

## Daven Primary School adapted Jigsaw Puzzle 6 - Changing Me Summer 2

Reception Class	Pieces	Learning Intention	Vocabulary
Piece 1	My body	I can name parts of my body	Body parts: Eye, Ear, Knee, Finger, Foot, Mouth, Nose, Stomach, Eyebrow, Arm, Tongue, Toe, Forehead, Chest, Hand, Leg Healthy Unhealthy Favourite Choices Likes/dislikes Baby Adult Change Excited Grow up Feelings/emotions: Sad, Happy, Excited, Worried, Scared, Nervous, Celebrate Achievement Proud Favourite memory
Piece 2	Respecting my body	I can tell you somethings I can do and foods I can eat to be healthy	
Piece 3	Growing Up	I understand that we all grow up from babies to adults	
Piece 4	Fun and fears Part 1	I can express how I feel about moving to Year 1	
Piece 5	Fun and fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1	
Piece 6	Celebration	I can share my memories of the best bits of being in Reception	
Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.			

Year 1	Pieces	PSHE intention	Social and Emotional Intention	Vocabulary
Piece 1	Lifecycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that is OK	<b>Changes</b> <b>Life cycle</b> <b>Baby</b> <b>Adulthood</b> <b>Life cycle</b> <b>Adult</b> <b>Grown up</b> <b>Growing up</b> <b>Mature</b> <b>New</b> <b>Grow</b> <b>Change</b> <b>Feelings: Anxious Worried Excited</b> <b>Coping</b>
Piece 2	Changing Me	I can tell you somethings about me that have changed and some that have stayed the same	I know that changes are OK and sometimes they may happen whether I want them to or not	
Piece 3	My changing body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates	
Piece 4	Learning and Growing	I understand that every time I learn something new I change a little bit	I enjoy learning new things	
Piece 5	Coping with changes Assessment	I can tell you about changes that have happened in my life	I know some ways to cope with changes	
<p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>				

Year 2	Pieces	PSHE intention	Social and Emotional Intention	Vocabulary
Piece 1	Life cycles in nature	I recognise cycles of life in nature	I understand that there are some changes outside of my control and can recognise how I feel about this	Change Grow Life cycle Control Baby Toddler Child Teenager Adult Fully grown Growing up Old Young Change Respect Appearance Physical Independent Freedom Responsibilities Touch Cuddle Hug Squeeze Like/Dislike Acceptable/Unacceptable Comfortable/Uncomfortable Looking forward Feelings: Excited Nervous Anxious Happy
Piece 2	Growing from young to old	I can tell you about the natural cycle of growing from young to old	I can identify people I respect who are older than me	
Piece 3	The changing me	I 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	
Piece 4	Assertiveness	I understand that there are different types of touch and can tell you which ones I like and which ones I don't like	I am confident to say what I like and don't like and can ask for help	
Piece 5	Looking Ahead Assessment	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this	

In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. They are also reminded that nobody has the right to hurt the private parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

Year 3	Pieces	PSHE intention	Social and Emotional Intention	Vocabulary
Piece 1	How babies grow	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals	Changes Birth Animals Babies Mother
Piece 2	Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family	Growing up Uterus Womb Nutrients Survive
Piece 3	Outside body changes	I understand that boys and girls bodies need to change so that when they grow up their bodies can make babies	I recognise how I feel about these changes happening to me and know how to cope with those feelings	Love Affection Care Change Puberty Control
Piece 4	Inside body changes	I can identify how boys and girls bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with those feelings	Male Female Testicles Sperm Penis
Piece 5	Family stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	Ovaries Egg Ovum/Ova Vagina Stereotypes Roles
Piece 6	Looking ahead Assessment	I can identify what I am looking forward to when I move to my next class	I start to think about changes I will make next year and know how to go about them	Looking forward Feelings: Excited Nervous Anxious Happy

This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grownup. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.

Year 4	Pieces	PSHE intention	Social and Emotional Intention	Vocabulary
Piece 1	Unique me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being	Personal Unique Characteristics Parents Sperm Egg/Ovum Penis Testicles Vagina/Vulva Womb/Uterus Ovaries Sexual Intercourse Fertilise Conception Puberty Menstruation Periods Circle Seasons Change Control Acceptance Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.
Piece 2	Having a baby	I can correctly label the internal and external parts of the male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult	
Piece 3	Girls and puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty	
Piece 4	Circles of change	I know how the cycle of change works and can apply it to changes I want to make in my life	I am confident to try to make changes if I feel they will benefit me	
Piece 5	Accepting change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	
Piece 6	Looking ahead Assessment	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how I can go about this	
<p>In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>				

Year 5	Pieces	PSHE intention	Social and Emotional Intention	Vocabulary
Piece 1	Self and Body Image	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	Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation Teenager Milestone Perceptions Responsibilities Change Hope Manage Cope Opportunities Emotions: Fear Excitement Anxious
Piece 2	Puberty for girls	Included in talk delivered by the School Nurse		
Piece 3	Puberty for boys			
Piece 4	Conception			
Piece 5	Looking ahead 1	I can identify what I am looking forward to about becoming a teenage and understand that this brings growing responsibilities (age of consent)	I am confident that I will cope with the changes that growing up will bring	
Piece 6	Looking ahead 2	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make next year and how I will go about this	

In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.

**The School Nurse will cover:** Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored.

Year 6	Pieces	PSHE intention	Social and Emotional Intention	Vocabulary
Piece 1	My self-image	I am aware of my own self image and how my body changes to fit in with that	I know how to develop my own self-esteem	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, transition, secondary, looking forward, journey, worries, anxiety, excitement
Piece 2	Puberty	Included in talk delivered by the School Nurse		
Piece 3	Babies: Conception to birth			
Piece 4	Boyfriends and girlfriends			
Piece 5	Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self image and know how to challenge negative body talk	
Piece 6	The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to Secondary School and/or moving to my next class	I know how to prepare myself emotionally for the changes next year	
<p>The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p> <p><b>The School Nurse will cover:</b> the class will learn about puberty in boys and girls and the changes that will happen - they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to.</p>				