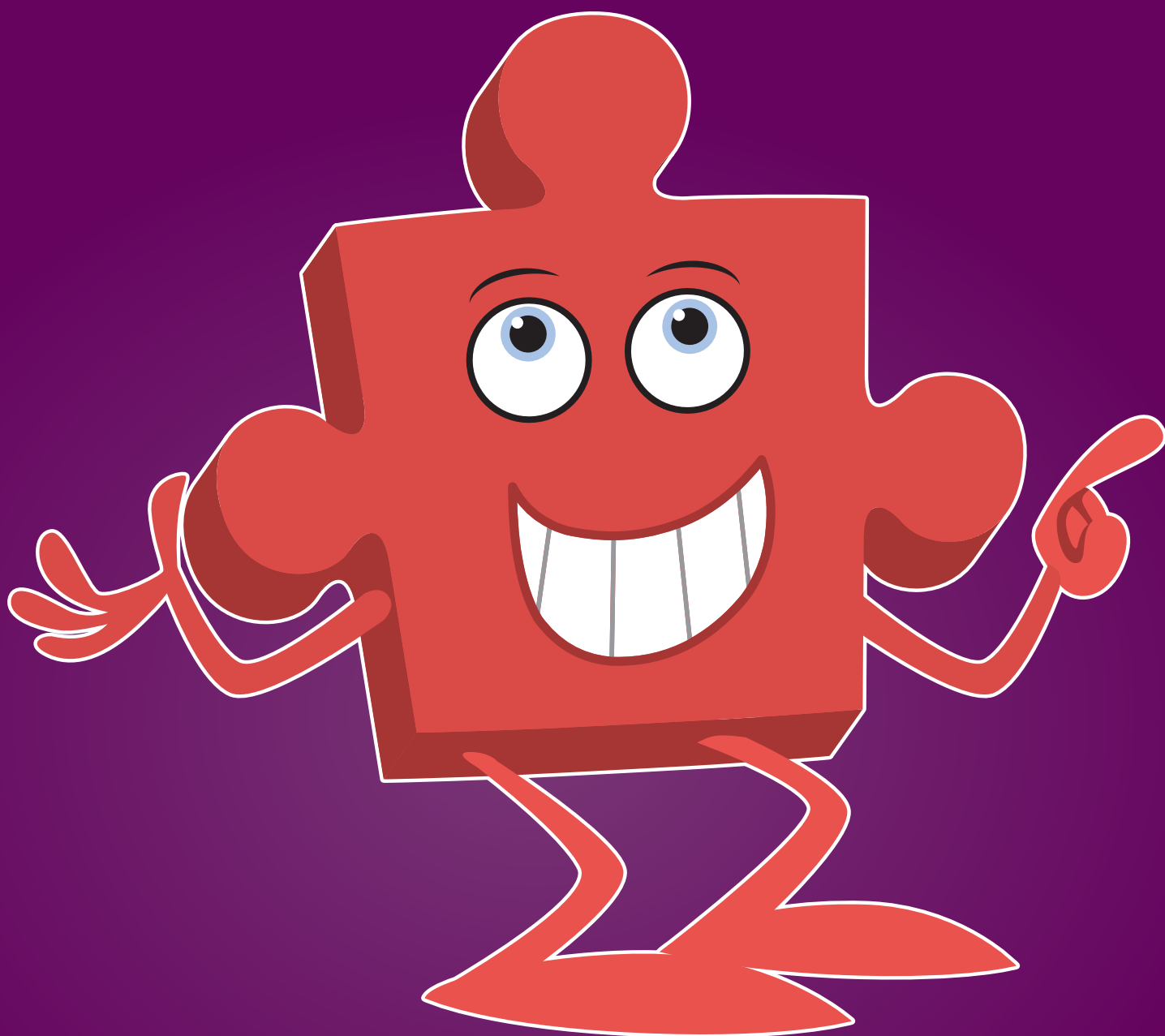




Changing Me – Year 6

www.jigsawpshe.com

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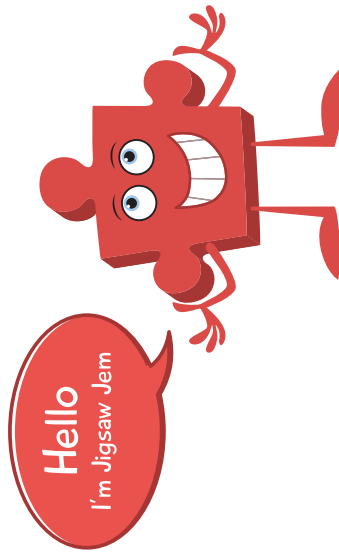


Changing Me

Puzzle Map - Year 6

Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create Tree of Change display



Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Resources
Understand that everyone is unique and special	1. My Self 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	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', PowerPoint of celebrity images, 'Real' self/'ideal' self template, Highlighter pens, Jigsaw Journals, 3 bottles as props, Smoothie label template, Smoothie recipe template, Fruit smoothies (optional).
Can express how they feel when change happens	2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty	Jigsaw Chime, 'Calm Me' script, Growing-Up Bingo cards, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides showing girl to woman and boy to man, Animations: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Blank paper, Jigsaw Jem's Private Post Box.
Understand and respect the changes that they see in themselves	3. Girl Talk/Boy Talk (We recommend this Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator)	I can ask the questions I need answered about changes during puberty	I can reflect on how I feel about asking the questions and about the answers I receive	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Preferably two separate spaces for boys and girls to work separately, The questions submitted by the children at the end of the previous Piece, typed up and checked for anonymity, and sorted into sets of boy's and girl's questions, Animations: Female and Male Reproductive Systems.
Understand and respect the changes that they see in other people	4. Babies - Conception to Birth Assessment Opportunity ★	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I recognise how I feel when I reflect on the development and birth of a baby	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Tennis ball, PowerPoint slides of scans of babies in the womb, Animations: Female and Male Reproductive Systems, YouTube footage of baby in womb, A set of 'Baby Can...', cards, cut up and shuffled, Conception to Birth resource sheet, Conception to Birth Card Sort Template, Jigsaw Journals.
Know who to ask for help if they are worried about change	5. Attraction	I understand how being physically attracted to someone changes the nature of the relationship	I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Photo cards: Holding hands, Jigsaw Journals.
Are looking forward to change	6. Transition to Secondary School	I can identify what I am looking forward to and what worries me about the transition to secondary school	I know how to prepare myself emotionally for starting secondary school	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jem, PowerPoint slide of Bungee, Coloured card and pens, Blank T-shirts, Fabric pens.



Assembly (Collective Worship) to launch Puzzle: Changing Me

Puzzle Assembly/Collective Worship Title: Changing Me - Song: Changing as I Grow

Some calm music to be played as everyone arrives in to the hall (suggested song: The Beatles - 'In My Life'). You may like to have a candle lit at the front of the hall.

Calm me: Invite the children to focus and calm themselves by taking a deep breath in while they count to 4 in their heads and to breathe that breath out while they count 6. They do this several times in their own time using a 4/6 breath.

Listen to the Jigsaw chime until they can no longer hear any sound.

Stimulus (focus for reflection) for children to look at on screen.

Use PowerPoint of baby animals and humans followed by their grown up equivalents and ask the children: How do animals and people change as they grow older/grow up?

They could talk in partners and come up with 3 ways both animals and humans change or 3 ways animals change and 3 different ways humans change.

Then show the children the clip: An elderly wife explains how her husband has changed as he has grown older

www.bbc.co.uk/learningzone/clips/how-do-we-change-as-we-grow-older

Help me think about: Ask the pupils if they can predict what the new Jigsaw Puzzle is about - Changing Me.

Resources: Photo cards and age cards (6 months - baby in a cot, 2 - toddler and a buggy, 4 - starting school, 8 - playing football, 14 - socialising, 35 - going to work, 70 - playing football or mountaineering or something NOT stereotypical).

Puzzle Assembly Plan: Go through the photo cards and talk about what each age represents and give the other children 1 minute to talk about what they could do as a baby (1 minute timer on board/displayed) then repeat but this time as an adult. Ask children from different year groups to come and hold the different photo cards. One set of children stands on one side of the room with the ages and another set of children stand on the other with the activities. Rest of pupils to try and see if they can link up the partner cards - discuss this for one minute.

Lead practitioner uses children's advice and partners them up accordingly, age to picture. Remember to point out that some things can happen at any time of life e.g. older person mountaineering to challenge potential stereotypes.

Help me reflect (time for reflection): Invite the children and adults present to take time to reflect on, or maybe they would like to take time to pray, "talking to their god if that is meaningful to them": **School to make a PowerPoint of teachers when they were children.** Children look at these pictures and think about who they might be? Do they know these people? Remind children that all of these people were once sat in a school hall just like this. Think about all the changes they went through in their lives to get to where they are as adults. Take time to reflect about the kind of person they would like to be when they get older.

If a PowerPoint is not possible, ask children to think about how they were when they were babies, how they are now and what an amazing journey they have made in just a few years. Reflect on what they would like to do when they are grown up and what sort of person they hope to become.

Closing the worship: Quiet music repeated (suggested song: The Beatles - 'In My Life'). The children leave the hall in a manner reflecting school procedures and routines.

Changing Me

Assembly (PowerPoint Slides) - Year 6



Changing Me

Assembly (PowerPoint Slides) - Year 6





Changing as I Grow

Seasons come and go
Sunshine, rain or snow,
Our lives ebb and flow
Constantly
Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

Sometimes feeling strange
As minds and bodies change
Friendships re-arrange
Suddenly
Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

Life is flying fast
I can do at last
Things that in the past
Challenged me.
Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

I won't be afraid
Of future plans displayed
Cheerful, not dismayed
Hopefully
Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

Changing as I Grow

C⁺⁹ C F
 Seas - ons come and go
 Some - times feel - ing strange As
 Life is fly - ing fast,
 I won't be a - fraid Of

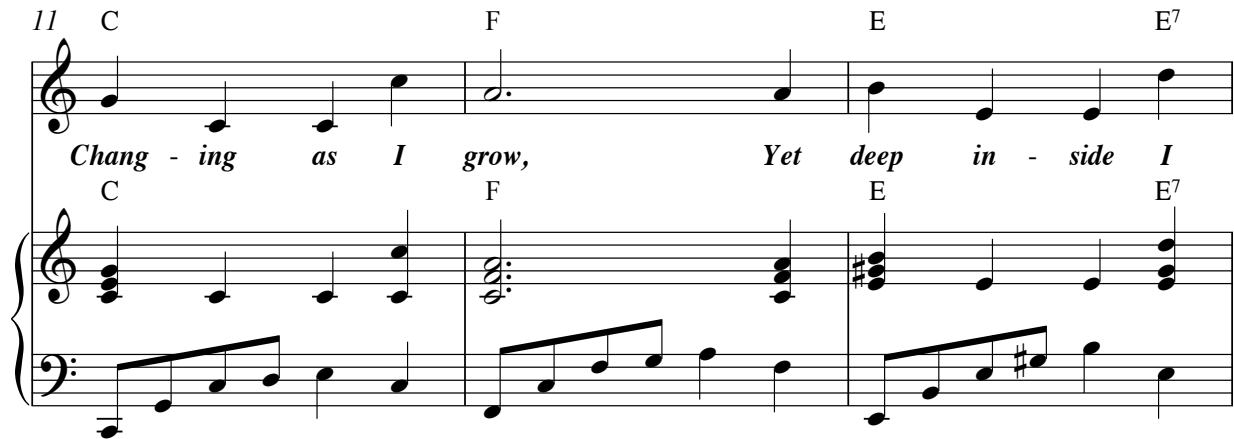
C⁺⁹ C F
 Sun - shine, rain or snow,
 minds and bod - ies change,
 I can do at last
 fut - ure plans dis - played,
 C F C
 Our lives ebb and
 Friend - ships re - ar -
 Things that in the
 Cheer - ful, not dis -

8 Am Dm⁷/F G
 flow con - stant - ly,
 range sud - den - ly,
 past chal - langed me,
 mayed, hope - ful - ly,
 Am Dm⁷/F G

11 C F E E⁷

Chang - ing as I grow, Yet deep in - side I

C F E E⁷



14 Am Am/G F G G⁷ Am

know, I'm be - com-ing what I'm meant to be,

Am Am/G F G G⁷ Am



18 Am/G F G G⁷ C C⁺⁹

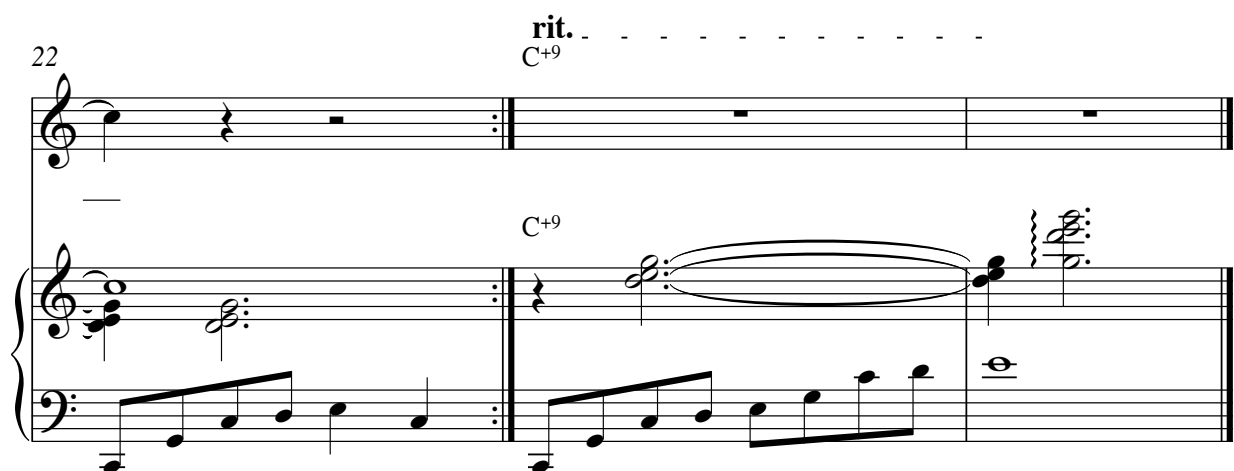
I'm be - com-ing what I'm meant to be.

