


YEAR RECEPTION

<u>Unit</u>	<u>Name of lesson</u>
Changing Me	Growing Up
Learning Objective	<ul style="list-style-type: none">I understand that we all grow from babies to adults
Vocabulary	<i>Changed Change Baby Adult Grow up</i>
Introduction	Read one of the suggested stories: 'The Wonderful Things You Will Be' by Emily Winfield Martin or 'As We Grow' by Libby Walden.
Activity	Briefly talk about how the children have changed since being a baby to now. Talk about visible features as well as abilities. Show the children the picture cards of different stages in life (see resources). Ask the children to put the cards in the right order from baby > child > adult. Questions: How will we change as we grow up?
Reflection	Ask the children to sit in a circle and ask the children what they are excited about being able to do when they grow up that they can't do now. Questions: <ul style="list-style-type: none">How will we change as we grow up?What new things will we be able to do as we grow and learn?How do we need to look after ourselves as we grow up?
Resources	

YEAR 1

<u>Unit</u> Changing Me	<u>Name of lesson</u> Life Cycles (1)
Learning Objective	<ul style="list-style-type: none">• I am starting to understand the life cycles of animals and humans.• I understand that changes happen as we grow and that this is okay.
Key Vocabulary	Changes, life cycle, baby, adulthood, growth, change
Introduction	<p>Play 'Find your pair'. This game helps us to begin thinking about visible changes that happen as we grow. Give each child one of the picture cards and ask them to 'find their pair' and sit with their partner. Using your talking object and giving the children some thinking time, each pair identifies one change that has happened to make the baby into the adult. Record ideas on your flip chart.</p> <p>Show the image of the frog's lifecycle and/or the video clip (if you sourced one).</p> <ul style="list-style-type: none">• Ask the children how the frogspawn turns into the frog. What do they think happens and in what order? How does frogspawn become a frog?• What changes happen?
Activity	<p>Show the series of photos of yourself, or another adult the children know, in sequence from a baby to adult.</p> <p>As you show the photos explain that everyone starts as baby and goes through different stages of growth. Also explain that not everybody grows at the same rate because our bodies are all unique.</p> <p>Reinforce the stages of growth and change by muddling up the sequence of photographs and invite two children to come into the circle and put them in the right order explaining as they go.</p> <p>Introduce the concept of 'Life cycle' and explain that this means growing from birth to adulthood</p> <p>Divide the children into groups and give each a set of the life cycle cards. Ask the children in groups to arrange these in the correct order to show the stages of growth and development of each of the animals.</p>

Reflection

How long does it take to grow up?

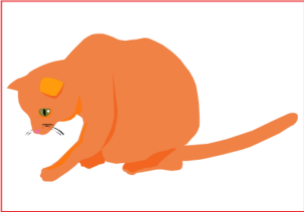
Do we all grow up at the same rate?

What do you most like about being you now?

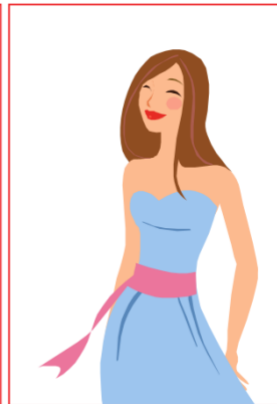
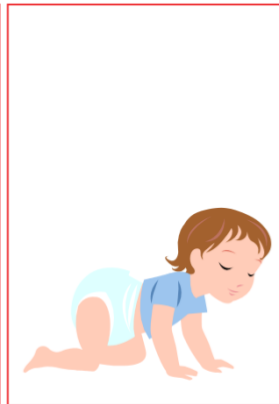
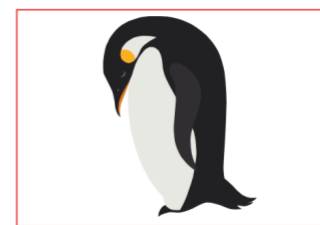
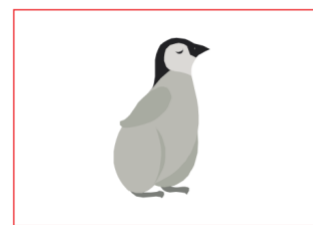
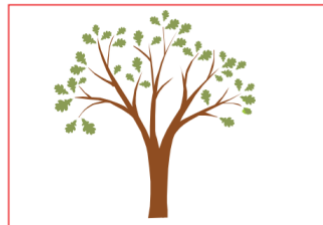
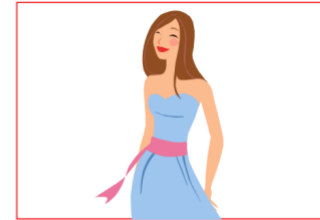
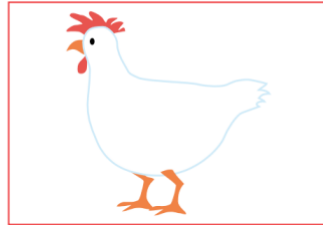
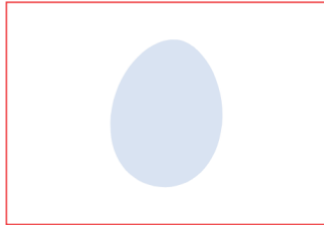
What do you want to be when you grow up?

