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# MOON'S MOAT FIRST SCHOOL

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Thursday 7<sup>th</sup> May 2026

Dear Parents/Carers,

I am writing to inform you about your child's learning in PSHE (Personal, Social and Health Education) over the course of the Summer Term, particularly the statutory Relationships and Health Education elements.

At Moon's Moat First School we use 'Jigsaw', the mindful approach to PSHE, as our comprehensive scheme of work. The programme consists of six half-term units of work, which we call 'Puzzles': Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. Each Puzzle contains six lessons that build progressively through the school. Throughout the year, we keep you informed about our PSHE curriculum through termly curriculum newsletters, our school website, the Jigsaw Parent Portal and parents' evenings. Our PSHE policy, which outlines our whole-school approach, how we make adaptations to the Jigsaw content and ensure that lessons meet the needs of all pupils, is available on our website. We welcome your feedback and engagement with this important area of learning.

Relationships Education and Health Education became statutory in all primary schools in September 2020, as outlined in the DfE's statutory guidance for Relationships and Health Education. Updated guidance was published in 2025 and will be implemented from September 2026. These subjects are a statutory entitlement for all children. This means that whilst we highly value parental views and take these into account when planning and reviewing our curriculum, parents cannot withdraw children from Relationships or Health Education content.

## **First half of Summer Term: Relationships**

Positive relationships are woven throughout our PSHE curriculum all year, but the Relationships Puzzle provides focused teaching on the different relationships children have with friends, family and wider communities. Children learn about the characteristics of healthy relationships, how relationships change as we grow, and how to keep themselves safe in all contexts, including online.

## Second half of Summer Term: Changing Me

The Changing Me Puzzle helps children understand and cope positively with change. As in all the Jigsaw PSHE Puzzle units, content is carefully matched to children's age and developmental stage:

- Early Years and Key Stage 1:** Children learn about life cycles, how we all grow and change, and develop vocabulary for body parts including correct anatomical terms for genitalia. Children also learn about privacy; understanding which parts of the body are private, what privacy means, and who they can talk to if they have questions or concerns. This vocabulary and understanding supports safeguarding and lays important foundations for later learning.
- Key Stage 2:** Children learn about puberty as part of their statutory Health Education, in line with statutory expectations that all pupils are prepared before puberty begins. Puberty can start any time between the ages of 8 and 11, so this teaching ensures children understand the changes ahead and feel informed rather than anxious. This includes learning about physical and emotional changes, menstruation, personal hygiene during puberty, and strategies for managing these changes positively. Teaching is designed to help children feel prepared and to encourage them to talk to trusted adults at home or school if they have questions.

The content for each year group is outlined in the table below. As you can see, the progression from one year to the next is fairly gradual and with a focus on animals and humans in a scientific way. Lessons will be delivered by the class teacher and will form part of our transition work. It is also an important part of our safeguarding responsibilities to equip children with appropriate vocabulary.

<b>Ages 3-4 Nursery</b>	Piece 1- My Body	<ul style="list-style-type: none"> <li>I can name parts of my body and show respect for myself</li> </ul>
	Piece 3 Growing Up	<ul style="list-style-type: none"> <li>I understand that we all start as babies and grow into children and then adults</li> </ul>
	Piece 4 Growth and Change	<ul style="list-style-type: none"> <li>I know that I grow and change</li> </ul>
<b>Ages 4-5 Reception</b>	Piece 1- My Body	<ul style="list-style-type: none"> <li>I can name parts of the body.</li> </ul>
	Piece 3 – Growing Up	<ul style="list-style-type: none"> <li>I understand that we all grow from babies to adults.</li> </ul>
<b>Ages 5-6 Year 1</b>	Piece 1 Life Cycles	<ul style="list-style-type: none"> <li>I am starting to understand the life cycles of animals and humans</li> <li>I understand that changes happen as we grow and that this is OK</li> </ul>
	Piece 2 Changing Me	<ul style="list-style-type: none"> <li>I can tell you some things about me that have changed and some things about me that have stayed the same</li> <li>I know that changes are OK and that sometimes they happen whether I want them to or not</li> </ul>
	Piece 3 My Changing Body	<ul style="list-style-type: none"> <li>I can tell you how my body has changed since I was a baby</li> <li>I understand that growing up is natural and that everybody grows at different rates</li> </ul>
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus</li> <li>I respect my body and understand which parts are private</li> </ul>
<b>Ages 6-7 Year 2</b>	Piece 1 Life Cycles in Nature	<ul style="list-style-type: none"> <li>I can recognise cycles of life in nature</li> <li>I understand there are some changes that are outside my control and can recognise how I feel about this</li> </ul>
	Piece 2 Growing from Young to Old	<ul style="list-style-type: none"> <li>I can tell you about the natural process of growing from young to old and understand that this is not in my control</li> </ul>

		<ul style="list-style-type: none"> <li>I can identify people I respect who are older than me</li> </ul>
	Piece 3 The Changing Me	<ul style="list-style-type: none"> <li>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>I feel proud about becoming more independent</li> </ul>
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus) and appreciate that some parts of the body are private</li> <li>I can describe what I enjoy about being a boy or girl whilst understanding we are all different</li> </ul>
<b>Ages 7-8 Year 3</b>	Piece 1 How Babies Grow	<ul style="list-style-type: none"> <li>I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby</li> <li>I can express how I feel when they see babies or baby animals</li> </ul>
	Piece 2 Outside Body Changes	<ul style="list-style-type: none"> <li>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>I can identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>I recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
	Piece 3 Inside Body Changes	<ul style="list-style-type: none"> <li>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 (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus,)</li> <li>I recognise how I feel about these changes happening to me and know how to cope with these feelings</li> </ul> <p>This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time.</p>
	Piece 4 <b>Keeping Ourselves Clean</b>	<ul style="list-style-type: none"> <li>I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy</li> <li>I know some simple ways of keeping clean which can keep me healthy and protect me from some infections</li> <li>I have started to think about the ways to keep my body clean as I grow up and how I feel about this</li> </ul>
<b>Ages 8-9 Year 4</b>	Piece 2 Puberty and Menstruation	<ul style="list-style-type: none"> <li>I can 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</li> <li>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul> <p>Note – this lesson introduces the term 'period' and explains what a period is in simple terms.</p> <p>Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.</p>
	<b>3. Being Part of a Family</b>	<ul style="list-style-type: none"> <li>I know there are many types of family and that often our family members form part of our inner circle</li> <li>I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty</li> <li>I recognise that sometimes I may feel anxious about growing up and this is natural, and can identify people who can support me with this</li> </ul>

We recognise that you know your child best, and that learning about growing up, relationships and change is most effective when schools and families work together. Your child may well ask you questions about what they're learning - this is a positive sign of engagement!

If you wish to discuss this or view the resources that will be used with your child, please speak to your child's class teacher or give me a call.

Kind regards,

Miss Karen Crawford

Headteacher