

Headteacher: Mrs Helen Lammin (BSc Hons QTS)

---

12<sup>th</sup> May 2025

Dear Parents/Carers,

**RE: Jigsaw and 'Changing Me' in Year 1**

As you are aware, we deliver our Personal, Social and Health Education (PSHE) learning using a scheme of work called Jigsaw. In the summer term, the children complete a unit called 'Changing Me' - with a focus on growing up, relationships and sexual development.

**Please see a detailed outline of how these lessons will be delivered in Year 1 attached below.**

We appreciate that it may take some time to reflect on how best to prepare your child. We will begin this unit week beginning 2<sup>nd</sup> June. This gives you the option to contact your child's class teacher to talk about how your child would best fit into the sessions, and if you feel they need any greater support.

As there are no Sexual Education lessons within the Relationship & Sexual Education curriculum for Year 1, you are not able to withdraw your child from any sessions. If you would like to discuss this further with a senior member of staff, then please do contact the school office prior to the week beginning 2<sup>nd</sup> June 2025.

Yours sincerely



Mrs Helen Lammin      and  
Headteacher

Miss Carla Burrows  
PSHE Lead

## Year 1 'Changing Me' lessons and organisation.

Lesson Objectives	Overview of Activities completed	How the children will be organised
<p>1. <u>Lifecycles</u></p> <p>I can start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK.</p>	<p>Children will play an activity of 'Find your pair'. There are cards of a baby animal and an adult animal – can they find who they match with? The teacher will discuss the outcomes with them.</p> <p>The children will explore the life cycle of a frog. Following this the teacher will have pictures of themselves from a baby to an adult. Teachers will explain that everyone grows and this happens at their own rates. The children will then try to order the photographs which have been muddled up.</p> <p>Children will then consider the concept of a lifecycle – birth to adulthood. For different animals, they will be asked to arrange the cards given to them into that animals life cycle? (This will be done for a frog, a butterfly and a human - birth to adult).</p>	<p>Whole class activity</p> <p>Adult support in class as necessary.</p>
<p>2. <u>Changing Me</u></p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not.</p>	<p>The children will be asked – what can you do now, that you couldn't do when you were a baby? Teachers will re-inforce that we all change and that this change is ok.</p> <p>Children look back at lifecycles from last week (frog, butterfly and human) and discuss how the animals in each lifecycle change at each point. How are they different to before?</p> <p>Children will then draw three pictures of themselves, one as a baby, one as a toddler and one as they are now. Can they explain what differences they notice at each stage?</p>	<p>Whole class activity</p> <p>Adult support in class as necessary.</p>
<p>3. <u>My Changing body</u></p> <p>I know how my body has changed since I was a baby.</p> <p>I understand that growing up is natural and that everybody grows at different rates.</p>	<p>The children will be invited to play a version of 'Simon Says' that draws attention to different parts of the body e.g. put your hands on your head, stand on one leg etc.</p> <p>Children will look at some photographs of the children and adults as babies. Through discussion, they will make a class list – what has physically changed in these people from babies to now? E.g. legs are longer, etc. What other changes have happened from then to now? What can we now do?</p>	<p>Whole class activity</p> <p>Adult support in class as necessary.</p>

<p>4. <u>Boys' and Girls' bodies</u></p> <p>I can identify the parts of the body that make boys different to girls and use the correct names for these including: penis, testicles, vagina, nipples and breasts.</p> <p>I respect my body and understand which parts are private.</p>	<p>The teacher will show the children some images of different animals and explain that one of the images is male and one of the images is female. Which one is which? How do you know? Children will establish that it is very hard to tell from the pictures which is which. The teacher will explain that the only real way we can tell is by looking at the private parts.</p> <p>Explain to the children that today we will be talking about these parts and that we normally keep these private and to ourselves.</p> <p>After the children have been separated into single sex groups, they will look at basic diagrams of different parts of the body (many including: arms, legs etc as well as penis, testicles, vulva, vagina, nipples and breasts). They will sort these into 3 hoops – male, female and both.</p> <p>At the end of the session we will establish that the only real way we can tell girls and boys apart is from our private parts.</p>	<p>Whole class introduction activity.</p> <p>Then the children will be separated into single sex groups.</p> <p>Adult support in each group will be assigned as necessary.</p>
<p>5. <u>Learning and Growing</u></p> <p>I understand that every time I learn something new I change a little bit.</p> <p>I enjoy learning new things.</p>	<p>The teacher will share picture cards with the children. These are of a baby lying down, a baby crawling, a toddler walking, a five-year-old running and a ten-year-old skipping. The children will be asked to place them in sequence. We will remember the learning that as we physically grow, we also learn to do more things.</p> <p>Then on a whiteboard the teacher will draw the stem and centre of a flower. They will add one petal and stick the first picture (baby) into it. They will then draw the second petal and ask the children which picture should go in next (baby crawling). Continue until the flower is complete, helping children to understand that every time we grow we learn something new and we add a little bit onto ourselves, like adding a petal to a flower.</p> <p>Children then create their own flower – explaining what they have done differently at each stage and what they liked learning.</p>	<p>Whole class activity</p> <p>Adult support in class as necessary.</p>



<p><u>6. Coping with change</u></p> <p>I can tell you about changes that have happened in my life.</p> <p>I know some ways to cope with changes.</p>	<p>Teacher will bring in a big bag - they will tell the children that they are going to select an object from the big bag which is associated with a big change that might happen for children. They need to guess what that change is. Items that may be pulled from the bag include: a baby's nappy or toy, a school jumper, etc. When children have guessed the change event ask children how they might feel.</p> <p>For each change event, the teacher will discuss with the children how they might cope with such a change and how they could manage the feelings associated with it, e.g. tell an adult, express their feelings, share their worries with someone they trust. Draw out that some changes are better than others. Ensure change is seen as positive.</p> <p>Children then draw one change they have experienced and write in a speech bubble how they felt when this was happening. While they do this, teachers can use the prompt questions as an assessment exercise and to check the children's understanding.</p>	<p>Whole class activity</p> <p>Adult support in class as necessary.</p>
--	---	---