



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



**YEAR FOUR** **PSHE Summer Two**  
**Unit Overview Changing Me**

**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
Lesson 1 To understand that some of my personal characteristics have come from my birth parents.  To know that I am a truly unique human being  (Jigsaw Lesson 1)	<b>Open My Mind</b> Prepare the 'kitten cards' as follows. Print out the 12 kitten cards. Randomly mark 4 with a red dot on the back, 4 with a green dot and 4 with a blue dot. Ask for 12 children to stand up in the circle and to hold a kitten card so everyone can see. Ask for three further children to stand up in the centre of the circle and give them each one of the mother cat cards, the cats are named Bella (ginger), Maisie (white) and Poppy (black). Ask the kittens to decide who they think their mother is and to go and stand with her. Ask the children to share why they chose the mother cat they did. They will probably say similar colour, eye colour, etc. Then reveal the dots on the back of each of the kitten cards which stands for either Bella (red dot), Maisie (green dot) or Poppy (blue dot). Ask the children to rearrange themselves and stand with their mother cat.	Personal Unique Characteristics Parents Gene	I understand that some of my personal characteristics have come from my birth parents.  I know that I am a truly unique human being

This shows that it is quite random and that there is a mixture of colours with each mum and that it isn't always obvious. Make the point that, as humans and children, we have some characteristics that are clearly from our parents but some characteristics that are unique to us.

Explain that our characteristics come from the genes our parents pass on to us. Write the word 'gene' on the board to show how it is a different word from the jeans we wear!

**Tell Me or Show Me**

Give the children this amazing fact about genes. Each tiny cell that make up our body contains 25,000- 35,000 genes. Our bodies have many trillions of cells. Genes carry the information that give us our characteristics (traits).

We get half our genes from our birth mother and half our genes from our birth father.

Show a picture of yourself with a parent or parents and briefly discuss some of the characteristics you have inherited. These may be physical such as eye or hair colour, or maybe to do with your personality, such as being patient or generous.

How did you decide which kitten belongs with which mother cat?

**Let Me Learn**

Parents and children puzzle. Give each child a puzzle template and ask the children to write in the box by each parent the characteristics they have (eye colour, hair colour, freckles or not, curly hair or straight hair). Then ask the children to think about what these parent's children might look like, inheriting one characteristic from each parent. Work through the example on the worksheet for Child 1; they have inherited blue eyes from the mother, brown hair from the father, freckles from the mother, and curly hair from the father. They can decide on the gender for child 2 and child 3. Ask them to suggest what the other children might look like in this family choosing eye colour, hair colour, freckles (or not) and curly/ straight hair each time.

Ask the children who can roll their tongue into a tube. This is an ability that is inherited from our parents and it is more common for

	people to be able to roll their tongue than not. Remind the children that we get half our genes from our birth mother and half our genes from our birth father		
<p>Lesson 2</p> <p>To know the names of different body parts including external genitalia.</p> <p>To know some of the physical changes that happen to us as we grow.</p> <p>(Own lesson)</p>	<p>Revise body parts including the new terms they learned last year for external genitalia.</p> <p>Discuss any changes the children have experienced since last year: Have they got taller? Have they got bigger feet etc.</p> <p>Discuss the children's answers.</p> <p>Explain a number of other changes occur during middle childhood:</p> <ul style="list-style-type: none"> <li>• Children become stronger as their muscle mass increases.</li> <li>• Motor skills—in both strength and coordination—improve.</li> <li>• A school-age child's hair may become a little darker.</li> <li>• The texture and appearance of a child's skin gradually changes, becoming more like that of an adult.</li> </ul> <p>What do they think they will look like in a year's time?</p> <p>What do they think they will be able to do in a year's time that they can't do now?</p>	<p>Body parts</p> <p>Vulva</p> <p>Penis</p> <p>Testicles/testes.</p>	<p>I know the names of different body parts including external genitalia.</p> <p>I know some of the physical changes that happen to us as we grow.</p>
<p>Lesson 3</p> <p>To know how the circle of change works.</p> <p>To apply the Circle of Change to the changes I want to make in my life.</p> <p>To be confident enough to try to make changes when I think they will benefit me.</p> <p>(Jigsaw Lesson 4)</p>	<p><b>Open My Mind</b></p> <p>Slide 2: Seasons of change. Show the children four pictures: a tree in four different seasons. Ask the class to put the pictures in order and to discuss the questions:</p> <ul style="list-style-type: none"> <li>• What started the process of change for the tree?</li> <li>• What happened in each stage of the change?</li> <li>• Did the tree have any control over the changes that were happening to it?</li> </ul> <p>Take feedback from the children</p> <p>In pairs, ask the children to briefly discuss a change that has happened to them already. Did they have any control over the change?</p> <p>Take some brief feedback from the pairs, from children who would like to share the change they discussed.</p> <p>Emphasise that change is a natural part of life and something that we will all experience.</p>	<p>Circle Seasons Change</p> <p>Control</p> <p>Circle of Change</p> <p>Words to describe feelings.</p>	<p>I know how the circle of change works.</p> <p>I can apply the Circle of Change to the changes I want to make in my Life.</p> <p>I am confident enough to try to make changes when I think they will benefit me.</p>

