



No.	Lesson titles:	Learning Objectives:	Description:
1.	Self-Image and Body Image	<p>To be aware of my own self-image and how my body image fits into that.</p> <p>To know how to develop my own self esteem.</p>	<p>Vocabulary: Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation</p> <p>Activity: Explain to the children that all of us have a picture inside us of how we see ourselves. This is called ‘our self-image’ and only we know about it. Our friends may see some of this but we may keep some of it hidden. Using the sheet of self-image words, children choose the ten words that best describe the internal picture (self-image) they hold of themselves. Give pupils a sheet to circle these ten words or they can make a list on a post-it. Then they draw a smiley face by the words that describe the parts of themselves they are happy with and a sad face by the words that describe the aspects of themselves they are unhappy about. What is the balance between smiley and sad faces?</p> <p>Explain to the children that the happier they are with their self-image, the better their self-esteem will be. Debrief this and help the children conclude that high self-esteem is positive and productive. Give children a minute of silence to reflect back on their self-image words in their card, asking themselves: how does my self-image affect my self-esteem?</p> <p>Example of a negative aspect of self-image, e.g. I am too tall for my age. Ask the children how they could change this negative statement into a positive one to help the person feel better about herself and to accept her height as a positive asset. So ‘I am too tall for my age’ becomes; ‘I am the height I’m supposed to be for my age, other people will catch up with me and it is a good thing because...’ (children think of why being tall could be an advantage).</p> <p>Task: children to use the Self-Image Picture Frame Template to write about themselves, the way they see themselves.</p>
2.	<p>Puberty for Girls</p> <p>Health Education</p>	<p>To explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p>	<p>Vocabulary: Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary, Vagina, Womb/Uterus</p> <p><i>Separate boys’ and girls’ groups</i></p> <p>Cross-curricular link: Science/Health Education</p> <p>Activity: What makes you feel embarrassed? How do you respond to embarrassment? How can you cope with embarrassment? Why might your body</p>

		<p>To understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p>	<p>changes make you feel embarrassed? Encourage pupils to think of a kind of situation rather than a specific incident. It may or may not arise naturally, but steer the discussion towards <u>puberty</u> and the reasons why we can feel embarrassed about some of the changes and experiences of puberty: because they are private and personal, they affect parts of the body we don't usually talk about, they affect who we are in a fundamental way. Take the chance to reassure the children and remind them that the changes and the feelings they experience are completely natural and part of a life cycle that affects everyone: the changes are natural, and a little bit of worrying is natural too. Show children one at a time a range of sanitary products (tampons with and without applicators, pads with and without wings, pads of varying sizes, colours and shapes). Briefly explain what these are used for. Show Smart slides 11-12 that explain the Menstruation process. <u>Key Q:</u> What questions or worries do you think girls a bit younger than you might have when they think about puberty? Finish by reminding children that whenever they have questions of their own they can slip them into <i>Jigsaw Jez's Private Post Box</i>.</p>
3.	<p>Puberty for Boys Health Education</p>	<p>To describe how a boy's body changes during puberty. To express how I feel about the changes that will happen to me during puberty.</p>	<p><i>Vocabulary:</i> Puberty, Larynx, Facial hair, Growth spurt, Hormones <i>Separate boys' and girls' groups</i> <i>Cross-curricular link: Science/Health Education</i> <u>Activity:</u> Show Smart slides on 'Puberty: Points of View' and ask pupils whether they agree or disagree with these statements. Share ideas. <u>Key Q:</u> What do you think about some sensitive issues relating to puberty? How do your views compare with other people's views? Make sure the children understand there are no right or wrong answers - these are genuinely matters of opinion about which different people will have very different views; in fact, it would be very boring if everybody thought the same thing. Once they have taken up their positions for each statement, invite one or two at different points on the continuum to explain why they are standing where they are, and try to ensure that the spread of possible views is represented. (Note that with the statement about fancying people, it is important to introduce the idea that for some people normality will mean fancying their own sex - if it has not come up previously, clarify the meaning of the word 'gay', which they will certainly have heard - whereas for others this will mean fancying someone of the opposite sex.) Discuss key words on slide 18: growth spurt, larynx, hormones, facial hair.</p>

			Finish by reminding children that whenever they have questions of their own they can slip them <i>into Jigsaw Jez's Private Post Box</i> .
4.	Let's talk!	To identify any questions, worries I have regarding puberty.	<p>Vocabulary: Family, Relationships, Physical, Attraction</p> <p>Cross-curricular link: Music</p> <p>Activity: Sing the Jigsaw song 'Changing as I grow'. Ask the children to reflect on the lyrics of the song and to share ideas with their talking partner. Share some ideas. Shuffle the Relationships Cards and give one to each child - make clear that the card does not need to correspond to their own sex. Ask them to circulate, compare their card with others' and pair up with someone whose card makes a pair with their own. Point out that some have more than one possible match (e.g. mother/daughter or mother/ son) and some pairs will have the same word on both cards (e.g. best friend/best friend). You may want to note that 'Boyfriend' and 'Girlfriend' are deliberately doubled up so that if any children want to, they can match up Boyfriend/Boyfriend or Girlfriend/Girlfriend.</p> <p>When all are paired up, allocate each corner of the room to a different category of relationship:</p> <p><i>Family Relationships</i> <i>Peer Relationships</i> <i>Working Relationships</i> <i>Relationships with Physical Attraction.</i></p> <p>Ask the pairs to go and stand in the corner that best fits the kind of relationship on their cards. Draw attention to the variety of different kinds of relationship that make up our lives, and to the fact that all these relationships can vary also in terms of how good or bad, happy or unhappy they are.</p>
5.	Looking Ahead	<p>To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>To be confident that I can cope with the changes that growing up will bring.</p>	<p>Vocabulary: Teenager, Milestone, Perceptions, Puberty, Responsibilities</p> <p>Cross-curricular link: Music</p> <p>Activity: Sing the Jigsaw song 'Changing as I grow'. Look at a selection of birthday cards for 13 years olds and discuss.</p> <p>Key Q: How are the cards for 13-year olds presented? What messages might be being given about 13-year olds? What responsibilities might you begin to have as you become older?</p> <p>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</p>

			<p>years is normal, manageable and fun.</p> <p>Help children understand that growing up brings increased responsibilities: growing up brings increased responsibilities. Identify the responsibilities as well that come with certain privileges e.g. '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'.</p> <p>Task: children to design a birthday card about what they are looking forward to in becoming a teenager.</p>
6	Looking Ahead to Year 6	<p>To identify what I am looking forward to when I am in Year 6.</p> <p>To start to think about changes I will make when I am in Year 6 and know how to go about this.</p>	<p>Vocabulary: Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious</p> <p>Activity: Two-three visiting Year 6 children come into the classroom and join the lesson. They have come to talk to year 5 about what it might be like to be in Year 6 and to tell the children some of the changes that happened to them whilst they were in Year 6.</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 6).</p> <p>Give time for questions from the children to the two visitors. Then ask the Year 6 children to share how they coped with any changes. Did they notice them? How did it feel?</p> <p>Key Q: What are you looking forward to in Year 6? How do you feel about going into Year 6? What changes might happen to you when you go into Year 6? But also...what was your favourite moment in year 5?</p>
Outcomes/ End point Vocabulary Knowledge Skills & Enquiry Communication.		<ul style="list-style-type: none"> • To be able to use subject specific vocabulary which is appropriate and accurate. • To know how to develop self-esteem. • To understand the influence of online media on body image. • To recognize some changes that girls and boys experience during puberty. • To express how I feel about changes during puberty. 	