Am/G F G G⁷ C C⁺⁹



22 rit. C⁺⁹

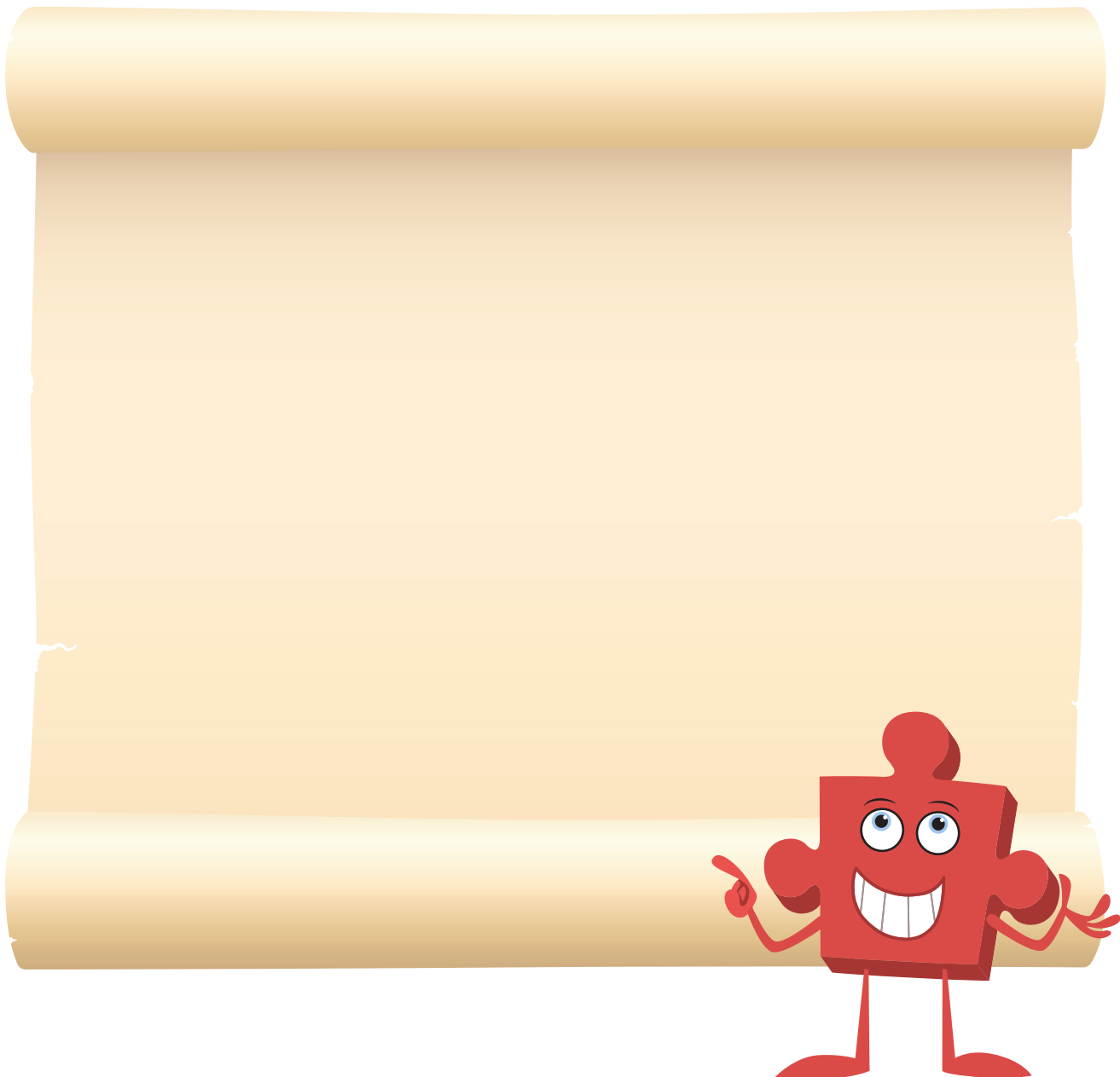
C⁺⁹





Weekly Celebration 1

This week we are celebrating people in our school who:
Understand that everyone is unique and special

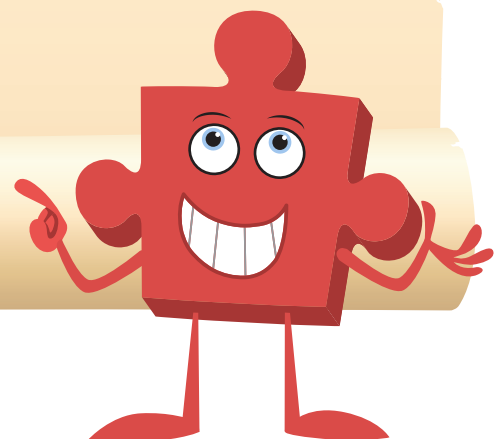
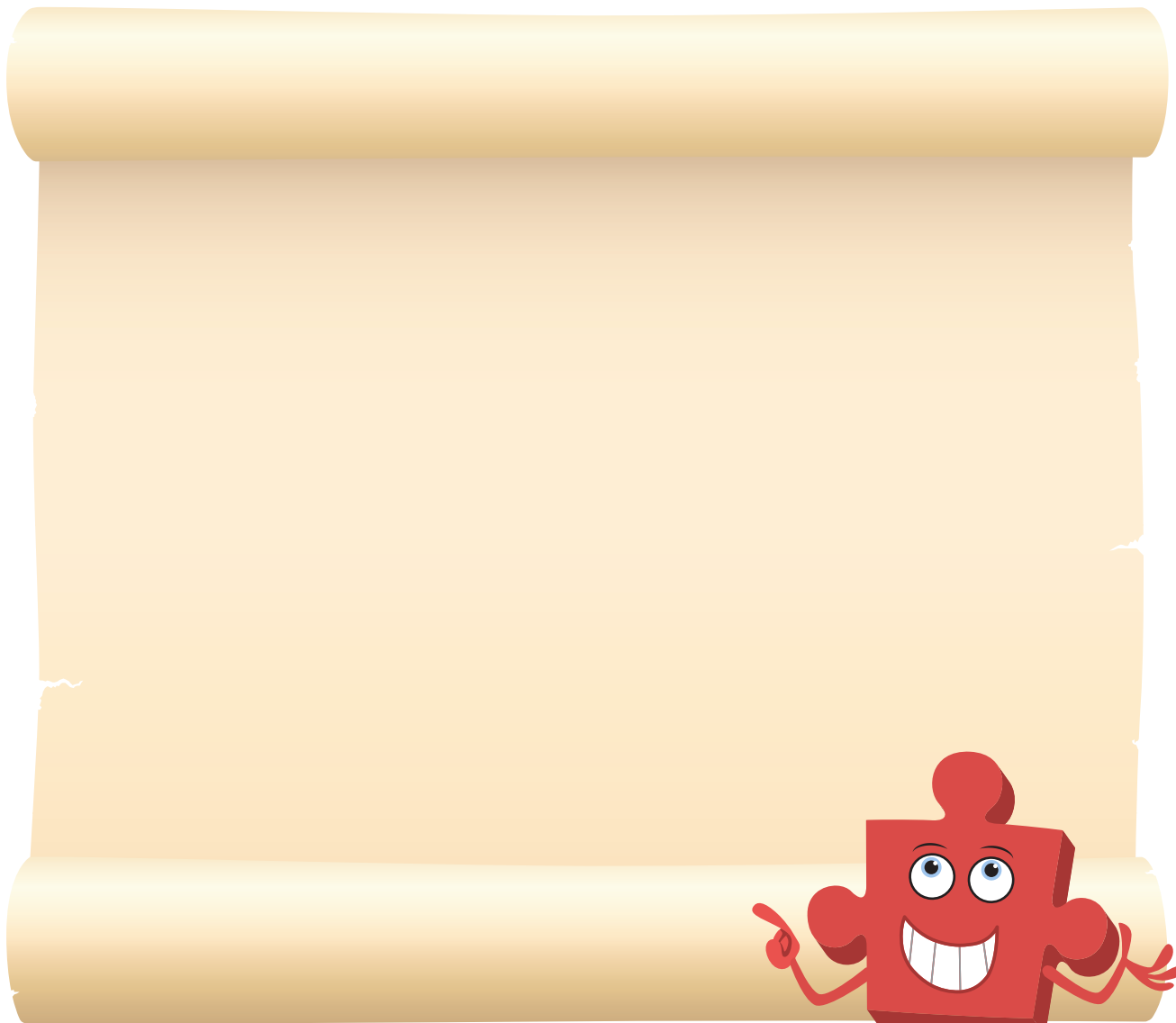




Weekly Celebration 2

This week we are celebrating people in our school who:

Can express how they feel when change happens

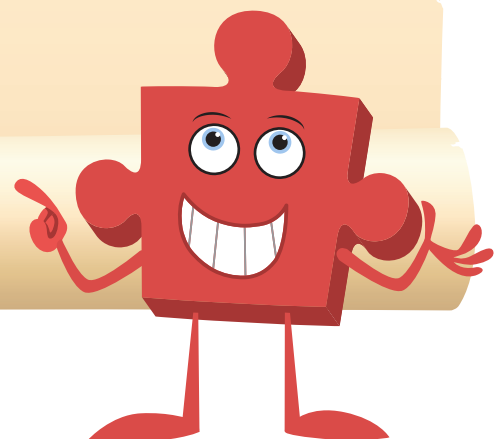




Weekly Celebration 3

This week we are celebrating people in our school who:

Understand and respect the changes that
they see in themselves

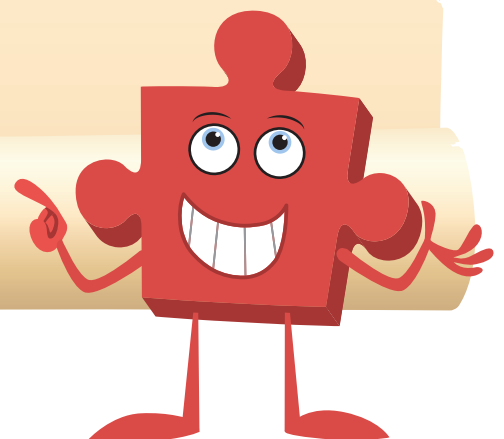




Weekly Celebration 4

This week we are celebrating people in our school who:

Understand and respect the changes that
they see in other people

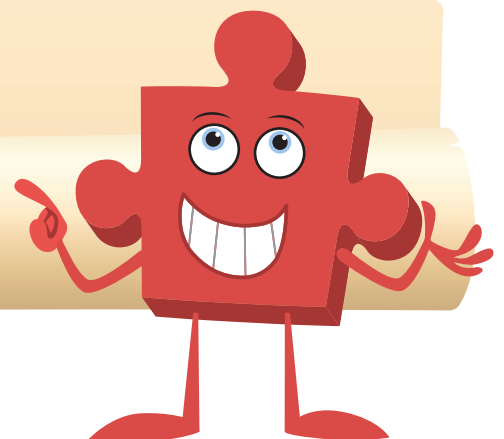




Weekly Celebration 5

This week we are celebrating people in our school who:

Know who to ask for help if they are
worried about change

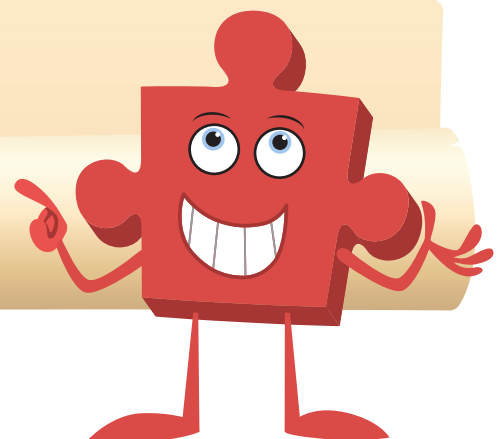




Weekly Celebration 6

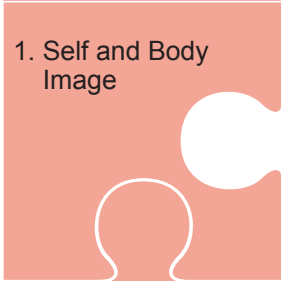
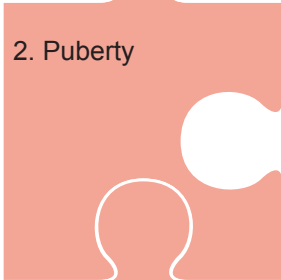
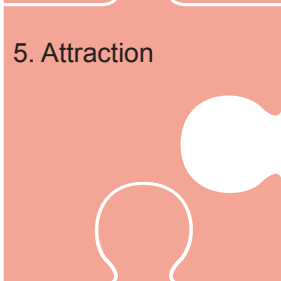
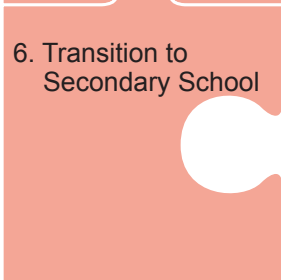
This week we are celebrating people in our school who:

Are looking forward to change



Changing Me

Puzzle Overview - Year 6

Puzzle 6 Changing Me	Puzzle Outcome	Resources
Pieces		
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	Jigsaw Chime, 'Calm me' script, Jigsaw Song sheet: 'Changing as I grow', PowerPoint of celebrity images , 'Real' self/'ideal' self template, Highlighter pens, Jigsaw Journals, 3 bottles as props, Smoothie label template, Smoothie recipe template, Fruit smoothies (optional).
2. Puberty 	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty	Jigsaw Chime, 'Calm Me' script, Growing-Up Bingo cards, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides showing girl to woman and boy to man, Animations: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Blank paper, Jigsaw Jem's Private Post Box.
3. Girl Talk/Boy Talk 	I can ask the questions I need answered about changes during puberty I can reflect on how I feel about asking the questions and about the answers I receive	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Preferably two separate spaces for boys and girls to work separately, The questions submitted by the children at the end of the previous Piece, typed up and checked for anonymity, and sorted into sets of boy's and girl's questions, Animations: Female and Male Reproductive Systems.
4. Babies - Conception to Birth Assessment Opportunity ★ 	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I recognise how I feel when I reflect on the development and birth of a baby	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Tennis ball, PowerPoint slides of scans of babies in the womb, Animations: Female and Male Reproductive Systems, YouTube footage of baby in womb, A set of 'Baby Can...' cards, cut up and shuffled, Conception to Birth resource sheet, Conception to Birth Card Sort Template, Jigsaw Journals.
5. Attraction 	I understand how being physically attracted to someone changes the nature of the relationship I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Photo cards: Holding hands, Jigsaw Journals.
6. Transition to Secondary School 	I can identify what I am looking forward to and what worries me about the transition to secondary school I know how to prepare myself emotionally for starting secondary school	Jigsaw Chime, 'Calm Me' script ,Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jem, PowerPoint slide of Bungee, Coloured card and pens, Blank T-shirts, Fabric pens.