	<p>Draw out that some changes we can control and some we can't. Discuss that many people find change difficult, especially when the change is something unpleasant or unwanted.</p> <p>Explain that we can do things to help us manage change so that we cope with the change better.</p> <p>Slides 3-7: Share the PowerPoint story 'Sofia and Levi' and ask the children to see if they can identify what happened in the story to manage the change and help the children cope. The story mirrors the vocabulary of the Circles of Change model the children will be using later; thinking about, deciding, preparing, taking action and keeping it going. At the end of the story ask the children what they think helped Sofia and Levi manage the change.</p> <p>Show the children the Circles of Change PowerPoint slide/ template and make links between the story and the five stages in the model to reinforce the process.</p> <p><b>Let me Learn</b></p> <p>Slide 8: Using the Circle of Change template, each child makes their own Circle of Change using a split pin and an arrow.</p> <p>In pairs, invite the children to think of a change they would like to make in school during the next academic year and to think this through using the Circle of Change model. Children can help each other and then individually complete their own Circle of Change template with their thoughts and the process they will go through at each step</p>		
<p>To identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>To express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p>	<p><b>Connect us/Open my mind</b></p> <p>Spread the emotion cards out on the floor or carpet area or stick them up around the room. Then read out one of the scenario cards and ask the children to stand on or near the emotion card that best describes the emotion they might feel in that situation. Check in with some of the children to say a bit more about why they might feel that feeling in that situation but be sensitive to individuals who may not want to share more details. There are also some blank cards that teachers can use to create alternative</p>	<p>Range of emotions - see emotions card resource</p> <p>Control</p> <p>Change</p> <p>Acceptance</p>	<p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can express my fears and concerns about changes that are outside of my control and know</p>

<p>(Jigsaw Lesson 5 )</p>	<p>scenarios, if there is a 'change' situation that is particularly pertinent to this cohort of children.</p> <p><b>Tell Me or Show Me</b></p> <p>Slides 1-4: Share the PowerPoint slides of environmental change. Ask the children to think about these pictures and discuss their ideas with their talking partner:</p> <ul style="list-style-type: none"> <li>• Why do these changes happen?</li> <li>• Do human beings have complete control over these changes?</li> </ul> <p>Ask for feedback and their ideas. Draw out from the children the idea that humans can influence nature for good or ill, but humans do not have complete control over nature.</p> <p>How easy is it for the children to 'accept' the changes in the planet which seem outside of their control?</p> <p>What would they like to do about it?</p> <p><b>Let Me Learn</b></p> <p>In talking partners, children write a list of six changes that have happened in their lives already that they did not have control over, i.e. that they could not stop from happening.</p> <p>Next to each of the changes, children write two words to describe how they felt when these changes were happening.</p> <p>Invite the children to share their ideas and help them to understand that changes that are outside of our control often cause us fear or anxiety.</p> <p>Ask the children to return to their lists and discuss how they managed to cope with these changes.</p> <p>Discuss this and ensure children understand that accepting the change is an essential ingredient in being able to cope with it. (If you resist change which is out of your control, it makes it harder and scarier). Ideally, children need to understand that whilst they do not have control over some changes, they do have control over how they approach and handle these. This should alleviate the fear of change</p>		<p>how to manage these feelings positively.</p>
<p>To know that we can experience negative feelings when change is forced upon us.</p>	<p><b>Open My Mind</b></p> <p>Ask the children to think about what they already know or have learned about change. Scribe their ideas.</p>	<p>Words for feelings Belong Include</p>	<p>I can tell you how I would feel if a change that I</p>

