



Year 1: Changing me (RSE) – Summer Term 2

2020-2021

<u>No.</u>	<u>Lesson titles:</u>	<u>Learning Objectives:</u>	<u>Description:</u>
1.	Life Cycles	<p>To start to understand the life cycles of animals and humans.</p> <p>To understand that changes happen as we grow and that this is OK.</p>	<p>Vocabulary: Changes, Life cycle, Baby, Adulthood</p> <p>Activity: Play ‘Find your pair’. Give each child a picture card and ask them to ‘find their pair’ and sit with their partner. Using Jigsaw Jack as the talking object and giving the children some thinking time, each pair identifies one change that has happened to make the baby into the adult. You may like to flipchart these changes.</p> <p>Sing the Jigsaw Song: ‘Changing as I grow’</p> <p>The teacher shows the children a series of photos of herself in sequence from a baby photo, a toddler photo, starting school, later in primary school, a teenager, an adult and now. She tells her story so far, helping the children to understand that everyone starts life as a baby and goes through stages of growth. To reinforce this, the teacher could muddle up the sequence of photographs and invite two children to come into the circle and put them in the right order explaining as they go.</p> <p>Introduce the concept of ‘Life cycle’ and explain that this means growing from birth to adulthood. In pairs, take a set of the life cycle cards (see page 30) and ask the children in groups to arrange these in the correct order to show the stages of growth and development of each of the animals.</p> <p><u>Key Q:</u> How long does it take to grow up? Do we all grow up at the same rate? What do you most like about being you now? What do you want to be when you grow up?</p>

<p><u>2.</u></p>	<p>Changing Me</p>	<p>To tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>To know that changes are OK and that sometimes they will happen whether I want them to or not.</p>	<p>Vocabulary: Change, Life cycle, Baby, Adult, Grown up Activity: <u>Play Change</u>. Ask the children to move around the room as if they are mice e.g. tiptoe, little squeaks, rubbing whiskers, etc. Then tell the children that when you shout the word 'change' and an animal, e.g. 'change - penguin,' or 'change - monkey', they turn into and act like that animal. Sing the Jigsaw Song: 'Changing as I grow'. Use Jigsaw Jack as the talking object to share any thoughts the children have about the words of the song, focusing on how we might change. Reinforce the idea that we all change and that this is OK. Open up the discussion about how the children have changed since they were babies (physical changes as well as developmental changes, i.e. what they can now do that they couldn't when they were a baby). In groups, using the life cycle cards from the previous Piece (frog, butterfly, human), ask the children to sequence from left to right each set of cards to show the changes that happen as each living thing grows up. Reinforce the idea that every living thing has a life cycle and grows from young/baby to fully grown/adult. Children draw the biggest change that has happened to them since they were babies. <i>Children will need to be asked to bring in a photo of themselves (baby photo) for next lesson. (Be sensitive to the needs of any child who may not have a photo to bring.)</i></p>
<p><u>3.</u></p>	<p>My Changing Body</p>	<p>To know how my body has changed since I was a baby.</p> <p>To understand that growing up is natural and that everybody grows at different rates.</p>	<p>Vocabulary: Baby, Growing up, Adult, Mature, Change Activity: Jigsaw Jack holds up a picture of the teacher as a baby. Can the children help Jigsaw Jack to work out who this is? Why is it so difficult to tell? Invite a child to carefully choose a baby photo from the box/album (these photos are the ones the children have brought in). The teacher asks the children to help Jigsaw Jack to work out who is in the photo, whose baby photo is this? How do we know? Is it difficult to work out? When someone guesses correctly, the child</p>

			<p>who owns the photo places it in front of them in the circle. Repeat this until everyone has their own photo back.</p> <p>Establish the learning that we are all changing all the time. We are still 'us', I am still me, even though my body grows and changes every day.</p> <p>In pairs, talk about all the ways they can think of that they have changed since they were babies. Share round the circle the ideas they have come up with. Distinguish between changes in their body/appearance and changes in their abilities, things they can do for themselves, etc. You may like to flipchart their ideas about changes in two columns.</p> <p><u>Key Q:</u> What do other living things look like at the beginning of their life cycle? How much have we all changed since we were babies? How have our bodies changed? How have our abilities changed? How long does it take to grow up? Do we all grow at the same rate? What would happen if we didn't change and grow?</p> <p>Children stick their baby photos into their books and around it draw or write some of the ways they have changed since they were a baby.</p>
4.	<p>Boys' and Girls' bodies</p>	<p>To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.</p> <p>To respect my body and understand which parts are private.</p>	<p>Vocabulary: Male, Female, Vagina, Penis, Testicles</p> <p>Activity: Show children PP slides of animals and ask them to identify which one is the male and which one is the female. How do they know?</p> <p><u>Key Q:</u> How can we tell the difference between a male and a female? How can we tell who's a boy and who's a girl? How do you tell the difference between a boy and a girl? What are the right names for the body parts that make boys and girls different?</p> <p>Still sitting in a circle, ask all the boys to sit on one side of the circle and all the girls to sit on the other side of the circle. In talking partners (ensure these are same gender partners), children come up with three ways that boys are different from girls by looking at them. Pass Jigsaw Jack around the circle for each pair to give their answer; you may like to flipchart their answers. Conclude that the only way</p>