Jigsaw Assessment – Year 6

My Learning Progress This Year

Note to teacher: Recording and tracking progress. A copy of this sheet will be needed as a record for each child (see next page for sheet without teacher note for photocopying). This 'My Learning Progress this year' sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). Each descriptor has two elements, the purple being PSHE - specific and the green having a social/emotional focus. After the assessment task in each Puzzle, the teacher, using a 'best fit' approach, highlights the appropriate descriptor box on each child's sheet and adds a comment in the box.

Child's name:		Class:			Teacher comments
Assessment Date	Working towards	Working at	Working beyond		
Puzzle 2 Celebrating Difference	I can tell you some ways that difference can be a source of conflict in people's lives, and can express how I feel about this	I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation	I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration	I can express how I feel about this	
Puzzle 3 Dreams and Goals	I can tell you about something I can do, working with other people, to help make the world a better place	I can describe some ways in which I can work with other people to help make the world a better place	I can describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action	I can show how our choice is based on an awareness of the experience and the needs of the people affected	
Puzzle 4 Healthy Me	I can give examples of safe and unsafe ways in which people can use alcohol	I can evaluate when alcohol is being used responsibly, anti-socially or being misused	I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse	I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older	
Puzzle 5 Relationships	I can give an example of a situation where someone tries to 'boss' or control other people	I can recognise when people are trying to gain power or control	I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways	I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem	
Puzzle 6 Changing Me	I can identify the main stages by which a baby develops through conception, pregnancy and birth and I can tell you some words that describe my feelings about this	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby	I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth	I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it	

Please note: No assessment opportunity for Puzzle 1. Highlight 'best fit' as to what level the child is working at.

Jigsaw Assessment - Year 6

My Learning Progress This Year

Child's name:					Class:	Teacher comments	
Assessment Date	Working towards	Working at	Working beyond				
Puzzle 2 Celebrating Difference	I can tell you some ways that difference can be a source of conflict in people's lives, and can express how I feel about this	I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation	I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration I can express how I feel about this				
Puzzle 3 Dreams and Goals	I can tell you about something I can do, working with other people, to help make the world a better place I can tell you how I feel about people in the world who face hardship in their lives	I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this	I can describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action I can show how our choice is based on an awareness of the experience and the needs of the people affected				
Puzzle 4 Healthy Me	I can give examples of safe and unsafe ways in which people can use alcohol I can tell you how I feel about using alcohol when I am older	I can evaluate when alcohol is being used responsibly, anti-socially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this	I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older				
Puzzle 5 Relationships	I can give an example of a situation where someone tries to 'boss' or control other people I can suggest a good way of standing up to someone who behaves like that	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem				
Puzzle 6 Changing Me	I can identify the main stages by which a baby develops through conception, pregnancy and birth and I can tell you some words that describe my feelings about this	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby	I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it				

Please note: No assessment opportunity for Puzzle 1. Highlight 'best fit' as to what level the child is working at.

Puzzle 6 Changing Me - Year 6

My Jigsaw Learning Record

It is envisaged that, at the beginning of a Puzzle children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. (A photocopyable version is on the next page.) They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the 'Me' box in the relevant Working at, Working towards or Working beyond descriptor box, depending on what he thinks he has achieved. The teacher colours in the 'Teacher' box in the relevant descriptor and facilitates a conversation with the child about his learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

Where am I with my learning? Colour in the box to show where you think you are. Does your teacher agree with you?						
	Working towards		Working at		Working beyond	
How am I doing?	I can identify the main stages by which a baby develops through conception, pregnancy and birth		I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and		I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth	
	Me	Teacher	Me	Teacher	Me	Teacher
	and I can tell you some words that describe my feelings about this		I recognise how I feel when I reflect on the development and birth of a baby		I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it	
	Me	Teacher	Me	Teacher	Me	Teacher

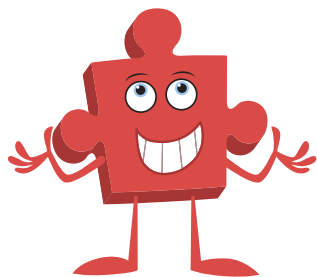
I think...	I enjoyed learning.....
	I could learn better if.....
	I still wonder about....
My teacher thinks...	I am impressed with.....
	Next time.....

Puzzle 6 Changing Me - Year 6

My Jigsaw Learning Record

Where am I with my learning? Colour in the box to show where you think you are. Does your teacher agree with you?						
	Working towards		Working at		Working beyond	
How am I doing?	I can identify the main stages by which a baby develops through conception, pregnancy and birth		I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and		I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth	
	Me	Teacher	Me	Teacher	Me	Teacher
	and I can tell you some words that describe my feelings about this		I recognise how I feel when I reflect on the development and birth of a baby		I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it	
	Me	Teacher	Me	Teacher	Me	Teacher

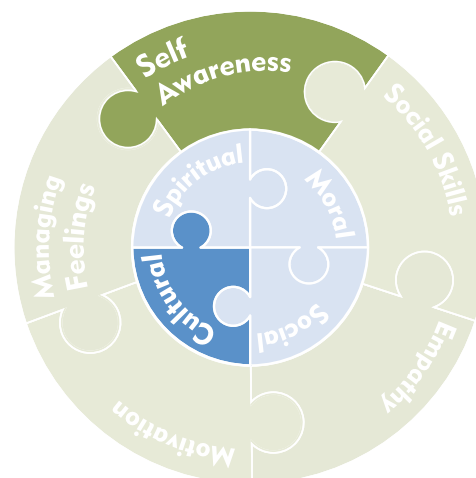
I think...	I enjoyed learning.....
	I could learn better if.....
	I still wonder about....
My teacher thinks...	I am impressed with.....
	Next time.....



Puzzle 6: Changing Me - Year 6 - Summer 2

Piece 1 - My Self-Image

Puzzle 6 Outcome Tree of Change Display	Please teach me to... aware of my own self-image and how my body image fits into that know how to develop my own self-esteem
Resources Jigsaw Song sheet: 'Changing as I grow' Jigsaw Chime 'Calm me' script PowerPoint of airbrushed image 'Real' self/'ideal' self template Highlighter pens Jigsaw Journals 3 bottles as props Self-esteem smoothie label examples	Vocabulary Self-image Self-esteem Real self Celebrity
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description). Connect us Sing the Jigsaw Song: 'Changing as I grow' and allow the children to enjoy it. Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script. Open my mind Share the PowerPoint image of make-up/airbrushing. Ask the children to comment on what they see, which image they prefer and how they think the girl in the picture sees herself. Introduce the idea that most of us have a 'real' self-image and an 'ideal' self-image. If you can add some celebrity 'before' and 'after' pictures you could repeat the activity and ask for the children's responses to seeing celebrities 'before' and 'after' airbrushing.	



Ask me this...

Does your mind feel calm and ready to learn?

Could it cause problems to have an 'ideal' self-image?

Are you happy with your 'real' self-image?

Do you have an 'ideal' self-image?

Tell me or show me

Give each child the self-image template and ask the children to write as many words as they can that describe their 'real' self onto the 'real' self-image template. Ensure they know that they will not have to share these with anybody.

Then taking a highlighter pen, children highlight all the words on the 'real' self picture which are related to body image. Ask them to reflect on what this tells them about the importance of body image as part of their overall self-image.

Then children complete the same activity but this time writing onto the 'ideal' self template. Again, they highlight the body image words. Ask them to compare the words they have put on the 'ideal me' with the words on the 'real me'.

Children then cut out both parts of the 'real' self and 'ideal' self templates. Invite them to place them on the table showing how close the ideal self-image is to the real self-image, i.e. if these two are the same, the ideal self is placed on top of the real self template. If the two images are very different, then children represent this by the distance between the two. In pairs or small groups, children discuss the impact of having an ideal self-image, the problems it may cause and the influences that may bring this about.

Debrief as a class. The teacher explains that the bigger the distance between the ideal self and the real self, the greater the possibility of self-esteem being low because we are likely to feel inadequate or not good enough, simply by comparing ourselves to the ideal we have created in our own minds. Children discuss what can be done about this problem. (Help them to consider the effects of moving the real self towards the ideal self or moving the ideal self towards the real self, e.g. by keeping expectations real and by being aware of influences on us.) Invite children to stick both their images into their Jigsaw Journals.

Let me learn

Self-Esteem Smoothies.

Using the Self-Esteem Smoothies template as a starting point, children each design an ingredients label for their self-esteem smoothie.

Help me reflect

In the reflection piece of their Jigsaw Journals children write: 'The main ingredient in my self-esteem smoothie is...'

This could also be an opportunity for children to share a real smoothie and snack as a group to round up this Piece and to nurture themselves.

Are your 'real' me and your 'ideal' me the same?

What are the differences?

Does having an 'ideal' self-image cause you any problems?

How is your self-esteem affected by your picture of your ideal self?

How can you build your own self-esteem?

What ingredients are in each self-esteem smoothie?

What other ingredients could be included?

Notes

The end product for this Puzzle is a huge 'Tree of Change' display in the hall for Years 1-5. The Year 6 contribution to this display is a 'Journey T-shirt' (in Piece 6). This can be worn as part of a mini fashion show during the final assembly for the Puzzle and as part of the Tree of Change display, depicting the change from primary school to secondary school.

Changing Me

Calm Me Script - Year 6 - Piece 1

So let's start our Calm Me time by sitting in our Calm Me way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound.....

In this quietness, bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again.

In this Puzzle, we are thinking about how we handle changes that happen in our lives and with our bodies.

Keeping your eyes closed and staying gentle and relaxed, try to move your arms above your head as slowly as you can. Always being aware of how each arm feels...are they stretching easily? Is it hard to do this slowly? Is one arm more flexible than the other?

Take your arms over your head until you can clasp your hands together and keep stretching, higher. Where in your body can you feel the stretch? Doesn't it feel great to know your body is growing just as it is meant to?

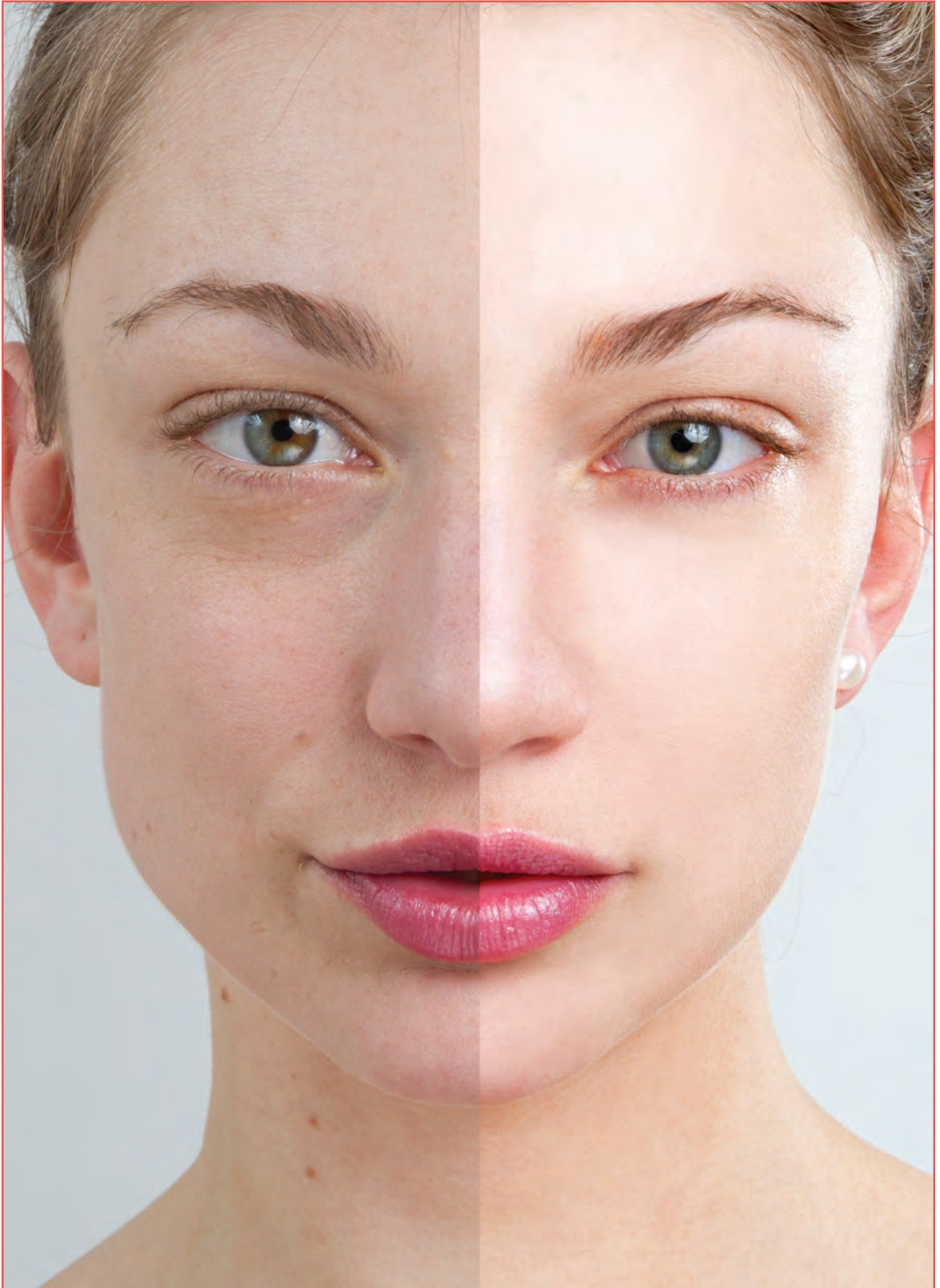
Now very slowly, and gently lower your arms again, trying to keep them in time with each other. Place your hands in your lap and focus again on your breathing.

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I appreciate my body."

When you are ready, bring yourself slowly back into the room, being aware that you are here in this present moment. Open your eyes...

