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**Relationships & Sex Education (RSE) Curriculum – Year Five**

Dear Year Five parents/carers,

Throughout the school year, we deliver a PSHE (Personal, Social, Health Education) programme across our school called Jigsaw, which is a mindful approach to PSHE. The lessons since September have built children's emotional literacy, self-esteem, knowledge of who they are and how they relate to each other and the world in a positive and healthy way. You may well have heard your child talking about Jigsaw/PSHE.

The unit for this half of the Summer Term is called Changing Me and includes the puberty and sex education part of the PSHE programme, as part of the normal Jigsaw lesson each week.

In every year group, The Changing Me unit includes 2 or 3 lessons to help children understand the changes growing and growing up brings. In younger year groups, this starts with learning about lifecycles and the correct terminology for body parts. These are important foundation steps for later learning around the changes puberty brings and (in some older year groups) how human reproduction happens. The lessons for Years 4, 5 and 6 look more fully at puberty and human reproduction and include single sex sessions where appropriate.

You can find more information around how this is taught and why, by reading the Jigsaw guide on the website (under Curriculum / Curriculum Subjects / RSE).

We hope you will be in agreement with us that this work is vitally important for children, that it needs to be done age-appropriately and that the Jigsaw Programme gives us a secure framework in which to do this.

We do as always want to work in partnership with parents and carers. The government made Relationships Education and Health Education statutory for all primary schools from September 2020 and we value the opportunity to share the requirements with you, so you are clear about the curriculum we intend to teach the children and why we feel this is so important. You will find a guide as to what is being taught in the Changing Me unit for Year 5 below. As well as the main learning intentions, we have also included a section of possible questions for family learning:

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| --- | --- | --- |
| Knowledge | Social and Emotional Skills | Questions for Family Learning |
| * Know what perception means and that perceptions can be right or wrong * Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally * Know that’ sexual intercourse can lead to conception * Know that some people need help to conceive and might use IVF * Know that becoming a teenager involves various changes and also brings growing responsibility | * Can celebrate what they like about their own and others’ self- image and body-image * Can suggest ways to boost self-esteem of self and others * Recognise that puberty is a natural process that happens to everybody and that it will be OK for them * Can ask questions about puberty to seek clarification * Can express how they feel about having a romantic relationship when they are an adult * Can express how they feel about having children when they are an adult * Can express how they feel about becoming a teenager * Can say who they can talk to if concerned about puberty or becoming a teenager/adult | * What would your ‘nightmare school’ look, sound and feel like? * What would your ‘dream school’ look, sound and feel like? * What are emotions? Can you name some different ones? * Can you give some examples of positive (helpful) choices that could lead to a reward? * Why is making someone feel welcome an important skill? * What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? * Can you tell me about Calm Me time? |

We feel it is important to reiterate the following part of the RSHE guide, as it is important for parents to be prepared for questions which may arise at home following the lessons:

*“During the course of these lessons, pupils may ask questions, which will always be answered in an age appropriate manner. If a question arises and the teacher feels it would be inappropriate to answer because it is outside the remit of that year group's programme, the child will be encouraged to ask parents or carers at home.”*

What children learn at school is only part of the curriculum, and children can continue to learn from you at home. You may find that your child starts asking you questions about the topics they have covered in school, or you may wish to talk to them about what they have learned. There are some great tips for talking to your child about these subjects within the attached guide for parents and carers.

As we teach sex education through the PSHE programme, parents have a legal right to request that their child be withdrawn from the sex education lessons. If you wish to do so, please contact either Mr Evelyn or Mrs Alcock to discuss how this would work and the impact it would have on your child.

We hope you, like us, will see the materials in Jigsaw as educationally sound and beneficial to our children. We believe it is the most comprehensive PSHE and sex education program currently available and is modern and up to date enough for us to be able to tackle any issues that arise in a sensitive and responsive way, including online issues. It is also used by Robert Miles Infant School so we can be sure what we teach builds on the children’s previous learning.

[Here is a link](https://www.robertmiles.co.uk/curriculum-area/relationships-sex-education-rse/) to the RSE section of our website which includes the whole school PSHE and Sex Education Policy. Please do not hesitate to contact either of us if you wish to discuss any aspect of the schools’ PSHE curriculum.

Best Wishes

**James Evelyn Debbie Alcock**

*Headteacher Deputy Headteacher/PSHE Lead*