



For Learning That Lasts A Lifetime

15th May 2025

Dear Parent/Carer of Year 5

Relationships, Sex and Health Education – Year 5

This school year we have continued implementing the PSHE (Personal, Social and Health Education) Programme across our school called Jigsaw, the mindful approach to PSHE. The lessons, have built children's emotional literacy, self-esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way. The Term 6 Puzzle is 'Changing Me' and it is all about coping positively with change. We feel it is important that our children feel both knowledgeable and prepared for the changes of human bodies. We also believe that the children should understand the facts of human reproduction, in line with the National Curriculum for Science.

In order to support your child and have a good understanding of what they will be learning, and so you are prepared for any questions your child may have, I am including the lesson plans and key vocabulary below that we will be following.

Puberty for Girls – Lesson 2

During this lesson, children will learn how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally. They will learn to understand that puberty is a natural process that happens to everybody and that it will be OK for them as well.

Using a powerpoint the children will look at an animation of the female reproductive system, to recap, from last year, where these are inside the body. They will be taught how the female body prepares to have a baby and how this results in menstruation/monthly periods. Using the range of sanitary products, the teacher will briefly explain to the whole class how these are used. Groups will then move around a carousel of activities.

To end the lesson the children will be invited to share their ideas about menstruation worries girls may have and the guidance they would give to help them.

Key Vocabulary

Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary/ Ovaries, Vagina, Oestrogen, Vulva, Womb/Uterus

Puberty for Boys – Lesson 3

During this lesson, children will describe how boys' bodies change during puberty. They will express how they feel about the changes that will happen to them during puberty.

To start the lesson, 'Agree' and 'Disagree' labels will be positioned at opposite ends of the room and the teacher will explain to the class that you are going to present a number of statements. As they hear

each statement the children will go and stand anywhere on the line between the two labels to indicate where their personal opinion lies, between the two extremes of strongly agree or strongly disagree. Once they have taken up their positions for each statement, one or two will be invited to explain why they are standing where they are. There will be a statement about fancying people. The teacher will explain that 'fancy' is a very personal thing and is normal for that person. The words, gay, lesbian, bisexual and heterosexual (in simple terms) may be mentioned if children ask about these words and need clarification.

Using a powerpoint presentation of the male genitalia and using an animation the children will learn about the male reproductive system. After the animation the children in mixed groups, will complete a Boys 'n' Puberty Quiz.

Once the groups have had time to complete it, the answers will be reviewed and any misconceptions clarified. We will make sure, of course, that the children clearly understand that all these changes and experiences are universal and completely natural, but also that the timing of them varies widely from one person to another.

In pairs, the children will draft an information leaflet or PowerPoint presentation for children aged 7 - 9. The title will be 'Puberty – It happens to us all', with the sub-title 'A ten-point guide to the things you shouldn't worry about'. They will need to add 10 questions or concerns that they think boys and girls of that age might have about puberty. They will then decide what information or guidance they need to give to ensure the reader has both accurate facts and reassurance.

At the end of the lesson, the class will be invited to share what they have produced and compare notes on the kind of questions and topics they have chosen to address. The lesson will finish by making the point that there are various professionally-produced booklets and leaflets of this kind. They can be a useful way of finding things out for themselves but it's also good to know who you can talk to if there's anything you're unsure about: the children will be asked to suggest who they think would be helpful and approachable to talk to about personal issues.

Key Vocabulary

Puberty, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones

Conception – Lesson 4

During this lesson, children will understand that sexual intercourse can lead to conception and that is how babies are usually made, they will also understand that sometimes people need IVF to help them have a baby and appreciate how amazing it is that human bodies can reproduce in these ways.

With the children in small groups, the teacher will explain that they are going to focus on relationships that involve physical attraction. It will be pointed out that often these relationships become very close and loving, and people may choose to be with someone. Some of these couples may decide they want to make a life together, may get married, and may decide to start a new family, but not all. These are all personal choices.

Each group of children will be given a sentence stem ie: 'Before a couple decides to have a baby, they should...', and asked to set out cards in order of priority so that what they think is the most important consideration is at the top, working down to those they think are least important or irrelevant. Groups will be asked to explain and justify their priorities, emphasising what a big, life-changing step it is to take responsibility for bringing a new life into the world. The key learning from this part of the lesson will be: that there are many different types of relationships in the adult world. The care and responsibility for any baby/child that results from a relationship should be paramount whatever the circumstances.

The word 'Conception' will then be introduced as the moment when a new life begins.

The two animations from the previous lessons will be shown again to recap on the physical facts of how this happens and also to illustrate how the wonder of a new life grows out of the closest and most loving and private part of the couple's own relationship, sexual intercourse.

We want all children to feel valued and included so the children will learn that we cannot make a judgement about one form of conception over another, and there is a possibility that some children in the class know they were not conceived in the 'usual' way. The essence of this lesson is that children understand the biology and feel included no matter how they were conceived. There may be in simple terms the opportunity to talk about egg donation, artificial insemination, surrogacy or IVF.

With the children in groups, they will complete a card sorting activity 'The Truth About Conception and Pregnancy' to consolidate and develop their understanding. They will then have explanations to match to the statements they refer to.

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. Both girls and boys will participate in every lesson.

The government made Relationships Education and Health Education statutory for all primary schools from September 2020, however you have the legal right to withdraw your child from some aspects of this work, where it is not a component of the compulsory Science curriculum.

You do have the right, therefore, to withdraw your child from the sex education lesson 4 – Conception. If you wish to withdraw your child from the sex education, would you please complete the parentmail form sent separately. You do not need to fill in a form if you are happy for your child to take part in all of these lessons.

Please contact your Class Teacher if you have any questions.

Yours sincerely



Julian Oliver
PSHE Subject Lead