**RSE Information Letter**

Date: 17.4.23

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

Dear Parents/Carers,

At St Peters, 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).

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 remind you of the statutory requirements placed on schools, and what we plan to teach and 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.

We also want to share with you how we are adapting the scheme to suit the needs of our school community.

**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. In 2021 we conducted a parent survey and used your views to design the RSE (Relationships and Sex Education) Part of the Jigsaw PSHE curriculum.

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 Year 4 (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 St Peters, we define ‘Sex Education’ to mean ‘understanding human reproduction, from conception to birth.’

Relationships and 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 school we deliver this, including human reproduction in Year 6.

**There are only three lessons that would be classed as RSE lessons and additional to the health and relationships education we now have to teach.** These are:

Year 3- A lesson on how the baby grows in the womb.

Year 5- A lesson on inside body changes.

Year 6- A lesson on Conception to birth.

**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 lesson above) 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 Mrs D Harrison so that 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 (our parent consultation/meeting that took place in ‘September 2021’).**

The Jigsaw unit ‘Changing Me’ is taught in the Summer Term and contains 6 pieces (lessons). Each year group will be taught subject matter appropriate to their age and developmental stage. This content will be taught by the class/year teachers or a HLTA. 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 highlighted in red font.

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| **School**  **Year group** | ***Piece (lesson) Number and Name*** | ***Learning Intentions relating to Puberty and Human Reproduction*** |
| ***Ages***  ***4-5 Reception*** | 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 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 |
|  | 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, vagina, anus * Respect their own body and understand which parts are private. * 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 | * recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus, breast, nipples) and appreciate that some parts of the body are private * tell you what they like/don’t like about being a boy/girl |
| ***Ages 7-8 Year 3*** | Piece 1  How Babies Grow | * 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 * express how they feel when they see babies or baby animals |
| Piece 2  Babies  Right to withdraw | * 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) * express how they might feel if they had a new baby in their family |
| ***Ages 8-9***  ***Year 4*** | Year 3 Piece 3  Outside Body Changes  Lesson 1 in year 4 | * understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies * identify how boys’ and girls’ bodies change on the outside during this growing up process (introduce term puberty) |
|  | Piece 2 a  Responsibilities and Joys | * understand what responsibilities there are in parenthood and the joy it can bring * consider what has influenced my life and what might influence the lives of other people * understand that having a baby is a personal choice and express how I feel about having children when I am an adult |
|  | Piece 3  Girls and Puberty | * 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 * know that they have strategies to help me cope with the physical and emotional changes they will experience during puberty |
| ***Age***  ***9-10***  ***Year 5*** | Year 3, Piece 4  Inside body changes  This lesson touches on conception. Right to withdraw. | * 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 |
|  | Piece 2  Puberty for Girls | * explain how girls’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally * understand that puberty is a natural process that happens to everybody and that it will be OK for them |
| 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 |
| ***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  **Right to withdraw.** | * describe how a baby develops from conception through the nine months of pregnancy, and how it is born * recognise how they feel when they reflect on the development and birth of a baby |

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

Please be aware that your child may ask you questions on what they have learnt. There is a leaflet attached to this email and on the website, 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 this term. Knowledge organisers are on the PSHE website page.

Please refer to our PSHE policy for further information. Withdraw letters are on the website.

If you have any further questions, please contact your child’s teacher or Mrs D Harrison, via the office.

Kind regards,

Mrs D Harrison

PSHE / RSE Lead