Resources

Changing Me
Find Your Pair - Ages 5-6 - Piece 1



Changing Me
Find Your Pair - Ages 5-6 - Piece 1



YEAR 2

<u>Unit</u>	<u>Name of lesson</u>
Changing Me	Changing Me (3)
Learning Objective	<ul style="list-style-type: none">• Can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.• I feel proud about becoming more independent.
Vocabulary	<i>Baby Toddler Child Teenager Adult Independent Timeline Freedom Responsibilities Control</i>
Introduction	<p>(You will need to collect together items for a timeline bag before the session)</p> <p>Explain to the class that Jigsaw Jo has a mystery bag of items to show them. 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. Slowly remove the items from the bag.</p> <p>Suggested items:</p> <ul style="list-style-type: none">• Baby - rattle, dummy, feeding bottle• Toddler - building bricks, plastic bowl/mug, tiny shoes• Child -reading book, pencil & paper, Lego/construction toy• Teenager – cycle helmet, smart phone, make-up• Adult - car keys, credit card, passport, DIY tools <p>Ask the children what they think the connection is. Explain to the children that, for humans, growing up takes longer than for many living things. It doesn't only mean getting bigger, but also learning and being able to do more and more.</p> <p>Look at the pictures of a baby growing. Explain that we can't control when we grow up – but that's OK because growing happens naturally and our bodies know just what to do. What do you notice? Is there something that you can you do now that you couldn't do when you were a baby? How will your life change as you grow up?</p>
Activity	Set out the labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' to make a continuum/timeline on the floor or board.

	<p>Using the items previously shown from the bag ask the children to sequence where each item 'belongs' on the continuum. Explain that a continuum shows roughly where things are as not everything happens at exactly the same time for all people. As you do this draw out from the discussion that growing up comes with a wider range of abilities, more freedom, more independence, more responsibilities and more knowledge.</p>
Reflection	<p>Explain that Jigsaw Jo has been thinking about growing up and is feeling lots of different emotions. It's natural to have lots of different feelings at the same time, and it can be helpful to pause and consider why we may be having them so that we can decide which ones we can manage ourselves, and which ones we may need help to manage and understand. Feelings are not always in our control but our actions are and how we manage them.</p> <p>Ask children to turn to their talk partner, and read each feeling word aloud, explain its meaning.</p> <p>For each one, ask children to think of something about growing up that Jo might be feeling that way about. For example, Jo might feel excited about learning to ride a bike, or nervous about going to a new class.</p> <p>Happy – feeling joy and content</p> <p>Sad – feeling upset or unhappy</p> <p>Angry – feeling cross or frustrated</p> <p>Worried – feeling concerned about something</p> <p>Scared – feeling frightened or unsafe</p> <p>Surprised – feeling caught off guard by something unexpected</p> <p>After each one, share some ideas and ask who Jo could talk to about some of them.</p>

