

PSHE Year 5

Summer – Changing Me

Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 9-10 6-CM Pieces
1-6.pdf



UK 9-10 6-CM Piece
1.pptx



UK 9-10 6-CM Piece
2.ppt



UK 9-10 6-CM Piece
3.ppt



UK 9-10 6-CM Piece
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UK 9-10 6-CM Piece
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UK 9-10 6-CM Piece
6.pptx

Key Vocabulary

Lesson 1) Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation

Lesson 2) Puberty Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus

Lesson 3) Puberty Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones

Lesson 4) Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord Contraception Fertility treatment (IVF)

Lesson 5) Teenager Milestone Perceptions Puberty Responsibilities

Lesson 6) Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious

Prior Unit:

Year 4 Jigsaw- Changing Me

Future Unit:

Year 6 Jigsaw- Changing Me

Sticky knowledge:

- Affirmations can be used to improve our self-esteem.
- Menstruation is one of the ways a girl's body changes during puberty.
- Erections and production of sperm are some of the ways a boy's body changes in puberty.
- Sexual intercourse can lead to conception.
- Sometimes people need help to have a baby such as IVF.
- Becoming a teenager often brings extra freedoms and also extra responsibilities.
- Talking with someone about my worries can help me find solutions

Learning intentions

- I know how to develop my own self esteem.
- I understand that puberty is a natural process that happens to everybody and that it will be ok for me.
- I can express how I feel about the changes that will happen to me during puberty.
- I appreciate how amazing it is that human bodies can reproduce in these ways.
- I am confident that I can cope with the changes that growing up will bring.
- I can start to think about changes I will make next year and know how to go about this.

Key Questions

Lesson 1) Is it fair to judge ourselves against images we see in the media or online? Is it fair to judge ourselves against our friends? What could be the consequences of your perceptions regarding self-image, from images like this? If we assume that being as thin as possible is positive, could this lead to anorexia or bulimia in some people? How might you turn a negative statement into a positive one?

Lesson 2) What makes you feel embarrassed? How do you respond to embarrassment? How can you cope with embarrassment? Why might changes to your body at puberty make you feel embarrassed? Do you know what sanitary products look like and how they are used? What questions or worries do you think girls a bit younger than you might have when they think about puberty?

Lesson 3) Can you identify the correct words to describe changes that happen to boys during puberty? What questions or worries do you think girls and boys a bit younger than you might have when they think about puberty? What information and guidance could you give to help them and reassure them?

Lesson 4) What are the important things a couple should consider before deciding to have a baby? How is a new baby made, and how does this grow out of the parents' love for each other? What else do you need to know about how a baby is formed and starts to grow in the womb? Can people make love and not have a baby? What happens if a couple wants a baby but find they can't have one?

Lesson 5) What responsibilities might you begin to have as you become older?

Lesson 6) What are you looking forward to in the next school year? How do you feel about getting older? How do you feel about puberty? What sort of feelings might you experience at puberty/times of change? How can you manage these?

