



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 FIVE

For each lesson we will use the JIGSAW format for the lessons.

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 be aware of my own self-image and how my body image fits into that know how to develop my own self esteem (JIGSAW LESSON 1)	Open My Mind Raise the issue of body image expectations and what is shared online and in social media. How real are these images and how much are they airbrushed / using filters to change the appearance? Share some images that you have sourced from online of celebrities the children know. Can they tell if these images have been altered? There are some images online that also show the 'before' and 'after' airbrushing. These are also good to show to reinforce the point that what we see online may not always be a true perception. In addition, explain that celebrities have professional teams to work on their appearance and have a lot more money to spend on clothes etc. This is unrealistic for the majority of people. Why is it then unfair to compare ourselves with what we see online or even against our friends? (There is one before/after picture included in case you find it difficult to source pictures.) Ask the children if someone disliked their body image, what could images like this do to their wellbeing and self-esteem? Draw out that it could affect their mental health and physical health e.g.	Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation	I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem. I know how to develop the self-esteem of others.

	<p>going on an extreme diet when it is not needed, or leading to anorexia or bulimia.</p> <p>Make the point that both males and females are affected by this, and that it is NOT just a 'girl thing'.</p> <p>On the board write an example of a negative aspect of self-image, e.g. I am heavier than I want to be. Ask the children how they could change this negative statement into a positive one to help the person feel better. e.g. "I feel healthy and like how I look". To make the negative self-talk turn to positive you have to write the affirmation as if what you want to happen is already the reality.</p> <p>Tell Me or Show Me</p> <p>Slide 2: Show the children the 'Self-image' picture frame template. Explain these are just some of the factors that make up our self-image. Discuss that all of us have a picture inside us of how we see ourselves. This is called 'our self-image' and only we know about it. Our friends may see some of this but we may keep some of it hidden.</p> <p>Explain that we are like a chest of drawers. There is some information about us we don't mind everyone knowing (top drawer), there are some aspects of ourselves we only show to chosen people (middle drawer), and there are some things about us we don't let people see (bottom drawer).</p> <p>Let Me Learn</p> <p>Step 1) Ask the children to work individually and to write ten words/ phrases inside the picture frame template that best describe the internal picture (self-image) they hold of themselves. Display the prompt PowerPoint slide on the board to help the children with this Step 2) When they have done this, ask them to draw a smiley face by the words that describe the parts of themselves they are happy with and a sad face by the words that describe the aspects of themselves they are unhappy about. Step 3) Ask them to reflect on the balance between smiley and sad faces? (Be aware that this process could be painful for some children and be ready to support them). Explain to the children that the happier they are with their self-image, the better their self-esteem will be. Also explain that our self-image doesn't remain static and can and alter with time and in response to experiences, so it is helpful to try and be mindful of our self-image and to boost</p>		
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	<p>it whenever we can by using positive affirmations. Step 4) Children can work individually, or with a friend if they choose to, and take one of their self-image words that they put a sad face by and change it into a positive affirmation. Help them to understand that if they change the negative perceptions of themselves into positive i.e., they can see themselves in a more positive way, this could raise their self-esteem. If time, they can repeat this process with other sad face words. Positive affirmations must be written in the first person, present tense, have no comparisons and describe it as if it is already the reality e.g. "I feel brilliant in my new jeans". Ensure that every child has turned one negative into a positive by the end of the lesson, so it ends on an upbeat note with children feeling good about themselves.</p>		
<p>Lesson 2 or 2 and 3 To know the term puberty. To know how a girl's body changes during puberty. To know how a boy's body changes during puberty. To know how to look after myself physically and emotionally. To understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p> <p>(PART JIGSAW LESSON 2 and 3)</p>	<p>This lesson will be delivered separately to boys and girls. Connect Us (Both Boys and Girls lessons.) Set up a 'carousel': seat the children in two concentric circles, the inner circle facing out and the outer facing in, so that each has a discussion partner facing them. Get them to stand and move round, inner circle clockwise, outer circle anticlockwise, until you say stop. They will then be paired with a random discussion partner. In their pairs, ask them to discuss this question: 'What kind of thing makes you feel embarrassed?' Encourage them to think of a kind of situation rather than a specific incident. Allow time for each to comment on this, then get them to stand and move round one, clockwise and anticlockwise respectively. With their new discussion partner, they talk about how they respond to embarrassment: what are the physical effects, how does it make you behave? Allow time, then move them round once more and with this partner talk about how we can cope with embarrassment, how you can help yourself to feel less embarrassed or to show your embarrassment less. Introduce the term puberty and explain what it means. There are reasons why we can feel embarrassed about some of the changes and experiences of puberty: because they are private and personal, they affect parts of the body we don't usually talk about, they affect who we are in a fundamental way.</p>	<p>Puberty Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus</p>	<p>I know the term puberty. I know how a girl's body changes during puberty. I know how a boy's body changes during puberty. I know how to look after myself physically and emotionally. I understand that puberty is a natural process that happens to everybody and that it will be OK for me. I can ask questions about puberty to seek clarification.</p>

