

Mrs Sarah Moss, Headteacher
BA (Hons)
Tel: 01304 611360
Fax: 01304 621145
Email: headteacher@eastry.kent.sch.uk
www.eastry.kent.sch.uk



EASTRY CHURCH OF ENGLAND
PRIMARY SCHOOL
COOKS LEA
EASTRY
SANDWICH
KENT
CT13 0LR

Thursday 17th March 2022

Dear parent/carer,

This school year we have continued to use the PSHE (Personal, Social and Health Education) Programme across our school called Jigsaw, the mindful approach to PSHE.

The lessons last year and continuing since September, 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.

For year 5 The Summer Term Puzzles (units) are about Changing Me (after Easter) and Relationships (after May half term)

The Changing Me Puzzle includes, in every year group, 2 or 3 lessons to help children understand the changes puberty brings and how human reproduction happens.

We warmly invite you to attend a session at school in which we will give you a transparent and comprehensive picture of what we are planning to teach in **Year 5**. **We will offer these sessions to other year groups later in the year but Year 5 study Changing me in term 5 as it links to their science learning.**

Year group	Time
Year 5	Friday 22 nd April at 15:30

Unfortunately, due to copyright reasons, we are unable to send the videos or materials to parents/ carers. Unfortunately, we will not be able to repeat this meeting.

We hope you agree with us that this learning 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.

However, we do as always want to work in partnership with parents and carers, and also wish to inform you of your legal right to withdraw your children from some aspects of this work. The government made Relationships Education and Health Education statutory for all primary schools from September 2020 and we would value the opportunity to share the new statutory requirements with you so you are clear about the curriculum we intend to teach the children, why we feel this is so important, and also the aspects parents have the right to withdraw their children from.

We hope you, like us, will see the materials in Jigsaw as educationally sound and beneficial to our children, helping to safeguard them, and will look forward to sharing

them with you and answering any questions you may have. Included with this letter is a summary of the learning in each year group.

Kind regards,



Sarah Moss
Headteacher

Fledglings

Pieces	Learning Intentions
1. My Body	I can name parts of the body
2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy
3. Growing Up	I understand that we all grow from babies to adults
4. Fun and Fears Part 1	I can express how I feel about moving to Year 1
5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1
6. Celebration	I can share my memories of the best bits of this year in Reception

Year 1

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
3. My Changing Body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
4. Boys' and Girls' Bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private
5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	I understand that every time I learn something new I change a little bit	I enjoy learning new things
6. Coping with Changes Assessment Opportunity ★	I can tell you about changes that have happened in my life	I know some ways to cope with changes

Year 2

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
4. Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
5. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this

Year 3

Pieces	PSHE learning intention	Social and emotional development learning intention
1. How Babies Grow	I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals
2. Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
3. Outside Body Changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
4. Inside Body Changes	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
5. Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
6. Looking Ahead Assessment Opportunity ★ Puzzle Outcome: Ribbon Mobiles	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

Year 4

Pieces	PSHE learning intention	Social and emotional development learning intention
1. How Babies Grow	I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals
2. Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
3. Outside Body Changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
4. Inside Body Changes	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
5. Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
6. Looking Ahead Assessment Opportunity ★ Puzzle Outcome: Ribbon Mobiles	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

Year 5

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Self and Body Image	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
2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
3. Puberty for boys	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
4. Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways
5. Looking Ahead 1 Puzzle Outcome: Change Cards	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
6. Looking Ahead 2	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.

Year 6

Pieces	PSHE learning intention	Social and emotional development learning intention
1. My Self Image	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
2. Puberty	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
3. Babies: Conception to Birth Assessment Opportunity ★	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
4. Boyfriends and Girlfriends	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
5. Real self and ideal self	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'
6. The Year Ahead	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 know how to prepare myself emotionally for the changes next year.