



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 SIX

For each lesson use the
Connect Us
Calm Me
Open My Mind
Help Me Reflect

- scripts provided in the Jigsaw lesson plans.

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 be aware of my own self-image and how my body image fits into that. To know how to develop my own self-esteem (Jigsaw Lesson 1)</p>	<p>Open My Mind Slide 3: Share the 'Facts About Fashion' PowerPoint slide with the class and ask for the children's comments. Draw out in the discussion why they think people spend so much time and money on how they look. Include peer-pressure, the impact of social media and the internet, and the 'pressure' to have a girlfriend/boyfriend and how they are 'supposed to look/behave' to be attractive. Are there more helpful and productive ways we can 'measure' ourselves than just appearance? Relate the discussion back to the Connect us game and explain that we need to make choices on how we spend our time and money. Emphasise the importance of money and time spent for personal hygiene reasons, but we also have a choice on how much extra time and effort we put into how we look, and thinking about how we look, once we have ensured that we are clean and tidy.</p> <p>Show Me or Tell Me Split the class into gender specific groups. Give each group a piece of flip chart. For the boys ask them to draw the 'perfect' man, and for the girls the 'perfect' woman. They have just ten minutes to do this so will need to work quickly and efficiently as a</p>	<p>Self-image Self-esteem Real self Celebrity</p>	<p>I am aware of my own self-image and how my body image fits into that know how to develop my own self-esteem</p>

	<p>team. Ask them need to label the features that make their person 'perfect' e.g. long glossy hair, a six-pack etc. After the activity display the pictures and ask for comments. Are there any common features? Where do these 'ideas' come from? Would the other group have drawn the same things? Are we being fair and realistic to ourselves if we always try to look perfect? Draw out that comparing ourselves can lead to unhelpful thoughts, unhelpful feelings and unhelpful behaviours. Put these three heading on the whiteboard or flipchart, and ask the children for their suggestions under each heading. e.g. An unhelpful thought "I look awful"; an unhelpful feeling, worry; an unhelpful behaviour, not wanting to socialise.</p> <p>Let Me Learn</p> <p>Explain to the children that if we constantly compare and criticise ourselves, especially about how we look, this can damage our self-esteem. Ask them to imagine this 'negative self-talk' as 'an invisible monster' sitting on a person's shoulder and whispering negative ideas into their ear. Tell the children that we can fight off this monster by focussing on positive thoughts, feelings and behaviours. Ask the children to imagine the positive ideas as 'an invisible animal' of their choosing. (Perhaps one that represents kindness, or an animal that is tough and can fend for itself/ scare off enemies). If they are familiar with His Dark Materials novels by Phillip Pullman, this friendly animal could be their 'daemon'. Show the children the 'unhelpful/helpful' resource and how they are to complete it. Firstly, they need to draw their 'animal' on the person's empty shoulder. They then complete the boxes on the right- and left-hand sides of the resource. They can work in pairs if they would find this helpful. You may need to work through an example first. e.g. Negative: 'I am too tall for my age', Positive ideas: 'My Mum is tall and she is happy about it: Others will catch up with me, I'm just growing faster than they are: I am a kind person, that's more important: I'll talk to my Mum about the way I'm feeling." Give time for the children to complete the resource sheet. At the end of the lesson, discuss some of the children's 'positive</p>		
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<p>To know how girls' and boys' bodies change during puberty. To understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty.</p> <p>(Jigsaw Lesson 2 – selected parts and resources)</p>	<p>This lesson will be delivered separately to boys and girls. Connect Us (Both Boys and Girls lessons.)</p> <p>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?'</p> <p>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.</p> <p>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.</p> <p>Introduce the term puberty and explain what it means.</p> <p>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>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.</p> <p>In this lesson the children will be introduced to:</p> <p>What jobs the internal genitalia do Menstruation in girls Puberty and changes in boys.</p> <p>Tell Me or Show Me</p> <p>Watch the selected puberty resources – e –books on Puberty for Girls and the one for boys.</p> <p>Let me Learn Girls Lesson</p>	<p>Opportunities Freedoms Responsibilities Puberty vocabulary as represented on the flash cards</p>	<p>I can explain how girls' and boys' bodies change during puberty. I understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty.</p> <p>(Jigsaw Lesson 2 – selected parts and resources)</p>
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	<p>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.</p> <p>Part 2) a carousel of activities as follows:</p> <p>a. Menstruation card match/sequence game: children match the text to the pictures and work out the sequence.</p> <p>b. The Great Growing Up Adventure: children to complete the worksheet</p> <p>c. Menstruation Worries: children to write responses to the worries on the cards</p> <p>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</p> <p>Groups move around after 10-15 minutes per activity.</p> <p>Let Me Learn Boys Lesson</p> <p>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'.</p> <p>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> <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.)</p> <p>Take time to address the questions and the answers the children have written down.</p>		
<p>To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p>	<p>Open My Mind</p> <p>Diamond Nine</p> <p>Divide the class into groups and give each a set of diamond nine cards.</p>	<p>Attraction Relationship Pressure Love Sexting</p>	<p>I understand how being physically attracted to someone changes the nature of the relationship and what that might</p>