Resources

Changing Me
Timeline Labels - Ages 6-7 - Piece 3

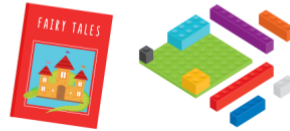
Baby



Toddler



Child



Teenager



Adult



Changing Me
Timeline Template - Ages 6-7 - Piece 3

Adult



Teenager



Toddler



Child



Baby

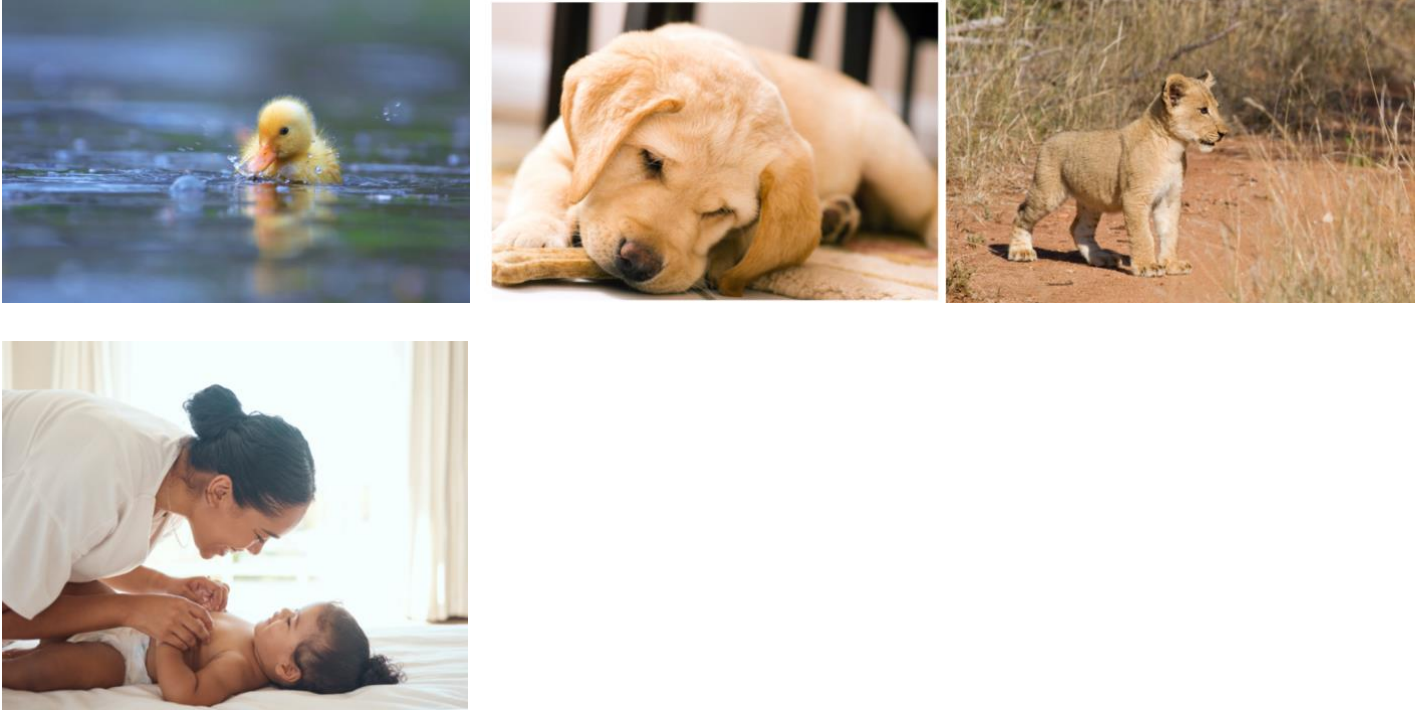


Jigsaw



YEAR 3

<u>Unit</u>	<u>Name of lesson</u>
Changing Me	How Babies Grow (1)
Learning Objective	<ul style="list-style-type: none">• I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby.• I can express how I feel when I see babies or baby animals.
Vocabulary	<i>Male Female Changes Birth Animals Babies Mother Growing up Family Care</i>
Introduction	<p>Show the baby animal picture slides.</p> <p>Using Jigsaw Jino as the talking object, ask the children to share their feelings about how the pictures make them feel.</p> <ul style="list-style-type: none">• How do these pictures make you feel?• What do you think makes us feel this way?
Activity	<p>Show the slide of a human mother and baby.</p> <p>Make the point that in nature it is usually the female who has the baby and looks after it whilst it is very young, but often the males (dads) have an important role to play too, e.g. for humans, penguins etc.</p> <p>Hand out the mini-whiteboards (or pieces of paper) and in pairs ask the children to write down some things that a baby can't do yet and needs an adult to do for them. Give a few minutes thinking time, then ask all the pairs to show what they have written. From the children's answers draw out the role of a parent in caring for a baby, and why a parent needs to devote a lot of care.</p> <p>Ask the children how it might feel to have a new baby in the family.</p> <p>Families come in all different shapes and sizes. Sometimes babies are cared for by two mums, two dads, grandparents, or other family members. What's important is that babies have adults who love and care for them.</p>

