



For Learning That Lasts A Lifetime

20th May 2026

Dear Parent/Carer of Year 6

Relationships, Sex and Health Education – Year 6

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, I am including the lesson plans and key vocabulary below that the class teacher will be following in lessons 2, 3 and 4.

Puberty – Lesson 2

During this lesson, children will explain how girls' and boys' bodies change during puberty and understand the importance of looking after them self physically and emotionally. They will also learn how to express how they feel about the changes that will happen to them during puberty.

Using flashcards the children will revisit their understanding of the physical changes that occur during puberty. They will consider whether each term is a female thing, a male thing or something that applies to all. All the items on the cards relate to changes and developments at puberty or to body parts that are affected by those changes.

One or two - such as clitoris and masturbation - may be words that are new to them and will be explained to the children using the definitions provided by Jigsaw:

Masturbation will be simply explained as a time when a person touches their own private parts for pleasure. Stress this is perfectly normal and it is a very PRIVATE thing to do. The clitoris can be explained as the part of a woman's sexual organs that gives her nice feelings when having sex and when masturbating.

After the flashcard activity, the children will consider how they can look after themselves as they go through puberty, focusing on personal hygiene and emotional wellbeing in particular. They will review the words and ideas on the cards in a calmer way to check and consolidate their knowledge and understanding. In groups the children will be given 'Puberty Truth or Myth cards' to sort and consider.

The children will then be divided into same gender groups to discuss some pre-generated worries cards. The boys' group will discuss the male worries cards and the girls' group the female worries cards. This

will be an important opportunity to talk about things that specifically affect their gender without any embarrassment that might come from having the other gender present.

After this, each child will be given slips of paper and asked to write - privately and anonymously - at least one question they have in their mind concerning puberty and growing up: these might be factual questions, things that confuse or puzzle them, or things they may be worried or concerned about. These will then be dropped into Jigsaw Jem's private post-box. The class teacher will then discuss the worries questions that were posted.

Once the children are brought back together, the teacher will draw on similarities between both groups and explain that the post-box will be there for the rest of the term, should any further questions or worries arise.

Key Vocabulary

opportunities, freedoms, responsibilities, pubic hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube, vulva, sweaty armpits, body odour, discharge.

Babies: Conception to Birth – Lesson 3

During this lesson, children will describe how a baby develops from conception through the nine months of pregnancy, and how it is born. They will also recognise how they feel when they reflect on the development and birth of a baby.

The teacher will point out that we are all limited in how far back our memories go, and what none of us can remember are the experiences we had before we were born. PowerPoint slides of a baby developing in the womb will be shown. The children will be asked what parts of the body they can identify in these pictures of the tiny, growing baby. They will learn key words here such as foetus, placenta and umbilical cord.

The children will then be invited to consider what it must have been like for all of us when we were tiny and curled up in the womb like that. They will consider what a foetus can and cannot do in the womb.

The children will be reminded of the conception process (using an animation shown in year 5) that shows fertilisation and implantation in the womb. They will discuss how it divides and grows into an embryo, a foetus, and that when it's ready to be born, it usually flips over so that its head is next to the cervix and born first. They will also discuss how sometimes it can be difficult for a baby to be born this way and the teacher will briefly explain a caesarean section. Children will then complete an activity sheet that describes the process, asking them to fill in the missing blanks.

Key Vocabulary

pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, caesarean.

Boyfriends and Girlfriends – Lesson 4

During this lesson, children will learn to understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. They will also learn to understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that they should not feel pressured into doing something they don't want to. The class will complete an activity considering: 'You might want a boyfriend/girlfriend because...' After the activity they will draw out that the negative reasons ie: from a 'pressure' to be in a romantic relationship. The children will be asked where they think this pressure comes from? e.g. media, peers, social standing, popularity, etc. They will consider if it is the right thing to 'give in' to the pressure? How do we stand up for ourselves (be assertive)? The teacher will summarise that people should decide to enter into a relationship when they feel ready to and that it is a personal choice. There is no expectation for everyone to be dating and just because others are, it doesn't mean that we have to.

The class will read Asha's scenario. Before discussing the scenario, the class teacher will explain that when people send messages or photos that have a sexual content it is called 'sexting'. It will be emphasised that once something has been sent online, texted or posted on social media it can NEVER be taken back. There are also ways that people can retrieve whatever has been sent, even if it has been deleted. The teacher will also explain that the character could be in trouble with the police because there are laws against sharing inappropriate photos of children and young people.

The children will discuss consent as it is featured in the scenario (kissing, sending pictures) and that consent must be voluntary, not pressured.

Next, groups will be given a set of 'Should I? / Shouldn't I?' cards and asked to sort the cards into groups, under the headings 'OK' and 'Not OK' Some of the cards are deliberately 'nuanced' as some could be OK or not OK depending on the circumstances to promote discussion. There will be time for a discussion to draw out the elements of personal choice, respect (for self and others) and where to access support.

To finish the lesson, children will be asked to summarise what they have discovered about having a boyfriend/girlfriend. They will consider whether they think differently about this now compared to the start of the lesson and what they have learned about having a respectful boyfriend/girlfriend relationship with another person in the future.

The teacher will recap where the children may go to seek further support or ask questions.

Key Vocabulary

attraction, relationship, pressure, love, sexting, consent.

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.

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 3 – Babies: conception to birth, as this is non-statutory sex education. 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.

Do please contact your class teacher, in the first instance, if you have any questions.

Yours sincerely,

L. Brett

Lucy Brett
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