<p>To understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</p> <p>(Jigsaw Lesson 4)</p>	<p>Explain that the words on the cards are to provide possible endings to the sentence 'You might want a boyfriend/girlfriend because...' Some are good reasons and some are not! Each group then arranges the cards they have been given in a diamond formation, prioritising them from the best and most important reason at the top, to the worst and least appropriate reason at the bottom.</p> <p>After the sorting exercise go to each group and ask for feedback about why they prioritised the cards as they did. Were there any differences in how the girls and boys sorted the cards? If there are, why is this?</p> <p>Are boys under different 'pressures' compared to girls?</p> <p>Draw out that the negative reasons on the cards come from a 'pressure' to be in a romantic relationship. Ask the children where they think this pressure comes from? e.g. media, peers, social standing, popularity, etc. Is it the right thing to 'give in' to the pressure? How do we stand up for ourselves (be assertive)?</p> <p>Summarise that people should decide to enter into a relationship when they feel ready to and that it is a personal choice. There is no expectation for everyone to be dating and just because others are, it doesn't mean that we have to.</p> <p>Tell Me or Show Me</p> <p>Read out the following scenario, explain to the children that this is a REAL story but the names have been changed to protect identity. Asha was 12 years old when she got a crush on a boy in her year called Daz. They began seeing each other after school. Sometimes they went to the movies but mostly they would spend time together at one of their houses watching Netflix or playing video games. Everyone at school knew they were an 'item'. After a couple of months, Daz started asking Asha to kiss him because he said that's what boyfriends and girlfriends were supposed to do. Asha didn't mind holding hands with him, but she wasn't sure she was ready to start kissing just yet. Daz started getting moody with her and missed few dates. A few more weeks went by and then Daz said if she really loved him could she prove her love by sending him a photo of herself in her bra and pants. She spoke to her friends who said they had heard that lots of couples sent pictures like this, and that she should do it. Asha sent a picture to</p>		<p>mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</p>
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<p>Daz. It was simple and easy and she didn't really give it a lot of thought. She felt more confident that she wasn't going to lose him as a boyfriend after sending the photo. Daz started asking for more and more photos and was texting her all the time about it. What she didn't know was that Daz had shown the photos to his friends, and they had told their friends until it had spread around the whole school. Soon everyone in school knew and people she didn't even know started to call her a loser and tease her in the corridors. Daz said he wanted to break up because he couldn't be seen with a loser like her. Before discussing the scenario, explain that when people send messages or photos like this it is called 'sexting'. Emphasise that once something has been sent online, texted or posted on social media it can NEVER be taken back. There are also ways that people can retrieve whatever has been sent, even if it has been deleted. Also explain that Daz could be in trouble with the police because there are laws against sharing 'sexy' photos of children and young people. (Make the point the law protects both underage boys and girls, and a female could equally be prosecuted for sharing similar images of children and young people). Briefly ask the children to discuss in pairs why Asha sent the photo and what 'pressure' she was under. Was Daz under pressure too? Take some feedback from the pairs and discuss the 'pressures' and the importance of respect in relationships.</p> <p>Finally ask the children what they would have done if they were in Asha or Daz's position? Is it easier to think of the right thing to do having had time to think about it rather than being in 'the moment'?</p> <p>Let Me Learn</p> <p>Mix up the groups from earlier. Give each group a set of 'Should I? / Shouldn't I?' cards and ask them to sort the cards into groups, under the headings 'OK' and 'Not OK' Some of the cards are deliberately 'nuanced' as some could be OK or not OK depending on the circumstances to promote discussion. After the groups have finished take some feedback, and from the discussion draw out the elements of personal choice, respect (for self and others) and where to access support. Draw the lesson to a close by asking the children to summarise what they have discovered</p>		
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	<p>about having a boyfriend/girlfriend today. Do they think differently about this now compared to the start of the lesson? What have they learnt about having a respectful boyfriend/girlfriend relationship with another person in the future? Ask them to summarise their thoughts as three bullet points in their Jigsaw Journals.</p>		
<p>To be aware of the importance of a positive self-esteem and what I can do to develop it express how I feel about my self-image and know how to challenge negative 'body-talk'</p> <p>(Jigsaw Lesson 5)</p>	<p>Open My Mind Slides 1-5: Show the children the PowerPoint presentation 'Ideal bodies'. Ask the children how these images make them feel? From the conversation draw out that we are exposed to images of 'ideal bodies' in the media and in the shops. Use the shop mannequins as an example as these are rarely made with accurate measurements that reflect a 'real' body shape, they are designed so the clothes look attractive and hang properly in shop displays. Explain that 'body-talk' (how we look) is very common between friends, family members and we even 'body-talk' to ourselves when we look in the mirror. 'Body-talk' is used for all sort of reasons but it mostly results in people feeling that appearance is more important than other things about themselves. e.g. Those jeans make you look thinner, look how I've toned up, what do you think of my latest photo on Instagram? etc. We can choose to accept body-talk or to challenge it. Ask the children how negative 'body-talk' could hurt somebody's feelings?</p> <p>Tell Me and Show Me Hand out the Real Self / Ideal Self templates and ask the children to work in same gender pairs to write 5 words on the 'Ideal Self' figure, thinking about some of the media messages and also about some of their own aspirations about what they want to look like when they adults. Then working individually, ask each child to write 5 words on the 'Real Self' figure to describe their real self-image. Ensure the children understand they won't need to share this with anyone else. Children then cut out both parts of the Real Self' and 'Ideal' Self' templates. Invite them to place them on the table showing how close the ideal self-image is to the real self-image, i.e. if these two are the same, the ideal self is placed on top of the real self-template. If the two images are very different, then children represent this by the distance between the two. Repeat the exercise and give them a new template each, and</p>	<p>Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health</p>	<p>I am aware of the importance of a positive self-esteem and what I can do to develop it express how I feel about my self-image and know how to challenge negative 'body-talk'</p>