	LO	Lesson outline
Lesson 1	LO	Jigsaw Charter

	<p>To know how to develop my own self esteem.</p> <p>SK I am aware of my own self-image and how my body image fits into that</p>	<p>Connect us- Label two ends of the room, one with a smiley emoji and one with a sad emoji. Using the self-image cards ask for a class consensus to place the cards near the happy face or the sad face according to their perceptions of whether that aspect of self-image is positive or negative. This activity should generate discussion as there is no right answer.</p> <p>Calm me</p> <p>Open my mind- Slide 1. Share images of celebrities- can they tell if they have been altered? Use before and after airbrushing images from online. What we see online may not be a true perception- celebrities have teams of people to make them look good and plenty of money to spend on clothes etc. What could an image like this do to someone's self-esteem? It could affect their mental and physical health. Both males and females are affected.</p> <p>Tell me/Show me- slides 2-3 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. 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- <i>In floor books: Write ten words/phrases inside the picture frame template that best describe their internal picture (self-image). Next 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. Then take one of their self-image words that they put a sad face by and change it into a positive affirmation (must be in 1st person).</i></p> <p>Help me reflect- Slide 4- reflect on their learning thumbs up/down</p>
<p>Lesson 2 Covered in Science</p>	<p>LO To understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p> <p>SK I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p>	<p>Jigsaw Charter</p> <p>Connect us- What kind of things make you feel embarrassed? Paired talk. Share with the class and steer towards discussing puberty.</p> <p>Calm me</p> <p>Open my mind- slides 1-4. What are the main ingredients for making a baby? Use the slides and animations (on Jigsaw community area). There is a choice of two animations. Teach the children how the female body prepares to have a baby and how this results in periods/menstruation (see Jigsaw planning for a suggested script).</p> <p>Tell me/Show me-</p> <p>Let me learn- Show a range of sanitary products and explain how they are used. Group chn by gender and operate a carousel of activities: Card match/sequence game, 'The Great Growing up Adventure', Menstruation worries- chn write responses to the worries on the cards, Exploration of sanitary products. <i>Cross-curricular link with science. One piece of evidence (image of work) in floor book and objective sticker stating where to find the evidence of learning.</i></p>
<p>Lesson 3 Covered in Science</p>	<p>LO To understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p> <p>SK I can describe how boys' and girls' bodies change during puberty</p>	<p>Jigsaw Charter</p> <p>Connect us- Sit in a circle, throw a ball to different chn, chn say a change that happens in puberty.</p> <p>Calm me</p> <p>Open my mind- Continuum exercise (agree/disagree line across the room) to discuss 'Puberty: Points of view' sheet (see Jigsaw planning for more details)</p> <p>Tell me/Show me- slide 1 and animation 'The Male Reproductive System' to teach the chn what happens to boys in puberty (see Jigsaw planning for a suggested script). In groups of 4 complete Boys in Puberty Quiz.</p> <p>Let me learn- <i>Cross-curricular link with science. One piece of evidence (image of work) in floor book and objective sticker stating where to find the evidence of learning.</i></p>
<p>Lesson 4 Covered in Science</p>	<p>LO To appreciate how amazing it is that human bodies can reproduce in these ways.</p> <p>SK I can understand that sexual intercourse can lead to conception and that is how babies are usually made but sometimes people need IVF to help them have a baby</p>	<p>Jigsaw Charter</p> <p>Connect us- Give out the relationships card. Chn pair up with someone whose card makes a pair with theirs. Chn then sort themselves into family, peer, working relationships and relationships with physical attraction.</p> <p>Calm me</p> <p>Open my mind- We're focusing on relationships that involve physical attraction. 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, and may decide to start a new family, but not all. Give the sentence stem: 'Before a couple decides to have a baby, they should...'. In groups, chn sort the diamond 9 cards. Discuss as a class.</p> <p>Tell me/Show me- slides 2-6. Re-show the animations on the male and female reproductive systems. Show slides of the baby in the womb to recap. Are all babies conceived in this way? It is perfectly acceptable to say that when sexual intercourse isn't possible to conceive a baby, doctors can help people to have a baby perhaps through egg donation, artificial insemination, surrogacy, or IVF. Or people can choose to adopt.</p>

		<p>Let me learn- Cross-curricular link with science. One piece of evidence (image of work) in floor book and objective sticker stating where to find the evidence of learning.</p>
<p>Lesson 5</p>	<p>LO To identify ways to can cope with the changes that growing up will bring.</p> <p>SK I can say what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p>	<p>Jigsaw Charter Connect us- Listen to the Jigsaw song 'A New Day'. How does the song relate to them becoming teenagers in a few years time? Calm me Open my mind- Chn look at pages from teen magazines. What do they tell us about how the publisher sees what being a teenager is like? What perception is there of teenagers in the magazine? Is it accurate? Discuss personal hygiene and why it is important to keep ourselves clean, including why we use deodorant. Tell me/Show me- Sort pages and articles into realistic and unrealistic. Make a quick graffiti wall on large paper and share with the class. Discuss increased responsibilities e.g. 'I'm looking forward to staying out later with my friends' the accompanying responsibility might be 'I will let my parents know where I am'. Let me learn- In floor books: What advice would you give someone about coping with the changes on becoming a teenager? Jigsaw suggests this is done as a birthday card for a teenager. Help me reflect- Slide 2- reflect on their learning thumbs up/down</p>
<p>Lesson 6</p>	<p>LO. To think about changes I will make next year and know how to go about this.</p> <p>SK I can identify what I am looking forward to when I move to my next class.</p>	<p>Jigsaw Charter Connect us- Play Chinese Whispers Calm me Open my mind- Using Jigsaw Jez chn complete the stem sentence 'One thing I am really looking forward to next year in school is...' Tell me/Show me- in groups of four chn agree on four changes they are looking forward to but maybe a little scared of when in the next academic year. Make a spinning top using the template. Spin the cube and whichever it lands on the group decide how best to manage that change. Let me learn- In floor books: Use the Circle of Change template. Chn focus on one of the changes on their spinning top and complete the template. Help me reflect- Slide 2- reflect on their learning thumbs up/down</p>