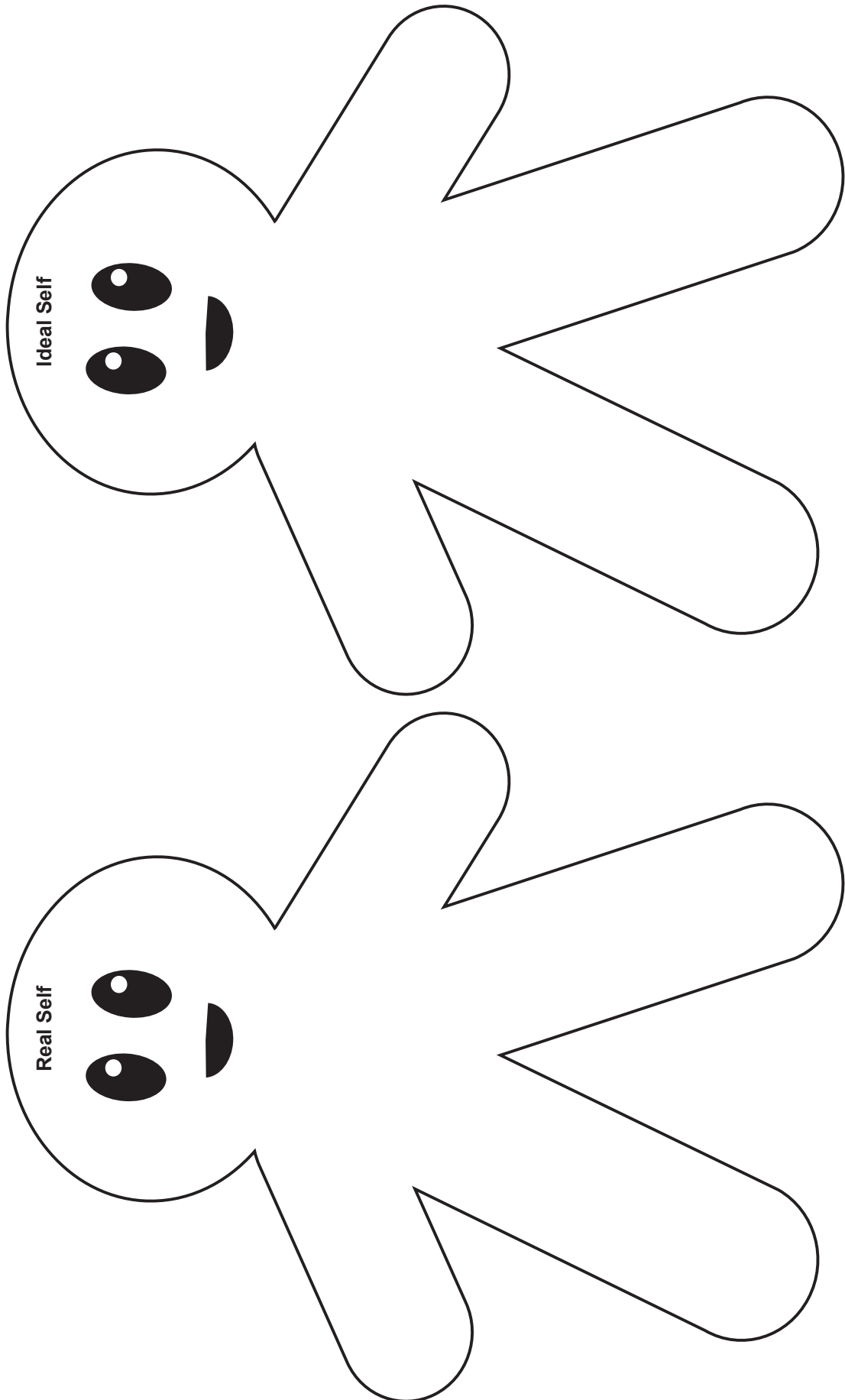
Changing Me

Airbrushed Image in PowerPoint - Year 6 - Piece 1



Changing Me

Real Self and Ideal Self - Year 6 - Piece 1



Changing Me

Self-Esteem Smoothie Label Examples - Year 6 - Piece 1

SPIRIT SMOOTHIE

Ingredients

- Relationships
- Nature
- Experiencing beauty
- Love and belonging
- Being creative



BODY SMOOTHIE

Ingredients

- Exercise
- Relaxation
- Healthy eating
- Drinking water
- Plenty of sleep



MIND SMOOTHIE

Ingredients

- Reading books
- Watching films
- Discussing ideas
- Solving problems
- Learning new skills





Piece 2 - Puberty

The diagram illustrates the components of Social Emotional Learning (SEL) as interlocking puzzle pieces. The central circle is divided into four quadrants: **Spiritual** (dark blue), **Moral** (light blue), **Social** (light blue), and **Cultural** (light blue). Surrounding this center are five interlocking puzzle pieces in shades of green and yellow, labeled: **Self Awareness**, **Social Skills**, **Empathy**, **Motivation**, and **Managing Feelings**.

Open my mind

With the class still seated in a circle, use the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty. As you hold up each card in turn, the girls should all stand if it's a girl thing, the boys should all stand if it's a boy thing and everybody should stand if it applies to all. At the same time all the class should say out loud the word(s) on the card. All the items on the cards relate to changes and developments at puberty or to body parts that are affected by those changes. You may not want to use all the cards and might wish to be selective about those that are appropriate to use with your class. One or two - such as Clitoris and Ovulation - may be words that are new to them and need explaining, perhaps briefly now and more fully in the next phase of the Piece. The exercise should be fun and will work best if you can keep the cards coming in a quick-fire way so that the children are bobbing up and down - and it's fine if they have a bit of a giggle at some of the words and phrases!

Tell me or show me

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.

Let me learn

Organise the children into groups of about 4-6. Give each group a shuffled pile of the Puberty Truth or Myth cards, to be placed face down in the middle of the table. One child takes a card from the top of the pile and reads out the main statement to the person on their left. That person must say whether they think it is truth or myth: if they are right they keep the card; if they are wrong, the questioner keeps the card - whoever ends up with the card should read out the explanation to the whole group. The game continues with the responder taking the next card from the pile and posing that statement to the next person on their left, and so on round the group. The aim is to see who ends up with the most cards at the end of the game. Bring the class into a circle again and invite them to comment on anything that was new to them or surprised them about what they learned from the Truth or Myth game. Allow any immediate questions to emerge and be dealt with.

Help me reflect

Give each child one or more slips of paper and ask everyone to write - privately and anonymously - at least one question they have in their mind concerning puberty and growing up: these might be factual questions, things that confuse or puzzle them, or things they may be worried or concerned about. Explain that these questions will be the basis of the next Piece's learning, but that no-one will know who has asked which question. Ask them to drop their questions into Jigsaw Jem's Private Post Box (or similar, pre-existing receptacle), which, hopefully, they are all aware of in the classroom.

Do you know and understand all these words connected with puberty?

Can you distinguish the facts about puberty from the myths and half-truths?

What other questions do you have about how your body, your feelings and your lifestyle are going to change as you grow up?

Notes

Before the next Piece, you will need to type up these questions, so that the authors cannot be identified by handwriting, and sort them into sets of boy-related and girl-related questions; any that are not at all gender-specific could be duplicated and added to each set. 

Playing the animations:

The animations are in .MP4 format and can be played on Windows PC or Apple Mac computers. If you experience problems playing the .MP4 animation, please download and install the latest PC or Mac version of Apple Quicktime player from <http://www.apple.com/uk/quicktime>

Changing Me

Calm Me Script - Year 6 - Piece 2

So let's start our Calm Me time by sitting in our Calm Me way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound.....

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Now very slowly, and gently lower your arms again, trying to keep them in time with each other. Place your hands in your lap and focus again on your breathing.

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I appreciate my body."

When you are ready, bring yourself slowly back into the room, being aware that you are here in this present moment. Open your eyes...

Changing Me

Growing Up Bingo - Year 6 - Piece 2

Write the name of someone who

Has an older brother or sister 	Has ever tasted an alcoholic drink 	Has a computer in their bedroom 	Thinks they could pass for over 12 at the cinema
Has had a talk with their parents about puberty 	Has been on Facebook 	Regularly uses make-up or hair gel 	Likes playing outside more than playing computer games
Has ever gone out with someone 	Admits to eating too many sweets or chips 	Has had an argument with their parents in the last week 	Thinks they will smoke when they are older
Has a favourite soap they always watch on TV 	Has to do chores to earn pocket money 	Sometimes reads teenage magazines 	Is allowed to choose their own clothes when they go shopping

Winner is the first to complete a vertical, horizontal or diagonal line

Pubic Hair

Voice Breaks

Menstruation

Semen

Growing Taller

Hips Widen



Facial Hair

Erection

Tampon

Breasts

Hormones

Wet Dream



Ovulation

Masturbation

Sanitary Towel

Clitoris

Testicles

Sperm



Underarm Hair

Penis

Feeling Moody

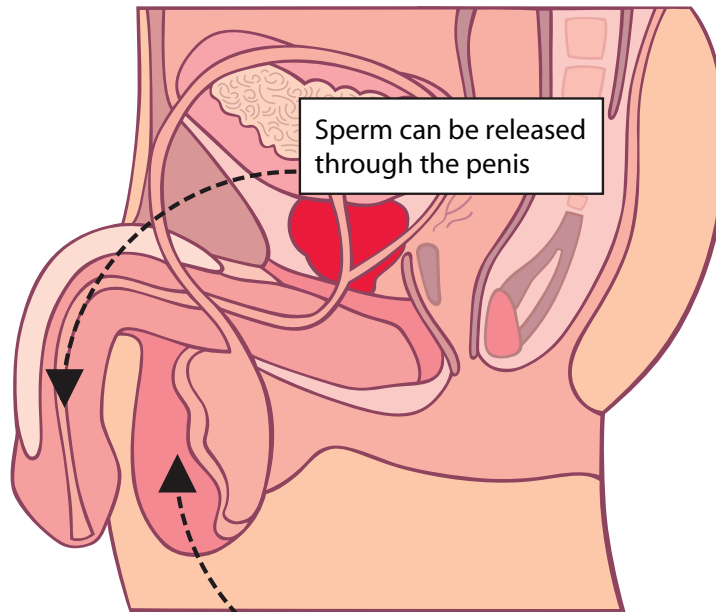
Vagina

Womb

Fallopian Tube

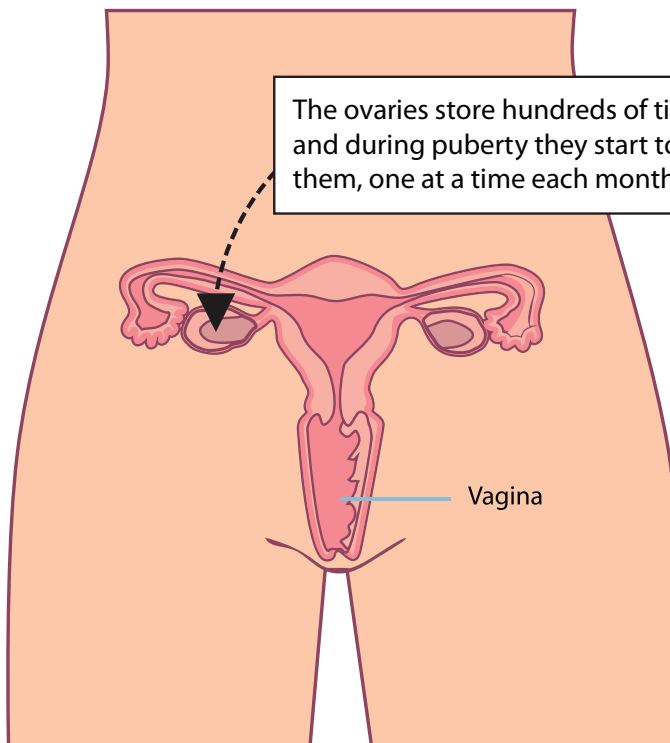
Changing Me

Male and Female Organs PowerPoint - Year 6 - Piece 2



Sperm can be released through the penis

The testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing

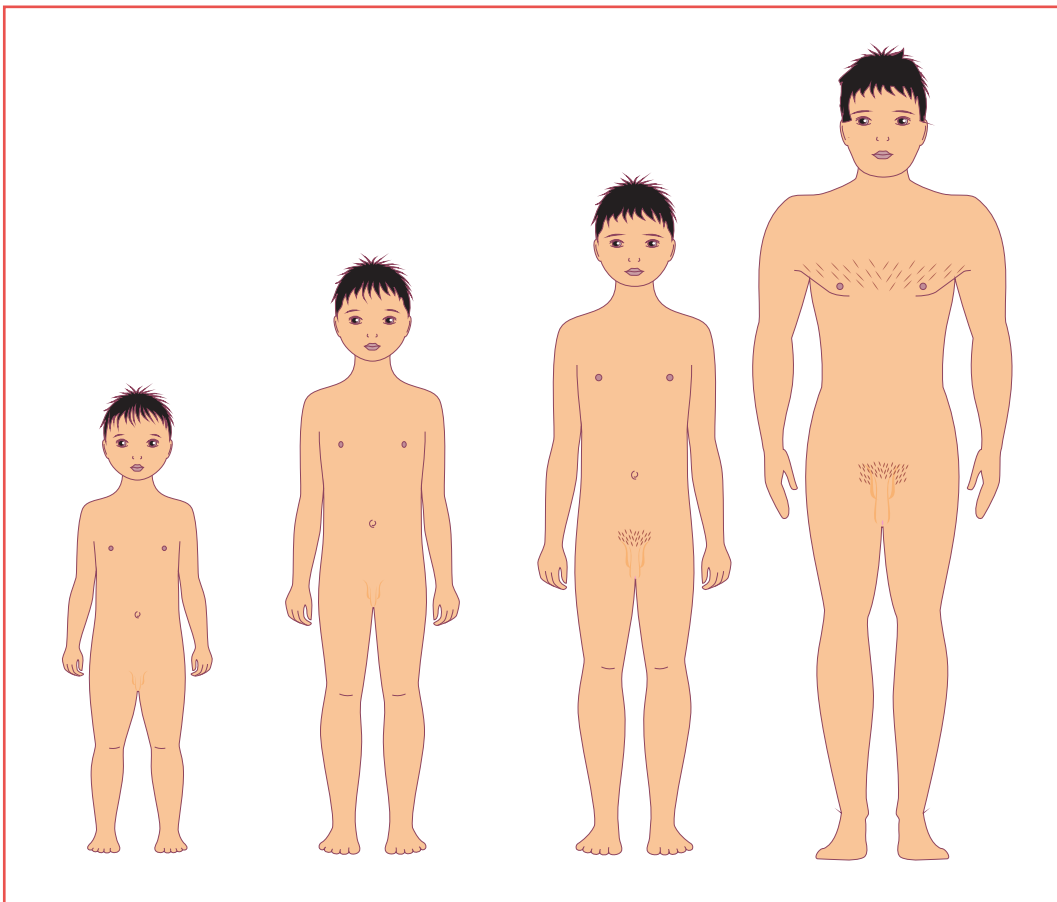
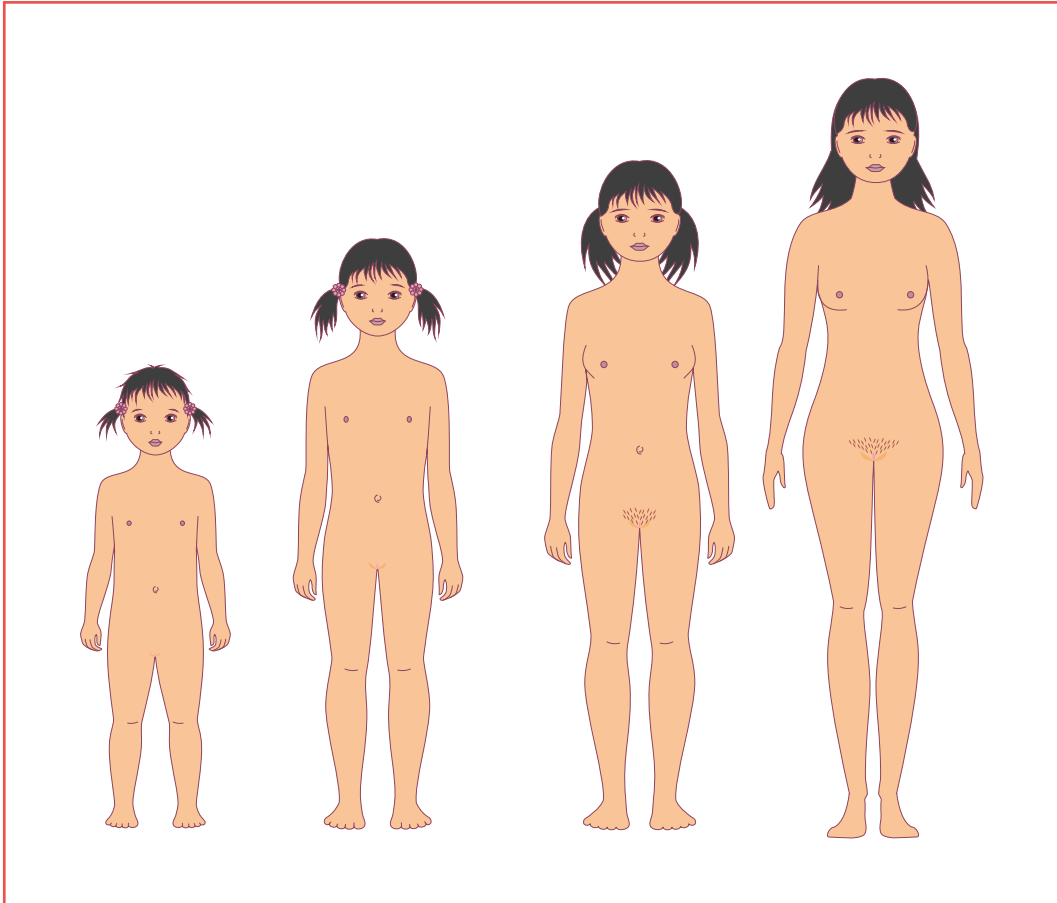