	<p>using a different coloured pen, ask the children to write 5 words that describe their personality traits, and the type of person they want to be (not looks) on the inside of the 'Ideal Self' figure. e.g. they want to be kind, they want to be friendly. They then do the same with the 'Real Self' figure describing what they are like as a person on the inside, now. When they compare the distance this time, are the figures closer? The teacher explains that the bigger the distance between the ideal self and the real self, the greater the possibility of self-esteem being low because we are likely to feel inadequate or not good enough, simply by comparing ourselves to the ideal we have created in our own minds, especially if we only focus on the outside appearance. Invite children to stick their images into their Jigsaw Journals.</p> <p>Let Me Learn</p> <p>In small groups children discuss what can be done about this problem. (Help them to consider the effects of moving the real self towards the ideal self or moving the ideal self towards the real self, e.g. by keep ping expectations real and by being aware of influences on us like media, friends etc.) Challenge them to think of ways that they can reduce negative 'bodytalk' within a friendship group. e.g. to make a commitment not to discuss how people look, to challenge a negative comment with a positive one, to use their invisible animal on their shoulder from lesson 1 etc. Ask each group to write three ways in their Jigsaw Journal. Summarise by sharing and praising some of the children's ideas.</p>		
<p>To identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class know how to prepare myself emotionally for the changes next year</p> <p>(Jigsaw Lesson 6)</p>	<p>Open My Mind</p> <p>Slide 1: Show the PowerPoint slide of an inflatable bungee run and, in talking partners, ask the children to suggest ways in which the bungee run is a symbol of them starting their next year in school. (In some schools, children will be moving to secondary education, if this applicable, make this question appropriate to changing school). What could the bungee run mean? (They are looking forward but maybe are being held back by some fears or concerns like the bungee cord around their waist.)</p> <p>What are you looking forward to next year in school?</p> <p>Does your mind feel calm and ready to learn?</p> <p>What fears or worries might you be holding back?</p> <p>Tell Me or Show Me</p>	<p>Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement</p>	<p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class know how to prepare myself emotionally for the changes next year</p>

