

Headteacher: Mrs Helen Lammin (BSc Hons QTS)

12th May 2025

Dear Parents/Carers,

RE: Jigsaw and 'Changing Me' in Year 2

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 2 attached below.

We will begin this unit week beginning 2nd 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 2, 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 2nd June 2025.

Yours sincerely



Mrs Helen Lammin and
Headteacher

Miss Carla Burrows
PSHE Lead

Year 2 'Changing Me' lessons and organisation.

Lesson Objectives	Overview of Activities completed	How the children will be organised
<p>1. <u>Life Cycles</u></p> <p>I can recognise cycles of life in nature.</p> <p>I understand there are some changes that are outside of my control and can recognise how I feel about this.</p>	<p>Children are given a card and asked to find their pair. One of the pair is a baby animal and the other in the pair is an adult animal. How do they know they have found the right card to match theirs? What is the same?</p> <p>Children look at lifecycle pictures of a horse, plant, chicken, butterfly and a person. How are each of these life cycles showing change from birth to adult? Discuss seeds, eggs, babies, growing and adult.</p> <p>Through class discussion - the children will consider the questions – How have you changed since you were a baby? How do you think you will change to become an adult? How do you feel about this change?</p> <p>The teacher will focus on the feelings of change and how we can feel more positive about this.</p>	<p>Whole class activity.</p> <p>Adult support in class as necessary.</p>
<p>2. <u>Growing from Young to Old</u></p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can identify people I respect who are older than me.</p>	<p>Show pictures of a baby, toddler, teenager, adult and an elderly person. In partners, the children will describe two changes they can visibly see that happen to an elderly person and one which isn't visible e.g. bodies become slower, old people run less but might get wiser and kinder. Teachers will discuss that growing old is a natural process.</p> <p>Invite the children to draw a picture of an older person who is special to them. On their pictures, the children will write two things they respect/like or love about this person and they will share this in class.</p>	<p>Whole class activity.</p> <p>Adult support in class as necessary.</p>
<p>3. <u>The Changing Me</u></p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I feel proud about becoming more independent.</p>	<p>Children discuss what they have been told they were like as a baby.</p> <p>The teacher will show a mystery bag of items to the class. They will ask the children to look at the items carefully as they are taken from the bag and see if they can work out the connection between the items and growing up/ getting older (Suggested items: Baby - rattle, dummy, feeding bottle; Toddler - building bricks, plastic bowl/mug, tiny shoes;</p>	<p>Whole class activity.</p> <p>Adult support in class as necessary.</p>

	<p>Child - reading book, pencil & paper, Lego/construction toy;</p> <p>Teenager – cycle helmet, smart phone, make-up; Adult - car keys, credit card, passport, DIY tools).</p> <p>We will explain to the children that that, for humans, growing up takes longer than for many living things. It doesn't only mean getting bigger, but also learning and being able to do more and more. This happens on a bit of a time line.</p> <p>Children create their own timelines of what they have learnt to do over their lifetime using pictures and/or writing. e.g. Baby: I couldn't walk or talk; Toddler: I learnt to walk and feed myself; Child: I now go to school and can read; Teenager: I will be able to stay out later with friends; Adult: I might have my own family.</p>	
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<p>4. <u>Boys' and Girls' bodies</u></p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, nipples, and breasts) and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being a boy/girl.</p>	<p>Children start by playing a game of 'Simon Says'. The teacher will explain that we are looking at body parts – so will focus instructions on 'tap your head' etc.</p> <p>The children will think about what boys and girls do. Is this the same or different? Teachers will establish that boys and girls are very similar. What is different about us is what our bodies are like.</p> <p>The children will then look at 2 outlines of a person on a piece of paper. The teacher will explain that one is female and one is male. How do they know which one is which?</p> <p>Children will then look at basic diagrams of different parts of the body to make one male and one female, (labels will include penis, testicles, vulva, vagina, nipples and breasts). We will then discuss clothing and what the purpose of clothing is. Teachers will discuss that clothing keeps us warm, that you cannot tell from clothes if someone is a boy or girl. The only way we know whether someone is a boy or girl is from the private parts they have.</p>	<p>Whole class game.</p> <p>Then smaller groups.</p>
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<p>5. <u>Assertiveness</u></p> <p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I am confident to say what I like and don't like and can ask for help.</p>	<p>The teacher will bring in a feely bag (the bag contains: pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects). Children will explain how these feel (rough, bumpy etc). Then they will feel a different bag (a soft material like velvet, satin or silk). The children will explain what these feel like and how they like the touch of this.</p> <p>We will explore a poem called 'What about You' which looks at the soft touches people like.</p> <p>Children will explain which materials they would like to touch.</p>	<p>Whole class activity.</p> <p>Adult support in class as necessary.</p>
<p>6. <u>Looking ahead</u></p> <p>I can identify what I am looking forward to when I am in Year 3.</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>	<p>The children will make leaf mobiles. On one side of the leaf they will share:</p> <ul style="list-style-type: none"> • one thing they like about being who they are • one thing they are looking forward to about getting older • one thing they would like to change for themselves next year and how they will go about it e.g. to get better at reading by practising more often <p>On the other side of the leaf they will:</p> <ul style="list-style-type: none"> • explain how they feel about getting older and facing new changes <p>They will decorate these leaves and they can volunteer to share their ideas with the class. Classes will discuss how they are feeling and any worries will be discussed.</p>	<p>Whole class activity.</p> <p>Adult support in class as necessary.</p>