



West Monkton Church of England School

A place for growing together and learning to fly.

Headteacher Helen Newstead Chair of the LSC Tom Moore

Wednesday, 6th May 2026

PSHE Topic – Summer Term 2: Changing Me

Dear Parents and Carers,

As part of our ongoing Personal, Social, Health and Economic (PSHE) education at our school and across The Oak Partnership Trust, we follow the *Jigsaw* scheme of work. This scheme includes important lessons around relationships and personal development.

Our final PSHE topic of the year, *Changing Me*, will be taught after the half-term break. These lessons are designed to help children understand and cope positively with change, including physical and emotional development.

What Will Be Taught?

Below is an overview of what each year group will be learning:

- **Ages 3–5 / Year F:** Growing up – how we have changed since we were babies.
- **Ages 5–6 / Year 1:** Boys' and girls' bodies; correct names for body parts.
- **Ages 6–7 / Year 2:** Boys' and girls' body parts and respecting privacy; understanding which parts of the body are private and why.
- **Ages 7–8 / Year 3:** How babies grow; changes in boys' and girls' bodies as they grow older. Introduction to puberty and menstruation.
- **Ages 8–9 / Year 4:** Internal and external reproductive body parts; recap of puberty and menstruation; **conception explained in simple terms**.
- **Ages 9–10 / Year 5:** Puberty in more detail (physical, emotional, and social aspects); **conception explained in biological terms**.
- **Ages 10–11 / Year 6:** Revisiting puberty; **understanding conception** through to the birth of a baby; preparing for teenage years.

All content is taught using correct terminology, child-appropriate language, and clear diagrams.

For full details on our PSHE curriculum, please refer to our **TOPS Curriculum Booklet (p.100)**, which can be accessed [here](#) from p. 100.

Important Information About Relationships and Sex Education

Please see the attached Jigsaw documents:

1. *“Relationships Education, Health Education and Sex Education in the Primary School”*
2. *“Knowledge and Skills Progression: Changing Me”*

These provide further detail on how these subjects are introduced in an age-appropriate and inclusive way.

Your Right to Withdraw from Sex Education

Since September 2020, **parents may only request to withdraw their children from the non-statutory elements of Sex Education** within PSHE. Please note:

- **Relationships Education and Health Education are statutory** and cannot be withdrawn from. These include lessons on puberty, diversity, discrimination, different families (including LGBT+ content), and emotional wellbeing.
- **Sex Education**, which is **non-statutory**, is taught in **Years 4, 5, and 6**. These lessons are highlighted in blue in the summary above.

If you wish to **withdraw your child from the non-statutory Sex Education lessons** in Years 4–6, please notify your child’s class teacher by **Friday 22nd May 2026**. We will then contact you to discuss your request and to arrange appropriate alternative provision for your child.

Please find below a table outlining the content in more detail that will be covered during our Jigsaw lessons in the second Half Term.

School Year group	Piece (lesson) Number and Name	Learning Intentions relating to Puberty and Human Reproduction
Ages 4-5 <i>Reception</i>	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
	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: penis, testicles, vagina, vulva, anus • 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 (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private ● I can tell you what they like/don't like about being a boy/girl
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 usually it is the female who has the baby ● I can express how I feel when they see babies or baby animals
	Piece 2 Babies	<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 (New vocab – uterus /womb) ● I can express how I might feel if they had a new baby in their family
	Piece 3 Outside Body Changes	<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 (introduce term puberty)
	Piece 4 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 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 can recognise how I feel about these changes happening to me and know how to cope with these feelings <p>Note – this lesson briefly introduces the term 'period' and explains what a period is in simple terms.</p> <p>This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time.</p>
Ages 8-9 Year 4	Piece 1 Unique Me	<ul style="list-style-type: none"> ● 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
	Piece 2 Having A Baby Parents have the right to	<ul style="list-style-type: none"> ● I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby and explain in simple terms how this happens ● I understand that having a baby is a personal choice and express how they feel about having children when they are adults

	withdraw children from this session as it is classed as human reproduction.	<ul style="list-style-type: none"> Note: This is a simple introduction to sexual intercourse with the teacher using a script which includes ‘an especially close and loving embrace which allows the sperm to be released through the penis into the vagina.’
	Piece 3 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>
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 Parents have the right to withdraw children from this session as it is classed as human reproduction.	<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
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>	
	<p>Piece 4 Attraction</p>	<ul style="list-style-type: none"> • I understand how being physically attracted to someone changes the nature of the relationship • I can express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this

We are eager to work in partnership with parents

Please be aware that your child may come home with questions about what they have been learning. To support these conversations, you may find the Usborne “Growing Up” series helpful: <https://usborne.com/gb/books/series/growing-up>

We hope the information we’ve provided gives you a clear understanding of what your child will be learning this term. If you have any questions or would like further information, please do not hesitate to contact us by sending a message via the school office, addressed to your child’s class teacher. All questions will be collected, and once responses have been prepared, they will be shared with all parents.

Thank you for your continued support.

Best wishes

Andrea Lloyd

PSHE Lead