	<p>In pairs, the children can use the picture of their choice. Ask the children to draw three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown. Ask them to write a short description about the changes that occur as the baby grows into an adult.</p>
Reflection	<p>How might it feel to have a new brother or sister?</p>
Resources	 <p>The resources section contains four images arranged in two rows. The top row features three images: a small yellow duckling on water, a golden retriever puppy lying down, and a young lion cub standing in a savanna. The bottom row features a single image of a woman in a white shirt leaning over a baby lying on a bed, gently holding the baby's hands.</p>

YEAR 4

<u>Unit</u>	<u>Name of lesson</u>
Changing Me	Unique Me (1)
Learning Objective	<ul style="list-style-type: none">• I understand that lots of things make up a person's identity and this is what makes them unique• I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am
Vocabulary	<i>Identity Choices Hobbies Interests Skills Proud Values Unique Characteristics Personality</i>
Introduction	<p>Have you ever noticed how every plant and tree, even of the same type, is slightly different?</p> <p>The general shape of the leaves, the rough height of the plant, and the range of colours may be similar, but there are always some differences that make even a flowerbed of the same kind of plants more interesting and helps us to live in a more amazing world.</p> <p>Have you ever seen a tree trunk's rings? These really show us how unique each tree is: no two are the same!</p> <p>Do you know of anything else in nature where no two are the same? (children may suggest snowflakes and even fingerprints)</p> <p>Invite children to look closely at their fingertips. What do they notice? Can they see the patterns of lines and ridges?</p> <p>Explain that every single person in the world has fingerprints, but no two people have exactly the same fingerprints.</p> <p>Not even identical twins have the same fingerprints. Even though fingerprints might look similar, each person's fingerprints are completely unique to them.</p> <p>Invite children to compare their fingerprint with their talking partner's fingerprint. What's similar? What's different?</p>

	<p>Just like our fingerprints, every person is unique. Even when people seem similar, everyone is different in their own special way.</p>
<p>Activity</p>	<p>Work through slides</p> <p>Things from our families:</p> <p>We might inherit physical characteristics like eye colour or hair colour from our birth parents.</p> <p>We also learn from the families we grow up in. This could be languages we speak, cultural traditions we celebrate, values that are important to us, foods we enjoy, or stories that are special to our family.</p> <p>Every family is different and special in its own way.</p> <p>Things we choose and develop:</p> <p>As we grow, we make choices that help shape who we are becoming.</p> <p>We choose hobbies and activities we enjoy. We develop skills through practice and trying new things. We build our personality through the way we treat others and respond to situations. We discover interests that make us happy and help us feel good about ourselves.</p> <p>Things we experience:</p> <p>The things that happen to us, places we visit, people we meet, challenges we overcome, and new experiences all help shape who we are and who we're becoming.</p> <p>Use Jigsaw Jerrie to illustrate this concept. For example: "Jigsaw Jerrie has straight smooth fur which came from Jerrie's cat family. Jerrie chose to learn how to swim, because it looked fun. Jerrie developed the skill of</p>

being a good listener by practising with friends. Jerrie visited the seaside once and discovered a love of rock-pooling. All of these things together make Jerrie who Jerrie is."

Jerrie is proud of the things he has learnt and the ways that he is similar and different to his family and friends.

This could be expanded more with Jerrie and then the concentric circles next to him to show how each element makes Jerrie who he is.

Family:

Physical characteristics: he has a tail, fur and pink nose (from his mum) and freckles on it (from his dad).

Learnt from: can speak 'purrr' and enjoys eating tuna for his tea (family tradition) but loves salmon on his birthday.

Choice:

Hobbies - his parents really like fishing, but Jerrie is not as keen... he really enjoys swimming instead - it makes him feel good as he works hard and earns badges... plus he can catch fish that way!

Skills - good listener - practices with friends.