Play 'Bin the worry' game. Each child has a piece of paper and a pen. Invite them to write their biggest worry about the next school year on their paper. (Make sure they know they will be asked to share these as this may make a difference about what they choose to write.)

Working in groups of six, children take it in turns to journey through 'solutions alley'. Each group arranges itself in two lines, with pairs facing each other.

In turn, each child stands at one end of 'solutions alley' with their worry written on paper, and asks the others to suggest solutions for that worry - "Please can you help me bin this worry".

As the child slowly walks through the alley, the members of their group in turn offer a solution to their worry. When they get to the end of the alley, they consider the suggestions; if they have found a possible solution they can choose to 'bin the worry' by screwing up the worry and putting it in the bin.

If no adequate solution seems to have been found, this can be opened to the rest of the class for suggestions (as long as the child agrees).

It may be necessary for the teacher/pastoral care worker to follow this up if a concern hasn't been addressed.

Change the atmosphere of the room using the Jigsaw chime and a breathing technique to help children enter a reflective state. Ask them to visualise three things they are most looking forward to about their next year in school and to be aware of the positive emotions attached to those things.

Let Me Learn

Option 1) If this is the children's last year in primary school, it is a 'tradition' in some schools for the children to get a piece of their uniform signed. If this is what you do in your school, ask the children to also include reflections on their best moments and memories. Put them in groups so they can reflect together and remind each other. Also ask them to include some of the things they are looking forward to next year














This block has 5 lessons to allow for an extra science lesson around reproduction in humans – as part of the reproduction in mammals unit if needed. The lesson on reproduction in humans will define sexual reproduction as a male sperm joining with a female egg. This is not a lesson where intercourse between males and females in humans or other mammals is discussed or taught. The children will have covered reproduction in plants, egg laying animals and mammals previously in the unit. Below the lesson plan overview are links to videos from BBC Bitesize that we will be using to support the learning.

Animals Including Humans: Human Timeline

Aim: To describe the changes as humans develop to old age by drawing a timeline to indicate stages in the growth and development of humans. I can describe the stages of human development.	Success Criteria: I can order the stages of human development. I can name the 6 stages of human development. I can explain the changes that occur during the stages of human development.	Resources: Lesson Pack Sticky notes Whiteboards Whiteboard Pens Glue sticks Scissors Camera/digital device to take pictures with
	Key/New Words: Egg, sperm, fetus, baby, toddler, child, teenager, adult, old age, development, growth, human, infancy, childhood, adulthood, adolescence, prenatal.	Preparation: Stages of Human Growth and Development Activity Sheets - 1 per child Cut out cards from Asexual and Sexual Reproduction Sorting Cards prior to the lesson for each group

Prior Learning: Children will have learnt to notice that animals, including humans, have offspring which grow into adults in the Animals Including Humans Unit in Year 2.

