

Information regarding the teaching of the PSHE unit 'Changing Me' (Summer Term 2)

Dear Parents,

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

In the second half of the Summer Term, we will be teaching 'Changing Me'. This helps children learn to cope positively with all sorts of change. In Key Stage 1, we introduce scientific terminology for body parts, including genitalia. This is partly for safeguarding reasons and to lay the foundations for learning about puberty later. In Years 1 to 4, they will learn about safe/unsafe touch, in Year 5 and 6 puberty and in Year 6 sexual human reproduction.

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.

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' topics.

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 Brontë House we define 'Sex Education' as human reproduction; teaching does not promote sexual activity. Sex Education is part of our PSHE/RSE curriculum in Year 6, and we teach it through the Jigsaw 'Changing Me' topic.

It is worth noting that many schools have introduced 'Sex Education' lessons into younger year groups; however, being mindful of our School's context, we feel this is best included in our Year 6 curriculum.

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 in Year 6 (please refer to the contents table below for the exact lessons in red font). You are unable to withdraw your child from any lessons within Relationship or Health Education (this includes puberty and menstruation). If your child is in Year 6 and you wish to withdraw them from the human reproduction lessons, please contact your child's form teacher.

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

The Jigsaw unit 'Changing Me' is taught in the Summer Term and contains 6 lessons. Each year group will be taught appropriate to their age and developmental stage. This content will be taught by the class/year group 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 or the teacher may acknowledge the question and explain that we will learn about that aspect at another time. The table below shows what we will teach at Brontë House. The lessons that parents can withdraw their children from are shown in **red font**.

Year 1	Learning Intention(s) Purple – PSHE Green – Social and emotional development
Lesson 1 Life Cycles & Changing me	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. 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.
Lesson 2 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.
Lesson 3 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. I respect my body and understand which parts are private.
Lesson 4 NSPCC Lesson – Pants are Private	Understand and learn the PANTS rules. Name body parts and know which parts should be private. Know the difference between appropriate and inappropriate touch. Understand that they have the right to say "no" to unwanted touch. Start thinking about who they trust and who they can ask for help.
Lesson 5 Learning and growing Coping with Changes	I can tell you about changes that have happened in my life. I know some ways to cope with changes.

Year 2	Learning Intention(s) Purple – PSHE Green – Social and emotional development
Lesson 1 Life cycles in nature & growing from young	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. 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.

Lesson 2 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.
Lesson 3 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, vagina,) 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.
Lesson 4 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.
Lesson 5 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 my next class and know how to go about this.

Year 3	Learning Intention(s) Purple – PSHE Green – Social and emotional development
Lesson 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. I can express how I feel when I see babies or baby animals.
Lesson 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.
Lesson 3 Physical/emotional changes from Year 2 – Year 3	To know and label the body parts. Safe and Unsafe Touch.
Lesson 4 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.
Lesson 5 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	Learning Intention(s) Purple – PSHE Green – Social and emotional development
Lesson 1 Healthy Relationships and Consent	Identify situations where you should ask others for permission. Describe how to ask for, give and withhold permission in different scenarios.
Lesson 2 Healthy Relationships and Consent	Explain why we should be respectful when someone withholds their permission and describe the 'unsafe touch' safety rule.
Lesson 3 Healthy Relationships and Consent	I can identify healthy and unhealthy behaviours within relationships. I understand when secrets are OK or not OK. I know how to access my support network if a relationship doesn't feel good.

Lesson 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.
Lesson 5 Accepting change and looking ahead	<p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p> <p>I can identify what I am looking forward to when I move to a new class.</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about these.</p>

Year 5	Learning Intention(s)
Lesson 1	<p>I can identify changes that occur throughout the human life cycle.</p> <p>I understand the term puberty and the reason that body changes occur.</p>
Lesson 2	I can identify the physical and emotional changes associated with puberty.
Lesson 3	As above
Lesson 4	<p>(Divided into boy/girl groups)</p> <p>Girls – I understand the process of menstruation and how to care for myself.</p> <p>Boys – I understand how and why wet dreams and erections occur.</p>
Lesson 5	<p>I can understand how changes during puberty lead to increased needs for cleanliness and hygiene.</p> <p>I can describe how to care for my body during puberty.</p>

Year 6	Learning Intention(s)
Lesson 1	<p>I can define the word 'puberty'.</p> <p>I can identify the physical and emotional changes associated with puberty, using appropriate vocabulary.</p> <p>I understand that everyone's experience of puberty is different and that it begins and ends at different times.</p>
Lesson 2	Understand the difference between friendships and intimate relationships.
Lesson 3	I understand that sexual intercourse can lead to conception and that is how babies are usually made.
Lesson 4	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
Lesson 5	I can identify what I am looking forward to when I move to my new school.

We are eager to work in partnership with parents

Please be aware that your child may ask you questions on what they have learnt. Here are some tips for talking to your child:

- Be honest. If you don't know the answer to a question, say so. Tell your child that you will need to find out and that you will get back to them with more soon.

- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually, a child just wants (and needs) a very simple, age-appropriate, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open. Having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology. It helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.
- Respond to what children say they need. Bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us that children want and need to understand relationships, puberty and human reproduction, and want to be able to talk with parents/carers about this when they have had lessons at school.
- Answer questions and don't be afraid to say, 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as, 'That's a good question, and let's talk about it once we get home'.
- Always respond. If you don't, they may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you want to raise the subject, now or in the future.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Enjoy it. Laugh with each other!
- Work in partnership with the school.

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 during Summer Term 2.

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

Kind regards,

Fiona Pearson
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PSHE / RSE Lead