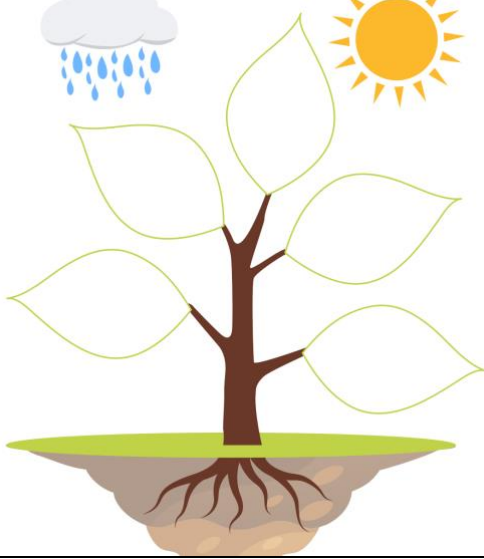
Experience:

Visited sea side - met another friend and realised he loves surfing (developed from his love of swimming) and also rock pooling.

children create a visual representation of what makes them unique. Decide which way to depict this will suit your pupils.

This could be structured as any of the following:

	<ul style="list-style-type: none"> • A simple drawing of themselves with the aspects of family, choices and experiences drawn or described around the outside • A tree with roots, trunk and branches (there is a printable resources for this accompanying this lesson) • Concentric circles with "Me" in the centre, surrounded by different aspects of their identity (there is a printable resources for this accompanying this lesson) • A journey path showing where they've come from and where they're going. <p>Children should include:</p> <ul style="list-style-type: none"> • Family: Things inherited or learned from family (these might include physical characteristics, languages, cultural traditions, family values) • Choices – decisions they have made • Experiences <p>As children work, circulate and use prompts such as:</p> <ul style="list-style-type: none"> • What hobbies or interests do you enjoy? • How did you discover you liked this? • What skills are you proud of developing? • What makes you feel good about yourself? • Are there new things you'd like to try as you grow? • How do the people in your family influence who you are? • What choices have you made that show who you are?
Reflection	<p>When everyone has finished, invite some children to share one thing from their identity map with the class if they wish to.</p> <p>Emphasise that everyone's identity is unique and special. We all have things that connect us to our families, and we all have the power to make choices about who we are becoming. As we grow and change, we keep discovering more about ourselves and developing new interests and skills. This is an exciting part of growing up.</p>

Resources	

YEAR 5

<u>Unit</u>	<u>Name of lesson</u>
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Changing Me	Self and Body Image (1)
Learning Objective	<ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that • I know how to develop my own self esteem
Vocabulary	<i>Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation Filter Edited Media Influencer Authentic Mental health/wellbeing</i>
Introduction	<p>Using the Smiley/Sad Emoji Classroom Labels, designate two ends of the room, one with a smiley emoji and one with a sad emoji.</p> <p>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.</p> <p>This activity should generate discussion as there is no right answer.</p> <p>Help children question why they have these perceptions from the Connect us game and where they may have come from.</p>
Activity	<p>Raise the issue of body image expectations and what is shared online and in social media. Look at images on the PowerPoint. How real are these images and how much is filtered or edited using special effects to change the appearance? Share some images that you have sourced from online of celebrities the children know. Can they tell if these images have been altered?</p> <p>It's not fair to compare ourselves to what we see online or in the media. Just as not all information online is true, these images aren't always real either. Photos and videos are often planned and changed to look a certain way, so they don't show authentic (real, genuine) everyday life. Even people we know might only post their happiest or best-looking moments online.</p> <p>Draw out that it could affect their mental health and physical health e.g. restricting what activities they go out and do, following an unhealthy diet, taking risks with creams designed for adults or taking risks. Make the point that both males and females are affected by this, and that it is NOT just a 'girl thing'.</p>

If you ever feel worried about your body image, eating, or how you feel about yourself, it's important to talk to a trusted adult such as a parent, teacher, school nurse or another adult you trust. There are people who can help and support you.

- Do these images help us to see people as individuals, as real people?
- What could be the consequences of your perceptions regarding self-image, from images like this?
- If online images make people feel that being as thin as possible is positive, could this lead to difficulties in someone's mental health and relationship with food?

Step 1

Ask the children to work individually and to write ten words/phrases inside the picture frame template that best describe the internal picture (self-image) they hold of themselves. These can include things like their appearance, skills, characteristics and feelings. Display the prompt slide on the board to help the children with this.

Step 2

When they have done this, ask them to draw a smiley face by the words that describe the parts of themselves they feel confident about and a thoughtful face by the aspects they'd like to develop or feel less confident about.

