

PSHE Year 1

Summer – Changing Me

Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 5-6 6-CM Pieces
1-6.pdf



UK 5-6 6-CM Piece
1.pptx



UK 5-6 6-CM Piece
2.pptx



UK 5-6 6-CM Piece
3.pptx



UK 5-6 6-CM Piece
4.ppt



UK 5-6 6-CM Piece
5.pptx



UK 5-6 6-CM Piece
6.pptx

Key Vocabulary

Lesson 1) Changes Life cycle Baby Adulthood

Lesson 2) Change Life cycle Baby Adult Grown up

Lesson 3) Baby Growing up Adult Mature Change

Lesson 4) Male Female Vagina Penis Testicles Vulva Anus

Lesson 5) Learn New Grow Change

Lesson 6) Change Feelings Anxious Worried Excited Coping

Prior Unit:

EYFS

Future Unit:

Year 2 Jigsaw- Changing Me

Sticky knowledge:

- All living things have a life cycle and change as they get older.
- Babies can't walk or talk but I can.
- Our bodies change as we grow up e.g. we get taller.
- Private parts of a girl's body are called vagina, vulva, anus.
- Private parts of a boy's body are called penis, testicles, anus.
- Every time we learn something new, we grow.
- Some changes in our lives can be scary or exciting. We can talk to an adult about our feelings.

Learning intentions:

- I understand that changes happen as we grow and that this is OK.
- I know that changes are OK and that sometimes they will happen whether I want them to or not.
- I understand that growing up is natural and that everybody grows at different rates.
- I respect my body and understand which parts are private.
- I enjoy learning new things.
- I know some ways to cope with change.

Key Questions

Lesson 1) How does frogspawn become a frog? What changes happen? How long does it take to grow up? Do we all grow up at the same rate? What do you most like about being you now? What do you want to be when you grow up?

Lesson 2) How much have you changed from when you were a baby? What can you do now that you couldn't do when you were a toddler? What can you do now on your own that you used to need help with?

Lesson 3) What do other living things look like at the beginning of their life cycle? How much have we all changed since we were babies? How have our bodies changed? How have our abilities changed? How long does it take to grow up? Do we all grow at the same rate? What would happen if we didn't change and grow?

Lesson 4) How can we tell the difference between a male and a female? How can we tell who's a boy and who's a girl? How do you tell the difference between a boy and a girl? What are the right names for the body parts that make boys and girls different? If we are worried, or feeling scared or hurt, what should we do? Which of our body parts do we normally keep private? When is it all right for us to talk about our 'private' parts, and what names should we use?

Lesson 5) What have you learnt to do that you couldn't do when you were a baby?

Lesson 6) What changes have already happened to you? How do you feel about these? What changes might be coming up for you? How do you feel about those? Why are some changes better than others? What feelings might somebody get if the change was a sad one? What could they do to make themselves feel better?

	LO	Lesson outline
Lesson 1	<p>LO To begin to understand the life cycles of animals and humans</p> <p>SK I understand that all living things have a life cycle and change as they get older.</p>	<p>Jigsaw Charter</p> <p>Connect us- Play 'find your pair'. Give each child a picture card (please find your own photographs rather than using the clip art ones provided as they are not scientifically accurate), find their pair then sit with their partner. Identify one change that has happened to make their baby into the adult. Share.</p> <p>Calm me</p> <p>Open my mind- Listen to/ join in with the Jigsaw song 'A New Day'.</p> <p>Tell me/Show me- Watch a Youtube clip of frogspawn turning into a frog. What happens? Show chn a series of photos of you as a baby to an adult. Explain we go through different stages of growth but everyone grows at different rates because we are all unique. Choose chn to arrange the photos in order.</p> <p>Let me learn- In groups chn arrange the life cycle cards in order (please find your own photographs rather than using the clip art ones provided as they are not scientifically accurate).</p>

