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'For Learning That Lasts A Lifetime'

20th May 2022

Dear Parent/Carers of Year 3

RE: PSHE YEAR 3 TERM 6

This school year we have been implementing the PSHE (Personal, Social and Health Education) Programme across our school called Jigsaw, the mindful approach to PSHE.

The lessons since September, have built children's emotional literacy, self-esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way. We are sure you will have heard about the Jigsaw Friends and Calm Me time.

The Term 6 Puzzle is 'Changing Me' and it is all about coping positively with change. We feel it is important that our children feel both knowledgeable and prepared for the changes of human bodies. In Year 3 the children start to look at the natural changes that will occur in their body, through puberty.

In order to support your child and have a good understanding of what they will be learning, I am including the lesson plans and key vocabulary below that we will be following, so that you will be clear of the learning that has taken place at school ready for any questions at home.

Outside Body Changes – Lesson 3

During this lesson, children will understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. They will identify how boys' and girls' bodies change on the outside during this growing up process and will also learn to recognise how they feel about these changes happening to them and know how to cope with those feelings.

Open my mind

Explain that sometimes changes feel 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.

Explain that everyone is going to learn about an important change which happens gradually to everybody - for the children it will start sometime in the next few years and carry on into their teens.

Introduce the term puberty. Ask whether anybody has heard the word and/or knows what it means. Explain that it refers to the collection of changes that will gradually change their bodies from a child's body into an adult's body. Say that the lesson today will only look at changes on the outside of the body, and next time they will learn about the changes on the inside.

Emphasise that puberty is a natural part of growing up for everyone.



Tell me or show me

Slides 1-2: Say to the children that you are really looking forward to them showing you how mature and grown up they can be in this next part of the lesson.

Lay a large outline figure of a body on the floor in the centre of the group.

One by one, read out the Body Change Cards. Ask the children to think if each change applies to a female body. Ask the children to place the cards that apply on the figure.

Remove all the cards and then repeat the activity, but this time focussing on changes for male bodies.

Enjoy any humour this process generates! If some of the children do giggle, acknowledge this and ask why people giggle when we talk about some body parts. Explain this is because these body parts are private and we don't normally talk about them. This can make some people feel embarrassed which is why they giggle. Re-emphasise the importance of learning about how their body will change, so that they will not be worried when it happens to them.

When complete, review the results, check understanding and distinguish again between the changes that are common to both boys and girls and those that are gender-specific. Show the slides to reinforce physical changes from child to adult in males and females.

Say that these body changes happen at a different time and pace for each person because our bodies are all unique. Offer reassurance that if they are worried about any of the changes, they can talk to a trusted adult about them.

Note: Caucasian skin tone has been used on most of the diagrams. This is for clarity of image. However, teachers should also reinforce that different skin tones exist, and that private parts will also reflect these skin tones. e.g. if we have dark skin, then our private parts will also be dark.

How are the changes that happen to boys and girls different?

Let me learn

Give each child a copy of the resource sheet 'My Life, My Changes'. In pairs, children discuss this and agree which changes should go in the 'can control' and 'can't control' categories. Then each complete their own sheet by writing the words in the appropriate spaces.

Ask the children to write down one thing they are looking forward to about growing up, and one thing that they are worried about on the resource sheet.

How do children feel about any of the changes they cannot control? Reassurance may be needed here.

As you grow up, which are the changes you can control and make choices about?

How do you feel about changes?

What are the changes that will turn you from a child into an adult?



Key Vocabulary

Change
Puberty
Control

Inside Body Changes – Lesson 4

During this lesson, children will identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. They will learn to recognise how I feel about these changes happening to me and how to cope with these feelings.

Open my mind

Ask: What does the game in Connect us tell us about how a new life starts? For most living things, the female produces 'babies', a new life which starts off tiny and grows to be an adult animal or human.

Ask the children what's different about the hen's egg and frogspawn compared to how other animals have babies?

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.

(If appropriate, clarify that babies can also come into families by adoption or fostering so that they can be loved and cared for if for any reason the birth mother/father can't look after them).

Where does new life start from?

When have you seen a new-born life - either an animal or a baby?

Tell me or show me

Choosing one of the slide shows above...

Slides 1&2: Remind the children that in the last lesson they were learning about puberty - the changes that get them ready for life as an adult.

Explain that puberty is really about getting boys' and girls' bodies ready for making and having babies when they are grown up. Say the amazing thing about babies is that although they are born from the mother, they need both a little bit of the mother and a little bit of the father to start them off in the first place.

Remind everyone that last time they looked at how bodies change on the outside at puberty, but now they need to go on a journey to the inside to look at those changes too.

Use the following slides to identify and explain the key elements, along these lines:



Slide 3

- The boy's testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing.
- Sperm can be released through the penis.

Slide 4

- The girl's ovaries store hundreds of tiny eggs and during puberty they start to release them, one at a time each month. Girls are born with all these eggs inside their ovaries (called ova) waiting for puberty to start. (Ensure children do not think ova are like chicken/ bird eggs).

Slide 5

- When one of these eggs (or ova) joins with a sperm it will start to grow into a baby.

Slide 6

- The womb/uterus grows and gets ready to make a safe space for a baby to grow until it is big enough to be born.
- The passage that leads from the womb to the outside is called the vagina. If an ovum isn't fertilised it passes out of the body as a 'period'.

Then show the Jigsaw animations as a summary:

Male Reproductive System/Female Reproductive System. There are different versions of the animations that teachers can use according to their professional judgement.

The Female Reproductive System has 2 versions, one with subtitles and one without.

The Male Reproductive System can also be played with or without subtitles.

How are our bodies going to change on the inside?

What are these changes for?

Let me learn

Each child takes a copy of the sheet 'The Great Growing Up Adventure'. Working in pairs, find the correct words to fill in the gaps in the first part of the sheet. Then write their own thoughts to complete the sentence stems in the second part. Stick the completed sheet into their Jigsaw Journals.

After they have done this, bring the children together in a circle. Remembering the Jigsaw Charter, invite them to share some of their thoughts about the good things and the worries about puberty.

Remind them again that the changes happen in a different way for everyone - sooner/later, faster/slower. What happens for you is right for you.



Jino's Post Box

Give each child a small piece of paper or post-it and ask them to write (anonymously) a private comment about today's lesson for Jigsaw Jino. It might be a question that hasn't been answered yet, or just their thoughts and feelings about the changes we've talked about. Provide 'Jigsaw Jino's Private Post Box' to collect these in, and tell the children that any time they have questions or worries they can put a note in there.

You can review these notes in your own time; they will both help with your evaluation, and allow you, where necessary, to come back to the class and deal with things in a form such as "Jigsaw Jino tells me some people aren't sure about... Let me explain it..."

Key Vocabulary

Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/ Ova, Womb/ Uterus, Vagina

We hope you will be in agreement with us that this work is vitally important for children, that it needs to be done age-appropriately and that the Jigsaw Programme gives us a secure framework in which to do this.

Please contact your class teacher, in the first instance, if you have any questions about this lesson or would like any further information.

Yours sincerely

G. Geere

Gemma Geere
PSHE Subject Lead

