

## PSHE Year 3

# Summer – Changing Me

### Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 7-8 6-CM Pieces  
1-6.pdf



UK 7-8 6-CM Piece  
1.ppt



UK 7-8 6-CM Piece  
2.ppt



UK 7-8 6-CM Piece 4  
.ppt



UK 7-8 6-CM Piece  
4.ppt



UK 7-8 6-CM Piece  
5.pptx



UK 7-8 6-CM Piece  
6.pptx

### Key Vocabulary

**Lesson 1)** Changes Birth Animals Babies Mother Growing up

**Lesson 2)** Baby Grow Uterus Womb Nutrients Survive Love Affection Care

**Lesson 3)** Change Puberty Control

**Lesson 4)** Puberty Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Womb/ Uterus Vagina

**Lesson 5)** Stereotypes Task Roles Challenge

**Lesson 6)** Change Looking forward Excited Nervous Anxious Happy

### Prior Unit:

Year 2 Jigsaw- Changing Me

### Future Unit:

Year 4 Jigsaw- Changing Me

### Sticky knowledge:

- Lots of changes happen to babies before they become adults.
- Human babies grow in the mother's uterus/womb.
- Puberty is a change that cannot be controlled, it happens to everyone.
- In puberty boys start to make sperm and girls start to release eggs.
- Gender stereotypes means to have a fixed idea about the roles men and women should have.
- Changes in our lives can make us feel different emotions

### Learning intentions:

- To explain how I feel when I see babies or baby animals
- To express how I might feel if I had a new baby in my family
- To recognise how I feel about these changes happening to me and know how to cope with those feelings
- To recognise how I feel about these changes happening to me and know how to cope with these feelings
- To express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
- To start to think about changes I will make next year and know how to go about this

### Key Questions

**Lesson 1)** How might it feel to have a new baby brother or sister? What changes happen? How have you changed since you were a baby?

**Lesson 2)** Why are gentle and kind touches important between a parent and a baby? What do babies need in order to survive and grow? Where does a baby start from? How do babies grow inside the mother? What do you think are the three most important things a baby needs to live and grow?

**Lesson 3)** What changes have happened to you in your life? How are the changes that happen to boys and girls different? 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?

**Lesson 4)** Where does new life start from? When have you seen a new-born life - either an animal or a baby? How are our bodies going to change on the inside? What are these changes for?

**Lesson 5)** What does stereotypical mean? Can ideas be challenged? How does it feel when your ideas are challenged? Is your design stereotypical or not? Would your design appeal to one or both sexes?

**Lesson 6)** What are you looking forward to next year? How do you feel about going into another school year? Why do children's bodies change into adults? What could you do if you were worried about growing up and puberty? Who would be a good person for you to talk to about puberty and growing up? What are the good things about growing up and what things are less good?

	LO	Lesson outline
<b>Lesson 1</b>	LO To explain how I feel when I see babies or baby animals  SK	<b>Jigsaw Charter</b> <b>Connect us-</b> Give each child a card then they find their pair. Think about how the baby on their card changes into an adult. <b>Calm me</b> <b>Open my mind-</b> slides 1-4. Share their feelings about how the pictures make them feel. <b>Tell me/Show me-</b> Show the last slide of the mother and baby. It is usually the mother who has the baby and looks after it when it's very young but the males have an important role to play (humans,

