

LETTER FOR PARENTS/CARERS TO EXPLAIN CONTENT IN RELATIONSHIPS/CHANGING ME

20th April 2026

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

Dear Parents/Carers,

At Brockwell Junior School we value working in partnership with you to support your child's personal development and wellbeing. This letter provides information about the PSHE content we will be teaching this and next term, particularly the statutory Relationships and Health Education elements.

Our approach to PSHE

At Brockwell Juniors we use Jigsaw, the mindful approach to PSHE, as our comprehensive scheme of work. The programme consists of six half-term units of work, which we call 'Puzzles': Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. Each Puzzle contains six lessons that build progressively through the school.

Each year, we keep you informed about our PSHE curriculum through Curriculum News and this update which is at the same time we issue the policy and notify you about our summer changing me puzzle. 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 and via email.

Statutory requirements

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 from September 2026.

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.

This term's content

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:

- **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

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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 we follow this guidance by teaching one Sex Education lesson in Year 5 and one in Year 6 in the second half term.

Understanding Sex Education and the right to withdraw

We define Sex Education as factual information about 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 below.

If you are considering withdrawal, we ask that you contact your child's class teacher 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.

What will my child learn?

The attached Knowledge Organisers provide an overview of both the Relationships and Changing Me content for this term **for your child's class**. 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 year group 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 are able to withdraw their children from are highlighted in red font.

Year group	Piece (lesson) number and name	Learning Intentions relating to body changes in puberty and human reproduction
Ages 7-8 Year 3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> ● 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	<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

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	Outside Body Changes	<ul style="list-style-type: none"> 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	<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>
	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 with this
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 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	<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 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 <p>Parents have the right to withdraw children from this session as it is classed as human reproduction.</p>
	Piece 5 Looking Ahead 1	<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) I am confident that I can cope with the changes that growing up will bring

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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	<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 <p>Parents have the right to withdraw children from this session as it is classed as human reproduction.</p>
	Piece 4 Boyfriends and Girlfriends	<ul style="list-style-type: none"> ● 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

Working in partnership with you

We recognise that you know your child best, and that learning about growing up, relationships and change is most effective when schools and families work together. Your child may well ask you questions about what they're learning - this is a positive sign of engagement! We have attached a leaflet with tips for talking with your child about these topics, including suggestions for books you might find helpful.

If you have any questions about this term's PSHE content, or would like to discuss any aspect of our approach, please contact your child's class teacher or me via the school office. We're always happy to talk through the curriculum with you

Kind regards,

C.Holmes
 PSHE / RSE Lead

Available Leaflets:

- *Puberty Parent Leaflet*
- *Parents’ Guide to RSHE in Primary Schools 2026*
- *Talking to your child about Puberty, Sex Education and Growing Up*
- *Mapping documents and Policy on the website*
- *Jigsaw explained*