



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 TWO

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 recognise cycles of life in nature. To understand there are some changes that are outside my control and to recognise how I feel about this.</p> <p>(Jigsaw Lesson 1)</p>	<p>Ask the children to bring in some photos of an older person in their family when they were young and as they are now. These photos will be needed for the next lesson (Piece)</p> <p>Open My Mind Slides 1-4: Share the PowerPoint of seasonal changes with the children. Ask the children to think about how they feel about the seasons changing and to tell their talking partner; share some ideas.</p> <p>Ask the children if they have any control over the changing seasons.</p> <p>Make the point that some things happen and change around us that we are unable to control, e.g. the seasons change, our bodies change.</p> <p>Using Jigsaw Jo as the talking object ask the children how they feel about changes they can't control.</p> <p>Tell Me or Show Me</p>	<p>Change Grow Life cycle Control Baby Adult Fully grow</p>	<p>I can recognise cycles of life in nature. I understand there are some changes that are outside my control and to recognise how I feel about this.</p>

	<p>Slides 5-9: Show the PowerPoint of different lifecycle images. Ask the children to think about what life cycles they can see in the pictures. Clarify for the children what a lifecycle is and how things grow and change from a baby to an adult. Ask them to think about how their bodies might change and to share with a partner how this feels e.g. exciting, scary, strange, etc. Share some ideas and reinforce the learning that things around us do change and that is OK.</p> <p>Let Me Learn Ask the children to choose one life cycle from the images and to draw the egg/baby/seed/infant and how it changes to become an adult or fully grown. Ask the children to label their pictures and write a sentence to describe the changes.</p>		
<p>To know about the natural process of growing from young to old. To understand that this is not in my control. To identify people I respect who are older than me.</p> <p>(Jigsaw Lesson 2)</p>	<p>Open My Mind Slides 1-5: Show the PowerPoint pictures of a baby, toddler, teenager, adult to elderly person. In talking partners, ask the children to describe two changes they can visibly see that happen to an elderly person. Share ideas. Draw out from the children how our bodies might change and ask them to think about what other changes might happen, e.g. bodies become slower, old people run less but might get wiser and kinder. Make the point that change is a natural process as we get older and we have no control over it. We will all become old and all grow from a baby, to a toddler, to a child, to a teenager, to an adult to an old person.</p> <p>Tell Me or Show Me Share any photos the children have brought in of their relatives. Ask the children to describe who is in the photo to the class. What do they like/ respect/ love about them?</p> <p>Let Me Learn Make leaf mobiles. The children return to their tables and are given a card leaf template - A4 size. Invite the children to draw a picture of an older person who is special to them. On the back of</p>	<p>Growing up Old Young Change Respect Appearance Physical</p>	<p>I know about the natural process of growing from young to old. I understand that this is not in my control. I can identify people I respect who are older than me.</p>

	<p>the leaf template, invite the children to write two things they respect/like or love about this person. The leaves can be part of the class contribution to the End of Puzzle Outcome as agreed with your Jigsaw Lead in school prior to starting the unit (Puzzle).</p>		
<p>To recognise how my body has changed since I was a baby and where I am on the continuum from young to old. To feel proud about becoming more Independent. (Jigsaw Lesson 3)</p>	<p>Open My Mind Explain to the class that Jigsaw Jo has a mystery bag of items to show them. Ask the children to look at the items carefully as you take them from the bag and see if they can work out the connection between the items and growing up/ getting older. Slowly remove the items from the bag. (Suggested items: Baby - rattle, dummy, feeding bottle; Toddler - building bricks, plastic bowl/mug, tiny shoes; Child -reading book, pencil & paper, Lego/construction toy; Teenager – cycle helmet, smart phone, make-up; Adult - car keys, credit card, passport, DIY tools.) Ask the children what they think the connection is. Explain to the children that, for humans, growing up takes longer than for many living things. It doesn't only mean getting bigger, but also learning and being able to do more and more.</p> <p>Tell Me or Show Me Set out the labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' to make a timeline on the floor or board. Using the items previously shown from the bag ask the children to sequence where each item 'belongs'. As you do this draw out from the discussion that growing up comes with a wider range of abilities, more freedom, more independence, more responsibilities and more knowledge.</p> <p>Let Me Learn Sitting in their places, children create their own timelines using the template provided. Invite each child to consider what they could/will be able to do at each age and to draw pictures or write this down on the template. e.g. Baby: I couldn't walk or talk; Toddler: I learnt to walk and feed myself; Child: I now go to school and can read; Teenager: I will be able to stay out later with friends; Adult: I might have my own family.</p>	<p>Baby Toddler Child Teenager Adult Independent Timeline Freedom Responsibilities</p>	<p>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 can feel proud about becoming more Independent.</p>

