



Year 1 Changing Me

Etching Hill • Etching Hill • Etching Hill • Etching Hill

see powerpoint notes for all slides

These lessons have been adapted and confirmed by our staff to suit the needs of our children using the Jigsaw 'Changing Me' units.

Before starting the unit create a set of class ground rules for these lessons. These are then to be shared with the children before every lesson for RSE.

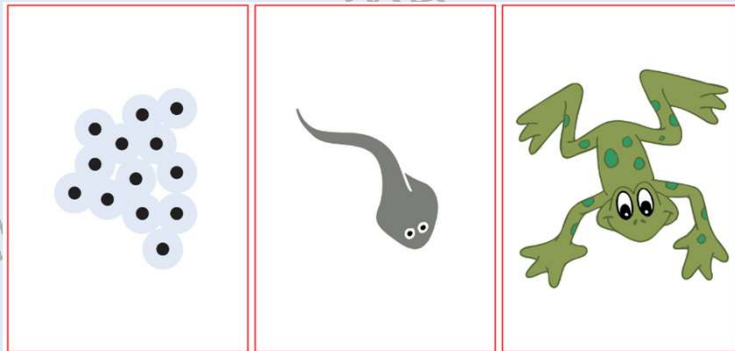
Explain that at various points that the children may have questions and that these can be written down rather than shared aloud to remove any embarrassment.



Lesson 1

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-animal-life-cycles/zrg9kmm>

How did the frogspawn turn into the frog?



Lesson objectives : start to understand the life cycles of animals and humans and understand that changes happen as we grow and that this is OK

Watch the BBC clip which shows and explains the life cycles of animals and how humans also have a human cycle which can last up to 100 years whereas animals cycles are a lot shorter.

Ask the children to remind you of the life cycle of the frog – can they label the pictures on the slide.



Add photos of teacher in sequence from baby to adult



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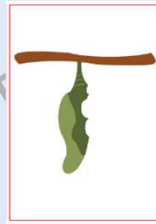
As you show the photos explain that everyone starts as baby and goes through different stages of growth. Also explain that not everybody grows at the same rate because our bodies are all unique.

Reinforce the stages of growth and change by muddling 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.



Life cycle

You are now going to have a set of life cycle cards. Your job is to put them into the correct order to show the stages of growth.



Introduce the concept of 'Life cycle' and explain that this means growing from birth to adulthood. Divide the children into groups and give each a set of the life cycle cards. 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.



Let's reflect.

What do you most like about being you now?

What do you want to be when you grow up?

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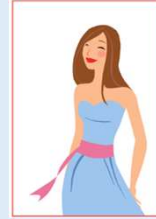
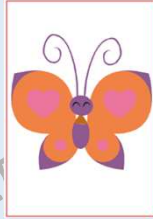




Life cycles



Who can remember the life cycle of a frog? A butterfly? A human?



How much have you changed from when you were a baby?

Reinforce the idea that every living thing has a life cycle and grows from young/baby to fully grown/adult.

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).



How have you changed?

In the first space, draw you as a baby

In the second space draw you as a toddler (aged 2-3)

In the final space children draw a picture of themselves as they are now.

You can write what you did when you were a baby, what you did when you were a toddler and what you can do now.



Lesson 3

Simon says....

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The Jigsaw logo, featuring the word 'Jigsaw' in a colorful, stylized font with a small figure of a person on the letter 'j'.

CHILDREN TO BRING IN PICTURES OF THEMSELVES AS BABIES.

Lesson objectives : know how my body has changed since I was a baby and understand that growing up is natural and that everybody grows at different rates



Body changes

Other changes



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With the children sitting in a circle, hold up a picture of the teacher as a baby. Can the children help 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 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 who owns the photo places it in front of them in the circle. Repeat this a few times but without using all the photos in the box. (Some children may not have been able to bring a photo and we don't want to make these children feel left out).

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.

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. Can they think of a change in their body as well as

another change e.g. abilities, personality etc.

Write their ideas on the whiteboard in two columns labelled 'Body changes' and 'Other changes'.



What would happen if we didn't change and grow?

You can stick your picture or draw a picture in the middle of your sheet and write around it how you have changed.

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Lesson 4

Sitting in a circle, holding the talking toy/cushion, introduce yourself and tell the class something you like.