Take the chance to reassure the children and remind them that the changes they are going to learn about and the feelings they experience are completely natural and part of a life cycle that affects everyone: the changes are natural, and a little bit of worrying is natural too.

In this lesson the children will be introduced to:
What jobs the internal genitalia do
Menstruation in girls
Puberty and changes in boys.

Tell Me or Show Me
Watch the selected puberty resources – e –books on Puberty for Girls and the one for boys.

Let me Learn Girls Lesson
Part 1) Using the range of sanitary products, (pads with and without wings, pads of varying sizes, colours and shapes), briefly explain to the group how these are used.
Part 2) a carousel of activities as follows:
a. Menstruation card match/sequence game: children match the text to the pictures and work out the sequence.
b. The Great Growing Up Adventure: children to complete the worksheet
c. Menstruation Worries: children to write responses to the worries on the cards
d. Exploration of sanitary products and writing any questions they have about puberty and conception for Jigsaw Jez's Post Box: children to write questions
Groups move around after 10-15 minutes per activity.

Let Me Learn Boys Lesson
In pairs, ask the children to draft an information leaflet or PowerPoint presentation for children aged 7 - 9. The title is 'Puberty – It happens to us all', with the sub-title 'A ten-point guide to the things you shouldn't worry about'.
They need to add 10 questions or concerns that they think boys of that age might have about puberty. They should then decide has both accurate facts and reassurance. They can decide on a style of presentation that will be attractive and appealing, and design and produce the final product. This could be a single page A4 or A3 factsheet, a folded A4 or tri-fold style leaflet.

	<p>As with all activities of this kind, it's important not to allow style to dominate over content: the children will enjoy producing something that looks attractive and striking, but what matters is the thought that goes into choosing the issues they decide to include and the way they explain and comment on them.) Take time to address the questions and the answers the children have written down.</p>		
<p>Lesson 3 or 3 and 4 To know that there are different types of relationships we have with different people. To know that when we are older or adults we might have a special relationship and have families of our own. To know what is needed in a relationship to care for a baby. (JIGSAW LESSON 4 – PARTS)</p>	<p>Connect Us Shuffle the Relationships Cards and give one to each child - make clear that the card does not need to correspond to their own gender. Ask them to circulate, compare their card with others' and pair up with someone whose card makes a pair with their own. Point out that some have more than one possible match (e.g. mother/daughter or mother/ son) and some pairs will have the same word on both cards (e.g. best friend/best friend). You may want to note that 'Boyfriend' and 'Girlfriend', 'Father' and 'Mother' are deliberately doubled up so that if any children want to, they can match up Boyfriend/Boyfriend or Girlfriend/Girlfriend, Mother/Mother or Father/Father, that relates to their own particular family experiences. (Remember that there could a variety of reasons for having two mums or two dads and we should not assume this is always about sexuality. e.g. parents who have separated and have new partners; children with adopted parents and birth parents. When all are paired up, allocate each corner of the room to a different category of relationship: Family Relationships, Peer Relationships (may need explaining), Working Relationships and Relationships with Physical Attraction. Ask the pairs to go and stand in the corner that best fits the kind of relationship on their cards. Draw attention to the variety of different kinds of relationship that make up our lives, and to the fact that all these relationships can vary also in terms of how good or bad, happy or unhappy they are.</p> <p>Open My Mind With the children in small groups, explain that we are going to focus on relationships that involve physical attraction. Point out that often these relationships become very close and loving, and people may choose to be in a 'couple'. Some of these couples may decide they want to make a life together, may get married,</p>	<p>Relationship Family Peer Working Attraction</p>	<p>I know that there are different types of relationships we have with different people. I know that when we are older or adults we might have a special relationship and have families of our own. I can explain what is needed in a relationship to care for a baby.</p>