<p>To tell you what I like/don't like about being a boy/girl. To know what a stereotype is.</p> <p>(Parts of Jigsaw Lesson 4)</p>	<p>The completed timelines can be stuck into their Jigsaw Journals.</p> <p>Open My Mind Form the children into groups of 4, mixed gender if possible 2 + 2. Ask the groups to talk about the differences between the things that girls do and the things boys do. They will need to remember some of these ideas - as they will talk about them later. Give approximately 3-5 minutes discussion time.</p> <p>Tell Me or Show Me On two pieces of flipchart paper, draw an outline of 2 child-sized people from the class. From the outlines, ask if we can we tell whether they are boys or girls? Not really. Take a laundry basket or similar with a full set of girls' and boys' clothes, including underwear. Produce one item at a time and ask a child to place it where it belongs on one of the two figures. As you do this you may want to distinguish three possible functions of clothes – to keep warm, to look nice and to keep private parts private - and identify which one or more of these functions each item fulfils. Discuss how clothes can sometimes help us to see from the outside the difference between boys and girls (though they can often be quite similar). From earlier ask what ideas the children had about other differences in what boys and girls do and how they behave? Gently question and challenge, to establish that none of these differences applies to all boys and girls.</p> <p>Let Me Learn Challenge gender stereotypes - in their Jigsaw Journals ask the children to draw a picture of themselves and write some sentences about what they enjoy about being who they are. This could include what they are enjoying about being a boy or a girl.</p>	<p>Stereo type. Girl Boy Private Public</p>	<p>I can tell you what I like/don't like about being a boy/girl. I know what a stereotype is.</p>
<p>To understand there are different types of touch and say which ones I like and don't like. To be confident to say what I like and don't like and ask for help</p>	<p>Open My Mind Still sitting in the circle, the teacher brings Jigsaw Jo to the circle. Jigsaw Jo is holding a feely bag (the bag contains: pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other</p>	<p>Touch Texture Cuddle Hug Squeeze</p>	<p>I understand there are different types of touch and say which ones I like and don't like.</p>

<p>(Jigsaw Lesson 5)</p>	<p>suitable objects). Ask a child to come and feel an object and ask them to describe it e.g. smooth, rough, spiky, soft, etc., and ask them to say whether they like the feel or not. Ask two or three other children to do the same and draw out again the different feel of the objects and how it feels to the person holding it. Make the point that we may or may not like the feel of something and it is good to be able to say what we think.</p> <p>The teacher then says that Jigsaw Jo would like to share another bag with everyone. Jigsaw Jo takes out a teddy and two pieces of material (soft material like velvet, satin or silk). The teacher explains to the children that these are two special things that Jigsaw Jo likes to touch because they feel nice and soft and comforting. Ask the children to share with their partner what is their favourite thing to touch that feels nice and comforting. Share some ideas.</p> <p>Tell Me or Show Me</p> <p>Share the poem 'What About You?' and ask the children to think about the sort of touches they like. Write any ideas as a list on the board.</p> <p>Ask the children what they should do if they experience a touch that is hurtful or frightening.</p> <p>Let Me Learn</p> <p>In their Jigsaw Journals, ask the children to draw two types of touch they like e.g. hug, tickle, hair being brushed, etc.</p>	<p>Like Dislike Acceptable Unacceptable Comfortable Uncomfortable</p>	<p>I am confident to say what I like and don't like. I know who to ask for help if I am worried or frightened.</p>
<p>To identify what I am looking forward to when I move to my next class. To start thinking about changes I will make in my next year at school and how to go about this.</p> <p>(Jigsaw Lesson 6)</p>	<p>Open My Mind</p> <p>Remind the children about all the learning they have done in this Puzzle (unit) about growing up and changing. What can they remember?</p> <p>Explain that the start of a new school year can be a big change. Ask the children to think about what they might be looking forward to in their next school year and to talk to their talking partner about it. Share ideas by passing Jigsaw Jo around the circle and completing the sentence: "One thing I am looking forward to next year is ...".</p> <p>Tell Me or Show me</p>	<p>Change Looking forward Excited Nervous Anxious Happy</p>	<p>I can identify what I am looking forward to when I move to my next class. I can start thinking about changes I will make in my next year at school and how to go about this.</p>

	<p>Make leaf mobiles. The children return to their tables and are given another card leaf template (A4 size) each. Talking through the instructions on the PowerPoint slide ask them to draw or write on one side of the leaf:</p> <ul style="list-style-type: none">• one thing they like about being who they are• one thing they are looking forward to about getting older• one thing they would like to change for themselves next year and how they will go about it e.g. to get better at reading by practising more often <p>On the other side of the leaf:</p> <ul style="list-style-type: none">• to explain how they feel about getting older and facing new changes <p>The leaves can be decorated and tied together with the leaf from Piece (lesson) 2 as the class contribution to the End of Puzzle Outcome as agreed with your Jigsaw Lead in school prior to starting this unit (Puzzle).</p> <p>At the end of the lesson, share some of the children's responses to highlight that we all feel differently about different things because we are all unique people, and that it is OK to be different from others.</p>		
--	---	--	--