



For Learning That Lasts A Lifetime

20th May 2026

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, where they can explore period products and secure their understanding of menstruation.

To end the lesson, the children will be reminded that they can slip questions into Jigsaw Jez's private post-box. The class teacher will discuss the arrangements in our school for girls who have periods including which toilets have sanitary bins and where spare period products can be accessed if required.

Key Vocabulary

puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ovaries, vagina, oestrogen, vulva, womb/uterus, hormone, fallopian tube, menstrual cycle.

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 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, bi-sexual 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. The children will be asked to suggest who they think would be helpful and approachable to talk to about personal issues. Children will be reminded that any further questions may be posted anonymously into Jigsaw Jez's post-box.

Key Vocabulary

puberty, sperm, semen, testicles/testes, scrotum, erection, wet dream, larynx, facial hair, growth spurt, hormones, testosterone

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 help from doctors to 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 beginning of pregnancy, marked by fertilisation of an egg by a sperm.

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.

Sexual intercourse, or making love, is when the penis of a male enters the vagina of a female. It is something which can happen between two adults who both want it to happen. They give their 'consent' to each other to 'have sex'. No one in any relationship should ever do anything with their body they feel unsure of or uncomfortable about and nobody should ever feel pressured into having any kind of sexual relationship.

Having sexual intercourse is a very personal and private part of an adult relationship and many young people choose not to have sex with someone until they are in a committed relationship, maybe even waiting until they are living together or married.

To protect young people, countries have age restrictions on when people are allowed to have sexual relationships. These ages are there to keep young people physically and emotionally safe. In England, the 'age of consent' is 16.

The idea of consent – that both people must want something to happen and agree to it – is important in all relationships and interactions, not just adult ones. Just like adults, children have the right to say no to any touch or interaction that makes them feel uncomfortable, whether from children or adults. This respect for what our bodies want and don't want stays important throughout our lives.

Children will have the opportunity to ask questions at this point or to write them into Jigsaw Jez's post-box.

The next part of the lesson focuses on those who may need help with conception. 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 or how people can choose to adopt.

The class teacher will then discuss signs that a woman may notice that indicate she is pregnant. They'll see some diagrams that show the growing baby inside the mother across the nine months.

They will then look at the question: 'Does sex always lead to pregnancy?' The class teacher will explain that the conditions have to be just right for an egg to be fertilised.

They will explain that the egg has to be in the fallopian tube when a sperm meets it. As we have seen, an egg is released each month, but it is only moving through the fallopian tubes for a couple of days in that time. If the sperm isn't there to meet it, then fertilisation won't happen.

They will explain that couples may want to have sex with each other but not want to have a baby at the moment, so may choose to use ways of preventing the sperm and egg meeting when they have sex. These methods are called contraception. They will explain that the children will find out more about this when they are older.

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.

Key vocabulary for lesson 4:

Relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, conception, fertility treatment.

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,

L. Brett

Lucy Brett
Healthy Living & Relationships Subjects Leader