	<p>and may decide to start a new family, but not all. These are all personal choices.</p> <p>Let Me Learn</p> <p>Give each group a set of the Having a Baby Diamond 9 cards. Give them the sentence stem 'Before a couple decides to have a baby, they should...', and ask them to set out the 9 cards in a diamond shape placing them in order of priority so that what they think is the most important consideration is at the top, working down to those they think are least important or irrelevant. Allow time to complete this and then compare notes around the class, asking the groups to explain and justify their priorities, and emphasising what a big, life-changing step it is to take responsibility for bringing a new life into the world.</p>		
<p>Lesson 4 or 5</p> <p>To identify what I am looking forward to about becoming a teenager.</p> <p>To understand this brings growing responsibilities.</p> <p>To be confident that I can cope with the changes that growing up will bring.</p> <p>(JIGSAW LESSON 5)</p>	<p>Open My Mind</p> <p>In small groups, children examine a selection of pages from teen magazines and discuss. What are these magazines telling us about how the publisher (who wants to sell as many as they can) sees what being a teenager is like? What is the perception of teenagers shown in the magazines? Is this accurate?</p> <p>Tell Me or Show Me</p> <p>Ask the children to sort the pages (or parts of pages) into those they think reflect reality and those they think are unrealistic. Each group chooses one page and say why they think it best reflects what being a teenager means to them. Using this page as the centrepiece, the groups make a graffiti wall (statements, words or phrases surrounding the page) on a piece of flip chart paper to show their perceptions of being a teenager. Ask them to include both positive and negative perceptions. Allow approximately ten minutes and then share the completed graffiti walls with the class. During the debrief, ensure you challenge where necessary, so that children have a realistic and positive outlook on becoming a teenager. Sometimes teenagers may experience challenging and difficult times, e.g. when bodies are changing during puberty, but ensure children know that this process of growing up through these years is normal, manageable and fun. Help children understand that growing up brings increased responsibilities. To complete this activity each group identifies the responsibilities that will come with at least three aspects they have written on their</p>	<p>Teenager Milestone</p> <p>Perceptions Puberty</p> <p>Responsibilities</p>	<p>I can identify what I am looking forward to about becoming a teenager.</p> <p>I understand this brings growing responsibilities and can talk about some of these.</p> <p>I am confident that I can cope with the changes that growing up will bring.</p>

