



Believe, Enjoy, Succeed, Together  
 "I can do everything through God who gives me strength" Philippians 4:13  
 Cronton C.E. Primary School PSHE/RSE



**PSHE Summer Two  
 Unit Overview Changing Me**

**YEAR ONE**

For each lesson we will use the JIGSAW lesson format which will include:

**Connect Us**

**Calm Me**

**Open My Mind**

**Help Me Reflect**

**This plan is just an overview of the main teaching parts of the lessons**

Learning Objective	Main Teaching Points	Vocabulary	I can Statements
<p>To start to understand the life cycles of animals and humans.            To understand that changes happen as we grow and that this is normal.</p> <p>(Jigsaw Lesson 1)</p>	<p><b>Tell Me or Show Me</b>            Show the children a YouTube clip of a frog's lifecycle that you have sourced. Ask the children how the frogspawn turns into the frog. What do they think happens and in what order?            Show the children a series of photos of in sequence from a baby to adult. As you show the photos explain that everyone starts as baby and goes through different stages of growth. Also explain that not everybody grows at the same rate because our bodies are all unique. Reinforce the stages of growth and change by muddling up the sequence of photographs and invite two children to come into the circle and put them in the right order explaining as they go.</p> <p><b>Let Me Learn</b>            Introduce the concept of 'Life cycle' and explain that this means growing from birth to adulthood. Divide the children into groups and give each a set of the life cycle cards. Ask the children in groups to arrange these in the correct order to show the stages of growth and development of each of the animals. If there is time,</p>	<p>Changes            Life cycle            Baby            Adulthood</p>	<p>I can simply explain the life cycles of animals and humans.            I understand that changes happen as we grow and that this is normal.</p>

	<p>swap sets of lifecycle cards so the children can arrange more than one lifecycle.</p> <p><b>Help Me Reflect</b> Slide 2: Share the learning intentions from this Piece (lesson) with the children and ask them to show if they are a thumb-up, neutral or down for each based on their understanding. The teacher can reframe and exemplify the language in the learning intentions as appropriate. Using the PowerPoint slide of My Jigsaw Learning, model with the children how they are to complete this resource by colouring the appropriate Jigsaw Jack with thumbs in the same position as theirs for each learning intention</p>		
<p>To know things about me that have changed and some things about me that have stayed the same. To know that changes are OK and that sometimes they will happen whether I want them to or not.</p> <p>(Jigsaw Lesson 2)</p>	<p><b>Open My Mind</b> Invite children to briefly discuss in pairs some of the things they can do now compared to when they were a baby. Use Jigsaw Jack as the ‘talking object’ and ask the children to share one idea when it is their turn to hold Jack. If any of the class have babies in the family, they could also think about what they can do compared with the baby. Reinforce that we all change, and that change is OK.</p> <p><b>Tell Me or Show Me</b> In groups, using the life cycle cards, ask the children to sequence from left to right each set of cards to show the changes that happen as each living thing grows up. Reinforce the idea that every living thing has a life cycle and grows from young/baby to fully grown/adult. Open up the discussion about how the children have changed since they were babies (physical changes as well as developmental changes, i.e. what they can now do that they couldn’t when they were a baby).</p> <p><b>Let Me Learn</b></p>	<p>Change Life cycle Baby Adult Grown up</p>	<p>I know things about me 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 to or not.</p>

	<p>Each child has a ready-made concertina book (folded paper so there are 3 spaces). In the final space children draw a picture of themselves as they are now. Help them with this and prompt them to start thinking about how they have changed from when they were a baby, a two-year old, and so on.</p> <p>Ask them to start drawing in the other 2 sections, the first showing them as a baby and the second as a toddler (aged 2-3). Explain to the children that they can take their concertina book home to show their family.</p> <p>Encourage the children to talk to family members to help them know what they were like at each age.</p> <p><b>Help Me Reflect</b></p>		
<p>To know how my body has changed since I was a baby. To understand that growing up is natural and that everybody grows at different rates.</p> <p>(Jigsaw Lesson 3)</p>	<p><b>CHILDREN WILL NEED THEIR BABY PHOTOS</b></p> <p><b>Tell Me or Show me</b></p> <p>With the children sitting in a circle, Jigsaw Jack holds up a picture of the teacher as a baby. Can the children help Jigsaw Jack to work out who this is? Why is it so difficult to tell? Invite a child to carefully choose a baby photo from the box/album (these photos are the ones the children have brought in). The teacher asks the children to help Jigsaw Jack to work out who is in the photo, whose baby photo is this?</p> <p>How do we know? Is it difficult to work out? When someone guesses correctly, the child who owns the photo places it in front of them in the circle. Repeat this a few times but without using all the photos in the box. (Some children may not have been able to bring a photo and we don't want to make these children feel left out).</p> <p>Establish the learning that we are all changing all the time. We are still 'us', I am still me, even though my body grows and changes every day.</p> <p>In pairs, talk about all the ways they can think of that they have changed since they were babies. Share round the circle the ideas they have come up with. Can they think of a change in their body as well as another change e.g. abilities, personality etc.</p> <p>Write their ideas on the whiteboard in two columns labelled 'Body changes' and 'Other changes'.</p>	<p>Baby Growing up Adult Mature Change</p>	<p>I know how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.</p>

