

PSHE Year Two

Summer 2: Changing Me

Jigsaw curriculum Resources:
PowerPoints and unit resources



UK 6-7 6-CM Pieces
1-6.pdf



UK 6-7 6-CM Piece
1.ppt



UK 6-7 6-CM Piece
2.ppt



UK 6-7 6-CM Piece
3.pptx



UK 6-7 6-CM Piece
4.pptx



UK 6-7 6-CM Piece
5.pptx



UK 6-7 6-CM Piece
6.pptx

Key Vocabulary

Lesson 1: Change Grow Life cycle Control Baby Adult Fully grown

Lesson 2: Growing up Old Young Change Respect Appearance Physical

Lesson 3: Baby Toddler Child Teenager Adult Independent Timeline Freedom Responsibilities

Lesson 4: Male Female Vagina Penis Testicles Vulva Anus Public Private

Lesson 5: Touch Texture Cuddle Hug Squeeze Like Dislike Acceptable Unacceptable Comfortable Uncomfortable

Lesson 6: Change Looking forward Excited Nervous Anxious Happy

Prior Unit:

Year 1: Jigsaw Unit: Relationships

Future Unit:

Year 3: Jigsaw Unit: Relationships

Sticky knowledge:

- I can recognise cycles of life in nature
- I know that life cycle of a human goes: baby, toddler, teenager, adult to elderly person.
- I recognize how my body has changed since I was a baby
- I know that there are differences between a boy and a girl
- I know which parts of my body are public and private.
- I know what a good and a bad touch is.
- I can tell you what I am looking forward to as I get older.

Learning intentions

- I understand there are some changes that are outside my control and can recognise how I feel about this
- I can identify people I respect who are older than me
- I feel proud about becoming more independent
- I can tell you what I like/don't like about being a boy/girl
- I am confident to say what I like and don't like and can ask for help
- I can start to think about changes I will make when I am in Year 3 and know how to go about this

Key Questions

Lesson 1: How do things around us change? What does change feel like? What life cycles did you see? How does change happen?

Lesson 2: How do our faces/bodies change as we become older? What else might change for older people? Who is special to you and why?

Lesson 3: What were you like as a baby? How are you different now? How will you be different when you are grown up?

Lesson 4: Are girls and boys always different in what they like to do? Can you remember the names of the body parts that make most girls and boys different? Are the clothes girls and boys wear always different? Which clothes cover our private parts?

Lesson 5: What sort of touch do you like? How does it make you feel? What sort of touch do you not like? How does that feel?

Lesson 6: What are you looking forward to next year? How are you feeling about moving to a different class?

	LO	Lesson outline
Lesson 1	<p>LO To recognise cycles of life in nature</p> <p>SK I can recognise cycles of life in nature</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play 'Find your pair'. Give each child a picture card and ask them to 'find their pair' and sit with their partner. each pair identifies a change that has happened to make the baby into the adult.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</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. Ask the children if they have any control over the changing seasons.</p> <p>Children record some of the changes that take place in their books.</p> <p>Tell me or show me: 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.</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.</p> <p>In books, ask the children to label their pictures and write sentences to describe the changes.</p> <p>Help me reflect</p>

		<p>In books children complete the Jigsaw Assessment sheet</p> <p>Ask children to bring in family photos for the next lesson.</p>
Lesson 2	<p>LO To explain the natural process of growing from young to old and understand that this is not in my control</p> <p>SK c</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play Change. Children to move around room like mice e.g. squeaks, rubbing whiskers, etc. Shout 'change' and an animal, e.g. 'change - penguin,' they turn into and act like that animal.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Slides 1-5: Show the PowerPoint pictures of a baby, toddler, teenager, adult to elderly person. Children describe changes they can visibly see that happen to an elderly person.</p> <p>Children record changes in books.</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: The children are given a card leaf template – A5 size. Children to draw a picture of an older person who is special to them.</p> <p>Children stick template in book and write around it things they respect/like or love about this person.</p> <p>Help me reflect In books children complete the Jigsaw Assessment sheet</p>
Lesson 3	<p>LO To recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>SK I can recognize how my body has changed since I was a baby</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Pass Jigsaw Jo round the circle, ask each child to complete one of these sentence stems, taking each one in turn: 'When I was a baby I could...'; 'Now I am 6/7 years old I can...'; 'When I am grown up I will be able to...'</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Create a mystery bag of items to show children. 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 e.g. baby items, school items, teenager and adult. (see attached lesson plan).</p> <p>Tell me or show me: In books children record different items under the above headings.</p> <p>Let me learn: Children create their own timelines using the template provided. Thinking about what they will be able to do at each age and draw/write this down in book. 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: Have my own family.</p> <p>Help me reflect In books children complete the Jigsaw Assessment sheet</p>
Lesson 4	<p>LO To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private</p> <p>SK I know that there are differences between a boy and a girl I know which parts of my body are public and private.</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Introduce the focus on bodies and body parts by playing 'Jigsaw Jo says: put your hand on your...'</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</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 boys and girls do.</p> <p>Tell me or show me: Draw an outline of 2 child-sized people from the class. From the outlines. Use the body parts cards and invite children, one at a time, to place them as appropriate on the outlines (you will need duplicates of all the cards that are common to both genders). Now we can tell which is which, because the bodies are different - but we don't normally see people like that! Explain that most boys are born with male body parts, and most girls with female parts (you don't need to expand on this). 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. Discuss three possible functions of clothes – to keep warm, to look nice and to keep private parts private. 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. Challenge gender stereotypes and establish that private body parts is one way you can differentiate boys from girls.</p> <p>Let me learn: In their books children to draw a picture of themselves and write sentences about what they enjoy about being who they are. This could include what they are enjoying about being a boy or girl</p> <p>Help me reflect In books children complete the Jigsaw Assessment sheet</p>

<p>Lesson 5</p>	<p>LO To understand there are different types of touch and can tell you which ones I like and don't like</p> <p>SK I know what a good and a bad touch is. I can tell you what I am looking forward to as I get older.</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play Pass the Touch.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: 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.</p> <p>Tell me or show me 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. Ask the children what they should do if they experience a touch that is hurtful or frightening.</p> <p>Let me learn: <i>In books record touches they like and don't like.</i></p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>
<p>Lesson 6</p>	<p>LO To identify what I am looking forward to when I move to my next class</p> <p>SK I can tell you what I am looking forward to as I get older.</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: 'Play 'Zoom Eek'. (Zoom sounds like a racing car and Eek sounds like screaming brakes).</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: 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/Let me learn: <i>In their books children record:</i> <i>one thing they like about being who they are</i> <i>one thing they are looking forward to about getting older</i> <i>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 practicing more often.</i></p> <p>Help me reflect <i>In books children complete the Jigsaw Assessment sheet</i></p>