	<p>flipchart, e.g. if they have written 'I am looking forward to staying out later with my friends', the accompanying responsibility might be 'I will make sure my parents know where I am, who I am with and that I am safe'. When discussing relationships make sure they know that the age of consent for sexual intercourse is 16 (in the UK), but that they are not obliged to have sex just because they are 16. International schools will need to include the age of consent appropriate for their setting</p> <p>Let Me Learn Invite children to design a birthday card, (for someone aged 13, 14, 15 or 16). As this is likely to be an extended activity the children will complete at another time, ask them to concentrate on the instructions below first, rather than starting with the decoration. Inside their card, ask the children to think about what advice they would give to the recipient about coping with the changes in becoming a teenager, and to write this as three bullet points of advice with a positive message underneath.</p>		
<p>To identify what I am looking forward to when I move to my next class. To think about changes I will make next year and know how to go about this.</p> <p>(JIGSAW LESSON 6)</p>	<p>Connect Us Play Chinese Whispers. The teacher starts the game with the phrase: 'One of the magic moments in the next school year for you will be...' (Teacher completes this relevant to something that will happen in this year group e.g. residential trip, special play, prom) When the whisper has been all the way around, tell the children the original sentence as a means of creating a positive outlook towards moving into another school year.</p> <p>Open My Mind Sitting in the circle, using Jigsaw Jez as the talking object, children complete the stem sentence: 'One thing I am really looking forward to next year in school is...' Make a list of these ideas on flipchart or the whiteboard.</p> <p>Tell Me or Show Me/Let Me Learn Working in groups of four the children agree on four changes they are looking forward to but maybe a little scared of when in the next academic year. Taking the spinning top cube template, they draw or write each of these changes on the four sides of the cube. This is then cut out and made into a spinning top using a pencil as the spindle. The group then plays the game taking it in turns to spin the top. Whichever change lands uppermost, the group</p>	<p>Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious</p>	<p>To identify what I am looking forward to when I move to my next class. To think about changes I will make next year and know how to go about this.</p>

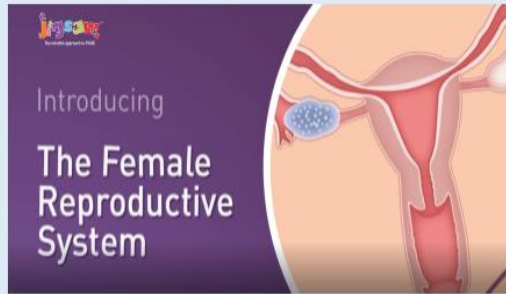
	thinks of a way to best manage that change. Keep playing the game until each of the changes has been discussed. This should lead to a range of suggestions of how to manage the change.		
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Below are stills from the videos we will be using to support the lesson on puberty. They are very short videos designed to help explain the physical processes that occur in our bodies.

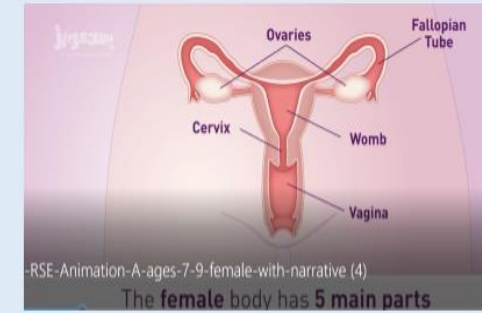
Video Resource to Support the Y5 and Y6 Puberty Lesson for Girls.

This is a short video to support the learning about puberty. It will be used in conjunction with the girls and puberty e-book. We are unable to directly place a link to the video so have converted it into a PDF for your information. Puberty teaching is now statutory in England.

1



2



3

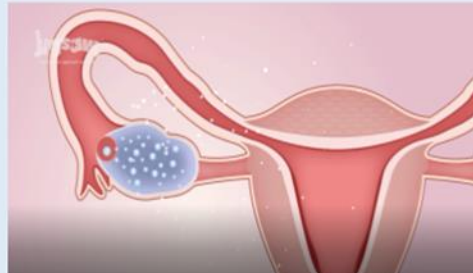




E-Animation-A-ages-7-9-female-with-narrative (4)

As it matures it **releases oestrogen** into the body

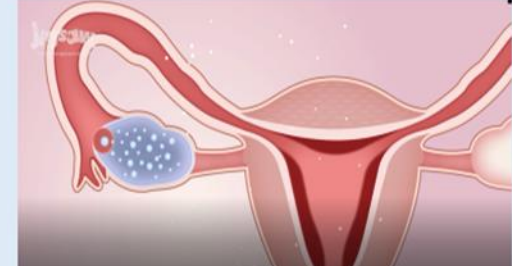
7



RSE-Animation-A-ages-7-9-female-with-narrative (4)

causing the **womb lining** to thicken

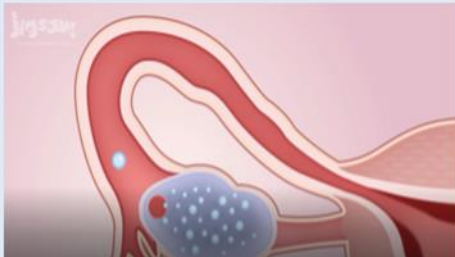
8



SE-Animation-A-ages-7-9-female-with-narrative (4)

