



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

Dear Parents/Carers,

As you know, we adopted the scheme Jigsaw, the mindful approach to PSHE, in summer term 2025, as our approach to teaching Personal, Social, Health Education. The programme consists of 6 half-term units, each with 6 lessons, that build progressively through the school. We call these Jigsaw 'Puzzles'. (Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me).

Throughout the year we keep you informed about our PSHE curriculum, through the weekly newsletter and the class termly overviews. Our PSHE policy, which outlines our whole-school approach, how we make adaptations to the Jigsaw content and ensure that lessons meet the needs of all pupils, is available on our website or you can ask for a paper copy to be printed off from the school office. We welcome your feedback and engagement with this important area of learning.

Relationships Education and Health Education became statutory in all primary schools in September 2020, as outlined in the DfE's statutory guidance for Relationships, Sex and Health Education. Updated guidance was published in 2025 and will be implemented this summer term. I have updated our PSHE & RSE Policy considering these changes and the new policy is on the website and will be approved by governors at the end of term.

These subjects are a statutory entitlement for all children. This means that whilst we highly value parental views and take these into account when planning and reviewing our curriculum, parents cannot withdraw children from Relationships or Health Education content. However, parents do retain the right to request withdrawal from specific non-statutory Sex Education lessons, which we explain further below.

First half of Summer Term: Relationships

Positive relationships are woven throughout our PSHE curriculum all year, but the Relationships Puzzle provides focused teaching on the different relationships children have with friends, family and wider communities. Children learn about the characteristics of healthy relationships, how relationships change as we grow, and how to keep themselves safe in all contexts, including online.

Second half of Summer Term: Changing Me

The Changing Me Puzzle helps children understand and cope positively with change. As in all the Jigsaw PSHE Puzzle units, content is carefully matched to children's age and developmental stage:

- Early Years and Key Stage 1: Children learn about life cycles, how we all grow and change, and develop vocabulary for body parts including correct anatomical terms for genitalia.

Children also learn about privacy; understanding which parts of the body are private, what privacy means, and who they can talk to if they have questions or concerns. This vocabulary and understanding supports safeguarding and lays important foundations for later learning.

- **Key Stage 2:** Children learn about puberty as part of their statutory Health Education, in line with statutory expectations that all pupils are prepared before puberty begins. Puberty can start any time between the ages of 8 and 11, so this teaching ensures children understand the changes ahead and feel informed rather than anxious. This includes learning about physical and emotional changes, menstruation, personal hygiene during puberty, and strategies for managing these changes positively. Teaching is designed to help children feel prepared and to encourage them to talk to trusted adults at home or school if they have questions.

The DfE recommends that all primary schools include age-appropriate Sex Education, and at St. Michael's we follow this guidance by teaching one Sex Education lesson in Year 5 and one in Year 6, as we did last year.

Understanding Sex Education and the right to withdraw

At St. Michael's we define Sex Education as understanding human reproduction. These specific lessons focus on human reproduction within our PSHE curriculum and are clearly identified in the table below.

While Relationships and Health Education (including all puberty content) are statutory and form part of your child's entitlement, you do have the right to request withdrawal from the non-statutory Sex Education lessons on human reproduction that are taught within PSHE. These lessons are highlighted in the table on the next page.

If you are considering withdrawal, we ask that you contact your child's teacher in the first instance so we can discuss your concerns, explain what your child will learn and miss, and talk through any implications. We find that when parents understand the age-appropriate, scientific nature of the content, most feel reassured about their child's participation.

Please note that there is no right to withdraw from teaching about human reproduction when taught as part of our Year 5/Year 6 Science curriculum on animal life cycles, as this is statutory Science curriculum content.

Below, we provide specific detail about the Changing Me Puzzle, particularly the lessons relating to puberty and human reproduction. The content shown reflects our PSHE curriculum, which has been developed in line with statutory requirements and our school's values and context.

All content is taught by class teachers and is carefully matched to each year group's developmental stage. We do not teach beyond the remit of each year group. If children ask questions that go beyond the planned content, teachers will acknowledge the question positively and either suggest the child discusses this at home or explain that we'll explore that topic at a later stage in their learning.

The table below only covers the lessons (pieces) that relate to life cycles, the human body in puberty and human reproduction. The lessons (pieces) that parents can withdraw their children from are highlighted in **red font** and only take place in Years 5 & 6.

School Year group	Jigsaw Piece	Learning Intentions relating to Puberty and Human Reproduction
Ages 4-5 Reception	Piece 1- My Body	<ul style="list-style-type: none"> I can name parts of the body.
	Piece 3 - Growing Up	<ul style="list-style-type: none"> I understand that we all grow from babies to adults.
Ages 5-6 Year 1	Piece 1 Life Cycles	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> I can identify the parts of the body that make boys different to girls and can use the correct names for these. I respect my body and understand which parts are private
Ages 6-7 Year 2	Piece 1 Life Cycles in Nature	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> I can recognise the physical differences between boys and girls, use the correct names for parts of the body 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	<ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> • I recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 2 Outside Body Changes	<ul style="list-style-type: none"> • I 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
	Piece 3 Inside Body Changes	<ul style="list-style-type: none"> • 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 Ourselves Clean	<ul style="list-style-type: none"> • I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy • 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	<ul style="list-style-type: none"> • 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 <p>Note - teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required</p>
	Piece 3 Being Part of a Family	<ul style="list-style-type: none"> • 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
Age 9-10 Year 5	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> • I can explain how girls' bodies change during puberty and understand the importance of looking after themselves 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • I understand that sexual intercourse can lead to conception and that is how babies are usually made. I

	Parents have the right to withdraw	<p>also understand that sometimes people need IVF to help them have a baby</p> <ul style="list-style-type: none"> • I appreciate how amazing it is that human bodies can reproduce in these ways
	Piece 5 Looking Ahead	<ul style="list-style-type: none"> • 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).
Age 10-11 Year 6	Piece 2 Puberty	<ul style="list-style-type: none"> • 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 Parents have the right to withdraw	<ul style="list-style-type: none"> • 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
	Piece 4 Attraction	<ul style="list-style-type: none"> • I know myself well enough to maintain positive relationships with others whilst also keeping my own identity • I can be assertive when appropriate

We are eager to work in partnership with parents

As with all curriculum areas in our school, teachers will be assessing the needs of the children in their class and ensuring that the teaching and learning is meeting the needs of the class. Please be aware that your child may ask you questions on what they have learnt. There is a leaflet on the [website](#) 'RSHE Guide for Parents and Carers', which gives tips on how to talk to your child about puberty and human reproduction. There is also the Usborne series of growing up books (<https://usborne.com/gb/books/series/growing-up>) that you might find useful.

We hope that the information we have provided is useful in understanding what your child will be learning next term. Please refer to our [PSHE policy](#) for further information and visit our [curriculum page](#) and click on PSHE. If you have any further questions, please contact your child's teacher in the first instance.

Kind regards

Mrs Jan Martin (Headteacher & PSHE Lead)

