

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 5**

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 5 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 5 'Changing Me' lessons and organisation.

Lesson Objectives	Overview of Activities completed	How the children will be organised
<p><u>1. Self and Body Image</u></p> <p>I am aware of my own self-image and how my body image fits into that.</p> <p>I know how to develop my own self-esteem.</p>	<p>Children sort character and physical traits into items that make people have a good self-image and items that can make people not have a good self-image.</p> <p>Children look at and explore airbrushed images. What has changed? Discuss the impact on self-esteem of people looking at them. Teachers will make links to mental health and physical health.</p> <p>Teachers will help to establish great aspects of self-image and how to turn negative statements about oneself into positive ones.</p>	<p>Whole class activity.</p> <p>Children will be working alongside a talk partner.</p>
<p><u>2 Puberty for Girls</u></p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I know that puberty is a natural process that happens to everybody and that it will be ok for me.</p>	<p>Initial whole class review that a sperm and an egg are needed to create a baby. Discuss that sperm is from the male and the egg is from a female. Class discussion that puberty for girls is about the body getting ready to release this egg. Basic scientific diagrams of a penis and testicles, vagina and ovaries and the womb/uterus will be displayed to support discussions.</p> <p>Then, in single sex groups – all children will order cards of the menstruation process.</p> <p>Teachers will use basic scientific images of the female reproductive system to support discussion.</p> <p>Teacher will show the children a range of menstrual products, briefly explaining how these are used.</p> <p>The girl group will then have some extra time to ask questions or talk through common worries about starting periods. They will also explore sanitary products and discuss how to have good hygiene.</p>	<p>Whole class introduction</p> <p>Then single sex groups.</p>
<p><u>3. Puberty for boys</u></p> <p>I can describe how boys' and girls' bodies change during puberty.</p>	<p>Whole class review of what children know about changes that occur as we grow up.</p> <p>In the classroom a true and false sign will be pinned at either end. Statements like 'Puberty for boys is easier than for girls,' will be read out and children can volunteer to stand where they agree with the statement or not and share any reasons for their thoughts.</p>	<p>Whole class introduction</p> <p>Then single sex groups.</p>

<p>I can express how I feel about the changes that will happen to me during puberty.</p>	<p>Teachers will place value on both male and female puberty and discuss the importance of being sensitive to all change. Then in single sex groups the children will look at the changes that occur within a male's body to prepare for the release of sperm. The terms 'erection' and 'ejaculation' will be explained as part of this.</p> <p>Children will complete a match activity with a male body parts e.g. Testicles - match with where the sperm is made and stored.</p> <p>Teachers will use basic scientific images of the male reproductive system to support discussion.</p> <p>The boy group will then have some extra time to ask questions or talk through common worries about the changes they may face. They will also explore how to have good hygiene.</p>	
<p>4. <u>*Conception</u></p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>I can understand that sometimes people need IVF to help them have a baby.</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways.</p>	<p>Children start by making pairs of different relationships e.g. mother, father, daughter, son, best friend, boyfriend, girlfriend etc. Children will be encouraged to discuss different types of relationships in our society (heterosexual, homosexual etc).</p> <p>Then they will complete a discussion (diamond 9) activity about how couples know when the right time to have a baby is. When do the children think someone is ready to become a parent?</p> <p>The word 'conception' will be introduced and the biology of how a baby is made naturally will be shown through basic scientific images.</p> <p>Children will then also explore the biology of how a baby is made through IVF and discuss some reasons why this is needed.</p>	<p>Whole class activity for most with some smaller groups completing separately if it is felt this will support children in the class.</p>
<p>5. <u>Looking ahead</u></p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.</p>	<p>Discuss the idea as a class – What is it like to be a teenager?</p> <p>Children will examine a selection of pages from teen magazines and will discuss. Children will be encouraged to sort the pages into those they think reflect reality and those they think are unrealistic.</p>	<p>Whole class activity for most with some smaller groups completing separately if it is felt this will support children in the class.</p>



<p>I am confident that I can cope with the changes that growing up can bring.</p>	<p>Children will then create a graffiti wall, reflecting what being a teenager means to them. The teacher will draw out the positive and negative graffiti that has been written and why.</p> <p>Children will then explore that growing up brings responsibilities. What responsibilities do they think teenagers have? (e.g. homework, cleaning, driving etc).</p> <p>Children will identify advice they would give to someone becoming a teenager.</p>	
<p><u>6. Looking ahead to Year 6</u></p> <p>I can identify what I am looking forward to when I am in Year 6.</p> <p>I can start to think about changes I will make when I am in Year 6 and know how to go about this.</p>	<p>The children will begin by asking thinking about the question – What change is going to happen for you in the next few years? How do you feel about this change?</p> <p>Children make spinning tops and spinning cubes (see next page for details).</p> <p>Spinning cubes have the issues the children will face written on by the children. Then there is another spinner to talk about what you should do in this situation. Spin both. What is the response to the situation? Do they think this is the best way of handling change?</p> <p>Think about what they are going to be really excited about for next year. What do they really want to do/achieve in Y6? The children will write letters to their next teacher.</p>	<p>Whole class activity for most with some smaller groups completing separately if it is felt this will support children in the class.</p>