



Guildhall Feoffment
Community Primary School

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Dear Parents and Carers,

After half term the Year 6 children will be starting to learn about puberty and the journey from conception through pregnancy to birth, as part of our PSHE and Relationship and Sex Education plans. We are writing to you to identify the topics we will be covering and to reassure you that all information will be age appropriate and sensitively discussed.

Within the Upper Key Stage 2 curriculum for PSHE and Science, it is necessary for pupils to learn about developmental changes in their bodies. These include physical and emotional changes, and also the importance of hygiene. Elements of the Science curriculum are compulsory for all pupils and parents cannot withdraw their children from these sessions. Parents/carers do have the right to request to withdraw their child from any or all of sex education as part of Relationships and Sex Education (RSE), however it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of the Year 6 sex education lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

Within the lessons, we will cover the specifics of how boys and girls change and the importance of asking questions if you need to. We will have a question box, where pupils can write down any questions they may have. These can be written anonymously, and will be reviewed by us before we tackle any discussions. Some questions may not be directly answered if inappropriate to be discussed with a whole class. In cases where these questions arise as part of a class discussion the pupil will be directed to ask that question to their parents; so that it can be addressed in a manner which the parents feel comfortable. We will only deal with questions which are age appropriate to the topics we are discussing.

If you would like to look at the resources we will be using during this topic, then please contact the school to arrange to view them with a member of staff, who will talk you through how they will be used.

We are following the Jigsaw PSHE curriculum and this covers the following modules (please see appendix for details).

Content for Jigsaw RSE curriculum:

- Self image
- Puberty (wet dreams, menstruation, erections, masturbation, body parts)
- Babies and Conception
- Boyfriends and Girlfriends

As teachers, it is always an interesting topic to cover, and we are prepared to deal with a number of misconceptions. However, we want you to be aware that your children may then seek further discussions around the topic at home. If you have any concerns regarding these lessons or how to approach home conversations, please do not hesitate to speak to us and we will hopefully alleviate any worry or concern.

With very best wishes,

The Year 6 Teachers

Information about the Jigsaw unit being taught

Weekly Celebration	Pieces & Vocabulary	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. My Self Image <ul style="list-style-type: none"> Self-image Self-esteem Real self Celebrity 	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem	Classroom labels (letter A-D) , jigsaw Chime, Flip chart and pens, Unhelpful/helpful resource , Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Puberty <ul style="list-style-type: none"> Opportunities Freedoms Responsibilities Puberty vocabulary as represented on the flash cards (and possibly adapted for your class) 	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	Growing-Up Bingo cards , Jigsaw Chime, Puberty Flashcards , Animation: Female and Male Reproductive Systems , Puberty Truth or Myth cards , enough for each working group to have one complete set, Boy worries / Girl worries cards , Teacher notes page (Boy/Girl worries) , Advice on personal hygiene for teens (can be from leaflets or sourced online by the TEACHER for appropriateness), Blank paper, Jigsaw Jem's Private Post Box , Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Babies: Conception to Birth Assessment Opportunity <ul style="list-style-type: none"> Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife 	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby	Tennis ball , Jigsaw Chime, Jigsaw Jem, Set of 'Baby Can...' cards (cut up and shuffled) , Animations: Female and Male Reproductive Systems , From Conception to Birth resource sheet , Conception to Birth card sort template , Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.

Understand and respect the changes that they see in other people	4. Boyfriends and Girlfriends <ul style="list-style-type: none"> Attraction Relationship Pressure Love Sexting Consent 	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	Jigsaw Chime, Jigsaw Jem, Should I / Shouldn't I? resource , Diamond 9 Cards , Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.
(As above)	4a. Adolescent Friendships <ul style="list-style-type: none"> Independence Identity Values Relationships Pressure Adolescent 	I know myself well enough to maintain positive relationships with others whilst still keeping my own identity	I can be assertive when appropriate	Jigsaw Chime, Mingle Bingo Cards , Scenario Cards , Jigsaw Jem, Post-it notes , Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Real self and ideal self <ul style="list-style-type: none"> Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health 	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'	Jigsaw Chime, Cosmetic items: a tube of toothpaste, a hair product for men, an item of make-up, 'Real' self/'ideal' self templates - 2 copies per child , Different coloured pens , Jigsaw Jem, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.
Are looking forward to change	6. The Year Ahead <ul style="list-style-type: none"> Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement 	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know how to prepare myself emotionally for the changes next year.	Jigsaw Jem, Paper and pens , Optional: Blank T-shirts , Optional: Fabric pens , Certificates , Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.

