



Date: 06/05/26

Information about this term's Personal, Social, Health Education, which includes Relationships and Changing Me

Dear Parents/Carers,

At Ghost Hill Infant and Nursery School, we use Jigsaw, the mindful approach to PSHE, as our scheme of work to teach PSHE (Personal, Social, Health Education). The programme consists of 6 half-term units, each with 6 lessons. We call these Jigsaw 'Puzzles': Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

In the first half of the Summer Term we are teaching the Relationships Topic. We develop positive relationships throughout the school year and through each Jigsaw Puzzle, but there is a more specific focus on this in this Unit of Work, with children learning about different relationships we have with our friends, family and communities (including staying safe online), and how these relationships change as we grow.

In the second half of the Summer Term we will be teaching the 'Changing Me' Puzzle. This helps children learn to cope positively with all sorts of change. In Key Stage 1 (Year 1 and 2), we introduce scientific terminology for body parts, including genitalia, partly for safeguarding reasons and partly to lay the foundations for learning about puberty later in Junior School.

Health and Relationship Education is statutory in all primary schools. The Health and Relationship curriculum content is woven throughout the entire programme of Jigsaw, with a specific focus within the 'Healthy Me' and 'Relationships' Puzzles. In the Early Years and Key Stage 1, the focus is on life cycles, valuing our own bodies and learning some vocabulary for the external body parts, that we might use if we needed to talk to an adult such as a nurse or a doctor.

The Jigsaw unit 'Changing Me' is taught in the Summer Term and contains 6 pieces (lessons). Each year group will be taught appropriate to their age and developmental stage. We will not teach beyond the remit of the year group. If questions are asked that the teacher feels are inappropriate or are beyond the content for that year group, the teacher may ask the child to ask their parent/carer, or the teacher may acknowledge the question and explain that we will learn about that aspect at another time.

School Year group	Piece (lesson) Number and Name	Learning Intentions
Ages 4-5 Reception	Piece 1- My Body	<ul style="list-style-type: none"> I can name parts of the body.
	Piece 3 – Growing Up	<ul style="list-style-type: none"> I understand that we all grow from babies to adults.
Ages 5-6 Year 1	Piece 1 Life Cycles	<ul style="list-style-type: none"> 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
	Piece 2 Changing Me	<ul style="list-style-type: none"> 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.
	Piece 3 My Changing Body	<ul style="list-style-type: none"> 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
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> 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
Ages 6-7 Year 2	Piece 1 Life Cycles in Nature	<ul style="list-style-type: none"> 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
	Piece 2 Growing from Young to Old	<ul style="list-style-type: none"> 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
	Piece 3 The Changing Me	<ul style="list-style-type: none"> 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
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private I can tell you what they like/don't like about being a boy/girl

We are eager to work in partnership with parents

Please be aware that your child may ask you questions on what they have learnt. We hope that the information we have provided is useful in understanding what your child will be learning this term.

Please refer to our PSHE policy on our website for further information.

If you have any further questions, please contact your child's class teacher or me via the office.

Kind regards,

Becki Jennings

Reception Class Teacher

PSHE / RSE Lead