This prepares the body **for pregnancy**

9



E-Animation-A-ages-7-9-female-with-narrative (4)

A single egg is **released from the ovary**

10



-Animation-A-ages-7-9-female-with-narrative (4)

and **travels down the fallopian tube**

11

Children will be told that to make a new life in mammals (which includes us) you need a male part (sperm) and a female part (egg). This is covered a little more in Y6 Science Animals Including Humans. Any questions regarding how the two parts meet will be answered appropriately e.g. That is for when you are a little older and more mature.



If the egg is **not fertilised by the sperm**

12

Video Resource to Support the Y5 and Y6 Puberty Lesson for Boys.

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1

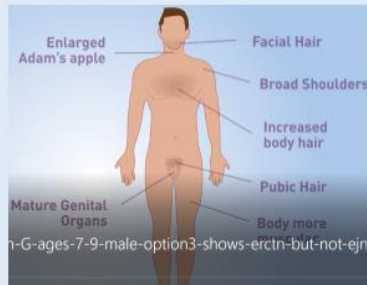


2



3

When a boy reaches puberty, his testicles start making more of a hormone called testosterone. This hormone is responsible for the changes to the boy's body at puberty. Puberty usually starts around the age of 12, but for some boys it can be earlier and for some much later. Whatever is the right time for that boy's body.



4

The boy's sexual organs have 5 main parts



5

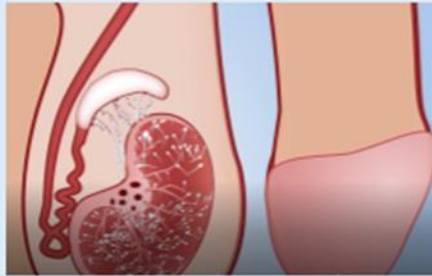
At puberty the boy's testicles grow in size and start making sperm. The boy's penis may also get bigger. Body changes on the outside include growing facial hair, and thicker hair (pubic) on the body (under the arms, around the testicles), and sometimes on the chest, arms and legs. Boys may also get taller; their voice will get deeper because of changes in their Adam's apple (larynx) and they will become more muscular. Like the rest of puberty, these changes are individual, and not all boys develop in the same way at the same time, so we should try not to compare ourselves with what is happening to friends.



6

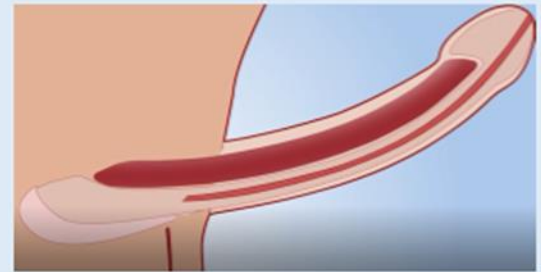
The boy's testes are held in bags of skin called the scrotum. Inside the testes there are many tiny tubes which make the sperm. At puberty the testes start to make millions of sperm every day. These sperm carry the messages (genes) about his characteristics and are necessary to fertilise an egg to create a baby.

Children will be told that to make a new life in mammals (which includes us) you need a male part (sperm) and a female part (egg). This is covered a little more in Y6 Science Animals Including Humans. Any questions regarding how the two parts meet will be answered appropriately e.g. That is for when you are a little older and more mature.



7

The sperm are stored in the epididymis. When a man becomes sexually excited the spongy tissue inside his penis fills with blood and it becomes erect (stiff).



8