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Lesson objective : identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina

- Respect my body and understand which parts are private
- Do we all like the same things?

How can we tell the difference between a male and a female?

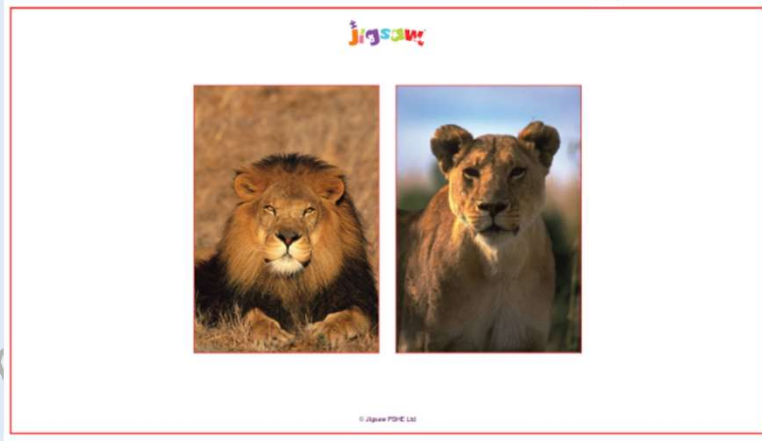




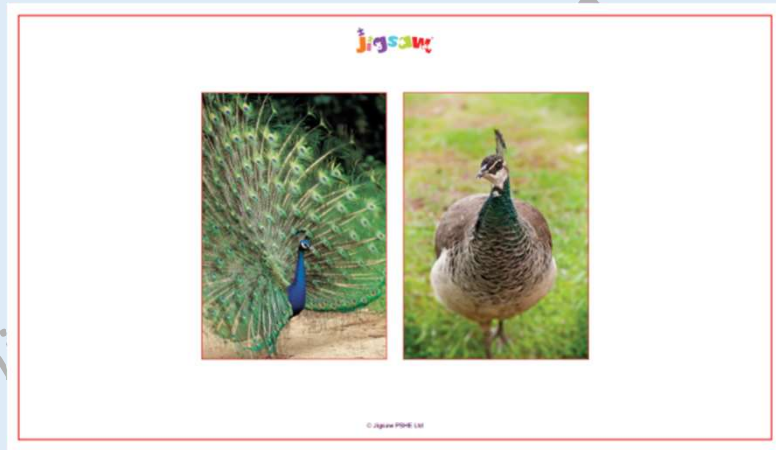
How can we tell the difference between a male and a female?



How can we tell the difference between a male and a female?

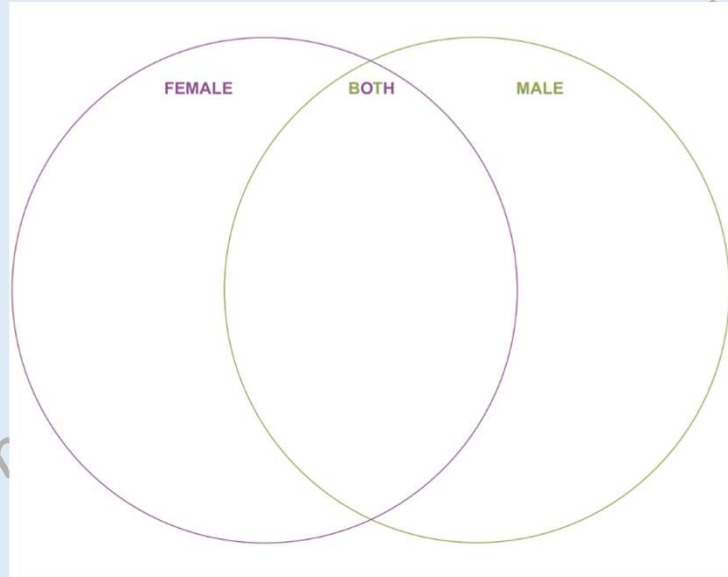


How can we tell the difference between a male and a female?





How do boys and girls look different?



Conclude that one way we can tell the difference between boys and girls is by their private body parts. LINK BACK TO PANTS LESSONS FROM EARLIER IN THE YEAR.

Say to the children that you are so pleased with how sensible they can be, and that you know they will all really try to be sensible in this next part of the lesson.

