



Year 4: Changing me (RSE) – Summer Term 2



2020-2021

<u>No.</u>	<u>Lesson titles:</u>	<u>Learning Objectives:</u>	<u>Description:</u>
1.	Unique Me	<p>To understand that some of my personal characteristics have come from my birth parents.</p> <p>To appreciate that I am a truly unique human being.</p>	<p>Vocabulary: Personal, Unique, Characteristics, Parents</p> <p><i>CT is mindful of children in the class who are fostered, adopted or who may not know information about their birth parents. In that instance, the CT will talk to them before the lesson so that they are prepared and can participate as and how they feel able.</i></p> <p>Activity: Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.</p> <p>Connect us: Twelve children stand up in the circle and hold a kitten card so everyone can see. Three further children stand up in the centre of the circle and get one of the mother cat cards (cats are named Bella, Maisie and Poppy). Ask the kittens to decide who they think their mother is and to go and stand with her. Ask the children to share why they chose the mother cat they did. They will probably say similar colour, eye colour, etc.</p> <p>Then reveal that there is a letter on the back of each of the kitten cards which stands for either Bella, Maisie or Poppy. Ask the children to go and stand with their mother cat. This then shows that it is quite random and that there is a mixture of colours with each mum and that it isn’t obvious. Make the point that, as humans and children, we have some characteristics that are clearly from our parents but some characteristics that are unique to us.</p> <p>The teacher shows the children a picture of herself as a child with her parents and asks the children to pick out any physical characteristics she may have been given by one or other parents, e.g. blue eyes, brown hair. Teacher describes one of her parents and shares with the children some of the characteristics she has received from them, e.g. love of animals, patience, etc. (Alternatively, use a celebrity family as an example or ask a colleague to share their experience.)</p> <p>Key Q: Can you identify your own characteristics that are unique to</p>

			<p>you and those characteristics which have been passed on from your parents? (Teacher may open up discussion about nature vs. nurture, i.e. you may be good at music due to being taken to music lessons by your parents even though they themselves are not musical.) Give each child two parent puzzle templates and ask the children to write in each puzzle piece characteristics about each parent. Then ask the children to carefully cut out any of the puzzle pieces from each of their parents puzzles that are characteristics that they think they also have and to stick them onto their own 'Me' puzzle template.</p>
<p>2.</p>	<p>Having a Baby</p>	<p>To correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>To understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p> <p><i>NOTE:</i> <u>CHILDREN WILL BE SEPARATED INTO GIRLS' AND BOYS' GROUPS FOR THIS LESSON</u></p>	<p>Vocabulary: Baby, Penis, Testicles, Vagina, Womb, Joy, Responsibility, Love</p> <p>Activity: <i>This lesson does not attempt any explanation of how the sperm and the egg come together. It is likely that the question may come up, though. In that case the CT may choose just to say that that's another special bit of the magic of making a baby, and we're saving up learning about it until you're in Year 6.</i></p> <p>Sing the Jigsaw Song: 'Changing as I grow'. Ask the children to think for a minute about the line: "I'm becoming what I'm meant to be..." - share ideas about what that line might mean to them.</p> <p>Shuffle the cards for the <u>Making Things game</u> and give one to each child. Then ask them to move around and compare their card with other people's, find the connections, and eventually form themselves into groups containing one finished article (a cake, an oak tree, a new car and a baby) and the 'ingredients' required for making it. There should be five in each group: if, as is likely, your class is not an exact multiple of five you could have some fun asking those left over what they think they could make with their assorted ingredients! Make sure all the class knows what the four finished articles and their constituent parts are. Discuss terminology: Sperm, Egg, Womb (slide).</p> <p><u>Key Q:</u> Which of the four things in the game is the most special and important thing to make?</p> <p>Pose two questions for brief discussion initially to get some thoughts going:</p> <ul style="list-style-type: none"> • What do you think are the reasons why people might choose to have a baby?

			<ul style="list-style-type: none"> • What do you think might be difficult about looking after a new baby? Once a few ideas are circulating, divide the class into discussion groups of 4 or 5, give each group a piece of flipchart paper with one or other of the questions written at the top and ask them to write down any ideas they can think of. Allow a few minutes for this, then pass on the sheets so that each group now has a different question and can see what the previous group wrote about it. Allow a minute or two more for the groups to add any additional thoughts to those already on their sheet. Bring the class together and share what has been written on the sheets, bringing out the idea that having a baby is both a great joy and a big responsibility. Point out that it has always been a natural human instinct to want babies; if not, none of us would be here! But it's a choice people make, and some people choose not to. <i>Finish by reminding the children that Jigsaw Jaz has a private post box where they can put questions any time if there are things they not sure about, or they may want to talk to their Mums and Dads about it.</i>
<p><u>3.</u></p>	<p>Girls and Puberty</p>	<p>To understand what puberty is and that menstruation (having periods) is a natural part of this.</p> <p>To have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p> <p><i>NOTE:</i> <u>CHILDREN WILL BE SEPARATED INTO GIRLS' AND BOYS' GROUPS FOR THIS LESSON</u></p>	<p>Vocabulary: Puberty, Menstruation, Periods, Changes</p> <p>Activity: remind the children of the word 'Puberty', invite some suggestions about what it means, and clarify as necessary. Use a set of the 'How do I feel about puberty?' cards: fan out the cards face down, ask a child to choose one, read it out and complete the sentence stem according to their own thoughts and feelings. Emphasise that there are no right or wrong answers and that anybody has the right to pass if they don't have anything to say.</p> <p>Draw this together by pointing out the variety of feelings people have about puberty and growing up - some positive, some negative, some uncertain - and the sources of support that may have been mentioned.</p> <p>Key Q: How do you feel when you think about puberty and growing up? How does the way you feel compare with how other people feel? Bring out your 'bag of tricks' - a cloth bag deep enough for the contents not to be seen, with a collection of items related to puberty and growing up: deodorant, spot cream, hair gel, comb, diary, teenage magazine, mobile phone, iPod, bra, shaving foam, sanitary towel, tampon, pant liner, etc. Invite children one at a time to come up, pull out an item, say what it is and place it on the floor in the middle of the circle.</p>

