

Headteacher: Mrs Helen Lammin (BSc Hons QTS)

12th May 2025

Dear Parents/Carers,

RE: Jigsaw and 'Changing Me' in Year 4

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 4 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 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.

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 2nd June 2025.

Yours sincerely



Mrs Helen Lammin and
Headteacher

Miss Carla Burrows
PSHE Lead

Year 4 'Changing Me' lessons and organisation.

Lesson Objectives	Overview of Activities completed	How the children will be organised
<p>1. <u>Unique Me</u></p> <p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>I appreciate that I am a truly unique human being.</p>	<p>Some of the children (who volunteer) will be given kitten cards and will share these with the class. 3 images of possible mothers will be put up and the children will decide who the mother is. They will share their reasoning, e.g. fur colour, eye colour etc.</p> <p>The real answers will be revealed and it will explain that we can't always tell from looking at the mother alone. The father also has characteristics that the offspring might gain.</p> <p>The teacher will share some interesting facts about genes and then display a picture of themselves – their parents and their grandparents. Can the children see which parts their teacher got from their mum? dad? grandparents?</p> <p>Remind the children that we get half our genes from our birth mother and half our genes from our birth father, and this happens when the mother's egg meets the father's sperm when a baby is made.</p> <p>The children will then be given a jigsaw template. Can they write down features they have noticed that they have gained from different family members e.g. mum, dad, grandparents.</p> <p><i>Please note: If they do not know certain family members, this will not be a problem – they will just look at features from relatives they know. Alternatively they can complete a Jigsaw parents and children puzzle.</i></p>	<p>Whole class activity.</p> <p>Smaller group support led by an adult where necessary</p>
<p>2. <u>*Having a Baby</u></p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p>	<p>Children will be given a set of cards for the Making Things game (a cake, an oak tree, a new car and a baby). This includes the title item and then the ingredients needed to make it. Children will sort these into groups. Discuss which of these are special things to make and why.</p> <p>Following this the teacher will ask the children – How do adults know when it is the right time to have a baby? What do you think might be difficult about looking after a new baby? There will be time to discuss this, focusing on personal choice and when couples feel ready.</p>	<p>Whole class activity.</p> <p>Smaller group support led by an adult where necessary</p>



<p>I understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</p>	<p>Following this, the teacher will go back to the ingredients that make a baby - named in the introduction. They will remind the children that sperm, with half of the genes the baby will get it, are made in the male testicles. A basic scientific diagram of the testicles and penis will be referred to. Eggs, that have the other half of the genes the baby will get, are in the female ovaries. A basic scientific diagram of the ovaries and vagina will be referred to. Teachers will then explain that when these are both released and meet, the moment is conception and this is how a baby is made.</p>	
<p>3. <u>*Girls and Puberty.</u></p> <p>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.</p> <p>I know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>	<p>Children will review what they learnt last lesson about how egg and sperm need to meet to create a baby. Resorting the cards they had in the starter for lesson 2 and then explaining what they learnt last lesson.</p> <p>The term 'puberty' will be discussed and the children will be given time to contribute their thoughts and ideas</p> <p>The teacher will then explain what happens for females in a way that helps them to release the egg.</p> <p>Teachers will show the children a basic scientific diagram/internal cross section of the internal female organs and they will explain that: the eggs are stored in the ovaries and how these are released once a month. They will then go on to show them a 28-day circle and explain the menstruation cycle in terms of: Day 14 – the egg is released. Day 14 to Day 28 the egg could be fertilised and the uterus has a lining of blood in case the egg is fertilised. Day 1 to Day 5 if the egg is not fertilised then the woman has a small bleed to pass this extra blood out.</p> <p>Children will match and sequence a set of menstruation cards.</p>	<p>Whole class activity.</p> <p>Smaller group support led by an adult where necessary</p>
<p>4. <u>Circles of change</u></p> <p>I know how the circle of change works and can apply it to changes I want to make in my life.</p>	<p>Show the children four pictures: a tree in four different seasons. Ask the class to put the pictures in order and to discuss the questions:</p> <ul style="list-style-type: none"> • What started the process of change for the tree? • What happened in each stage of the change? • Did the tree have any control over the changes that were happening? 	<p>Whole class game.</p> <p>Then smaller groups.</p>



<p>I am confident enough to try to make changes when I think they will benefit me</p>	<p>Establish that change is part of life and although there are some things we have control over there are some things we have no control over.</p> <p>We will share a Jigsaw PowerPoint story called 'Sofia and Levi' and ask the children to see if they can identify what happened in the story to manage the change and help the children cope. The story mirrors the vocabulary of the Circles of Change model the children will be using later; thinking about, deciding, preparing, taking action and keeping it going.</p> <p>At the end of the story the teacher will ask the children what they think helped Sofia and Levi manage the change. Show the children the Circles of Change PowerPoint slide/ template and make links between the story and the five stages in the model to reinforce the process.</p> <p>Each child will then make their own 'Circle of Change' using a split pin and an arrow. In pairs, we will invite the children to think of a change they would like to make in school during the next academic year and to think this through using the Circle of Change model. Children can help each other and then individually complete their own Circle of Change template with their thoughts and the process they will go through at each step.</p>	
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<p><u>5. Accepting Change</u></p> <p>I can identify changes that have been and may continue to be outside of my control.</p> <p>I can learn to accept and express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>	<p>The children will look at different emotion cards and explain how they feel at the different times and within different situations.</p> <p>The teacher will share a PowerPoint about environmental change and will ask the children to think about these pictures and discuss their ideas with their talking partner:</p> <ul style="list-style-type: none"> • Why do these changes happen? • Do human beings have complete control over these changes? <p>Ask for feedback and their ideas. Draw out from the children the idea that humans can influence nature for good or ill, but humans do not have complete control over nature.</p>	<p>Whole class activity.</p> <p>Adult support in class as necessary.</p>
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	<p>The children will then write a list of six changes that have happened in their lives already that they did not have control over, i.e. that they could not stop from happening. Next to each of the changes, children will write two words to describe how they felt when these changes were happening.</p> <p>At this point, children can then share their ideas and help them to understand that changes that are outside of our control often cause us fear or anxiety. Ask the children to return to their lists and discuss how they managed to cope with these changes. The teacher will help offer helpful strategies for when we have to deal with these kinds of situations.</p>	
<p><u>6. Looking ahead</u></p> <p>I can identify what I am looking forward to when I move to a new class.</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about it.</p>	<p>In talking partners, teachers will ask the children to make a list of the changes they think might happen to them during the next school year. These might be personal changes e.g. moving house, or having a new baby in the family; or they might be changes that are going to happen in school e.g. the first time staying away from home on a residential, starting swimming lessons etc. They could also include changes they want to make for themselves e.g. getting better at maths, trying not to fall out with friends, etc.</p> <p>Each child chooses one of the changes they think is very important to them and highlights it on their list. On a Circle of Change template, children show the process they will go through to make their highlighted change happen, or to manage a change that is coming.</p> <p>Children to share the change they are looking forward to in the next academic year.</p>	<p>Whole class activity.</p> <p>Adult support in class as necessary.</p>