Show the PowerPoint slides of the male and female bodies. Ask children names of parts e.g. arm, head etc.

Supply the words Penis, Testicles, Vagina. If there are giggles, ask the children, 'Why do we giggle?' Explain that these are the parts we keep private - and we don't usually show them or talk about them,

so we might feel a bit embarrassed or shy.

Invite the children, if they wish, to share the family names they use at home for these parts. Emphasise that 'family names' for these parts are OK to use sometimes, but it is also important that everyone knows the proper names as well and at school we will use the proper names.

Reinforce that our private parts are those parts that our swimsuits or underwear cover. Ensure 'private' is taken to mean special and important, not 'guilty', 'dirty' or 'not very nice', and that children

understand their private parts belong to them and no-one has the right to touch them without their permission.

Emphasise that our private parts are special and nobody should do anything to them

which hurts or makes us feel scared. Ask the children what they should do if they feel hurt or scared. Ensure they know who to tell or go to for help.



Why it is important to use the correct names for parts of the body?

Is it OK to talk about these private body parts:

With Mum and Dad?

With friends, brothers, sisters?

On the playground?

With older relatives?

With visitors at home?

At the doctors?



Lesson 5

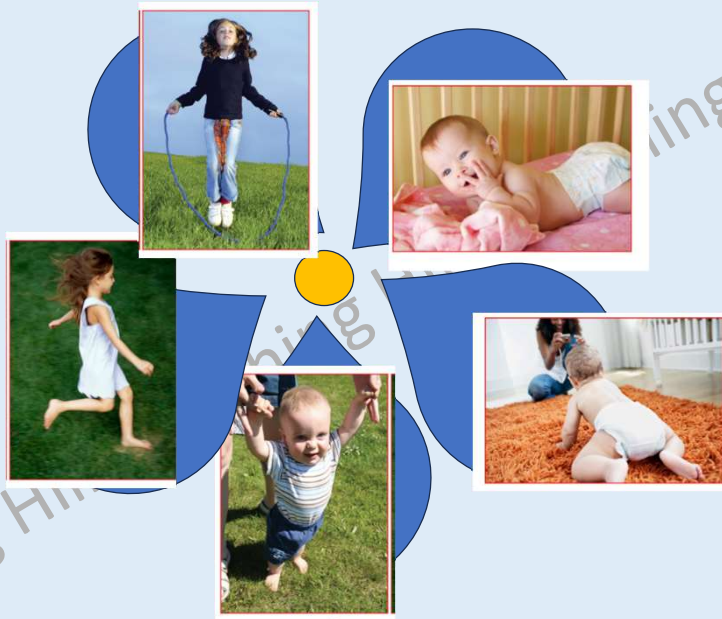
- How should these photos be ordered?