Learning Sequence

	<p>Human Life Cycle: What is the human life cycle? In talk partners, children discuss the question before feeding back to the whole class. Scribe the answers the children give and return to these at the end of the lesson.</p>	
	<p>Types of Reproduction: Read and explain the differences between asexual and sexual reproduction. In groups, children need to be given the Asexual and Sexual Reproduction Sorting Cards. Children categorise the cards into three groups. Children take a picture of their categorised cards. Children will walk around the class looking at the way that other groups have categorised the cards. Groups discuss their categorisation and whether they want to change any of the cards. Children write a short explanation for why they changed the card on a post-it note and add it to the card before taking a picture of their re-categorised cards (<i>This can be used for assessment</i>).</p> <p>Sorting Activity Answers: Show groups the answers. Discuss any misconceptions – i.e. male seahorses get pregnant and give birth but they still reproduce sexually not asexually. Groups correct and then take a final picture of their cards. (These should be printed off and stuck side by side in their books so that they can see how their thinking evolved as a group.)</p>	
	<p>Stages of Human Growth and Development: Show the pictures explaining prenatal development and the changes from infancy to late adulthood/old age. Read through the information on the Lesson Presentation, allowing children to take notes to aid them in completing the individual activity.</p>	
	<p>Human Growth and Development: Children complete the differentiated Stages of Human Growth and Development Activity Sheets.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="459 1074 869 1241">  <p>Children match names, ages and stages of human growth and development before ordering them on a timeline.</p> </div> <div data-bbox="907 1074 1317 1217">  <p>Children are given pictures and ages to match and then add the names of the stages independently.</p> </div> <div data-bbox="1355 1074 1765 1217">  <p>Children write an explanation for each of the stages of human growth and development.</p> </div> </div>	
	<p>Human Life Cycle Revisited: Look back to the children's responses to the question asked at the beginning of the lesson. Did we identify all the stages of human development? Which new ones have you learnt about in this lesson? What new vocabulary have you learnt in this lesson? Children feedback to the whole class.</p>	

Types of Reproduction



How does new life start?

	Asexual Reproduction	Sexual Reproduction	Both Sexual and Asexual Reproduction
What is it?	One parent produces new life.	Two parents – one male and one female – are required to produce new life.	Either one or two parents.
How does it occur?	One cell simply starts to divide itself. All cells of the offspring are identical to the parent. This means that it is a clone of the parent.	Male sex cells (sperm/angiosperm/pollen are different versions of male sex cells) fertilise female sex cells (eggs). This fusion means that the offspring resembles but is not identical to the parents.	Some living things have the capacity to reproduce in sexually or asexually.

<https://www.bbc.co.uk/bitesize/clips/zpmqxnbn>

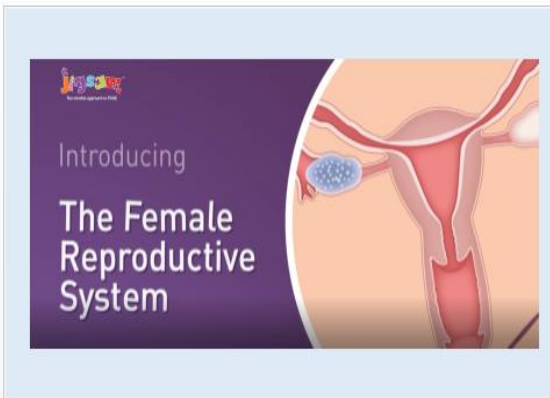
<https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-how-plants-and-animals-reproduce/zm8fbdm>

Below are stills from the videos we will be using to support the lesson on puberty after sharing the puberty e books with the children. They are very short videos designed to help explain the physical processes that occur in our bodies when puberty begins and is in progress.

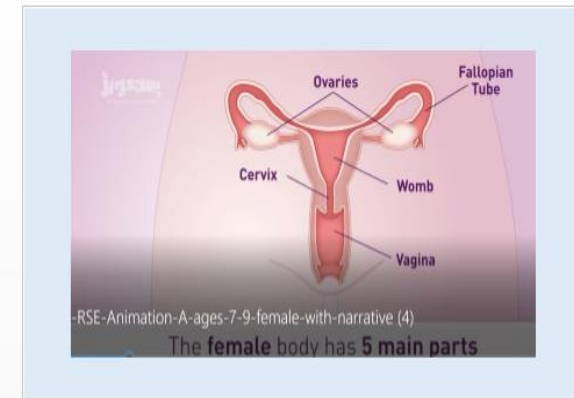
Video Resource to Support the Y5 and Y6 Puberty Lesson for Girls.

