



Believe, Enjoy, Succeed, Together  
 "I can do everything through God who gives me strength" Philippians 4:13  
 Cronton C.E. Primary School PSHE/RSE



**YEAR THREE** **PSHE Summer Two**  
**Unit Overview Changing Me**

For each lesson we will use the JIGSAW lesson format which will include:  
**Connect Us**  
**Calm Me**  
**Open My Mind**  
**Help Me Reflect**  
**This plan is just an overview of the main teaching parts of the lessons.**

Learning Objective	Main Teaching Points	Vocabulary	I can Statements
To understand that change is part of life and there are lots of different types of changes.  (Own lesson)	<b>Open my Mind</b> Show the children some pictures of changes that might happen in their lives: E.g. moving house, starting a new club, changing class, getting a new family member. Ask the children what change they think is happening in each picture and discuss. Have the children had any of these changes in their lives? How did they feel when they happened? Explain that some changes we can control and some we can't e.g. our mums and dads might decide to move house but we might be able to decide what colour our new room might be. <b>Let Me Learn</b> Can the children think of a change in their lives and draw a picture of it and write a sentence about how they felt about it. What can we do if we are worried about a change? Who can we talk to?	Change Control Feel	I can name changes that might happen or have happened in my life or the lives of others. I know there are changes that we can't control and some we can.

<p>To understand that everyone is unique and special  To understand that in animals and humans lots of changes happen between conception and growing up.  To know that it is the female who has the baby.  To express how I feel when I see babies or baby animals</p> <p>(Jigsaw Lesson 1)</p>	<p><b>Open My Mind</b>  Slides 1-4: Show the PowerPoint slides of baby pictures. Using Jigsaw Jino as the talking object, ask the children to share their feelings about how the pictures make them feel.  Ask me this...  How do these pictures make you feel?  What do you think makes us feel this way?</p> <p><b>Tell Me or Show Me</b>  Show the final slide on the PowerPoint of a human mother and baby.  Make the point that it is usually the female who has the baby and looks after it whilst it is very young, but often the males (dads) have an important role to play too, e.g. for humans, penguins etc. Hand out the mini-whiteboards (or pieces of paper) and in pairs ask the children to write down some things that a baby can't do and needs an adult to do for them. Give a few minutes thinking time, then ask all the pairs to show what they have written. From the children's answers draw out the role of a parent in caring for a baby, and why a parent needs to devote a lot of care.  Ask the children how it might feel to have a new baby in the family.  (Alternatively, if there has been a new sibling arrived for a child in the class, the mother could be invited in. The children could think of questions they might like to ask about the baby e.g. what it needs each day, its routine, how it is looked after, etc.)</p> <p><b>Let Me Learn</b>  In pairs, the children can use the pair cards they chose in the Connect Us activity or a baby/mother picture of their choice. In their Jigsaw Journals, ask the children to draw three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown. Ask them to write a short description about the changes that occur as the baby grows into an adult.  Ask the children how it might feel to have a new baby in the family.</p>	<p>Baby  Birth  Grow  Develop</p>	<p>I can name changes that happen between birth and growing up.  I know that it is the female who has the baby.  I can express how I feel when I see babies or baby animals</p>
---	--	---	---

<p>To understand that to grow a baby has needs that must be met.</p> <p>(Own lesson)</p>	<p><b>Open My Mind</b> Remind the children of the work they did last week on changes and growing. How have they changed? What do the children think a baby needs to grow up healthy and happy? Ask the children to write down some things that a baby can't do and needs an adult to do for them. Investigate the role of a parent in caring for a baby, and why a parent needs to devote a lot of care.</p> <p><b>Let Me Learn</b> Put a picture of them as a baby or ask the children to draw a picture of a baby and, around the edge of their picture, to design a frame showing all the things a baby needs to survive, to live and to grow. Encourage the children to draw pictures and write labels. Emphasise to the children that it isn't just the physical things that are important; that babies need to feel loved and cared for too.</p>	<p>Baby Toddler Child Needs</p>	<p>I know that a baby needs food, water and care to grow into a healthy child. I can say what some of the physical and emotional needs are of a baby.</p>
<p>To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.</p> <p>(YEAR TWO CHANGING ME JIGSAW LESSON 4)</p>	<p>Remind the children of the changes in babies as they learned about in the lesson 1.</p> <p><b>Open my Mind</b> Introduce the focus on bodies and body parts by playing 'Jigsaw Jo says: put your hand on your...' (You will want to keep to 'public' body parts) Ask children to do what you say. They should only do the action if you say 'Jigsaw Jo says...' before the action. If you just say the action, they need to ignore what you have said and do nothing. Try to catch the children out by mixing up statements with and without the 'Jigsaw Jo says' precursor. Be mindful to choose actions in the class that all the children can do. At the end of the game reiterate how amazing our bodies are. Form the children into groups of 4, mixed gender if possible 2 + 2. Ask the groups to talk about the differences between the things that girls do and the things boys do. They will need to remember some of these ideas - as they will talk</p> <p><b>Let Me Learn</b></p>	<p>Body parts Male Female Vagina Penis Testicles Vulva Anus Public Private</p>	<p>I can name body parts including the correct names for external genitalia. I can identify some changes in our bodies as we get older. I can express my worries about my changing body and know who to talk to about these.</p>

