

# Peel Common Primary School

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Dear Parent/Carer

Over the rest of this term in Year 6, our PSHE lessons will be focusing on the Relationship and Sex Education (RSE) elements of the curriculum. This statutory learning will begin around the theme of puberty and change for pupils including the internal changes, the emotional changes associated with puberty and the importance of personal hygiene at this time. This will progress into extending pupils' thinking about puberty and the concept of change throughout our lives. We will explore in more detail, some of the feelings associated with change and help pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that might accompany this.

We will also be spending time increasing pupils' understanding of what is meant by a positive, healthy and loving relationship as an important part of safeguarding their health and wellbeing, including looking at different kinds of relationships, and the values, expectations and responsibilities within them. It will also help pupils to understand that relationships can change over time and explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change.

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school. The final lessons will emphasise that having sexual intercourse or the decision to have a baby, is something for when they are much older. It also emphasises the importance of consent in this context. It will again enable pupils to reflect on values and responsibilities within healthy adult relationships.

Below are the learning objectives that will be covered as part of this unit:

- Identify and describe some of the physical changes that happen to bodies during puberty and how to manage these
- Identify myths and facts about puberty, and what is important for a young person to know
- Explain that puberty begins and ends at different times for different people
- Use scientific vocabulary for external male and female body parts/genitalia
- Explain what happens during menstruation (periods)
- Explain what is meant by ejaculation and wet dreams
- Explain how and why it is important to keep clean during puberty
- Describe ways of managing physical change during puberty
- Respond to questions and give advice to others about puberty



- Describe how emotions and relationships may change during puberty and identify the range of feelings associated with change, transition to secondary school and becoming more independent
- Explain where we can get the help and support we need in relation to puberty.
- Describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
- Identify different kinds of loving relationships
- Describe the qualities that enable these relationships to flourish
- Explain the expectations and responsibilities of being in a close relationship
- Recognise how relationships may change or end and what can help people manage this
- Understand about adult relationships and the human life cycle
- Learn about human reproduction (how a baby is made and how it grows)

Throughout this unit, we will continue to spend time establishing a safe learning environment for both pupils and adult staff in the classroom. This helps pupils to feel comfortable about sharing feelings, exploring values and attitudes, expressing opinions, and considering the views and opinions of others without fear of negative feedback. An 'Ask-it Basket' question box or bag will be placed in the classrooms to encourage pupils to ask questions with anonymity and without embarrassment.

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are significant issues about a pupil's safety or wellbeing that need to be shared with others.
- Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing).
- Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

As stated earlier in this information, these lessons will form part of the children's statutory learning in Relationships and Sex Education. It is important for you as parents and carers to be aware of this coverage so that you can be prepared for any questions/information children might choose to share at home during this time. Please contact the office if you require any further information or have any questions.

Thank you for continued support.

Mrs Jelf and Mrs Sanford  
Year 6 teaching team