	<p>What do other living things look like at the beginning of their life cycle?  How much have we all changed since we were babies?  How have our bodies changed?  How have our abilities changed?  How long does it take to grow up?  Do we all grow at the same rate?</p> <p><b>Let Me Learn</b>  If they have been able to bring in a baby photo, they can stick this into their Jigsaw Journal and around the outside draw or write some of the ways they have changed since they were a baby. Children without a photo can draw a picture of themselves and do the same. Invite children to share some of these changes with the class</p>		
<p>To respect my body and understand which parts are private.</p> <p>(Own Lesson)</p>	<p><b>Let Me Learn</b>  Use Murray's Wings as a possible resource.  <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/?gclid=aw.ds&amp;gclid=EAlaIQobChMlZNe--d3u7wIVvkeRBR3ojQHsEAAYASAAEgK5gPD_BwE&amp;gclid=aw.ds">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/?gclid=aw.ds&amp;gclid=EAlaIQobChMlZNe--d3u7wIVvkeRBR3ojQHsEAAYASAAEgK5gPD_BwE&amp;gclid=aw.ds</a>  <b>UNDERPANTS RULE</b>  Reinforce that our private parts are those parts that our swimsuits or underwear cover. Ensure 'private' is taken to mean special and important, not 'guilty', 'dirty' or 'not very nice', and that children understand their private parts belong to them and no-one has the right to touch them without their permission.  Emphasise that our private parts are special and nobody should do anything to them which hurts or makes us feel scared. Ask the children what they should do if they feel hurt or scared. Ensure they know who to tell or go to for help.  Discuss when it is and isn't OK to talk about these private body parts: With Mum and Dad? With friends, brothers, sisters? On the playground? With older relatives? With visitors at home? At the doctors?</p>	<p>Private Respect</p>	<p>I can respect my body and understand which parts are private.  To know who to ask for help if I am worried or frightened.</p>

<p>To understand that every time I learn something new I change a little bit. To enjoy learning new things.</p> <p>(Jigsaw Lesson 5)</p>	<p><b>Open My Mind</b> Share the picture cards with the children: Baby lying down, a baby crawling, a toddler walking, a five-year-old running, a ten-year-old skipping. In groups, ask the children to place them in sequence. Reinforce the learning that as we physically grow, we also learn to do more things.</p> <p><b>Tell Me or Show Me</b> On flipchart or the whiteboard, the teacher draws the stem and centre of a flower. Add one petal and stick the first picture (baby) into it. Draw the second petal and ask the children which picture should go in next (baby crawling). Continue until the flower is complete, helping children to understand that every time we learn something new, we add a little bit onto ourselves, like adding a petal to a flower.</p> <p>Take the pictures off the flower and go through the process again, this time asking children things they have learnt that may have changed them a little bit. Add their suggestions to each petal, e.g. learnt to talk, learnt to share toys, learnt to ride a bike. Draw out the learning that however old we are, as we learn things, we grow a little bit.</p> <p>Children give suggestions as to what they have learnt since they were babies. Teacher writes this list on flipchart and makes sure that some things on the list apply to every child.</p> <p><b>Let Me Learn</b> Give each of the children a flower template. In each of the petals the children draw something they have learnt that has helped them to grow.</p> <p>These flowers can be the class contribution to the End of Puzzle Outcome as discussed with your Jigsaw Lead in school, prior to starting this unit of work (Puzzle).</p>	<p>Learn New Grow Change</p>	<p>I understand that every time I learn something new I change a little bit. I enjoy learning new things</p>
<p>To recognise changes that have happened in my life. To know some ways to cope with changes.</p>	<p><b>Open My Mind</b> Slides 1-6: Share the Jigsaw story 'All Change for Jack' with the children.</p>	<p>Change Feelings Anxious Worried Excited</p>	<p>I can recognise changes that have happened in my life. I know some ways to cope with changes.</p>

	<p><b>Tell Me or Show Me</b></p> <p>Tell the children you are going to an object from your big bag which is associated with a big change that might happen for children. They need to guess what that change is. You may pull from the bag: a baby's nappy or toy, a school jumper, etc. When children have guessed the change event, pass Jigsaw Jack again so that children can express how each change might feel.</p> <p>For each change event, discuss with the children how they might cope with such a change and how they could manage the feelings associated with it, e.g. tell an adult, express their feelings, share their worries with someone they trust. Draw out that some changes are better than others. Ensure change is seen as positive.</p> <p><b>Let Me Learn</b></p> <p>In their Jigsaw Journals, children draw one change they have experienced and write in a speech bubble how they felt when this was happening. While they do this, teachers can use the prompt questions as an assessment exercise and to check the children's understanding.</p>	Coping	
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