

09<sup>th</sup> June 2022**PSHE Programme****Summer Term - Changing Me**

Dear Parents/Carers

In 2018 the government passed an amendment to the Children and Social Work Bill to make Relationships and Health Education statutory from September 2020 in primary schools.

As outlined in our policy we use a programme called Jigsaw to deliver our PSHE programme. (<https://www.jigsawpshe.com/>).

At Bransgore, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Our Jigsaw unit for this half term is called 'Changing Me'.

The learning within this unit for each year group is outlined below:

**Foundation**

<u>Learning</u>	<u>Learning Intention</u>
My Body	I can name parts of the body
Respecting my body	I can tell you some things I can do and foods I can eat to be healthy
Growing up	I understand that we all grow from babies to adults
Fun and fears	I can express how I feel about moving to Year 1
Fun and fears	I can talk about my worries and/or the things I am looking forward to in Year 1
Celebration	I can share my memories of the best bits of this year in Lions and Tigers

**Year 1**

<u>Learning</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Life cycles	I am starting to understand the cycles of animals and humans	I understand that changes happen as we grow and that this is ok
Changing me	I can tell you some things about me that have changed and some things that have stayed the same	I know that changes are ok and that sometimes they will happen whether I want them to or not
My changing body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
Boys and girls bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these : penis, testicles, vagina, vulva, anus	I respect my body and understand which bits are private
Learning and growing	I understand that every time I learn something new, I change a little bit	I enjoy learning new things
Coping with changes	I can tell you about changes that have happened in my life	I know some ways to cope with changes

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# Bransgore Church of England Primary School

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Head Teacher: Mr. Paul Brown



## Year 2

<u>Learning about</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Life cycles in nature	I can recognise cycles of life in nature	I understand that there are some changes that are outside my control and that I can recognise how I feel about this
Growing from young to old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
The changing me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
Boys and girls bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts are private	I can tell you what I like/don't like about being a girl/boy
Assertiveness	I understand that there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
Looking ahead	I can identify what I am looking forward to when I move to my new class	I can start to think about changes I will make when I am in Year 3 and know how to go about this

## Year 3

<u>Learning</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
How babies grow	I understand that in animals and humans lots of changes happen between conception and growing up, and that it is usually the female that has the baby	I can express how I feel when I see babies or baby animals
Babies	I understand how babies grow and develop in the babies uterus	I can express how I might feel if I had a new baby in my family
Outside body changes	I understand that boys and girls bodies need to change so that when they grow up their bodies can make babies	I recognise how I feel about these changes happening to me and know how to cope with these feelings
Inside body changes	I can identify how boys and girls' bodies change on the inside during the growing process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
Family stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
Looking ahead	I can identify what I am looking forward to when I move to my new class	I can start to think about changes I will make when I am in Year 4 and know how to go about this

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## Year 4

<u>Learning about</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Unique me	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	I appreciate that I am a truly unique human being
Having a baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
Girls and puberty	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	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
Circles of change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
Accepting change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
Looking ahead	I can identify what I am looking forward to when I move to my new class	I can start to think about changes I will make when I am in Year 5 and know how to go about this

## Year 5

<u>Learning about</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Self and body image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self-esteem
Puberty for girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
Puberty for boys	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways
Looking ahead	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
Looking ahead	I can identify what I am looking forward to when I move to my new class	I can start to think about changes I will make when I am in Year 6 and know how to go about this

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## Year 6

<u>Learning about</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
My self-image	I am aware of my own self-image and how my body image fits into this	I know how to develop my own self-esteem
Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
Babies: Conception to birth	I can describe how a baby develops from conception through the nine months of pregnancy and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
Boyfriends and girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a girlfriend/boyfriend relationship, and that I should not feel pressured into doing something that I don't want to
Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
The year ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school	I know how to prepare myself emotionally for the changes next year

As outlined in our PSHE policy, parents have the right to request their child to be withdrawn from Sex Education. As puberty is taught as a statutory requirement of Health Education, we conclude that sex education refers to human reproduction. There are three lessons that explicitly teach this; one in Year 4, one in Year 5 and one in Year 6 – these have been shaded in cream in the tables above. Parents are very welcome to look at the resources that will be used in these lessons so please let us know if you would like to see these.

**If your child is in Year 4, 5 or 6 and you would like your child to be withdrawn from those lessons (shaded in cream above), please let us know in writing.**

Regards

Mrs N Pollitt

Deputy Head

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