The ovaries store hundreds of tiny eggs and during puberty they start to release them, one at a time each month

Vagina

Changing Me

Female and Male Body Changes PowerPoint - Year 6 - Piece 2



Changing Me

Puberty Truth or Myth - Year 6 - Piece 2

If you get spots during puberty it's because you have a bad diet.

Myth! The changes in hormone levels in your blood mean you're more liable to spots - but you can help by eating well and washing and cleansing your skin thoroughly.

Girls get hairy legs, just like boys do.

Truth! Girls and women do grow hair on their legs, though probably not so much as boys. You might not realise it, since they often shave their legs because they think they look better without hair.

A girl should avoid having baths when she has a period.

Myth! Keeping clean is more important than ever when you have a period, so bathing and hair washing are the right thing to do - and swimming and other forms of exercise are fine too.

Most boys have wet dreams at some time during puberty.

Truth! Wet dreams are a very common part of the way the body adjusts to new feelings and to changes like starting to produce semen. It usually settles down after a while - there's nothing wrong with it.

Boys can always control when they get erections.

Myth! As your system starts to respond in new ways, erections can happen at strange times and for no particular reason. It can be embarrassing but most people understand it's quite normal.

Boys usually start puberty later than girls.

Truth! There are huge differences between one person and another in the age at which puberty starts, but on the whole the age for boys is later than for girls. Of course some boys can start early and some girls can start late - but everyone gets there in the end.

Masturbation (playing with yourself) is bad for you.

Myth! It's absolutely normal for boys and girls to discover about their bodies and what feels nice by masturbating. Lots of people do it and it isn't bad or unhealthy, although it is a very private thing.

A girl might have one breast bigger than the other.

Truth! It's not uncommon for one breast to be slightly bigger than the other - the same is true of other body parts such as feet. Always remember there's no such thing as a 'normal' shape or size for breasts, penises or anything else - everybody's different!

A girl can't get pregnant before she starts her periods.

Myth! The release of the egg from the ovary (ovulation) happens before she has a period, so it is possible there could be an egg in the fallopian tube to be fertilised just before she has her first period. If that was the case she wouldn't know about it.

It's against the law to have sex with someone under the age of 16.

Truth! Anyone who has sex with a boy or girl under the age of 16 is breaking the law. The law is there to protect young people from being pressured or taken advantage of by older people - it doesn't mean as soon as you're 16 you'll be ready to have sex.

You can't expect adults to understand what it feels like, going through puberty.

Myth! There isn't an adult alive who hasn't been through puberty themselves, so parents, carers, teachers, uncles and aunts all probably remember very well what it felt like for them...

It's normal to have rapid changes of mood during puberty.

Truth! The hormones that cause the changes at puberty can have a big effect on your moods: up one minute and down the next. It can feel a bit out of control but it will settle down after a while. Do try to talk to the adults around you about your feelings.



Piece 3 - Girl Talk/Boy Talk

Open my mind

With the children seated in a circle, set up a 'puberty round': starting with the word 'puberty', which you supply, and working clockwise round the circle, each person makes a statement about changes that happen at puberty which starts with the final letter of the previous person's statement. A typical sequence might be: *Puberty / You grow taller / Relationships change / Everyone is different / Testicles start making sperm / Many boys have wet dreams / Sanitary towels are useful when you have a period, etc.* Give each person time to think, but allow others to prompt with suggestions if they really get stuck.

Let me learn

Organise the children in groups of four (if you have not been able to divide the class into two separate single sex groups, at least make sure that these working groups are single sex). Give each group a few of the questions that the children came up with at the end of the previous Piece: these will be questions you have identified as being relevant to the gender of the group, and that you have typed up and checked that they are anonymised (this process will, of course, allow you to filter the questions if need be and take out any that you judge to be completely inappropriate or simply not serious questions). Ask the groups to discuss the questions you have given them and see if they can agree on a helpful answer that will provide any necessary facts, explain or clarify any misunderstandings, and set the questioner's mind at rest.

Bring the whole group together and remind the children (if it is the case) that this is an important opportunity to talk about things that specifically affect their sex without any embarrassment that might come from having the other sex present. Go round the working groups, asking them to read out their questions and share their ideas about how they would answer them. Allow others in the wider group to comment and add anything they think would help to improve or clarify the answer, and then give your own input, as necessary, to make sure that key messages are fully understood.

When all the questions have been covered, give the children a few minutes in pairs to talk about whether they have any other questions or uncertainties that haven't been dealt with and that they would like to raise while there is the chance in the single sex group. Remind them again of the importance of trust, respect and consideration when we are sharing things we feel unsure about, and stress that there is no such thing as a silly question.

Help me reflect

Finally, go round the circle inviting each in turn to comment on the session, whether it has been helpful, what they have learned that was new, and whether they have any other questions to raise at this stage. Tell them that it's OK to pass if they don't feel they have anything to say.

Finish by pointing out that Jigsaw Jem's Private Post Box is always there for other questions as they arise, and also that it's best of all if they feel there's someone they can trust, particularly their parents/carers, to talk to about any concerns. Even if you have to pluck up courage a bit to start the conversation off you will find that people do want to help you and reassure you.

What is the best way to answer people's questions about puberty and growing up, making sure that they have the information and reassurance they need?

How do you feel about working on these questions?

Is there anything else you want to know about?

Who can you talk to if you have questions or worries?

Notes

The questions submitted by the children at the end of the previous Piece will need to have been typed up and checked for anonymity, and sorted into sets of boy's and girl's questions.

While it is vital for children to learn about how puberty and its changes will affect their peers of the opposite sex as well as their own, they also need a chance to focus on the implications for their own sex and ask the questions they need answered without the (often-experienced) inhibition of having the opposite sex present. As noted above, this Piece should, if it can be arranged, provide that important opportunity, preferably working with a teacher or facilitator of their own sex.

You may need to reinforce learning by using the animations: Male/Female Reproductive Systems.

The animations are in .MP4 format and can be played on Windows PC or Apple Mac computers. If you experience problems playing the .MP4 animation, please download and install the latest PC or Mac version of Apple Quicktime player from <http://www.apple.com/uk/quicktime>

Changing Me

Calm Me Script - Year 6 - Piece 3

Note to teacher: It is quite tricky to learn to follow the path of the breath so you may like to repeat the exercise every week for this Puzzle, perhaps adding some soft music while children practise the process.

Sometimes when changes start to happen to us it can feel a bit scary. It is important to talk to someone you trust if this happens. You can also help the scary feelings to go away by listening to your breathing. So let's practise that now.

So let's start our Calm Me time by sitting in our Calm Me way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound.....

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again.

Breathing like this we feel calm and gentle....

Breathing in and silently counting 1,2,3,4,5.....breathing out silently hearing the words "I am glad to be alive."

Continue with your relaxing breathing, in to fill the lungs.....out to feel calm and relaxed.

Then try to let your mind, follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path....can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract? All because you took one simple breath in....

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey.

Practise this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is....we do it and usually are not even aware that we are doing it.... amazing.

For a few minutes, while we are sitting peacefully, I invite you to think about YOUR body and what it does for you. What do you appreciate most about it every day? Do you show it appreciation? Do you look after it well with rest, exercise, healthy food and plenty of water?

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I appreciate my body."

(Chime again) Then as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.



Piece 4 - Babies: Conception to Birth

Open my mind

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. Show the PowerPoint slides of a baby developing in the womb. (If you ask them in advance, some children might be able to bring their own baby scan pictures from home.) 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).

Invite the children to consider what it must have been like for all of us when we were tiny and curled up in the womb like that. Take this further by playing the 'Baby Can...' game: with the class seated in a circle, hand out the 'Baby Can...' cards, one to each child, telling them to make sure that only they see what is on their card. There are 30 cards in all: if your class size is greater than that, ask one or two of them to work as pairs. In turn round the circle, each child reads out the statement on their card, 'When I was a baby in the womb I could...' and the rest of the class say whether they think this is true or not (perhaps by a show of hands or standing up for true and sitting for false). The holder of the card then reveals whether it is true or false - some are obvious, some are less so and may surprise them or catch them out: in those cases there is a brief explanation printed on the card, which should also be read out by way of clarification.

Tell me or show me

For a more systematic introduction to the main facts of the progression from conception through pregnancy to birth, use either or a combination of the following approaches:

- Animations: Male/Female Reproductive Systems
- You may be able to invite either a mother of a small baby, or a midwife, to come in and talk and answer the children's questions about the experiences of pregnancy and birth
- 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. This exercise may be a useful way of consolidating the learning gained from either of the other approaches.

Let me learn

Working individually or in pairs, let the children design and produce 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. The Conception to Birth Card Sort template provides a model for this activity, with pictures provided for the first and last stages.

If time allows, the children could cut up their sets of cards and exchange them, to see how quickly they can sort each other's cards into the correct order.

If the children have completed the 'From Conception to Birth' resource sheet, point 20 asked them to supply a word of their own to describe how they imagine the mother might be feeling when the birth is over; in a class circle, invite them to share the words or phrases they would suggest for this. 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. Ask them to consider also how the father may be feeling!

Help me reflect

Once these ideas have been aired in discussion, ask the children to write in the Reflection Puzzle Piece in their Jigsaw Journals, 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. Remind them again that mixed feelings are very natural: it can seem amazing and miraculous, but can also seem overwhelming and a bit scary - and yet it is one of the most common and basic of all human experiences, one which we share with our earliest ancestors and with all our fellow humans in every part of the globe.

Can you recognise a baby in the photo of a scan, and identify the different parts of its body?

Can you imagine what it was like, being in the womb?

Do you know what a baby in the womb can and can't do?

What are the stages by which a baby grows and develops through pregnancy?

How is a baby born?

Can you imagine how a new born baby's parents must feel when the birth is over?

What are your own thoughts and feelings about the process by which a new life is formed?

How might this affect you and your life in the future?

Notes

Assessment

The teacher makes a 'best fit' assessment against the three levelled criteria on the Changing Me Attainment Descriptor Grid, and highlights the appropriate box on the grid in the child's Jigsaw Journal. The teacher then adds a personalised comment about the child's progress during the Puzzle and completes the Changing Me certificate for each child.

Children are invited to add their comments to the Attainment Descriptor Grid after seeing the teacher's assessment and to add their own comments to their certificates. The certificates can be presented in a circle time or in a year group assembly and it is important that these are valued by being stuck into the Jigsaw Journals.

The assessment descriptor and teachers notes could form the starting point when reporting to parents/carers.