Animations/moving diagrams for Upper Primary

The Jigsaw resources contain some optional simple animated diagrams that are referenced in the lessons that your school can show you.

These are not included in the lessons themselves as not all schools will choose to use these, and those that do will select the ones they feel are most appropriate in line with their policy and the needs and maturity of their children.

They are short, animated versions of the diagrams of the internal human reproductive system to help children understand e.g. the menstrual cycle. You can see the diagrams in some of the slides but please bear in mind the use of the animations is optional.

Choosing a slide show/skin tones

For some lessons in Changing Me there are alternate slide shows available within a lesson which are identical apart from the skin tone in the diagrams. Teachers can choose the lesson most suited to their school community.

Managing awkward/tricky/sensitive questions

Teachers are often concerned about how to deal with tricky questions when teaching Relationships and Changing Me. Our advice to teachers in our supporting materials is:

1. Decide whether or not it is appropriate to answer the question in the classroom i.e. is it age-appropriate? (Keep within the remit of your year group's learning intentions as this is what has been agreed with parents/carers)
2. Think about what might be behind the child's question i.e. why have they asked it? This may affect how you answer it.
3. Keep the answer very simple - children only need to know the age-appropriate answer to their question.
4. Keep it factual
5. If questions cause you concern, think about how you deal with it e.g. refer to parent/carer or safeguarding lead

Very occasionally the odd 'random' question may arise that you don't have an answer for. Be prepared to say you don't know if it's something you genuinely don't know about, or ask the child to put the question into the 'post-box' for you to return to at another time.

You do not have to answer ALL questions just because they have been asked. Keep within the remit of your year group's learning intentions, and if a question arises outside of this, PAUSE and consider how to manage it.

Changing Me in the first year of using the Jigsaw Programme

It is a common question asked by both teachers and parents about how the Changing Me lessons concerned with puberty and conception should be taught in the first year of Jigsaw's implementation, as the children would not have had the benefit of prior learning. The materials up to age 8 can be taught without needing any prior knowledge. Many schools have also found they can teach the Jigsaw lessons as planned up to the age of 11/12 without the need for a great deal of adjustment.

However, some schools have found it more appropriate for children aged between 8-10 to use lesson plans from a prior year group in the first year of using Jigsaw. Teachers are free to use their professional judgement to assess if lessons from a younger age group would be more appropriate for their class in the first year of using the programme.

If your school has only just started using Jigsaw, they may continue to use the resources they used prior to adopting the Jigsaw Programme to teach puberty and sex education until they have had the opportunity to review the school policy and consult with the school community about how best to implement the Jigsaw materials. This means that some schools will be teaching something different to the Changing Me lessons you will explore here.

This is why we emphasise the importance of visiting the school and discussing how they teach these topics, as even if they use the Jigsaw Programme for their PSHE, they may well adapt parts of it as they see fit.

This has always been our preferred way of parents accessing the Jigsaw materials as the lessons you will see here are the generic programme, and your child's school may have adapted them. Please do check how your school uses our programme in order to be clear about what your child is receiving.

Language around biological sex and gender

When teaching about puberty/changing adolescent body, we feel that it is very important that we make it clear to children that the natural changes that they will experience during puberty will be related to their biological sex.

For this reason, we use the terms 'male' or 'female' to refer to biological sex wherever possible when describing physical changes. However, there are times when we use the terms 'boy' or 'girl' to refer to a young biological male or female.

In some scenarios the terms 'girl' and 'boy' are more applicable to help pupils relate to the discussion as a group or individually, especially when working with the younger age groups.

The work on puberty does not enter into gender identity discussion but is about biological changes that happen to human bodies.

We encourage all schools to ensure this is clear for pupils as they progress through the school, and if there are any children who are questioning their gender, or have family members who are questioning their gender or are transgender themselves, to make time in advance of these lessons to talk to any individuals and their families who may need any extra support in understanding how the vocabulary will be used.