



Year 6: Changing me (RSE) - Summer Term 2



2020-2021

<u>No.</u>	<u>Lesson titles:</u>	<u>Learning Objectives:</u>	<u>Description:</u>
1.	My Self 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-image, Self-esteem, Real self, Celebrity</p> <p>Activity: Sing the Jigsaw Song: 'Changing as I grow'. Share the image of make-up/airbrushing on the slide. 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.</p> <p>Key Q: Are you happy with your 'real' self-image? Do you have an 'ideal' self-image? 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?</p> <p>Ask children to reflect about the importance of body image as part of their overall self-image. Discuss the impact of having an ideal self-image, the problems it may cause and the influences that may bring this about.</p> <p>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</p>

			<p>aware of influences on us.) Children to use the Self-Esteem Smoothies examples shown on the slide as a starting point and design an ingredients label for their self-esteem smoothie.</p>
<p><u>2.</u></p>	<p>Puberty <i>Health Education</i></p>	<p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>To express how I feel about the changes that will happen to me during puberty.</p> <p><i>Note:</i> <i>This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.</i></p>	<p>Vocabulary: Opportunities, Freedoms, Responsibilities, Puberty vocabulary as represented on the flash cards Activity: use the <i>Puberty Flashcards</i> to re-open the children's thinking about the physical changes that occur during puberty. All the items on the cards relate to changes and developments at puberty or to body parts that are affected by those changes. One or two - such as Clitoris and Ovulation - may be words that are new to children and need explaining, perhaps briefly now and more fully in the next phase of the Piece. It's fine if children have a bit of a giggle at some of the words and phrases! Consolidate the children's knowledge and understanding about them. The slide showing <i>male and female body parts</i> will be helpful to use in clarifying many of these points. Use the slide showing <i>girl to woman and boy to man</i> and the animations (<i>The Female/Male Reproductive Systems</i>) to reinforce learning. Go through the <i>Puberty Truth or Myth</i> cards shown on the slides. Key Q: What other questions do you have about how your body, your feelings and your lifestyle are going to change as you grow up? Give each child one or more slips of paper and ask everyone to write - <i>privately and anonymously</i> - 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 <i>Jigsaw Jem's Private Post Box</i>.</p>

<p>3.</p>	<p>Boy talk/Girl talk</p> <p><i>Health Education</i></p>	<p>To ask the questions I need answered about changes during puberty.</p> <p>To reflect on how I feel about asking the questions and about the answers I receive.</p> <p><i>Note:</i> <i>This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.</i></p>	<p>Vocabulary: Trust, Respect, Puberty vocabulary as required by the questions presented by the children</p> <p>Activity: <i>Remind the children 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. Also, tell pupils about the importance of trust, respect and consideration when we are sharing things that we feel unsure about, and stress that there is no such thing as a silly question.</i></p> <p>Organise the children in groups of four. 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.</p> <p>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. 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.</p> <p>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.</p> <p><u>Key Q:</u> 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?</p> <p><i>Point 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</i></p>
-----------	---	--	--

			<p>someone they can trust, particularly their parents/carers, to talk to about any concerns.</p>
<p>4.</p>	<p>Babies - Conception to Birth</p> <p><i>Health Education</i></p>	<p>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>To recognize how I feel when I reflect on the development and birth of a baby.</p> <p><i>Note:</i> <i>This Piece is taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator.</i></p>	<p>Vocabulary: Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife</p> <p>Activity: What is your earliest memory? 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.</p> <p>Show the Power Point slides of a <i>baby developing in the womb</i>. (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).</p> <p>Key Q: 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? Use resource sheet 'From Conception to Birth' - it 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 will be a useful way of consolidating learning.</p> <p>SEN children will use some of the 'Baby Can...' Cards and discuss content with the support of a TA.</p> <p><i>When discussing relationships make sure they know that the age of consent for sexual intercourse is 16.</i></p>

<p><u>5.</u></p>	<p>Attraction</p>	<p>To understand how being physically attracted to someone changes the nature of the relationship.</p> <p>To express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p>	<p>Vocabulary: Independence, Grown up, Attraction, Relationship, Friends Activity: Sing the Jigsaw Song: 'Changing as I grow'. In small groups, give the children a range of photo cards of children and adults holding hands. 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. <u>Key Q:</u> How might it feel to be attracted to someone? Have a discussion about how children 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'.</p>
<p><u>6.</u></p>	<p>Transition to Secondary School</p>	<p>To identify what I am looking forward to and what worries me about the transition to secondary school.</p> <p>To know how to prepare myself emotionally for starting secondary school.</p>	<p>Vocabulary: Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement Activity: 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 (optional), ask the children to complete the sentence stem: 'One thing I am looking forward to about secondary school is...' Show the 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.) <u>Key Q:</u> What are your best moments? What are your best memories? What are you looking forward to about secondary school?</p>

			<p><i>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. (TBS)</i></p>
<p>Outcomes/ End point 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 identify changes during puberty and manage my feelings about these changes. • To understand how a baby develops and how it is born. • To prepare emotionally for transition to secondary school. • To work cooperatively in a group. 	