

Hawthorn Community Primary School

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Dear Parents,

In term 5 and 6, the children will start to focus on the "Changing Me" puzzle piece from the PSHE Jigsaw scheme we use at school. We have ensured that the statutory requirements are covered within this scheme we use. Please see the appendix below for the breakdown of the content covered.

EYFS children will be taught in their class. Children in KS1 and LKS2 will be taught in mixed-aged groups within the phase so they will be covering content from both the year groups e.g. Year 1 will look at content from year 1 as well as year 2. This is due to our cycle structure.

Please contact your child's class teacher via Class Dojo if you would like more detail about the coverage, or you can email the office and ask to speak to me and a phone call can be arranged.

Kind regards,

Jayne Tinto

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| My Body | <p>Making relationships D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> |
| Respecting My Body | <p>Making relationships D6 - Explains own knowledge and understanding, and asks appropriate questions of others Self-confidence and self-awareness D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - Say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas</p> |
| Growing Up | <p>Making relationships D4 - Seeks out others to share experiences. Shows affection and concern for people who are special to them D6 - Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings Self-confidence and self-awareness D5 - Confident to talk to other children when playing, and will communicate freely about own home and community D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> |
| Growth and Change (F1) | <p>Making relationships D6 - Explains own knowledge and understanding, and asks appropriate questions of others Self-confidence and self-awareness ELG - They are confident to speak in a familiar group, will talk about their ideas Managing feelings and behaviour ELG - They work as part of a group or class, and understand and follow the rules</p> |
| Fun and Fears (F2) | <p>Making relationships D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas Managing feelings and behaviour D4 - Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others D5 - Aware of own feelings ELG - Children talk about how they and others show feelings</p> |

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| Fun and Fears | <p>Making relationships D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour D4 - Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others D5 - Aware of own feelings ELG - Children talk about how they and others show feelings</p> |
| Celebration | <p>Making relationships D4 - Seeks out others to share experiences D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p> |

KS1 Changing Me

| Weekly Celebration | Jigsaw piece | Objectives |
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| Understand that everyone is unique and special | 1. Life cycles | <ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is ok. |
| | 1. Life cycles in nature | <ul style="list-style-type: none"> I can recognise cycles of life in nature. I understand that there are some changes that are outside my control and can recognise how I feel about this. |
| Can express how they feel when change happens | 2. Changing me | <ul style="list-style-type: none"> I can tell you some things that have changed and some things about me that have stayed the same. I know that changes are ok and that sometimes they will happen whether I want them or not. |
| | 2. Growing from young to old | <ul style="list-style-type: none"> I can tell you about the natural processes 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. |
| Understand and respect the changes that they see in themselves | 3. My changing body | <ul style="list-style-type: none"> I can recognise how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates. |
| | 3. The changing me | <ul style="list-style-type: none"> I can tell you 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. |
| Understand and respect the changes that they see in other people | 4. Boys' and girls' bodies | <ul style="list-style-type: none"> 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. I respect my body and understand which parts are private. |
| | | <ul style="list-style-type: none"> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl. |
| Know who to ask for help if they are worried about change. | 5. Learning and growing | <ul style="list-style-type: none"> I understand that every time I learn something new I change a little bit. I enjoy learning new things. |
| | 5. Assertiveness | <ul style="list-style-type: none"> 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. |
| Are looking forward to change | 6. Coping with changes | <ul style="list-style-type: none"> I can tell you about changes that have happened in my life. I know some ways to cope with changes. |
| | | <ul style="list-style-type: none"> I can identify what I am looking forward to when I am in year 3. I can start to think about changes I will make when I am in year 3 and know how to go about this. |

LKS2 Changing Me

| Weekly Celebration | Jigsaw piece | Objectives |
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| Understand that everyone is unique and special | 1. How babies grow | <ul style="list-style-type: none"> I understand 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. I can express how I feel when I see babies or baby animals. |
| | 1. Unique me | <ul style="list-style-type: none"> 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. |
| Can express how they feel when change happens | 2. Babies | <ul style="list-style-type: none"> I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in the family. |
| | 2. Having a baby | <ul style="list-style-type: none"> 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 am an adult. |
| Understand and respect the changes that they see in themselves | 3. Outside body changes | <ul style="list-style-type: none"> I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. I recognise how I feel about these changes happening to me and know how to cope with those feelings. |
| | 3. Girls and puberty | <ul style="list-style-type: none"> 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. |
| Understand and respect the changes that they see in other people | 4. Inside body changes | <ul style="list-style-type: none"> I can identify how boys' and girls' bodies change on the inside during the growing up 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. |
| | 4. Circles of change | <ul style="list-style-type: none"> 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. |
| Know who to ask for help if they are worried about change. | 5. Family stereotypes | <ul style="list-style-type: none"> 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. |

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| | 5. Accepting change | <ul style="list-style-type: none"> I can identify changes that have been and may continue to be outside of my control that I learn 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. |
| Are looking forward to change | 6. Looking ahead | <ul style="list-style-type: none"> I can identify what I am looking forward to when I am in year 4. I can start to think about changes I will make when I am in year 4 and know how to go about this. I can identify what I am looking forward to when I am in year 5. I can reflect on the changes I would like to make when I am in year 5 and can describe how to go about this. |