			<p>When all the items are revealed, go through them and briefly discuss how each relates to an aspect of growing up. Finish with the items of sanitary wear and ask children to say what they know already about what these are and what they are for. Introduce the word 'menstruation' (literally meaning a monthly event) and explain this is a special part of puberty that affects girls.</p> <p>Have a look at the Menstruation Cards to find out more about the monthly period; tell children that menstruation will be revisited in Year 5/6.</p> <p>Be sure that your account emphasises the fact that this is a natural part of female adult life, and a mark of good health rather than ill health. You may want to deal with the idea that children normally associate bleeding with being hurt, but this is quite different.</p> <p>If time allows, suggest that Jigsaw Jaz has gone very quiet - and might be a bit worried about all this growing up stuff. Ask the children what they think the worry or question might be, and invite the others to suggest answers, reassurance, or who it would be good to talk to for more help.</p> <p><i>You may like to use Jigsaw Jaz's post box for anonymous questions.</i></p>
4.	Circles of Change	<p>To know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>To be confident enough to try to make changes when I think they will benefit me.</p>	<p>Vocabulary: Circle, Seasons, Change, Control, Deciding, Preparing, Taking action, Keeping it going</p> <p>Activity: Sing the Jigsaw Song: 'Changing as I grow'.</p> <p>Children will look at four pictures of a tree in four different seasons. Ask the children to put the pictures in the right order and to discuss the questions:</p> <ul style="list-style-type: none"> • What started the process of change? • What happened in each stage of the change? • What is your favourite/least favourite period of change? • Did the tree have any control over the changes that were happening to it? Take feedback. <p>Read the story: 'Moving House' by Anna Civardi and Stephen Cartwright and draw out any key points, especially the feelings of the people involved. Talk through the process the family would have gone through before, during and after moving house.</p> <p>Ensure you use the vocabulary of the five steps of the Circle of Change,</p>

			<p>i.e. <i>thinking about, deciding, preparing, taking action, and keeping it going</i>. Show the children the Circle of change slide and model/explain the moving house process using the diagram.</p> <p><u>Key Q:</u> How did you feel when you moved house? What changes might happen when you are in Year 5?</p> <p>Using the Circle of Change template, each child makes their own circle of change using a split pin and arrow.</p> <p>Pupils will think of a change they would like to make when they are in Year 5 and to think this through using their Circle of Change.</p>
5.	Accepting Change	<p>To identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>To express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p>	<p>Vocabulary: Range of emotions, Control, Change, Acceptance</p> <p>Activity: Sing the Jigsaw Song: 'Changing as I grow'. Ask the children to share any thoughts or feelings they have about the lyrics in this song.</p> <p><u>Key Q:</u> talk partners</p> <p>What changes do you have control over?</p> <p>What changes do you not have control over?</p> <p>Draw out from the children the idea that humans can influence nature, e.g. climate change, but humans do not have complete control over nature. How easy is it for the children to 'accept' the changes in nature which are outside of their control?</p> <p>Ensure children understand that accepting the change is an essential ingredient in being able to cope with it. (If you resist change which is out of your control, it makes it harder and scarier. Ideally, children need to understand that whilst they do not have control over some changes, they do have control over how they approach and handle these. This should alleviate the fear of change.)</p> <p>In <u>groups</u>, invite the children to choose a change scenario card and to role-play the situation. In a style of forum theatre or hot-seating, encourage the children to ask questions about:</p> <ul style="list-style-type: none"> • How do you feel about this change? • How will you cope with the situation? • What bits can you change/not change? • Have you 'accepted' that this change will happen or are you wishing it wouldn't?
		To identify what I am looking forward to	Vocabulary: Change, Looking forward, Excited, Nervous, Anxious,

<p><u>6.</u></p>	<p>Looking Ahead</p>	<p>when I am in Year 5.</p> <p>To reflect on the changes that I would like to make when I am in Year 5 and can describe how to go about this.</p>	<p>Happy</p> <p>Activity: Two visiting Year 5 children come into the classroom and join the lesson. They have come to talk to year 4 about what it might be like to be in Year 5 and to tell the children some of the changes that happened to them whilst they were in Year 5 (e.g. learning to swim, being able to read a higher level, making a different friend, joining the football/netball club, growing taller, etc).</p> <p>The children share the changes that happened to them (it is OK for them to share both positive and difficult changes but try to ensure the class ends up with a positive expectation of life in Year 5).</p> <p>Give time for questions from the children to the two visitors. Then ask the Year 5 children to share how they coped with any changes. Did they notice them? How did it feel? The teacher and the class then thank the Year 5 children for coming, possibly going around the circle and inviting children's comments, and they return to their own class.</p> <p><u>Key Q:</u> What are you looking forward to in Year 5? How do you feel about going into Year 5? What changes have happened? What changes might happen to you when you go into Year 5?</p> <p>But also...what was your favourite moment in year 4?</p>
<p>Outcomes Vocabulary Knowledge Skills & Enquiry Communication</p>	<ul style="list-style-type: none"> • To be able to use subject specific vocabulary which is appropriate and accurate. • To correctly label the internal and external parts of male and female bodies that are necessary for making a baby. • To identify and understand changes that have been and may continue to be outside of our control. • To have strategies to help cope with the physical and emotional changes children will experience during puberty. • To use role play to express thoughts and feelings 		