			<p>we can really tell the difference between boys and girls is by their private body parts.</p> <p>Show PP slides of the Penis, Testicles and Vagina. Do we know the correct words for the differences we can see now? If there are giggles, ask the children, 'Why do we giggle?' Because these are the parts we keep private - we don't usually show them or talk about them. Reinforce that our private parts are those parts that our swimsuits cover. Ensure 'private' is taken to mean special and important, not 'guilty' or 'not very nice'. Which of our body parts do we normally keep private? When is it all right for us to talk about our 'private' parts, and what names should we use?</p> <p>On the floor, create two large, overlapping circles; draw these on flipchart paper or use PE hoops. In the spaces place the labels: Male, Female, Both. Still working in pairs, each pair has a body part card and in turn places their card in the appropriate space: male, female, both. As they do this they tell the group the correct name for that body part. Establish why it is important to use the correct names for parts of the body and ask the children to make sure that at school they use the words penis, testicles, vagina, rather than family words they may use at home. Discuss when it is and isn't OK to talk about these private body parts: With Mum and Dad? With friends, brothers, sisters? With older relatives? With visitors at home?</p>
<p><u>5.</u></p>	<p>Learning and Growing</p>	<p>To understand that every time I learn something new, I change a little bit.</p> <p>To enjoy learning new things.</p>	<p>Vocabulary: Learn, New, Grow, Change</p> <p>Activity: Sing the Jigsaw Song: 'Changing as I grow' and, using Jigsaw Jack as the talking object, draw out from the children some of the changes that have happened to them and reinforce that these changes are OK.</p> <p>Share the picture cards with the children: Baby lying down, a baby crawling, a toddler walking, a five-year-old running, a ten-year-old skipping. In groups, ask the children to place them in sequence. Reinforce the learning that as we physically grow we also learn to do more things.</p>

			<p>On flipchart, the teacher draws the stem and centre of a flower. Add one petal and stick the first picture (baby) into it. Draw the second petal and ask the children which picture should go in next (baby crawling). Continue until the flower is complete, helping children to understand that every time we learn something new we add a little bit onto ourselves, like adding a petal to a flower. Take the pictures off the flipchart flower and go through the process again, this time asking children things they have learnt that may have changed them a little bit. Add their suggestions to each petal, e.g. learnt to talk, learnt to share toys, learnt to ride a bike. Draw out the learning that however old we are, as we learn things we grow a little bit. Children finish the sentence: 'I like being five because I can...'</p>
<p><u>6.</u></p>	<p>Coping with Changes</p>	<p>To tell you about changes that have happened in my life.</p> <p>To know some ways to cope with changes.</p>	<p>Vocabulary: Change, Feelings, Anxious, Worried, Excited, Coping</p> <p>Activity: Sing the Jigsaw Song: 'Changing as I grow'. Allow children to enjoy the song and share any thoughts that come up for them. Share the story 'Moving Molly' by Shirley Hughes. Talk with the children about how Molly might have felt. Help them to understand that when we deal with big changes, we might feel worried, anxious, frightened, excited... Sitting in a circle, using Jigsaw Jack as the talking object, children complete the sentence: "When Molly moved house she may have felt..."</p> <p><u>Play the Changes Game.</u> Tell the children you are going to an object from your big bag which is associated with a big change that might happen for children. They need to guess what that change is. You may pull from the bag: a baby's nappy or toy, a school jumper, a cat or dog collar. When children have guessed the change event, pass Jigsaw Jack again so that children can express how each change might feel. "If I had a baby brother, I might feel..." "When I started school, I felt..." "If I got a new puppy, I might feel..." For each change event, discuss with the children how they might cope with such a change and how they could manage the feelings associated with it, e.g. tell an adult, express their feelings, share their worries.</p>

			Children draw one change they have experienced and write in a speech bubble how they felt when this was happening.
Outcomes Vocabulary Knowledge Skills & Enquiry Communication	<ul style="list-style-type: none"> • To be able to use RSE specific vocabulary which is appropriate. • To be aware of animal and human life cycles. • To understand differences between male and female bodies. • To be able to link growing and learning. • To cope with changes and transition to Year 2. 		