

PSHE Year Four

Summer 2: Changing Me

Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 8-9 6-CM Pieces
1-6.pdf



UK 8-9 6-CM Piece
1.pptx



UK 8-9 6-CM Piece
2.ppt



UK 8-9 6-CM Piece
3.ppt



UK 8-9 6-CM Piece
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UK 8-9 6-CM Piece
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UK 8-9 6-CM Piece
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Key Vocabulary

Lesson 1: Personal Unique Characteristics Parents

Lesson 2: Sperm Egg/ Ovum Penis Testicles Vagina/ Vulva Womb/ Uterus Ovaries Making love Having sex Sexual Intercourse Fertilise Conception

Lesson 3: Puberty Menstruation Periods

Lesson 4: Circle Seasons Change Control

Lesson 5: Range of emotions - see emotions card resource Control Change Acceptance

Lesson 6: Change Looking forward Excited Nervous Anxious Happy (See emotions cards from Piece 5)

Prior Unit:

Year 1: Jigsaw Unit: Changing Me

Year 2: Jigsaw Unit: Changing Me

Year 3: Jigsaw Unit: Changing Me

Future Unit:

Year 5: Jigsaw Unit: Changing Me

Sticky knowledge:

- understand that some of my characteristics have come from my birth parents.
- I know that I have some of my parents characteristics because I am made from the joining of their egg and sperm
- I can name the internal and external parts of male and female bodies that are necessary for making a baby
- I can describe how a girl's body changes for her to be able to have babies when she is an adult,
- I know that menstruation (having periods) is a natural part of the female reproductive cycle.
- I know that natural changes are beyond my control.

Learning intentions

- I know that I am a truly unique human being
- I have the skills to be able to make changes in my life.
- I can identify changes I can control and changes I cannot.

Key Questions

Lesson 1: Why do you look the way that you do? Do you family say "you have your mothers' eyes, fathers nose or grandads ears?

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

Lesson 2: Can you remember where the sperm and the egg come from? Why do we need to have differences between male and female?

Lesson 3: What are the stages that explain what happens when a girl or woman has a period? What might people want to talk more about when thinking about the changes that happen at puberty?

Lesson 4: What started the process of change for the tree? What happened in each stage of the change? Did the tree have any control over the changes that were happening to it?

Lesson 5: What changes do you have control over? What changes do you not have control over? How might you feel about these changes? How might you cope with these situations? What bits can you change/not change?

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	LO To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the	Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us: Use adjectives to describe Jigsaw Jaz. Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime. Open My Mind: Use the provided kitten cards and activity (See attached lesson plan) After 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!

	<p>joining of their egg and sperm</p> <p>SK I understand that some of my characteristics have come from my birth parents.</p>	<p>Tell me or show me: Share facts about genes . Then Show a picture of yourself with a parent or child and briefly discuss some of the characteristics you/they 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.</p> <p>Let me learn: 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.</p> <p><i>In floor books, children write a simple explanation about inheriting characteristics from their parents and if they can give examples (need to be sensitive to children’s backgrounds)</i></p>
<p>Lesson 2</p>	<p>LO To identify the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>SK I can name the internal and external parts of male and female bodies that are necessary for making a baby</p>	<p>Jigsaw Charter: Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.</p> <p>Connect us: Play the Making Things game (See attached lesson plan)</p> <p>Calm me: Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind: Ask the children to work in talking partners and pose two questions</p> <ul style="list-style-type: none"> • What do you think are the reasons why people might choose to have a baby? • What do you think might be difficult about looking after a new baby? <p>Tell me or show me: Slides 1-4: Think back to the starter game: what were the main ingredients for making a baby? Show flash cards with pictures of sperm (remember these are full of messages contained in genes about what the father is like) and egg /ovum (remember this is full of messages/genes about what the mother is like). Use the PowerPoint slides to recap where the sperm and egg/ovum come from inside the body.</p> <p>Let me learn: Ask the children to imagine a visiting alien from a planet where there is no difference between male and female. (You might take on the role of the alien and invent a bizarre story about how they reproduce, e.g. by breaking off a finger and planting it in the ground!)</p> <p><i>Working in floor books children produce a simple explanation of the physical differences between male and female humans, using the correct vocabulary, and saying why we need these differences to make a baby.</i></p>
<p>Lesson 3</p>	<p>Lo To describe how a girl’s body changes so she can have babies when she’s an adult, and menstruation (having periods) is a part of this</p> <p>SK, I know that menstruation (having periods) is a natural part of the female reproductive cycle.</p>	<p>Jigsaw Charter: Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.</p> <p>Connect us: Use a set of the ‘How do I feel about puberty?’ cards (See attached lesson plan).</p> <p>Calm me: Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind: bag of tricks’ activity. - a cloth bag deep enough for the contents not to be seen, with a collection of items related to puberty and growing up: e.g. deodorant (boy and girls products), spot cream, hair gel, comb, diary, teenage magazine, smart phone, iPad, bra, shaving foam, sanitary towel, tampon, pant liner, etc.</p> <p>Introduce the word ‘menstruation’ (literally meaning a monthly event) and explain this is a special part of puberty that affects girls/ people who are born female.</p> <p>Tell me or show me: Slide 2: Re-show the animation: The Female Reproductive System and give a simple explanation about menstruation, pausing at various points to clarify and ask questions.</p> <p>Let me learn: In pairs, or small groups, give the children shuffled sets of the Menstruation Cards. Ask them to match the pictures to the statements and then sort them into a correct sequence. <i>Pupils record the sequence in floor book.</i></p>
<p>Lesson 4</p>	<p>LO I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>SK know that natural changes are beyond my control.</p>	<p>Jigsaw Charter: Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.</p> <p>Connect us: Slide 1: Sing or listen to the Jigsaw Song: ‘A New Day ‘. Ask the children to think for a minute about the line: “We’re becoming the people we’re going to be.” Then pass Jigsaw Jaz around the circle and ask the children to share ideas about what that line might mean to them.</p> <p>Calm me: Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind: 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"> • What started the process of change for the tree? • What happened in each stage of the change? • Did the tree have any control over the changes that were happening to it? <p>Tell me or show me: 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.</p>

		<p>Let me learn: Slide 8: Using the Circle of Change template, each child makes their own Circle of Change using a split pin and an arrow. In pairs, invite the children to think of a change they would like to make in school during the next academic</p> <p>In floor book children record the changes they would like to make.</p>
<p>Lesson 5</p>	<p>LO To identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>SK know that natural changes are beyond my control.</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us/Open my mind 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.</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 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"> • Why do these changes happen? • Do human beings have complete control over these changes? • What would they like to do about it? <p>Let me learn: <i>In floor book children 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. Next to each of the changes, children write how they felt when these changes were happening.</i></p>
<p>Lesson 6</p>	<p>I can identify what I am looking forward to when I move to a new class</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: 'Play 'Kim's game'. Using the same objects used in the 'Bag of Tricks' activity in lesson 3 (See attached lesson plan)</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Discuss with pupils the things they have learnt during this unit.</p> <p>Tell me or show me/Let me learn: <i>In floor book children record: Record a list of changes that they think will happen to them in the next school year. Using the circle of change how are they going to make one of them happen.</i></p>