Changing Me

Calm Me Script - Year 6 - Piece 4

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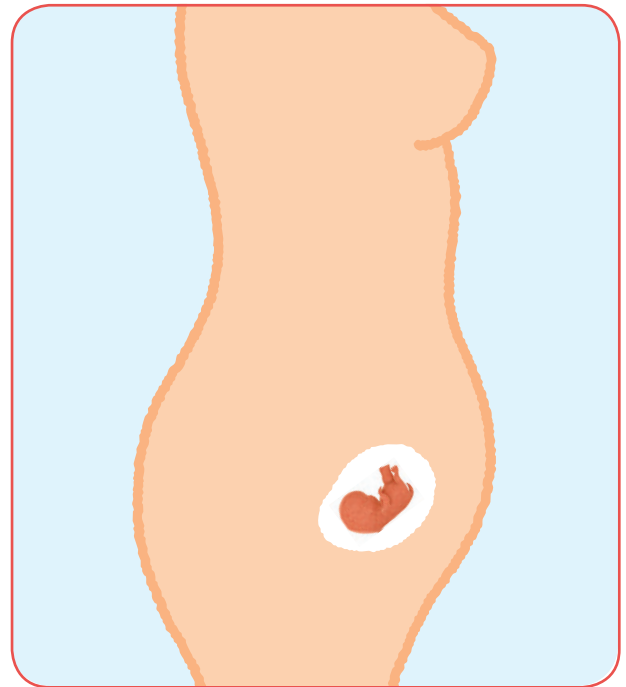
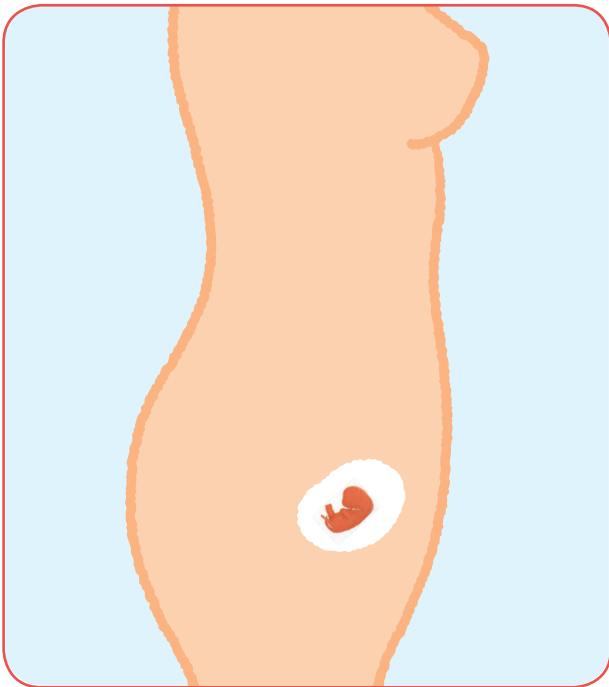
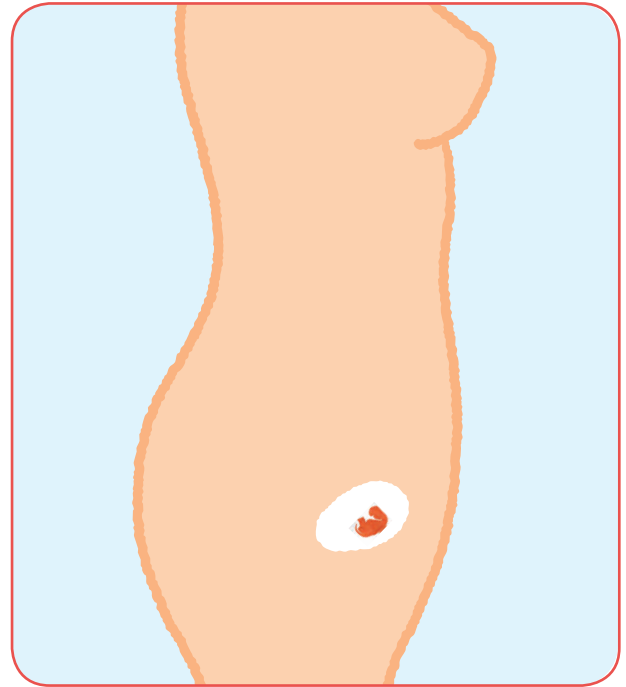
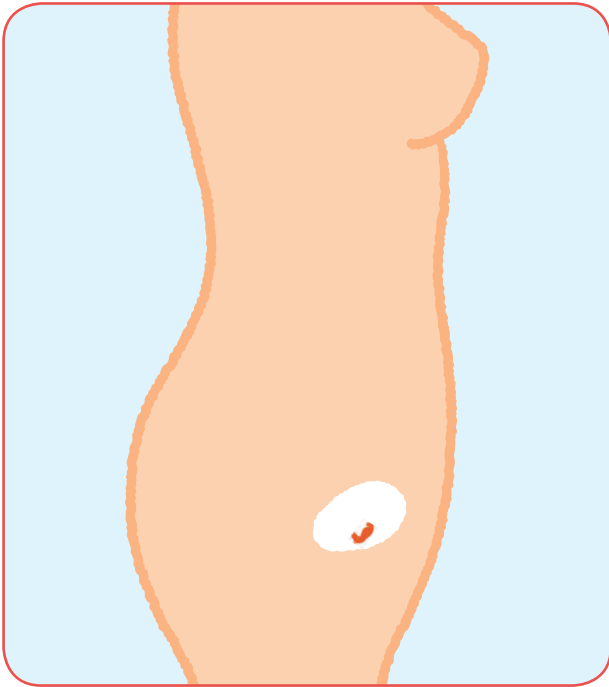
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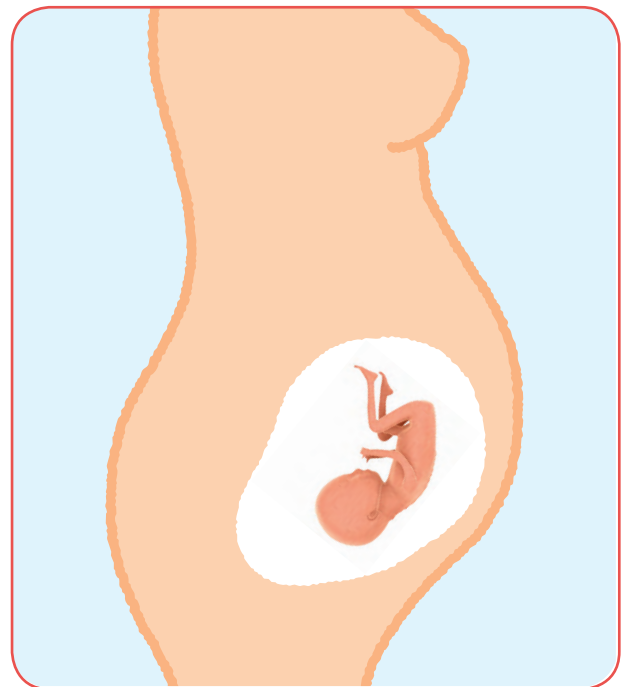
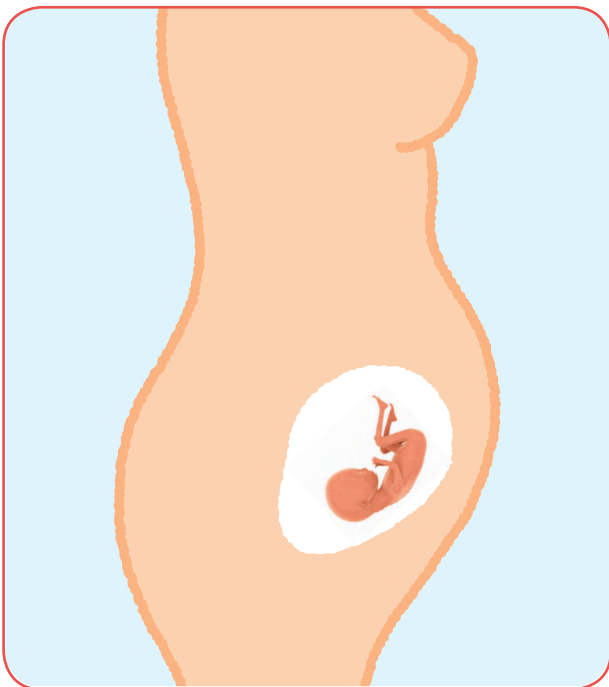
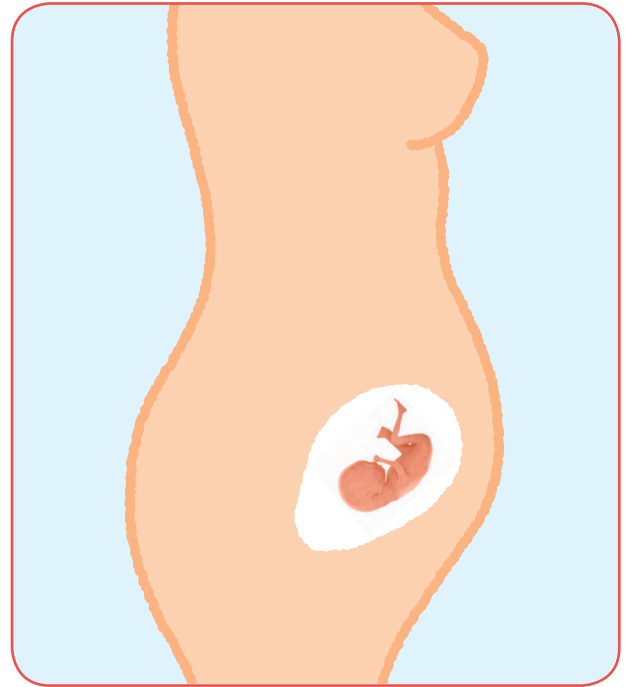
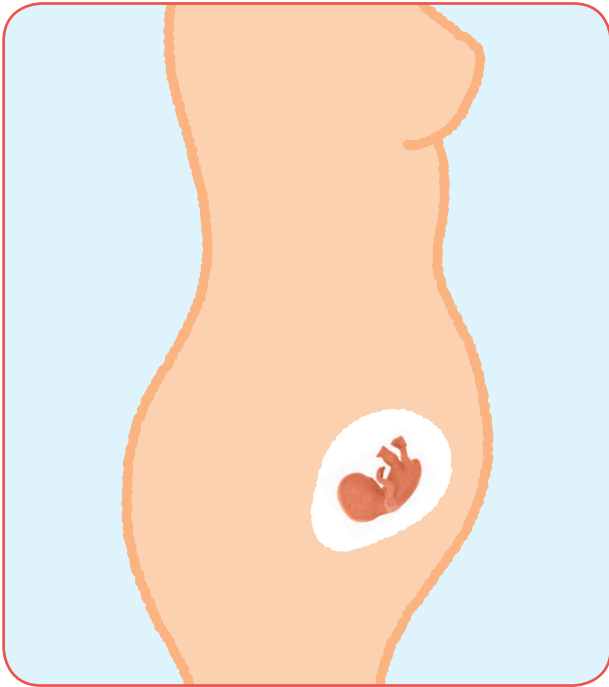
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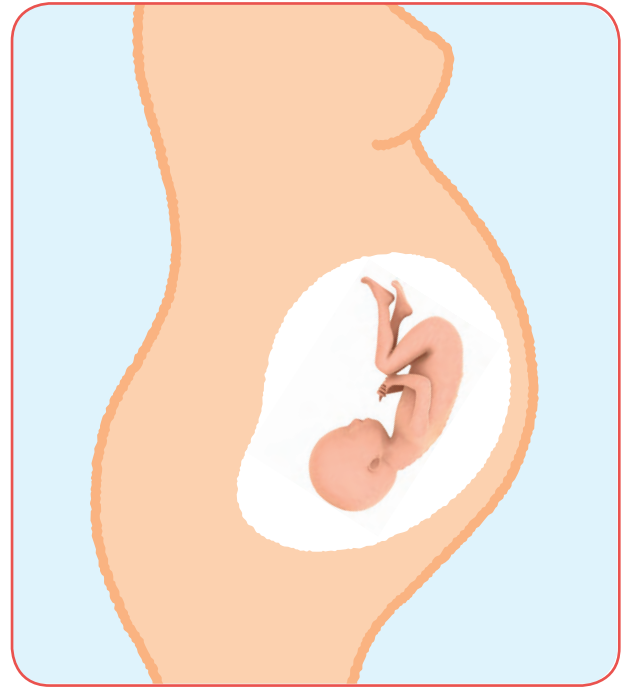
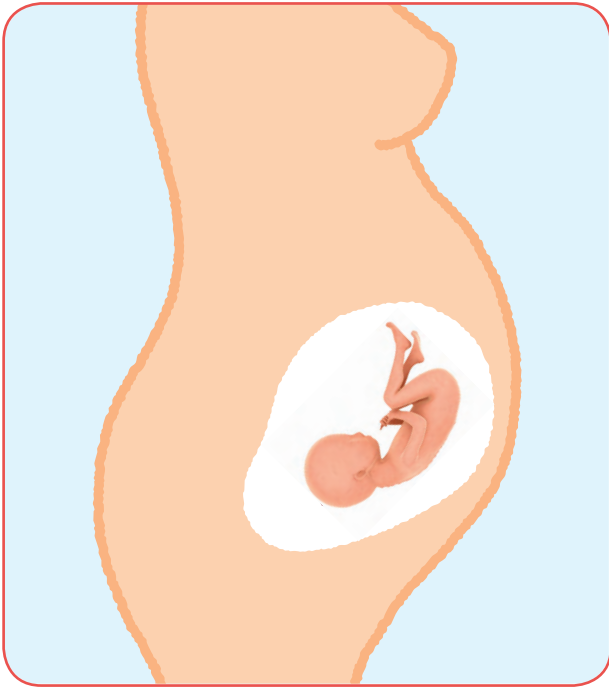
(Chime again) Then as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.

Changing Me

Baby Developing in the Womb PowerPoint - Year 6 - Piece 4







Changing Me

'Baby Can...' Cards - Year 6 - Piece 4

When I was a baby in the womb I
could wave my hands about
TRUE

When I was a baby in the womb I
could smile and laugh
FALSE

When I was a baby in the womb I
could kick my feet
TRUE

When I was a baby in the womb I
could breathe
FALSE

When I was a baby in the womb I
could suck my thumb
TRUE

When I was a baby in the womb I
could make gurgling noises
FALSE

When I was a baby in the womb I
could get hiccups
TRUE

When I was a baby in the womb I
could cry
FALSE

When I was a baby in the womb I
could wriggle around
TRUE

When I was a baby in the womb I
could pick my nose
FALSE

When I was a baby in the womb I
could go to sleep and wake up
TRUE

When I was a baby in the womb I
could bite my nails
FALSE

When I was a baby in the womb I
could have a drink
TRUE
(You would swallow some of the fluid
you were floating in)

When I was a baby in the womb I
could swallow food
FALSE

When I was a baby in the womb I
could stand on my head
TRUE
(You were probably head down when
you were ready to be born)

When I was a baby in the womb I
could watch TV
FALSE

When I was a baby in the womb I
could float underwater
TRUE
(You were floating in a bag of fluid)

When I was a baby in the womb I
could play games
FALSE

When I was a baby in the womb I
could listen to my Mum talking
TRUE
(You could hear her voice - although
you couldn't understand it)

When I was a baby in the womb I
could sing
FALSE

When I was a baby in the womb
I could hear my Mum's tummy
rumble
TRUE

When I was a baby in the womb I
could smell the flowers
FALSE

When I was a baby in the womb I
could take in food
TRUE
(But you got nutrients through the
cord, not by eating anything)

When I was a baby in the womb I
could count on my fingers
FALSE

When I was a baby in the womb I
could listen to music
TRUE
(You could hear sounds from
outside)

When I was a baby in the womb I
could read a picture book
FALSE

When I was a baby in the womb I
could open my eyes
TRUE

When I was a baby in the womb I
could tell whether it was light or
dark outside
FALSE

When I was a baby in the womb I
could have a wee
TRUE
(The fluid would pass through you
and back out again!)