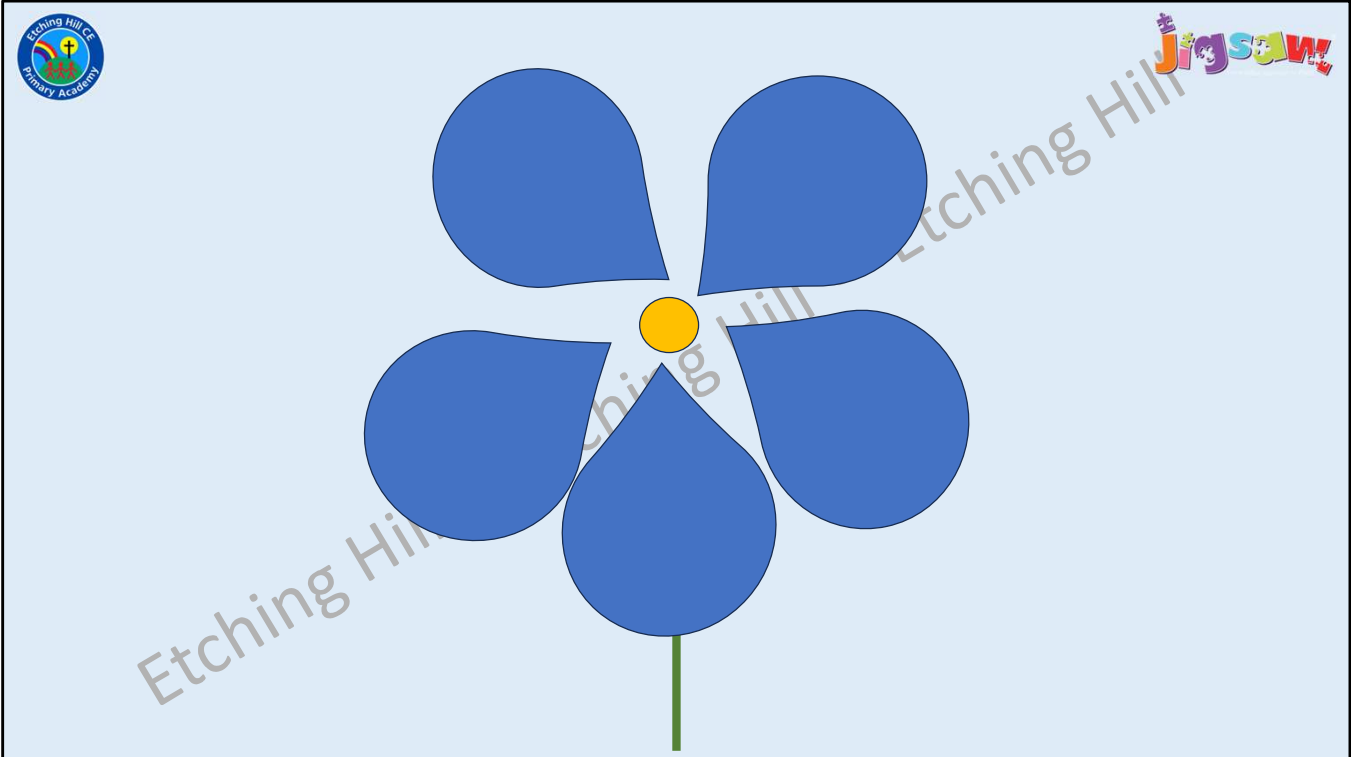
Lesson objectives : Understand that every time I learn something new I change a little bit

And to enjoy learning new things

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.



Every time we learn something new, we add a little bit onto ourselves, like adding a petal to a flower.



Ask the 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



Let's be flowers!

Find a space and curl up in a ball pretending to be the seed of a new flower. When I call out something you may have learnt, you can grow a little bit just like a flower starting to grow.

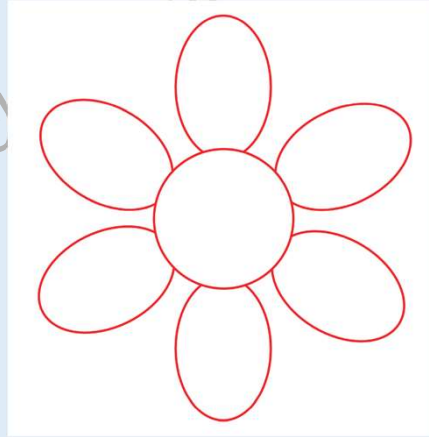
Let's see if we can all grow into beautiful, blossoming flowers.

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Your own flower

On your flower template draw something in each petal that you have learnt and helped you grow.



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Lesson 6

Listen to this story about changes.



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Lesson objectives : tell you about changes that have happened in my life
And know some ways to cope with changes

What changes have already happened to you?

How do you feel about these?

What changes might be coming up for you?

How do you feel about those?

Why are some changes better than others?

What feelings might somebody get if the change was a sad one?

What could they do to make themselves feel better?



It was the end of the school year and it seemed to Jack that everything was changing. Two of the children in the class were moving away to go to a different school. Most of the other children were going to be moving up to the next class after the holidays. Jack was staying where (he/she) was. This made Jack feel sad. (He/she) felt left behind. As the end of term approached, Jack seemed to get more and more upset, and even (his/her) friend Abbey Owl wasn't able to cheer (him/her) up. "Try not to be sad Jack, things change all the time, some of these changes we might like, and others might not feel so good. There are things we can do to help with the not so good ones." She said. Abbey Owl was clever and usually always said the right things, but even this didn't make Jack feel any better.



Etch

It was soon the last week of the school term and the classroom seemed busier than usual. There were special assemblies, end of year concerts and performances and all the classwork had to be finished off. Jack watched everything going on and it just made (him/her) feel miserable.