		<p>In books: present a photograph of the life cycle activity or if there are enough copies, chn could stick them in their books.</p> <p>Help me reflect- Slide 2- reflect on their learning thumbs up/down</p>
Lesson 2	<p>LO To understand some things about me that have changed and some things about me that have stayed the same</p> <p>SK Our bodies change as we grow up e.g. we get taller.</p>	<p>Jigsaw Charter Connect us- Play Change. Ask the children to move around the room as if they are mice. Then tell the children that when you shout the word 'change' and an animal, e.g. 'change - penguin,' or 'change - monkey', they turn into and act like that animal. Calm me Open my mind- discuss with their partner things they can do now that they couldn't do when they were a baby. Share using Jigsaw Jack. Reinforce that we all change, and that change is OK. Tell me/Show me- Sequence the life cycle cards from last lesson. Discuss how every living thing has a life cycle and grows from young to adult. How have you changed since you were a baby? Let me learn- In books: Make a concertina booklet. Chn draw pictures of themselves as a baby, toddler and now. Write short sentences to say how they have changed. Help me reflect- Slide 2 reflect on their learning thumbs up/down</p>
Lesson 3	<p>LO To understand how my body has changed since I was a baby</p> <p>SK Babies can't walk or talk but I can.</p>	<p>Jigsaw Charter Connect us- Play parts of the body Simon Says Calm me Open my mind- Slide 1 Listen to/ join in with the Jigsaw song 'A New Day'. Tell me/Show me- Show a picture of a member of staff as a baby. Can you tell who it is? Why not? Pick some baby photos from a box that the chn have brought in. Can you tell who it is? Don't go through them all as some chn won't have brought one in. Establish the learning that we are all changing all the time. We are still 'us', I am still me, even though my body grows and changes every day. How have you changed since you were a baby? Write a list in 2 columns - body changes and other changes. Let me learn- In books: Stick in their baby photo or draw a picture of themselves and write around it how they have changed. Help me reflect- Slide 2 reflect on their learning thumbs up/down</p>
Lesson 4	<p>LO To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p> <p>SK Private parts of a girl's body are called vagina, vulva, anus. Private parts of a boy's body are called penis, testicles, anus.</p>	<p>Jigsaw Charter Connect us- Pass Jigsaw Jack around the circle. Each child in turn completes the sentences 'my name is ... and my favourite food is...' Calm me Open my mind- slides 1-4. Which is male and which is female? How do you know? Tell me/Show me- Slides 5-6. How do boys and girls look different? One way we can tell is their private body parts. Show the male and female bodies and ask the children to name the parts of the body. Teach the words penis, vagina, vulva, testicles. These are private parts so we might feel embarrassed or shy to talk about them. Invite chn to say what they call these parts at home. Explain this is ok but we also need to know the real names for them. Our private parts are the parts that our underwear and swimwear covers. There is more guidance in the Jigsaw lesson plan on what to address in this discussion. Let me learn- Work in pairs to sort the body part cards into an overlapping Venn diagram male, female, both. In books: present a photograph of the sorting activity. Help me reflect- Slide 7 reflect on their learning thumbs up/down</p>
Lesson 5	<p>LO To understand that every time I learn something new I change a little bit</p> <p>SK Every time we learn something new, we grow.</p>	<p>Jigsaw Charter Connect us- Slide 1 Listen to/ join in with the Jigsaw song 'A New Day'. Calm me Open my mind- Share the picture cards with the children on the slides. Chn put them in sequence. Tell me/Show me- On the whiteboard, draw the stem and centre of a flower. Add one petal and stick the first picture (baby) into it. Draw the second petal and ask the children which picture should go in next (baby crawling). Continue until the flower is complete, helping children to understand that every time we learn something new, we add a little bit onto ourselves, like adding a petal to a flower. Repeat with what chn have learnt that might have changed e.g. learning to share toys. Let me learn- Children find a space and curl up in a ball pretending to be the seed of a new flower. Explain that as you call out something they may have learnt, if this applies to them, they physically grow a little bit as if they are a flower starting to grow, a flower that is blossoming. For example, if you have learnt to walk, make your flower grow a little bit. Continue the process until all of the children are standing up and looking like flowers. In books: Use the flower template. In each petal chn write/ draw something they have learnt that has helped them to grow.</p>

		<p>Help me reflect- Slide 3 reflect on their learning thumbs up/down</p>
<p>Lesson 6</p>	<p>LO To understand some of the changes that have happened in my life SK Some changes in our lives can be scary or exciting. We can talk to an adult about our feelings.</p>	<p>Jigsaw Charter Connect us- Play Change. Ask the children to move around the room as if they are mice. Then tell the children that when you shout the word 'change' and an animal, e.g. 'change - penguin,' or 'change - monkey', they turn into and act like that animal. Calm me Open my mind- slides 1-6 share the story. Tell me/Show me- Take an object from a big bag, which is associated with a big change that might happen for children (a baby's nappy or toy, a school jumper, etc). They need to guess what that change is. When children have guessed the change event, pass Jigsaw Jack again so that children can express how each change might feel. For each change event, discuss with the children how they might cope and how they could manage the feeling e.g. tell an adult, express their feelings, share their worries with someone they trust. Draw out that some changes are better than others. Ensure change is seen as positive. Let me learn- In books: children draw one change they have experienced and write in a speech bubble how they felt when this was happening. Help me reflect- Slide 7 reflect on their learning thumbs up/down</p>