

PSHE Year Six

Summer 2: Changing Me

Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 10-11 6-CM Pieces 1-6.pdf



UK 10-11 6-CM Piece 6.ppt



UK 10-11 6-CM Piece 5.ppt



UK 10-11 6-CM Piece 4.pptx



UK 10-11 6-CM Piece 3.ppt



UK 10-11 6-CM Piece 2.ppt



UK 10-11 6-CM Piece 1.ppt

Key Vocabulary

Lesson 1: Self-image Self-esteem Real-self Celebrity

Lesson 2: Opportunities Freedoms Responsibilities Puberty vocabulary as represented on the flash cards

Lesson 3: Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife

Lesson 4: Attraction Relationship Pressure Love Sexting

Lesson 5: Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health

Lesson 6: Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement

Prior Unit:

Year 1: Jigsaw Unit: Changing Me

Year 2: Jigsaw Unit: Changing Me

Year 3: Jigsaw Unit: Changing Me

Year 4: Jigsaw Unit: Changing Me

Year 5: Jigsaw Unit: Changing Me

Future Unit:

Key Stage 3

Sticky Knowledge

- I am aware of my self-image and how my body image fits into that
- I know how girls' and boys' bodies change during puberty
- I understand the importance of looking after yourself physically and emotionally
- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born
- I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend
- I am aware of the importance of a positive self-esteem and what I can do to develop it
- 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.

Learning intentions

- know how to develop my own self-esteem
- express how I feel about the changes that will happen to me during puberty
- I know how I feel when I reflect on the development and birth of a baby
- I understand that respect for one another is essential in a relationship.
- I should not feel pressured into doing something I don't want to

Key Questions

Lesson 1: Why do people spend so much time and money on how they look? Where do 'ideas' of a perfect person come from? Are we being fair and realistic to ourselves if we always try to look perfect?

Lesson 2: Questions for this lesson come from the pupils

Lesson 3: What are the stages by which a baby grows and develops through pregnancy? How is a baby born? Can you imagine how a newborn baby's parents feel when the birth is over? What are your own thoughts and feelings about the process by which a new life is formed?

Lesson 4: What's different between having a boyfriend or girlfriend relationship and having friends who are boys and friends who are girls? Have you ever felt pressured into doing something you did not want to do? Why do you think there are laws about sharing photos?

Lesson 5: How do images in the media make you feel about your body? Can your comments affect the way that people see themselves?

Lesson 6: What are you looking forward to next year in school? What fears or worries might you be holding back?

	LO	Lesson outline
Lesson 1	LO To know how to develop my own self-esteem	Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us: Slides 1-2: Play 'How much time, how much money...' (See attached lesson plan) Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

