



YEAR TWO



The Jigsaw 'Changing Me' materials will be delivered to all classes as a daily focus during the week commencing Monday 1st June 2026. During this week, children will receive the teaching from their current year group and the teaching from their previous year group to ensure that important concepts are not missed and that we are retaining a curriculum that builds upon previous knowledge. All lessons are delivered by the usual classroom team to ensure that the safe and secure learning environment that has been established across the school year can be maintained.

Life Cycles in Nature

Children will discuss cycles of life in nature including thinking about the changing seasons. Children will talk about things that change that are out of their control and their feelings around this.

Key Questions

How do things around us change?
What does change feel like?
What life cycles do we know about?
How does change happen?

Key Vocabulary

Change
Grow
Life cycle
Control
Baby
Adult
Fully grown

Growing from Young to Old

During this session, children will learn about the natural process of growing from young to old and understand that it is not in our control. Children will identify people they respect who are older than them.

Key Questions

How do our faces/bodies change as we become older?
What else might change for older people?
Who is special to you and why?

Key Vocabulary

Growing up
Old
Young
Change
Respect
Appearance
Physical

The Changing Me

Children will recognise how their bodies have changed since they were babies and will explore where they are on the continuum from young to old. They will talk about the ways in which they have become more independent as they have grown.

Key Questions

What were you like as a baby?
How are you different now?
How will you be different when you are grown up?
How will your life change as you grow up?

Key Vocabulary

Baby	Adult
Toddler	Independent
Child	Timeline
Teenager	Freedom
	Responsibilities

Boys' and Girls' Bodies

During this session, children will develop an understanding of the differences between boys' bodies and girls' bodies along with discussing the correct name for specific parts of the body. Children will reflect on the other differences between boys and girls, discussing stereotypes that may exist. Children will explore the NSPCC PANTS rule and discuss that some parts of our bodies are private. Children will see age-appropriate outline drawings.

Key Questions

How many names of different body parts do you know?
Are girls and boys always different in what they like to do?
Can you remember the names of the body parts that make most girls and boys different?
Are the clothes girls and boys wear always different?
Which clothes cover our private parts?

Key Vocabulary

Male
Female
Vagina
Penis
Testicles
Vulva
Anus
Public
Private
Nipples
Breasts

Assertiveness

During this session, children will learn about different types of touch. They will develop their understanding of their autonomy over their own body and their ability to talk about what they do and do not like- they will explore this through their sense of touch (things being smooth, rough, spiky etc.). They will develop confidence to say what they do and don't like and to ask for help when needed.

Key Questions

What textures can you feel?
What textures do you like/not like?
What sort of touch do you like?
How does it make you feel?
What sort of touch do you not like?
How does that feel?

Key Vocabulary

Touch
Texture
Cuddle
Hug
Squeeze
Like
Dislike
Comfortable
Uncomfortable

Key Vocabulary

Penis, testicles and anus for boys
Vulva, vagina and anus for girls
Breasts and nipples

This vocabulary is in line with the school policy, and will be used exclusively by staff throughout the school. Children will not be corrected if they use other terms, as long as they are appropriate, however staff will use these terms if and when referring to these body parts.

All of our PHSE and RSHE lessons are taught in line with our PSHE and RSE policies which can be found on the school website.

Should you have any questions or queries regarding the teaching of the Relationships, Sex and Health Education curriculum, please speak to your child's class teacher in the first instance. Mrs Duxbury (Principal) and Mr Barber (Deputy Head) can also be available to discuss any issues arising with you, once you have liaised with your child's class teacher.