Step 3

Ask them to reflect on the balance between smiley and sad faces? (Be aware that this process could be painful for some children and be ready to support them).

Explain to the children that the happier they are with their self-image, the better their self-esteem will be.

Also explain that our self-image doesn't remain static and can and alter with time and in response to experiences, so it is helpful to try and be mindful of our self-image and to boost it whenever we can by using positive affirmations.

Step 4

	<p>Children can work individually, or with a friend if they choose to, and take one of their self-image words that they put a sad face by and change it into a positive affirmation. Help them to understand that if they change the negative perceptions of themselves into positive i.e., they can see themselves in a more positive way, this could raise their self-esteem. If time, they can repeat this process with other sad face words.</p> <p>Positive affirmations must be written in the first person, present tense, have no comparisons and describe it as if it is already the reality e.g. "I feel brilliant in my new jeans".</p> <p>Ensure that every child has turned one negative into a positive by the end of the lesson, so it ends on an upbeat note with children feeling good about themselves.</p>
Reflection	In talk partners, ask children to identify 2 different people they could talk to if they had questions or worries relating to body image or confusing messages they may have seen in the media. If they find this difficult, ask them to use ideas from the slide to help them think of people they may know.

Resources

Self-Image Cards - Ages 9-10 - Piece 1

Thin

Fat

Tall

Short

Blue eyes

Sporty

Kind

Humorous

Wear glasses

Popular

**Gets lots of 'likes' on
social media**

Caring

Generous

Friendly

Moody

Grumpy

Argumentative

Assertive

Brave

Timid

Extrovert

Introvert

Chatty

**How many 'friends'
I have online**

jigsaw

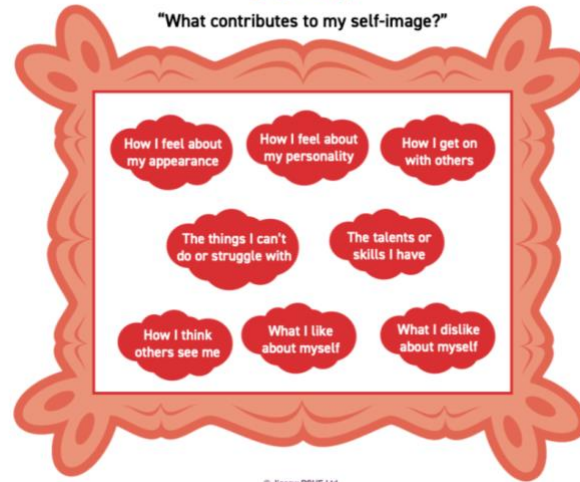




Where to go for support



"What contributes to my self-image?"



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YEAR 6

<u>Unit</u>	<u>Name of lesson</u>
Changing Me	Boyfriends and Girlfriends (4)
Learning Objective	<ul style="list-style-type: none">• I understand how being attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.• I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.
Vocabulary	<i>Attraction Relationship Pressure Love Sexting Consent</i>
Introduction	<p>Diamond Nine Activity</p> <p>Divide the class into groups and give each a set of the Diamond Nine cards. 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.</p> <p>After the sorting exercise go to each group and ask for feedback about why they prioritised the cards as they did. Do you think there might be any differences in how the girls and boys might sort the cards? If there are, why might this be, and is this right? What similarities do you notice? Would it make any difference if someone had a same-sex attraction?</p> <p>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? e.g. media, peers, social standing, popularity, etc. Is it the right thing to 'give in' to the pressure? How do we stand up for ourselves (be assertive)?</p> <p>Summarise that people should decide to enter into a relationship when they feel ready to and that it is a personal choice. There is no expectation for everyone to be dating and just because others are, it doesn't mean that we have to.</p>