It was soon time for the children's last Jigsaw lesson of the year. The teacher said that everyone was going to be learning about change. "You see," hooted Abbey Owl excitedly, "this lesson is going to really help Jack. Some of the children are feeling a little bit worried and sad about not being in this class anymore, so it's not just you feeling like this."



Jack hadn't really noticed how some of the children were feeling. (He/she) had only really been thinking about (himself/ herself) and how things were going to change. Jack listened to the lesson carefully hoping it was going to help. Jack practised the Calm me time with the children. It was so relaxing listening to the chime and the teacher's voice, and when everyone opened their eyes Jack thought (he/she) felt a little better.



The teacher then read a story all about Jack and how (he/she) was worried about things changing? Jack thought this was AMAZING!

The children talked about some of the things they were looking forward to about the next school year and some of the things that made them feel anxious. The teacher said that when things change people often can feel worried or scared and that it was perfectly normal. Jack felt better hearing that, because up to this point (he/she) thought that it was only (him/her) feeling this way. In the next part of the lesson the teacher had some special objects in a bag, and when the children took them out, the teacher played a game, asking the children to guess what sort of 'change' the object might link to. The children were very good at guessing, much better than Jack

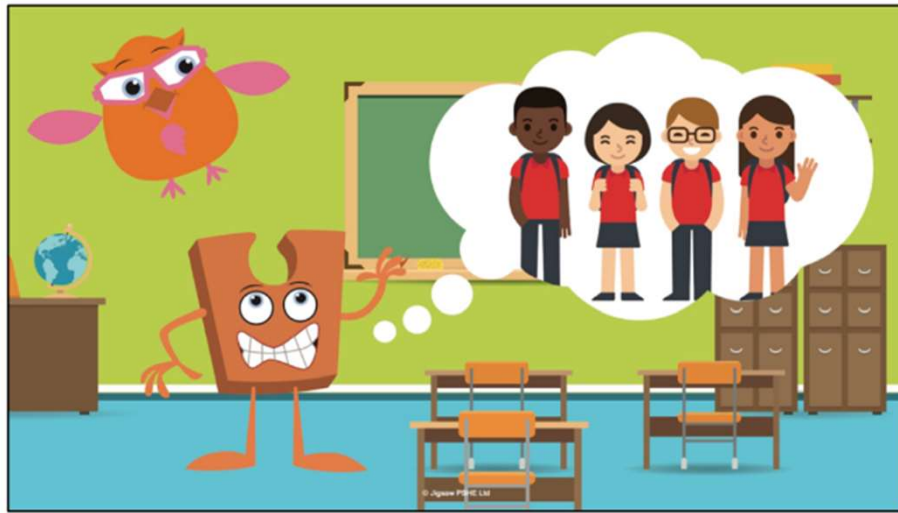


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Abbey Owl smiled, she knew what was coming next, because she had seen the teacher do the lesson with a different group of children.

For each change, the teacher asked the children how they might be able to manage their feelings through the change. At first everyone found this a little bit difficult, but with the teacher's help they soon had a huge list of ideas they could use. Jack felt much better now.

At the end of the lesson Jack was passed around the children, (he/she) always liked this bit the best, and they each told (him/her) one thing they were really looking forward to about changing class. At the end the teacher asked Jack to whisper something that (he/she) was looking forward to, and (he/she) said, "I will have some new children to meet next year and make friends with and that will be exciting."



The teacher thanked Jack and said to everyone, “Jack is right, it can really help to look at the good things about a change. Sometimes we do leave friends behind but they are in our thoughts, memories and hearts, and that will NEVER change! If we look at a change as a new adventure it doesn’t seem so bad does it? Not all changes are bad, some are very exciting!”

Everyone, including Jack felt excited about the new adventures and experiences they were going to have in the next school year. Jack felt less worried now and much happier. Abbey owl hooted proudly, she was always right! What a clever owl



What changes have you faced?



Draw one change you have experienced and write in a speech bubble how you felt when this was happening.

What changes have already happened to you?

How do you feel about these?

What changes might be coming up for you?

How do you feel about those?

Why are some changes better than others?

What feelings might somebody get if the change was a sad one?

What could they do to make themselves feel better?