When I was a baby in the womb I
could blow bubbles
FALSE

Changing Me

From Conception to Birth - Year 6 - Piece 4

Find the right words in the box below to fill in the gaps in the story

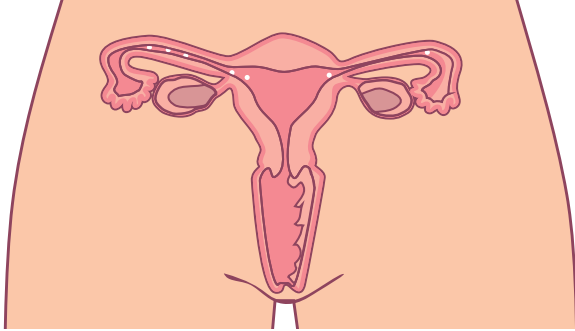
1. Life begins when a sperm joins with an egg in the fallopian tube and _____ it so that it starts to grow into a baby.
2. The fertilised egg starts to divide from one cell to two, then four, then eight and so on, and the growing cluster of cells travels down the tube towards the mother's _____.
3. The ball of cells settles into the soft lining of the womb, which has thickened with an extra supply of _____ to provide oxygen and food for the baby.
4. As the cells continue to divide some of them form into the tiny beginnings of the baby, and some form a fleshy plate called the _____ which attaches the baby to the wall of the womb.
5. The placenta collects oxygen and food from the mother's blood and passes them to the growing baby through the _____.
6. After a month the baby is about the size of a grain of rice; while it is very tiny the baby is called an _____.
7. For the first 12 weeks the baby grows slowly but it gradually forms all its body parts: after only 6 weeks it already has a tiny _____ which is beating.
8. While it grows the baby is kept safe and protected from bumps and knocks by floating in a bag of _____.
9. After 12 weeks the baby is fully formed and has all its essential _____ but it is still very small, about the length of your thumb.
10. After 6 months the baby is growing fast, it has begun to grow eyelashes and _____ on its head, and its mother can feel it sometimes moving and kicking.
11. In the final months of _____ the baby fattens up, has periods of waking and sleeping and can hear and react to sounds from the outside.
12. By the eighth and ninth months the baby is probably big enough to be able to survive if it was born early, and the mother has a very large, heavy _____ to carry around.
13. In the ninth month the baby is getting quite squashed and doesn't have much room to move: it settles with its _____ down ready to be born.
14. Birth begins when muscles in the womb start to press down on the baby in a series of powerful pushes called _____.
15. Over a period of several hours these contractions get stronger and more frequent, pushing the baby's head against the entrance from the womb to the vagina, which is called the _____, and gradually opening it up.
16. When the cervix is fully open the baby starts to move head first down through the vagina: this is known as the second stage of _____.

17. Now the mother can use muscles that she can control to help the contractions and push the baby down and out of the _____: it's very hard work and a big strain for the mother and the baby.
18. Finally the baby's head is born – this is the largest part and the rest of the body quickly follows: the mother is normally helped through all of this by a specially trained nurse called a _____.
19. The baby is still attached to its mother by the cord, but once it starts breathing for itself (and crying!) the cord can be clamped and cut – the remains of it will eventually shrivel to form the baby's _____.
20. The other end of the cord is connected to the placenta, and a few more contractions help the mother to push this out; now a new, independent life has begun and mother and baby can relax and start getting to know each other. Can you add one more word to describe how you think the mother might be feeling at this stage? _____

head	body parts	umbilical cord		vaginal opening	
fertilises	labour	belly	fluid	placenta	midwife
contractions		hair	embryo	womb	belly button
cervix	pregnancy	heart	blood		

Changing Me

Conception to Birth Card Sort Template - Year 6 - Piece 4



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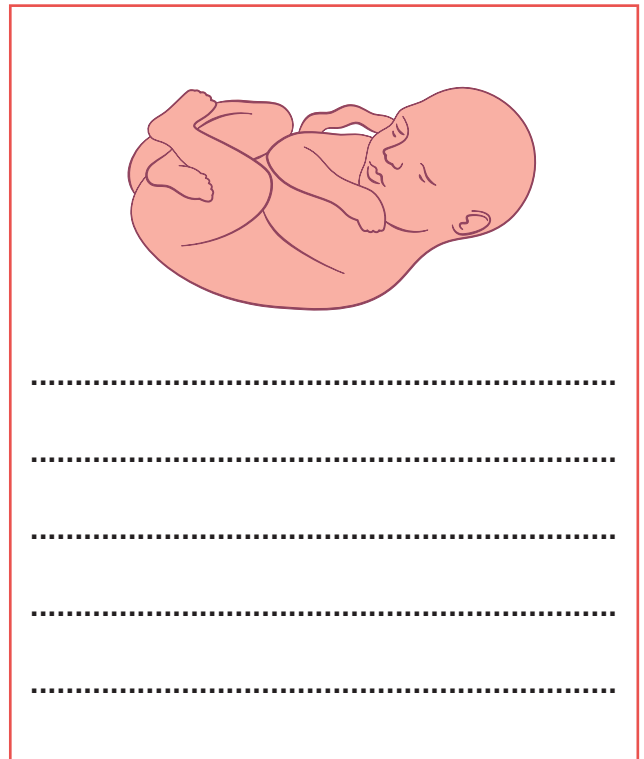
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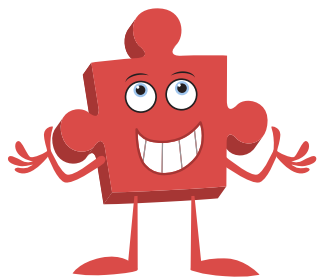
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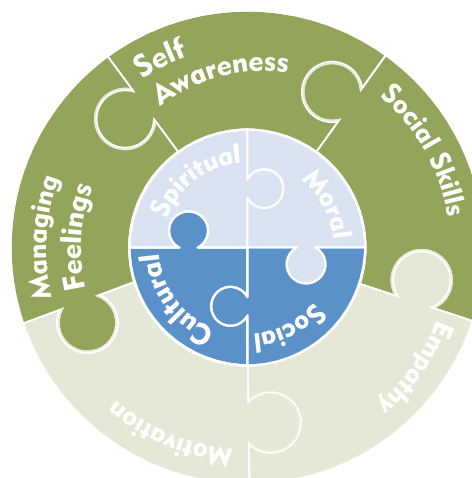




Puzzle 6: Changing Me - Year 6 - Summer 2

Piece 5 - Attraction

Puzzle 6 Outcome Tree of Change Display: 'Journey T-Shirts'	Please teach me to... understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this
Resources Jigsaw Chime 'Calm Me' script Jigsaw Gem Photo cards: Holding hands Jigsaw Journals	Vocabulary Independence Grown up Attraction Relationship Friends



Teaching and Learning

The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

Connect us

Play the game 'Blast off' with the thought behind it of children blasting off towards secondary school! The children stand in a circle and randomly begin to count backwards from 30-1 Blast off (30 being the number in the class so this may alter slightly depending on numbers of children). The idea is that children randomly say the numbers but if more than one child at a time says the same number, you have to start again. Children have to concentrate and work as a team to count backwards with everyone having had a go. When they get to 1 they can then all can shout 'Blast off!'

Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.

Open my mind

Draw a mind map together as a class using the word 'Independence' and conclude that independence means different things to different people.

Ask me this...

Does your mind feel calm and ready to learn?

What does independence mean to you?

Tell me or show me

In small groups, children examine a selection of birthday cards for 13 year olds and discuss. What are those cards telling us about how the card designer sees the age of 13/13th birthday? What are the perceptions of 13 year olds shown in these cards? Ask the children to sort the cards into those they think reflect reality and those they think are unrealistic.

Each group chooses one card they think best reflects what being a teenager means to them. Using this card as the centrepiece, the groups make a graffiti wall on a piece of flip chart paper to show their perceptions of being a teenager. Share these with the class. Each group uses smiley and sad faces to demonstrate which aspects are positive and negative perceptions.

During the debrief, ensure you challenge where necessary, so that children have a realistic and positive outlook on becoming a teenager. Sometimes teenagers may experience challenging and difficult times, e.g. when bodies are changing during puberty, but ensure children know that this process of growing up through these years is normal, manageable and fun.

Help children understand that growing up brings increased responsibilities. Each group identifies the responsibilities that will come with at least three aspects they have written on their flipchart, e.g. if they have written 'I am looking forward to staying out late with my friends', the accompanying responsibility might be 'I will make sure my parents know where I am, who I am with and that I am safe'. When discussing relationships make sure they know that the age of consent for sexual intercourse is 16.

Let me learn

In small groups, give the children a range of photo cards of children and adults holding hands. Ask them one question: Why are these people holding hands? Then hold up each card in turn and receive each group's feedback, eliciting a range of reasons why people hold hands (they are friends, they are helping each other, they fancy each other, they are in a 'relationship' with each other). Debrief this activity by discussing with the children that when they become older, it will be natural for them to be physically attracted to someone; ask them whether that would feel different to a friendship relationship and how.

Help me reflect

In the Reflection Puzzle Piece of their Jigsaw Journals, children write one positive affirmation (as in Piece 1) about how they will cope with the changes that growing up will bring, e.g. 'I accept and look forward to becoming a teenager and the changes this will bring'.

How old do you think you should be to walk home from school on your own?

How might it feel to be attracted to someone?

Notes

Changing Me

Calm Me Script - Year 6 - Piece 5

Note to teacher: It is quite tricky to learn to follow the path of the breath so you may like to repeat the exercise every week for this Puzzle, perhaps adding some soft music while children practise the process.

Sometimes when changes start to happen to us it can feel a bit scary. It is important to talk to someone you trust if this happens. You can also help the scary feelings to go away by listening to your breathing. So let's practise that now.

So let's start our Calm Me time by sitting in our Calm Me way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound.....

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again.

Breathing like this we feel calm and gentle....

Breathing in and silently counting 1,2,3,4,5.....breathing out silently hearing the words "I am glad to be alive."

Continue with your relaxing breathing, in to fill the lungs.....out to feel calm and relaxed.

Then try to let your mind, follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path....can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract? All because you took one simple breath in....

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey.

Practise this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is....we do it and usually are not even aware that we are doing it.... amazing.

For a few minutes, while we are sitting peacefully, I invite you to think about YOUR body and what it does for you. What do you appreciate most about it every day? Do you show it appreciation? Do you look after it well with rest, exercise, healthy food and plenty of water?

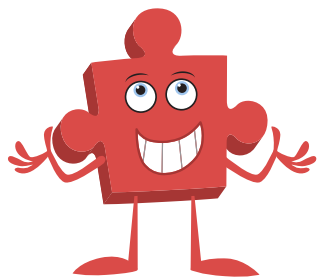
Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I appreciate my body."

(Chime again) Then as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.

Changing Me

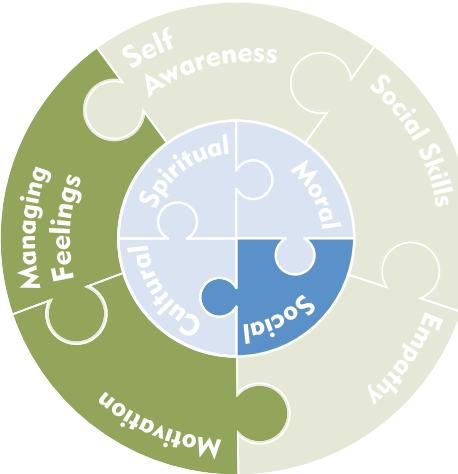
Holding Hand Photos in PowerPoint - Year 6 - Piece 5





Puzzle 6: Changing Me - Year 4 - Summer 2

Piece 6 - Transition to Secondary School

Piece 6 - Transition to Secondary School		
Puzzle 6 Outcome Tree of Change Display: 'Journey T-Shirts'	Please teach me to... identify what I am looking forward to and what worries me about the transition to secondary school know how to prepare myself emotionally for starting secondary school	
Resources Jigsaw Song sheet: 'Changing as I grow' Jigsaw Jem Jigsaw Chime 'Calm Me' script PowerPoint slide – Bungee run Coloured card and pens Pots of bubbles Blank T-shirt Fabric pens	Vocabulary Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement	
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description). Connect us Sing the Jigsaw Song: 'Changing as I grow'. Ask the children to think about the changes coming up for them when they start secondary school. Pass around the circle Jigsaw Jem and ask the children to complete the sentence stem: 'One thing I am looking forward to about secondary school is...' Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script. Open my mind Show the PowerPoint slide of an inflatable bungee run and, in talking partners, ask the children to suggest ways in which the bungee run is a symbol of them starting secondary school. What could the bungee run mean? (Children have just discussed what they are looking forward to but maybe are held back by some fears or concerns like the bungee cord around their waist.)		Ask me this... <

Tell me or show me

Play 'Bin the worry' game. Each child has a brightly coloured piece of card and chunky pen. Invite them to write their biggest worry about the transition to secondary school on their card. (Make sure they know they will be asked to share these as this may make a difference about what they choose to write.)

Working in groups of six, children take it in turns to journey through 'solutions alley'. Each group arranges itself in two lines, with pairs facing each other with a bin at one end. In turn, each child stands at one end of 'solutions alley' with their worry card, and asks the others to suggest solutions for that worry - "Please can you help me bin this worry". As the child slowly walks through the alley, the members of his group in turn offer a solution to his worry. When he gets to the end of the alley, he considers their suggestions; if he has found a possible solution he can choose to 'bin his worry' by putting his worry card in the bin and he then says "Thank you" to his group. If no adequate solution seems to have been found, open this to the rest of the class for suggestions (as long as the child agrees). It may be necessary for the teacher/pastoral care worker to follow this up.

Let me learn

Have fun with this activity! In their groups, children reflect on their time at this school sharing their memories and best moments.

Giving each child a blank T-shirt and fabric pens, invite them to illustrate some of their memories and best moments on the BACK of their 'Journey T-Shirt'. Share these and celebrate.

Change the atmosphere of the room using the Jigsaw chime and a breathing technique to help children enter a reflective state. Ask them to visualise three things they are most looking forward to about being in their new school and to be aware of the positive emotions attached to those things. Gently bring them out of the reflection and invite them to illustrate the FRONT of their 'Journey T-shirt' to show what they are looking forward most about their onward journey to secondary school.

Children then have the opportunity to wear their T-shirts and share their designs with each other in a mini fashion show.

Help me reflect

Wearing their 'Journey T-Shirts', the whole of Year 6 gathers outside, holds hands in a big circle, sings 'Changing as we grow'. Then, in quietness, children pass a pots of bubbles around their circle; they then take it in turns to blow a bubble. As they blow their bubble, invite them to reflect on their journey and their hopes.

Ideally this lesson may be followed by a celebration assembly where the children also receive the final Jigsaw certificate.

What are your best moments?

What are your best memories?

What are you looking forward to about secondary school?

Notes

Prior to this lesson, it would be beneficial if the children have had a chance to visit their secondary school so that they have an idea about what it might be like.

