



Welcomed, Valued, Supported

Executive Head Teacher: Andrew Smith B.Ed (Hons), M.Sc, NPQH
Head of School: Dena Jones BSc (Hons)

Nettleton Community Primary School

Moortown Road, Nettleton, Lincolnshire, LN7 6AA
T: 01472 851455 E: enquiries@nettleton.lincs.sch.uk
www.nettleton.lincs.sch.uk @northwoldsfed

Friday 24th May 2024

Dear Parents/Carers

RSE Lessons – Summer Term 2024

As you are aware, we use the JIGSAW program to teach Personal, Health and Social Education (PSHE) this academic year. Part of JIGSAW's PSHE for the summer term focuses on Relationships and Sex Education (RSE). Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. The statutory guidance for Relationships and Health Education for primary schools and RSE and Health Education for secondary schools (commonly jointly referred to as RSHE), came into compulsory effect from Sept 2020. **Please note that JIGSAW's teaching of RSE starts from Year 1 onwards offering children increasing levels of information as they move towards Year 6.**

As your child has not been taught the Jigsaw RSE lessons yet this year, we wanted to make you aware of the content for your child's year group. On the back of the letter is the areas we will be looking at in each year group during this term. These lessons will make up one or two lessons during the whole term as part of the 'Relationships' unit.

As the pupils have not worked with JIGSAW RSE materials before this academic year, we will be doing some extra preparation with pupils for the term's lessons. As ever, we will be sensitive to the needs of the pupils we teach and take their age and maturity into consideration. We will teach some parts of the RSE curriculum with boys and girls together and at other times, separately.

For further information on the teaching of RSE and examples of planning, the website is www.jigsawpshe.com

Please don't hesitate to come and see me if you would like to look at the materials or discuss the scheme further.

Yours sincerely

Dena Jones
Head of School

Our Key Values: Commitment to Achieve, Caring, Respect, Co-operation, Happiness, Independence





Executive Head Teacher: Andrew Smith B.Ed (Hons), M.Sc, NPQH
Head of School: Dena Jones BSc (Hons)

Nettleton Community Primary School

Moortown Road, Nettleton, Lincolnshire, LN7 6AA
 T: 01472 851455 E: enquiries@nettleton.lincs.sch.uk
 www.nettleton.lincs.sch.uk @northwoldsfed

Welcomed, Valued, Supported

Jigsaw SRE Content

The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally know that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and it's how babies are usually made appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Our Key Values: Commitment to Achieve, Caring, Respect, Co-operation, Happiness, Independence

