

Headteacher: Mrs Helen Lammin (BSc Hons QTS)

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12<sup>th</sup> May 2025

Dear Parents/Carers,

**RE: Jigsaw and 'Changing Me' in Year 3**

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 3 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.

You still have the right to withdraw your child from the Sexual Education lessons of the Relationship & Sexual Education curriculum (these sessions have an asterisk beside them). 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 3 'Changing Me' lessons and organisation.

Lesson Objectives	Overview of Activities completed	How the children will be organised
<p>1. <u>How babies grow</u></p> <p>I understand that in animals and in humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>I can express how I feel when I see babies or baby animals.</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>The class will be shown a picture of a baby and the teacher will explain that it is normally the female who carries the baby. Children will explore where in nature this is true and where the male does it.</p> <p>Then they will consider everything that a baby needs to survive and link this to their learning about plants. Children will create a class list of everything that a baby needs and how it needs to be taken care of.</p> <p>Children will then draw 3 pictures, them as a baby, as a toddler and as a child now. How have their needs changed? How have their needs stayed the same?</p>	<p>Whole class activity.</p> <p>Adult support in class as necessary.</p>
<p>2. <u>Babies</u></p> <p>I understand how babies grow and develop in the mother's uterus.</p> <p>I understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family.</p>	<p>Children will start by looking at a picture of a baby and remembering all of the things that a baby needs from last lesson.</p> <p>Teachers will explain that a baby grows inside the mother's womb/uterus, referring to basic scientific images. Teachers will explain how babies are kept warm, are fed and safe while they are in the uterus as some of these are a little bit different to when they are born.</p> <p>Children will draw a picture of a baby and a plant and label what they need to live and grow.</p>	<p>Whole class activity.</p> <p>Adult support and smaller groups in class as necessary.</p>
<p>3. <u>*Outside Body Changes</u></p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p>	<p>Children will start by playing a switch places game that talks about different changes we face in life eg. Switch places if you have Moved house, moved classroom etc.</p> <p>Teachers will explain that sometimes change feels exciting and good, sometimes difficult, and often a bit of both. One thing we can be sure of: there will always be changes in our lives, because living things are always changing.</p>	<p>The class will be organised into slightly smaller groups.</p>

<p>I can identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>	<p>Teachers will explain that one of the changes that will happen to us as we grow up is that our bodies will change, the term puberty will be introduced.</p> <p>Teachers will draw an outline of a person on the board. What changes will happen to a girl as they grow up? Label these e.g. They will grow breasts, pubic hair, sweat more etc. Then repeat the same activity for a male e.g. They will have facial hair, sweat more etc.</p> <p>Explain that some of these changes are the same for males and females and some of these changes are different.</p> <p>Teachers will refer to basic images to reinforce the physical changes from child to adult in males and females.</p> <p>Teachers will explain that these body changes happen at a different time and pace for each person because our bodies are all unique. We will offer reassurance that if they are worried about any of the changes, they can talk to a trusted adult about them.</p>	
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<p>4. <u>*Inside Body Changes</u></p> <p>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.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>	<p>Children start by matching baby animal pictures back to adult animal pictures and in a game of pairs naming 2 differences they can see.</p> <p>Teachers will ask the children what's different about the hen's egg and frogspawn compared to how other animals have babies. Teachers will explain that for some animals, the mother lays the egg and baby grows inside it, but for others the baby grows inside the mother until it is ready to be born, and that's the way it happens for humans.</p> <p>Teachers will then explain that although the baby grows in the mother's uterus, the baby can't get there without the father. A very simple explanation of the fact that a woman has an egg and the father has a sperm and these two need to come together to make a baby. Teachers will refer to basic scientific diagrams of testicles and ovaries to support this discussion. We will not explore how an egg and sperm come together and if asked, will explain to the children that this is explored in later years or they can ask their parents.</p>	<p>Whole class game.</p> <p>Then smaller groups.</p>
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	<p>Teachers will also refer to a basic diagram of the womb/uterus and will discuss how it grows and gets ready to make a safe space for a baby to grow.</p>	
<p><u>5. Family Stereotypes</u></p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>I can express how I feel when my ideas are challenged and be willing to change my ideas sometimes.</p>	<p>The children will be given a list of jobs normally completed within the home e.g. Washing up/looking after the baby/clean the car etc. They will be asked to complete the card individually by ticking in the relevant box if they think it is a male/female/either role. They will then compare their answer with a partner and if they wish to volunteer answers in class discussion, will discuss this here too. Teachers will discuss that all of these roles could be completed by male or females – but that some cultures have firm ideas on this and so we need to be mindful and respectful when talking about this.</p> <p>Teachers will explain to the children what stereotypical means and draw out what roles seem to be more stereotypical in the task cards than others.</p> <p>Girls will then be asked to create something for the boys and the girls will be asked to create something for the girls (Possibly a toy or duvet cover). How will they design this without being stereotypical?</p> <p>With completed designs, explore if they could be seen as stereotypical? Discuss whether boys and girls would like these designs.</p>	<p>Whole class activity.</p> <p>Adult support in class as necessary.</p>
<p><u>6. Looking ahead</u></p> <p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make next year and know how to go about this.</p>	<p>Children will have a circle time to think about what they are looking forward to about next year.</p> <p>They will then make ribbon mobiles. On different pieces of ribbon they will explore:</p> <ol style="list-style-type: none"> <li>1. Something the children are looking forward to next year e.g. a residential, starting swimming lessons etc.</li> <li>2. A change they would like to make for themselves e.g. getting better at reading</li> <li>3. Something they have learned about their bodies and growing up</li> <li>4. Something that worries them about growing up and how they can manage these feelings</li> <li>6. Something that they are looking forward to about growing up</li> </ol> <p>They will then have a chance to show these if they would like to.</p>	<p>Whole class activity.</p> <p>Adult support in class as necessary.</p>