	<p>I know that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p>	<p>penguins etc). In pairs chn write down some things a baby can't do and needs an adult to do for them. How might it feel to have a new baby in the family?  <b>Let me learn- In books: chn 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.</b>  <b>Help me reflect-</b> Slide 5- reflect on their learning thumbs up/down</p>
<p><b>Lesson 2</b></p>	<p>LO To recognise how I feel about changes happening to me and know how to cope with those feelings</p> <p>SK To understand how babies grow and develop in the mother's uterus</p> <p>To understand what a baby needs to live and grow.</p>	<p><b>Jigsaw Charter</b>  <b>Connect us-</b> Sit in a circle and play Pass the Squeeze  <b>Calm me</b>  <b>Open my mind-</b> slide 1- what does the baby need to survive? The baby needs love and affection as well as milk etc.  <b>Tell me/Show me-</b> slides 3-7 How does the life of a baby start out? Where does it begin to grow? Show the slides of the baby growing in the uterus. Explain it gets all its nutrients from the mother. Can they see any changes as it grows?  <b>Let me learn- In books: Chn draw a picture of a baby and, around the edge of their picture, design a frame showing all the things a baby needs to survive, to live and to grow.</b>  <b>Help me reflect-</b> Slide 8- reflect on their learning thumbs up/down</p>
<p><b>Lesson 3</b></p>	<p>LO To recognise how I feel about changes happening to me and know how to cope with those feelings</p> <p>SK I can identify how boys' and girls' bodies change on the outside so that when they grow up their bodies can make babies</p>	<p><b>Jigsaw Charter</b>  <b>Connect us-</b> Play 'Switch'. Change places in the circle if they have ever moved house/made a new friend/ changed schools/ have a pet (anything else to do with changes)  <b>Calm me</b>  <b>Open my mind-</b> Some changes feel exciting and good, sometimes difficult or a bit of both. There will always be changes in our lives. Introduce the term puberty.  <b>Tell me/Show me-</b> slides 1-2. Read out the Body Change Cards. Ask the children to think if each change applies to a girl. Ask the children to place the cards that apply on the figure. Repeat for changes that apply to boys. 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.  <b>Let me learn- In books: Chn make a table with headings can control and can't control. Sort/ write the statements from 'My Life, My Changes' into the two columns.</b>  <b>Help me reflect-</b> Slide 3- reflect on their learning thumbs up/down</p>
<p><b>Lesson 4</b></p>	<p>To identify how boys' and girls' bodies change on the inside during the growing up process so that their bodies can make babies when they grow up</p>	<p><b>Jigsaw Charter</b>  <b>Connect us-</b> Play 'memory' using the cards from lesson 1  <b>Calm me</b>  <b>Open my mind-</b> what do we know about how a new life starts? Using the frog spawn and hen egg cards, explain that some animals the mother lays eggs and the young grows inside and others the baby grows inside the mother until it's ready to be born.  <b>Tell me/Show me-</b> slides 1-2 recap last lesson. Today we're looking at the changes on the inside of our bodies. Use the slides to identify and explain the key elements (see Jigsaw planning for more guidance). Then watch the animations on the Jigsaw community website (there's a choice- one with subtitles, one without).  <b>Let me learn- In books: Complete the 'Great Growing up Adventure'.</b> 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.  <b>Help me reflect-</b> Slide 7- reflect on their learning thumbs up/down</p>
<p><b>Lesson 5</b></p>	<p>LO To express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p> <p>SK</p>	<p><b>Jigsaw Charter</b>  <b>Connect us-</b> Play Charades (cards provided). Then pass Jigsaw Jino around the circle with children completing the sentence 'one of the jobs I help with at home is...'  <b>Calm me</b>  <b>Open my mind-</b> Give each child a task card to complete independently. Compare answers with their partner. Discuss as a class.  <b>Tell me/Show me-</b> Explain what stereotypical means- which roles in the task cards are more stereotypical?</p>

	<p>I can recognise the stereotypical ideas I might have about parenting and family roles</p>	<p><b>Let me learn-</b> in same sex groups, children design a duvet cover- the girls design one for boys and visa versa. You only have 10 minutes. Look at the designs – are any of them stereotypical? What do shops do to try and sell things to girls and sell things to boys?what stereotypical views might there be about parenting? <b>In books: Write their own definition of stereotypical and give examples.</b></p> <p><b>Help me reflect-</b> Slide 2- reflect on their learning thumbs up/down</p>
<p><b>Lesson 6</b></p>	<p>LO To discuss changes I will make next year and know how to go about this</p> <p>SK I can say what I am looking forward to when I move to my next class</p>	<p><b>Jigsaw Charter</b></p> <p><b>Connect us-</b> With the children sitting in a circle, the teacher or a chosen child starts off by putting the palms of their hands together and pointing to the person on their right and saying the word ‘zoom’. The child next to them does the same to the person on his right so that the ‘zoom’ is taken around the circle. Then introduce the ‘eek’ which, when it is said, changes the direction of flow and continues until another child says ‘zoom’ to go back to the original direction.</p> <p><b>Calm me</b></p> <p><b>Open my mind-</b> Share with their partner what they are looking forward to next year. Pass Jigsaw Jino around the circle, chn complete the sentence ‘One thing I am looking forward to next year in school is...’</p> <p><b>Tell me/Show me-</b>Slide 1 Make 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 on slide 1.</p> <p><b>Let me learn- In books: Photograph or photocopy the ribbon mobiles so the writing can be seen.</b></p> <p><b>Help me reflect-</b> Slide 2- reflect on their learning thumbs up/down</p>