	<p>On two pieces of flipchart paper, draw an outline of 2 child-sized people from the class. From the outlines, ask if we can we tell whether they are boys or girls? Not really.</p> <p>Use the body parts cards and invite children, one at a time, to place them as appropriate on the outlines (you will need duplicates of all the cards that are common to both genders).</p> <p>Now we can tell which is which, because the bodies are different - but we don't normally see people like that! Explain that most boys are born with male body parts, and most girls with female parts (you don't need to expand on this). Introduce the body part name cards for these areas.</p> <p>Take a laundry basket or similar with a full set of girls' and boys' clothes, including underwear. Produce one item at a time and ask a child to place it where it belongs on one of the two figures. As you do this you may want to distinguish three possible functions of clothes – to keep warm, to look nice and to keep private parts private - and identify which one or more of these functions each item fulfils.</p> <p>Discuss how clothes can sometimes help us to see from the outside the difference between boys and girls (though they can often be quite similar).</p> <p>From earlier ask what ideas the children had about other differences in what boys and girls do and how they behave? Gently question and challenge, to establish that none of these differences applies to all boys and girls.</p> <p>Challenge gender stereotypes and establish that private body parts is one way you can differentiate boys from girls.</p>		
<p>To know the term stereotype and understand what it means.</p> <p>To understand parenting and family roles.</p> <p>To express how I feel when my ideas are challenged and be</p>	<p><b>Open My Mind</b></p> <p>Give each of the children a Task card. Ask them to complete the card individually by ticking in the relevant box if they think it is a male/female/either role. Then ask the children to compare their answers with a talking partner. Ask the children to compare the similarities/differences they have and to explain why they have come up with their ideas.</p>	<p>Stereotype</p> <p>Male</p> <p>Female</p>	<p>I know the term stereotype and understand what it means.</p> <p>I can start to recognise stereotypical ideas</p>

<p>willing to change my ideas sometimes</p> <p>(Jigsaw Lesson 5)</p>	<p>Take feedback and share ideas. Ask the children if any of them would like to change their answers based on the feedback and the discussion. Ask why/why not?</p> <p>Be prepared to challenge the children and offer alternative ideas where appropriate. Be mindful of cultural differences as well as the Equality Duty.</p> <p><b>Tell Me or Show Me</b></p> <p>Explain to the children what stereotypical means and draw out what roles seem to be more stereotypical in the task cards than others. Ask the children to think about whether this is always true/sometimes true.</p> <p>Ensure that the children understand that it is OK for both males and females to do any of the roles within the family. Ask them to think about why/how roles might be taken on in different families.</p>		<p>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>To identify what I am looking forward to when I move to my next class start to think about changes I will make next year and know how to go about this</p> <p>(Jigsaw Lesson 6)</p>	<p><b>Open My Mind</b></p> <p>Ask the children to think about what they might be looking forward during their next year at school and to talk to a talking partner. 'One thing I am looking forward to about the next year in school is...'</p> <p><b>Tell Me or Show Me/Let Me Learn</b></p> <p>Slide 1: Ribbon mobiles. The ribbon mobile is made from a wooden baton with different lengths of coloured paper stuck onto it. The children will need to write on each strip of paper according to the instructions below. There is a PowerPoint slide that can be displayed as an aide memoire for the children.</p> <p>The 6 ribbons each show something different as follows:</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. How they feel about growing up</li> <li>5. Something that worries them about growing up and how they can manage these feelings</li> </ol>	<p>Change</p> <p>Looking forward</p> <p>Excited</p> <p>Nervous</p> <p>Anxious</p> <p>Happy</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>6. Something that they are looking forward to about growing up Ask the children to complete their own ribbon mobiles Teachers can also use the prompt questions while the children are making the mobiles to extend the children's thinking and as an aid to teacher assessment.</p>		
--	---	--	--