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



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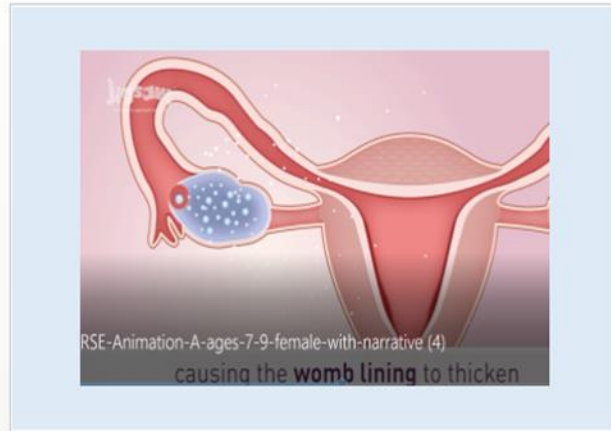


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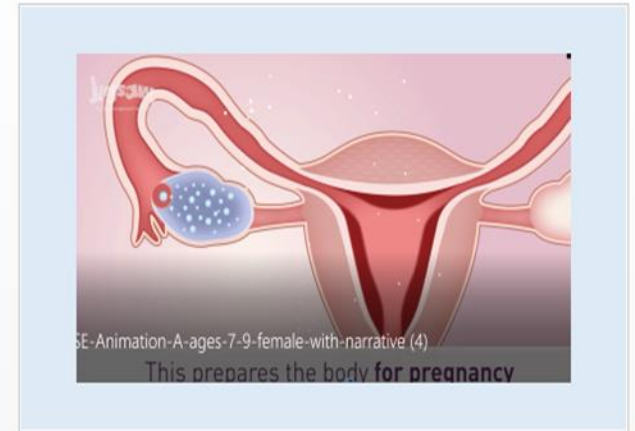




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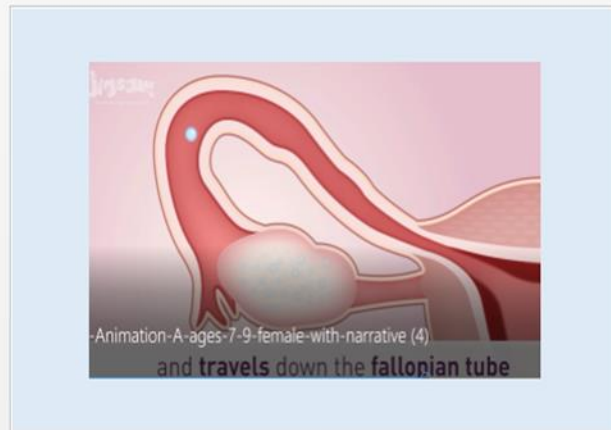
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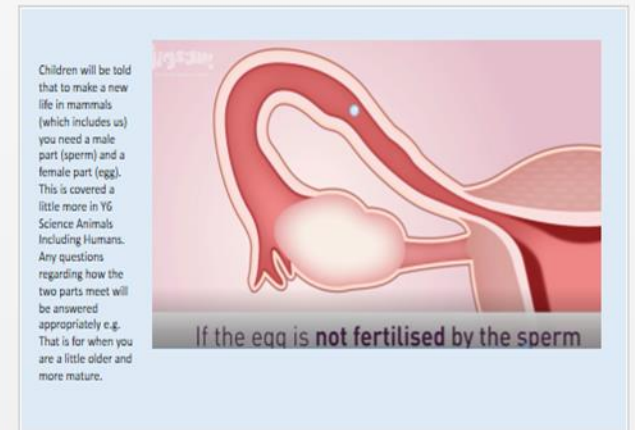
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12

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

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. Teaching about puberty is statutory in England.

1

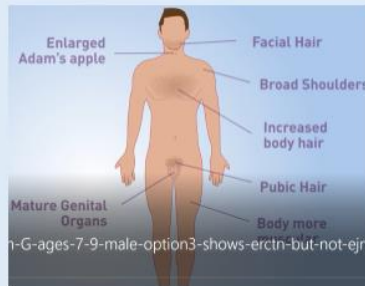


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When a boy reaches puberty, his testicles start making more of a hormone called testosterone. This hormone is responsible for the changes to the boy's body at puberty. Puberty usually starts around the age of 12, but for some boys it can be earlier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



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The boy's sexual organs have 5 main parts



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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.



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).