Activity	<p>Read out the scenario, explaining to the children that this is a REAL story, but the names have been changed to protect identity (in resources)</p> <p>Before discussing the scenario, explain that when people send messages or photos like this it is sometimes called 'sexting'. Emphasise that once something has been sent online, texted or posted on social media it can NEVER be taken back - you lose control over your personal information. Even if someone deletes the image from their device, other people may still have copies, and there are technical ways that deleted data can be recovered. Remember from our online safety learning that we have rights over our personal data, but once we share intimate images, those rights become very difficult to enforce.</p> <p>Also explain that Daz could be in trouble with the police because there are laws against sharing nude / semi-nude photos of children and young people. (Make the point the law protects both underage boys and girls, and a female could equally be prosecuted for sharing similar images of children and young people).</p> <p>Briefly ask the children to discuss in pairs why Asha sent the photo and what 'pressure' she was under. Was Daz under pressure too?</p> <p>Ask the class if they can remember what the word 'consent' means. Were there times in the story when Asha was being pressured to consent to something? (kissing, sending pictures). Remind the children that no-one should pressure someone else to touch or show anything personal, and if they do, this does not count as consent as it has to be voluntary, not pressured.</p> <p>Take some feedback from the pairs and discuss the 'pressures' and the importance of respect in relationships.</p> <p>Finally ask the children what they would have done if they were in Asha or Daz's position? Is it easier to think of the right thing to do having had time to think about it rather than being in 'the moment'?</p>
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	<p><i>Ask Me This:</i></p> <ul style="list-style-type: none"> • Is this a similar or different sort of 'pressure' compared to what we discussed earlier? • Was Daz being respectful? • Why do the children think there are laws about sharing photos, like the one Asha sent? • What would you have done? • What responsibility did Daz's friends have when they saw the photos?
<p>Reflection</p>	<p>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'</p> <p>Some of the cards are deliberately 'nuanced' as some could be OK or not OK depending on the circumstances to promote discussion.</p> <p>After the groups have finished take some feedback, and from the discussion draw out the elements of personal choice, respect (for self and others) and where to access support.</p> <p>Draw the lesson to a close by asking the children to summarise what they have discovered about having a boyfriend/girlfriend today. Do they think differently about this now compared to the start of the lesson? What have they learnt about having a respectful boyfriend/girlfriend relationship with another person in the future?</p> <p>Ask children to think of at least 2 trusted adults that they could go to for support when they need it – they do not need to share this. If you feel the first person you asked has not been able to give you the support you need, you can always ask another safe and trusted adult.</p>

Resources

Changing Me Diamond 9 Cards - Ages 10-11 - Piece 4

You are physically attracted to them	You are the only one in your group without one	You want to be treated like a grown-up
You like the attention they give you	You enjoy their company	You can have a laugh together
You don't want to look like a loser	You like doing things together	You want to make your friends envious

SCENARIO

Asha was 12 years old when she got a crush on a boy in her year called Daz. They began seeing each other after school. Sometimes they went to the movies but mostly they would spend time together at one of their houses watching Netflix or playing video games. Everyone at school knew they were an 'item'. After a couple of months, Daz started asking Asha to kiss him because he said that's what boyfriends and girlfriends were supposed to do. Asha didn't mind holding hands with him, but she wasn't sure she was ready to start kissing just yet.

Daz started getting moody with her and missed a few dates. A few more weeks went by and then Daz said if she really loved him could she prove her love by sending him a photo of herself in her bra and pants. She spoke to her friends who said they had heard that lots of couples sent pictures like this, and that she should do it.

Asha sent a picture to Daz. It was simple and easy and she didn't really give it a lot of thought. She felt more confident that she wasn't going to lose him as a boyfriend after sending the photo. Daz started asking for more and more photos and was texting her all the time about it.

What she didn't know was that Daz had shown the photos to his friends, and they had told their friends until it had spread around the whole school. Soon everyone in school knew and people she didn't even know started to call her a loser and tease her in the corridors. Daz said he wanted to break up because he couldn't be seen with a loser like her.

Changing Me

Should I/Shouldn't I? Cards - Ages 10-11 - Piece 4

Have a boyfriend/girlfriend at the age of 10	Text 'I love you' to your boyfriend/girlfriend	Sulk until you get what you want from your boyfriend/girlfriend	Make fun of somebody's looks and say they'll never get a boyfriend/girlfriend
Chat to your parents about a boyfriend/girlfriend worry	Criticise yourself for not having a boyfriend/girlfriend	Send a 'sexy' photo or text to prove you love somebody	Have a boyfriend/girlfriend at the age of 15
Tell someone that you'll only go out with them if they do something you want	Chat to a friend about a boyfriend/girlfriend worry	Accept other people's compliments about you	Look online for advice about boyfriend/girlfriend problems
Send a horrible message back if your girlfriend/boyfriend sends you a horrible message	Be assertive if you don't want to do something that could hurt you or someone else	Try to be a grown up before you are ready	Not wanting to have a boyfriend/girlfriend