	<p>SK I am aware of my own self-image and how my body image fits into that</p>	<p>Open My Mind: Slide 3: Share the 'Facts About Fashion' PP slide and discuss 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?</p> <p>Tell me or show me: Children split into gender groups. Boys to to draw the perfect man and girls the perfect woman. Discuss and compare with self.</p> <p>Let me learn: Explain that if we constantly compare and criticise ourselves, especially how we look, this can damage our self-esteem. Imagine this 'negative self-talk' as 'an invisible monster' sitting on your shoulder and whispering negative ideas into your ear.</p> <p>Tell the children that we can fight off this monster by focusing on positive thoughts, feelings and behaviours. Children could 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'.</p> <p>Floorbook children complete the 'unhelpful/helpful' activity.</p>
<p>Lesson 2</p>	<p>LO To express how I feel about the changes that will happen to me during puberty</p> <p>SK I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play Growing-Up Bingo. (See attached lesson plan)</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Use the Puberty Flashcards to remind children about the physical changes that occur during puberty. Hold up each card in turn, they all stand if it's a female thing, stay sitting if it's a male thing and everybody put both hands up if it applies to all.</p> <p>Tell me or show me: Slides 1-4: After the frenetic stand up/sit down activity, review the words and ideas on the cards in a calmer way and check and consolidate the children's knowledge and understanding about them. The PowerPoint slides showing male and female body parts will be helpful to use in clarifying many of these points. Use the PowerPoint slides showing girl to woman and boy to man, and the animations (The Female/Male Reproductive Systems) to reinforce learning. As the children should have seen the animations and PowerPoints in prior years, (unless it is the first time using Jigsaw) you should be able to recap quite easily. Animations can be found on the Jigsaw Community Area (website).</p> <p>Let me learn:</p> <p>Part 1) Truth or Myth Cards Organise the children into groups of about 4-6. Give each group a shuffled pile of the Puberty Truth or Myth cards (See attached lesson plan)</p> <p>Part 2) 'Girl Talk' / 'Boy Talk' (You will need to have 2 members of staff available for this section) (See attached lesson plan)</p> <p>Part 3) Boy/Girl Worries Boys and girls split into gender groups and children's concerns and questions are answered.</p> <p>Floorbook children record facts and myths about puberty.</p> <p>Ask children to bring baby scan pictures for next lesson.</p>
<p>Lesson 3</p>	<p>LO To know how I feel when I reflect on the development and birth of a baby</p> <p>SK I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Use a tennis ball or similar to do a class round: start it off by saying, 'The first thing I can remember in my life is...', then bounce the ball across to someone else who says own memory.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Slides 1-5: Point out that we are all limited in how far back our memories go, and what none of us can remember are the experiences we had before we were born. Ask the children what parts of the body they can identify in these pictures of the tiny, growing baby (you may want to introduce the word 'foetus' at this stage). Play 'Baby Can...' game:</p> <p>Tell me or show me: For the progression from conception through pregnancy to birth use The resource sheet 'From Conception to Birth' gives a step by step account of the process, with the children (perhaps working in pairs) using a word bank to fill in key words.</p> <p>Floor book- use the completed sheets to write a short chronological account of the process.</p> <p>Let me learn:</p> <p>Part 1) Children create a set of cards for a card-sorting game, using pictures and text to present eight stages (or fewer if you prefer) on the journey from conception to birth. <i>The Conception to Birth Card Sort template provides a model for this activity,</i></p> <p>Part 2) Children describe how they imagine the mother/father might be feeling when the birth is over. Use the opportunity to draw out and discuss the idea that there is likely to be a mixture of feelings: 'thrilled' and 'happy' will go alongside 'exhausted' and 'sore', 'proud' and 'loving' towards the new child may be competing with 'nervous' and 'anxious' about the new responsibilities.</p>

		<p>Part 3)</p> <p>In books children to write, under the heading 'Life Begins', the thoughts and feelings they have now about the whole process by which a new life starts, and how they think they themselves may be affected by it in years to come.</p>
<p>Lesson 4</p>	<p>LO To understand that respect for one another is essential in a relationship.</p> <p>SK I 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>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Discuss why people have a romantic relationship (there is usually a physical and romantic attraction, and that is what makes this type of relationship special.)</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Diamond Nine sorting activity 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!</p> <p>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. 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?</p> <p>Tell me or show me: Share Daz scenario with pupils and explain to the children that this is a REAL story, but the names have been changed to protect identity (see attached lesson plan)</p> <p>Let me learn: 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.</p> <p>Floor book - children record what they have learned today about relationships and do they now think differently</p>
<p>Lesson 5</p>	<p>LO To know how to develop my own self-esteem</p> <p>SK I am aware of the importance of a positive self-esteem and what I can do to develop it</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play the advert game. Show the three cosmetic items. In pairs challenge the children to imagine they want to sell as many of one of these products and to make as much money as possible. In their pairs can they decide on some 'messages' or images they would include in their TV or online advert?. What does this game teach us about adverts and their purpose?</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Slides 1-5: Show 'Ideal bodies' PP. 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. We can choose to accept body-talk or to challenge it.</p> <p>In books children record how they think negative 'body-talk' could hurt somebody's feelings?</p> <p>Tell me or show me Using Real Self / Ideal Self templates children 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. Repeat with personality traits in another colour. Which ideal are they closer to the image or the personality?</p> <p>Place templates in their books</p> <p>Let me learn: Floor books children write using the following heading. Can it be a positive thing as well as a negative on?</p>
<p>Lesson 6</p>	<p>LO To know I should not feel pressured into doing something I don't want to</p> <p>SK I can identify what I am looking forward to and what worries me about the transition to secondary school</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Children share one highlight from their year at school.</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Slide 1: of an inflatable bungee run. Children will be moving to secondary education. 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>Tell me or show me 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.</p> <p>Let me learn: 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</p>

		<p>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</p> <p><i>Floor book children record what they have enjoyed about their time at school and what they are looking forward to when moving on to high school.</i></p> <p>Help me reflect</p> <p><i>In books children complete the Jigsaw Assessment sheet</i></p>
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