<p>To know some of the reasons that change can feel uncomfortable and scary. To understand how it feels to belong to a group, and know it is important for everyone.</p> <p>(Own lesson)</p>	<p>Explain that today they are going to think about how they feel when change happens a little more and how they can manage their feelings. Ask them to try to imagine how it would feel in the following situations:</p> <ul style="list-style-type: none"> <li>• Your parents decide that they want you to go to a different school and you will have to leave all your friends.</li> <li>• Your family has to move home because your mum's job has been moved to another city.</li> <li>• Your school introduces a school uniform that you hate.</li> <li>• There is a flood in your street, and you have to move into a converted hall with lots of other families for a while.</li> <li>• You have lived with your dad since you were three and your mum left, and now he is getting married to another lady who will come and live in your house with her two younger children.</li> </ul> <p>Discuss and record the feelings that children have experienced or think they might experience. Ask the children to think of as many feelings words as they can to describe how it might feel to be in one of these situations. The words might include: anger; resentment; abandonment; embarrassment; hurt; fear; worry about not belonging; powerless; insecure; frustrated; furious; anxious; agitated; nervous; confused; worried; frightened; excited; enthusiastic; hopeful; confident. Explain to the children that anger is usually prompted by another feeling. Often this is fear, sometimes embarrassment, hurt, etc. It is quite a sophisticated skill to be able to identify the emotion behind the anger, but some children will be able to do it. Why is change sometimes scary and uncomfortable? Explain to the children that sometimes change is difficult and makes us feel uncomfortable. Note down the children's ideas on why they think this is. For example, some reasons are:</p> <ul style="list-style-type: none"> <li>• fear of the unknown (compare walking around in an unknown neighbourhood to your own);</li> <li>• fear that you will look silly and maybe not know what to do;</li> </ul>		<p>didn't want to happen was imposed on me. I know some of the reasons that change can feel uncomfortable and scary. I can tell you how it feels to belong to a group, and know it is important for everyone.</p>
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	<ul style="list-style-type: none"> <li>• rumours (when we don't know very much about something we often believe rumours);</li> <li>• things might be worse (ask the children what they think the phrase 'better the devil you know' might mean);</li> <li>• you might be disappointed;</li> <li>• because change often threatens our sense of belonging.</li> </ul> <p>All human beings have a great need to belong.</p> <p><b>Tell Me or Show Me/Let Me Learn</b></p> <p>Ask the children to draw themselves in all the groups they belong to – family, school, street, clubs, religious groups, sports teams and so on – and write on their pictures the words that described how they felt in these groups.</p>		
<p>To identify what I am looking forward to when I move to a new class.</p> <p>To reflect on the changes I would like to make next year and describe how to go about this.</p> <p>(Jigsaw Lesson 6)</p>	<p><b>Open My Mind</b></p> <p>Ask the children to work in pairs and to briefly discuss the things they have learnt about in their Jigsaw lessons over the last term (during the Changing Me lessons).</p> <p>Take some feedback and remind the children about the different lessons where they have learnt about how characteristics are passed on from parents to babies in genes, how the body prepares itself at puberty for being an adult, how a baby is made, and how to manage changes.</p> <p><b>Tell Me or Show me/Let Me Learn</b></p> <p>In talking partners, ask the children to make a list of the changes they think might happen to them during the next school year (or beyond if that is appropriate). These might be personal changes e.g. moving house, or having a new baby in the family; or they might be changes that are going to happen in school e.g. the first time staying away from home on a residential, starting swimming lessons etc. They could also include changes they want to make for themselves e.g. getting better at maths, trying not to fall out with friends, etc.</p> <p>Each child chooses one of the changes they think is very important to them and highlights it on their list. On a Circle of Change template, children show the process they will go through</p>	<p>Change Looking forward Excited Nervous Anxious Happy (See emotions cards from Piece 5)</p>	<p>I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and describe how to go about this.</p>

	<p>to make their highlighted change happen, or to manage a change that is coming.</p> <p>This provides part of the assessment opportunity for this Puzzle (unit of work) alongside work from the sex education lessons covered earlier in the unit.</p> <p>Teachers can also use the prompt questions while the children are doing this activity to extend the children's thinking and as an aid to teacher assessment.</p>		
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