The end product for this Puzzle is a huge 'Tree of Change' display in the hall for Years 1-5. The Year 6 contribution to this display is a 'Journey T-shirt' (in Piece 6) which can be worn as part of a mini fashion show during the final assembly for the Puzzle and as part of the Tree of Change display, depicting the change from primary school to secondary school.

Changing Me

Calm Me Script - Year 6 - Piece 6

Note to teacher: It is quite tricky to learn to follow the path of the breath so you may like to repeat the exercise every week for this Puzzle, perhaps adding some soft music while children practise the process.

Sometimes when changes start to happen to us it can feel a bit scary. It is important to talk to someone you trust if this happens. You can also help the scary feelings to go away by listening to your breathing. So let's practise that now.

So let's start our Calm Me time by sitting in our Calm Me way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound.....

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again.

Breathing like this we feel calm and gentle....

Breathing in and silently counting 1,2,3,4,5.....breathing out silently hearing the words "I am glad to be alive."

Continue with your relaxing breathing, in to fill the lungs.....out to feel calm and relaxed.

Then try to let your mind, follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path....can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract? All because you took one simple breath in....

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey.

Practise this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is....we do it and usually are not even aware that we are doing it.... amazing.

For a few minutes, while we are sitting peacefully, I invite you to think about YOUR body and what it does for you. What do you appreciate most about it every day? Do you show it appreciation? Do you look after it well with rest, exercise, healthy food and plenty of water?

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I appreciate my body."

(Chime again) Then as you listen to the chime fade away, bring your body and mind back into the classroom in this present moment, nice and peaceful, ready to learn.

Changing Me

Bungee Run Photo - Year 6 - Piece 6



Photop courtesy of urthstripe: Flickr



Puzzle 6: Changing Me - SEN overview P1i to P3ii

Level Descriptors	Key Concepts & Key Questions	Learning Intentions	Experiences/Activities Suggested Resources
P1i - Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. Any participation is fully prompted.	- The world is around me. - Things happen in the world.	Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources to any therapeutic programmes that may already be in place for a child/young person, e.g. Physiotherapy Programme or 'Sensory Diet'	A variety of music, sounds, smells, lights, textures and tactile objects, linked to the needs of the child/young person. A selection of interactive and fun engagement/stimulation activities: to develop a Personalised Sensory Box (PSB) of objects. Pupils experience a variety of changing activities - light or sound or touch etc. turning on/off, starting/stopping. Using vibrating (resonance) boards or other activities also. Using electrical items in the classroom and community, e.g. CD player/fan/light source, etc. accessed through switches where appropriate. Exploring HOT and COLD: use a variety of different temperatures and heated/cooled objects to explore change.
Encountering the World		To encounter a variety of experiences in the world via a number of contexts and situations, exploring a number of senses. Pupils encounter a variety of equipment which they can either turn on or off, or can affect their 'state' using a switch. Pupils are beginning to explore Cause and Effect, with adult/peer support. Pupils encounter and experience a range of multi-sensory activities related to temperature to encourage tactile, sensory and change awareness.	Using a variety of approaches and activities to enable a child/young person to be aware of their body, linked to the needs of the individual. Developing a PSB to engage with a child/young person, linked to topic and other area of need, e.g. nail brushes, massage oils, fans, flashing/spinning objects. Pupils are beginning to show awareness/excitement when expecting the next sequence in an event or action, e.g. making sounds into a microphone, passing a balloon. Pupils are using ICT programmes to make, predict and be aware of change through Cause/Effect activities. Exploring LIGHT and DARK/SOFT and ROUGH etc. vibrating objects etc.
P1ii - Pupils show emerging awareness of activities and experiences. They have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may give intermittent reactions.	- I am beginning to be aware of the world around me. - I am aware of events in the world.	To demonstrate I am aware of the world for periods of time. To show I am able to react to events in the world. Pupil alerts and attends briefly to objects of interest and novel stimuli within their sensory field. Pupils are assisted by an adult to activate a simple switch that initiates, starts or continues an ICT experience. Pupil shows emerging awareness of and has attention drawn to prominent sounds and other experiences, and may show consistent responses.	
Developing Awareness of the World			



Puzzle 6: Changing Me - SEN overview P1i to P3ii

P2i - Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration.	- I am beginning to respond to things I am familiar with in the world. - I am beginning to show I am aware of events and activities in the world. <i>What events and objects allow me to show you I have an interest in the world?</i>	To show an interest in things in my world. To demonstrate a consistent response to certain events and activities in the world. To explore the world with others. Pupil looks at themselves in a mirror. Pupil shows interest in the facial expressions/pictures/sounds of others. Pupils are beginning to show awareness of a variety of sounds in a variety of positions related to their local environment.	A variety of experiences and activities to focus upon individual interaction, engagement and coactive exploration, e.g. using principles of Intensive Interaction principles (which can be explored throughout P1-P3). A developed PSB based upon the needs of a child/young person (as above), e.g. shaving foam, sand, bubble wrap, paints, ice, wheat bags etc. To explore a pupil's own facial features when in front of a large mirror - sit next to the pupil, and explore exaggerated facial movements/expressions. Explore pictures/ recorded voices of people known to a pupil. Explore in different mediums - switches, ICT Explore a variety of sounds from a variety of different positions around/next to/a pupil: which may be preferred?
Beginning to Respond to the World P2ii - Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation.	- I can respond to some events and activities consistently and proactively with others in the world. - I am able to demonstrate to you I have preferences in the world. <i>What and how to I show to you my preferences in the world?</i>	To demonstrate I want to communicate with the world. To demonstrate that I am able to give learned responses to certain events, experiences and activities. To cooperate with others in the world. Pupils begin to respond to their own name in a variety of familiar stories and turn taking activities. Pupils engage in a variety of activities, performing physical actions using trial and improvement. Pupils are beginning to consistently explore their interactions with their peers.	Working collaboratively with others to explore a variety of PSB objects, events and activities, in the classroom and/or outside in the world. Using a variety of personalised and engaging materials to develop familiar routines for interaction and engagement, which can be modified, adapted and tweaked according to pupil response (PSB). Engage in stories/activities and experiences that involve the mentioning of a pupil's name: pupils to respond. Encourage pupils to use their hands to knock, swipe, rotate, bang, tap, grasp or hit objects, to create a sound/reaction (e.g. keys on a keyboard/switch for a music player). Introduce the concept of 'others' with greater clarity, by encouraging placing a fingertip on an object/person named to gain that link. Begin to increase any 'pointing distance'.
Cooperating in the World			



Puzzle 6: Changing Me - SEN overview P1i to P3ii

P3i - Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods.	- I am beginning to communicate with others in the world. - I seek attention from others. - I am able to learn and demonstrate consistent responses. - I am aware that I can affect the world around me.	To begin to communicate with others in the world. To get the attention of a person/of people in my immediate environment. To demonstrate I can request an interaction, experience or event. To change things in the world. To demonstrate that I am aware of my interactions with the world. Pupils work well with a variety of different adults in the classroom. Pupils listen and begin to show preferences for different genres of music. Pupils are developing their self-help skills with support.	To provide tools and opportunity to facilitate communication and interaction in the world, e.g. engaging in familiar body rhymes, songs and routines. To provide opportunities for meaningful social interaction with peers and adults. A collection and selection of preferred and non-preferred objects, smells, pictures, etc from school and the home: motivational, familiar and engaging - items that provoke a response and action. Explore a variety of objects in a number of alternate ways, including hiding/uncovering to develop searching/object permanence, and verbal modelling from adult/peers. Engage in the experiencing of different musical genres to explore the difference of sound: pace, pitch, timbre & genre. Begin to explore how parts of the body work, and how to look after it, e.g. washing, brushing teeth, combing hair, to focus upon change.
Becoming Involved in the World			
P3ii - Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems.	- I seek communication with others in the world. - I am able to communicate in a way others can understand. - I am happy to explore the world with other people, for extended time periods of time.	To demonstrate that I am able to initiate communication with others. To respond to options and choices with actions or gestures (where physically able to). To be aware of changes caused by my body moving. To explore events and objects for increasing periods of time. To demonstrate to others that I am able to anticipate certain events, activities and experiences. Pupils are beginning to understand that sometimes people and objects change and are different. Pupils are beginning to understand that people/ animals/plants, etc. grow and change over time. Pupils spend time exploring a variety of changing items/objects in their sensory sphere.	To provide opportunities for a young person to communicate with and make changes upon the world in their preferred method and mode, e.g. eye-pointing To reinforce engagement in the world with individual and motivating objects, people and activities to sustain and develop concentration and enjoyment. A developed PSB and Object Box to allow for purposeful choosing, preference communication and engagement with the world, linked to the topic. Begin to allow pupils to become increasingly aware of emotions and change-states, e.g. HAPPY/SAD, HOT/COLD, UP/DOWN, IN/OUT, WET/DRY, BIG/SMALL. Talk with and explore (pictorially, descriptively or other) how people grow up and change (growth focus). Explore a variety of substances and textures with their hands, that gives different sensory feedback.
Beginning to Understand the World			The majority of the Experiences/Activities and Resources outlined above are appropriate from P1 to P3, with differentiation by method of input and outcome.



Puzzle 6: Changing Me - SEN overview P4 to P8

Level Descriptors	Key Concepts & Key Questions	Learning Intentions	Experiences/Activities Suggested Resources
		Remember to link any of the Learning Intentions, Experiences/Activities and Suggested Resources that may already be in place for a child/young person, e.g. Physiotherapy Programme or 'Sensory Diet'	
P4 - Pupils express their feelings needs, likes and dislikes using single elements of communication. They engage in parallel activity with several others. Pupils follow familiar routines and take part in familiar tasks or activities with support from others. They show an understanding of yes and no and recognise and respond to animated praise or criticism. They begin to respond to the feelings of others matching their emotions and becoming upset.	Identifying, preparing for and exploring changes in life Relationship and Sex Education Transitions Growing Assertiveness	Pupils can accept the absence of others, particularly familiar adults. Pupils follow a schedule with support.	Jigsaw Piece plans and resources/photo cards/pictures. Jigsaw Songs, particularly 'Changing as I Grow' for this Puzzle. Puppets - Jigsaw Friends. Total communication through words, signs, gestures, symbols, body language, facial expression, pictures (PECS). Class schedules - pictorial, symbols. Personal schedules. Personalised reward system according to individual preferences. Multi-sensory input - objects of reference. Video, pictures, social stories, etc. which show changes, events, family life. Pictures, story boards, music and drama.
P5 - Pupils take part in work or play involving two or three others. They maintain interactions and take turns in a small group with some support. Pupils combine two elements of communication to express their feelings, needs and choices. They join in discussions by responding appropriately to simple questions about familiar events or experiences.	What changes will happen in my life? How will my body change? How will I cope with change?	Pupils start to identify, with adult support, when activities are 'finished'. Pupils accept, with adult support, moving to another learning environment.	



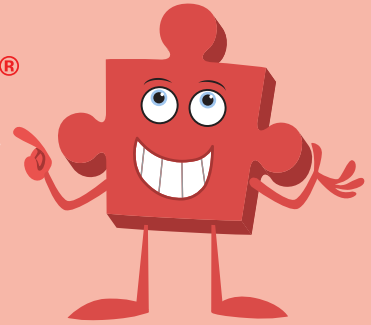
Puzzle 6: Changing Me - SEN overview P4 to P8

P6 - Pupils respond to others in group situations, playing or working in a small group cooperatively. They carry out routine activities in a familiar context and show an awareness of the results of their own actions. They may show concern for others and sympathy for others in distress and offer comfort.		Pupils accept, with adult intervention, an activity has finished and are prepared to move on to the next activity. Pupils can identify pictures of themselves when they are younger.	Book: 'Once there were Giants' by Martin Waddell. Making choices. Personalised clues to show how they are feeling - may include not wanting to entertain a situation. About Me books. Communication books. Photographic sequencing of events. Pictures of themselves growing up. Pictures of family and others at different stages of their lives. Contributing to own review in whatever way is appropriate for the individual. Transition visits - new class, college, etc.
P7 - Pupils communicate feelings and ideas in simple phrases. They move with support to new activities which are either directed or self chosen. They make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations. They judge right and wrong on the basis of the consequences of their actions. They show some consideration of the needs and feelings of other people and other living things.		Pupils start to recognise physical changes in themselves. Pupils can identify some differences between young and old. Pupils accept an activity has finished and move on to the next activity with a degree of independence. Pupils start to accept, with adult support, when an unplanned event occurs.	



Puzzle 6: Changing Me - SEN overview P4 to P8

P8 - Pupils join in a range of activities in one-to-one situations and in small or large groups. They choose, initiate and follow through new tasks and self-selected activities. They understand the need for rules in games and show awareness of how to join in with different situations. They understand agreed codes of behaviour which help groups of people work together and they support each other in behaving appropriately. They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.	Key concepts and questions outlined above are appropriate from P4-8, with differentiation by method of input and outcome	Pupils can identify something they need to change and start to identify what they can do to make it happen. Pupils can sequence changes. Pupils accept unplanned changes and demonstrate some degree of flexibility.	Circle time activities focussed on identifying what's happening during the day. - I Can sheets and activities – self-help skills may be appropriate here and using pupil-friendly assessment to help them identify the next step. - Either/or choice between two, e.g. environments, activities, tools and materials. - Egg timers, kitchen timers, alarm clocks to give a limit on time span for an activity and to signal change. - Annual cycle – birthdays, Christmas, Easter, seasonal events, months of the year, days of the week – when's dinner time? - Books to aid teaching Relationship and Sex Education: • 'Puberty and Sexuality for Children and Young People with a Learning Disability', The Children's Learning Disability Nursing Team, Leeds NHS, Jan 2009 • 'Let's do it – Creative Activities for Sex Education for Young People with Learning Disabilities', Rebecca John, Lorna Scott and Janet Bliss, Image in Action • 'Let's plan it – A Guide to Sex and Relationships Education for Young People and Adults with Learning Disabilities', Lorna Scott and Sarah Duignan, Image in Action The majority of the Experiences/Activities and Suggested Resources outlined above are appropriate from P4 to P8, with differentiation by method of input and outcome.
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Changing Me

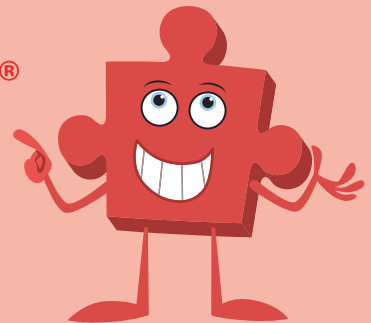
Well done!

Please feel proud that you have learnt to:

I am especially pleased that you:

I am proud that I can:

Signed: Date:



Changing Me

Well done!

Please feel proud that you have learnt to:

I am especially pleased that you:

I am proud that I can:

Signed: Date:

