approach to PSHE.

The lessons since September have built children's emotional literacy, self-esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way. We are sure you will have heard about the Jigsaw Friends and Calm Me time.

The Summer Term Puzzles (units) are about Relationships (unit 1) and Changing Me (unit 2).

The Changing Me Puzzle includes, in every year group, 2 or 3 lessons to help children understand the changes puberty brings and how human reproduction happens. There is a very serious safeguarding aspect to this work and obviously the younger year groups are not looking at these issues directly and explicitly but rather learning correct terminology for body parts and doing the foundation work for later year groups. The lessons in Years 5 and 6 look more fully at puberty and human reproduction.

We feel 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, 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. The government made Relationships Education and Health Education statutory for all primary schools from September 2020 and although Sex Education is non- statutory in primary schools, we believe that it is part of preparing children to live in the real world. Our focus is about building healthy attitudes and positive relationships.

Attached to this email is our PSHE and Relationships Policy, which includes information about Sex Education and the lessons that children can be withdrawn from (these lessons are also highlighted yellow in the overviews below). If you have any issues about this policy or about the content of the lessons, or you wish to discuss withdrawing your child, please contact Mrs Humphriss

Detailed below is information about exactly what will be taught each week in each year group, along with the lesson that it will be taught in your child's class. This means that you will be able to prepare your child for the lessons that are to come, or talk to them after the lesson has been taught in school if you wish to. It also means you are prepared for any questions that your child may ask you. **Class teachers will contact parents and carers via their normal communication to inform you when they will be teaching their PSHE lesson and which lesson it will be.**



Reception

Content overview

Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

| Piece (lesson) | Learning Intention |
|-------------------------|--|
| 1. My Body | I can name parts of the body. |
| 2. Respecting my body | I can tell you some things I can do and foods I can eat to be healthy |
| 3. Growing up | I understand that we all grow from babies to adults |
| 4. Fun and Fears Part 1 | I can express how I feel about moving to Year 1. |
| 5. Fun and Fears Part 2 | I can talk about my worries and/or the things I am looking forward to about being in Year 1. |
| 6. Celebration | I can share my memories of the best bits of this year in Reception. |

Year 1

Content overview

Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.

| Piece (lesson) | PSHE Learning Intention | Social and Emotional Skills Learning Intention |
|----------------------------|--|---|
| 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. |
| 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 will happen whether I want them to or not. |
| 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. |
| 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. | I respect my body and understand which parts are private. |
| 5. Learning and Growing | I understand that every time I learn something new I change a little bit. | I enjoy learning new things. |



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| 6. Coping with Changes | I can tell you about changes that have happened in my life. | I know some ways to cope with changes. |
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Year 2

Content overview

In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practice a

range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

| Piece (lesson) | PSHE Learning Intention | Social and Emotional Skills Learning Intention |
|------------------------------|---|---|
| 1. Life Cycles in Nature | | I understand that there are some changes that are outside my control and can recognise how I feel about this. |
| 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. |
| 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. |
| 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, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. | I can tell you what I like/don't like about being a boy/girl. |
| 5. Assertiveness | I understand there are different types of touch and can tell you which ones I like and don't like. | I am confident to say what I like and don't like and can ask for help. |
| 6. Looking Ahead | I can identify what I am looking forward to when I move to my next class. | I can start to think about changes I will make when I am in Year 3 and know how to go about this. |



Year 3

Content overview

This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.

| Piece (lesson) | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--------------------|---|---|
| 1. How Babies Grow | I understand that in animals and humans lots of changes happen between conception and growing up, | I can express how I feel when I see babies or baby animals. |

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| | and that usually it is the female who has the baby. | |
| 2. Babies | I understand how babies grow and develop in the mother's uterus. I 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. |
| 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. I can identify how boys' and girls' bodies changed on the outside during this growing up period. | I recognise how I feel about these changes happening to me and know how to cope with those feelings. |
| 4. 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. | I recognise how I feel about these changes happening to me and know how to cope with these feelings. |
| 5. Family Stereotypes | 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 might be willing to change my ideas sometimes. |
| 6. Looking Ahead | I can identify what I am looking forward to when I move to my next class. | I can start to think about changes I will make next year and know how to go about this. |



Year 4

Content overview

In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.

| Piece (lesson) | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|------------------|--|--|
| 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. | I appreciate that I am a truly unique human being. |
| 2. Having a Baby | I can correctly label the internal and external parts of male and female | I understand that having a baby is a personal choice and I can express how I |

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| | bodies that are necessary for making a baby. | feel about having children when I am an adult. |
| 3. Girls and Puberty | 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. |
| 4. Circles of Change | I know how the circle of change works and can apply it to changes I want to make in my life. | I am confident enough to try to make changes when I think they will benefit me. |
| 5. Accepting Change | I can identify changes that have been and may continue to be outside of my control that I learnt to accept. | I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. |
| 6. Looking Ahead | I can identify what I am looking forward to when I move to a new class. | I can reflect on the changes I would like to make next year and can describe how to go about this. |



Year 5

Content overview

In this Puzzle, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.

| Piece (lesson) | PSHE Learning Intention | Social and Emotional Skills Learning Intention |
|------------------------|--|---|
| 1. Self and Body Image | I am aware of my own self-image and how my body image fits into that. | I know how to develop my own self esteem. |
| 2. Puberty for Girls | I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. | I understand that puberty is a natural process that happens to everybody and that it will be ok for me. |
| 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. |

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| 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. |
| 5. Looking Ahead 1 | I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). | I am confident that I can cope with the changes that growing up will bring. |
| 6. Looking Ahead 2 | I can identify what I am looking forward to when I move to my next class. | I can start to think about changes I will make next year and how to go about this. |



Year 6

Content overview

In this Puzzle, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.

| Piece (lesson) | PSHE Learning Intention | Social and Emotional Skills Learning Intention |
|--------------------------------|---|---|
| 1. My Self Image | I am aware of my own self-image and how my body image fits into that. | I know how to develop my own self esteem. |
| 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. |
| 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 can recognise how I feel when I reflect on the development and birth of a baby. |
| 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. |
| 5. Real Self and Ideal Self | I am aware of the importance of a positive self-esteem and what I can do to develop it. | I can express how I feel about my self-image and know how to challenge negative 'body-talk'. |
| 6. The Year Ahead | I can identify what I am looking forward to and what worries me about the transition to secondary school/or moving to my next class. | I know how to prepare myself emotionally for the changes next year. |

We hope you, like us, will see the materials in Jigsaw as educationally sound and beneficial to our children and helping to safeguard them.

If you do have any questions about the material being used, please do not hesitate to contact me or your child's class teacher.

Yours sincerely,

Mrs G Humphriss Head Teacher and Mrs L Archer PSHE lead



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