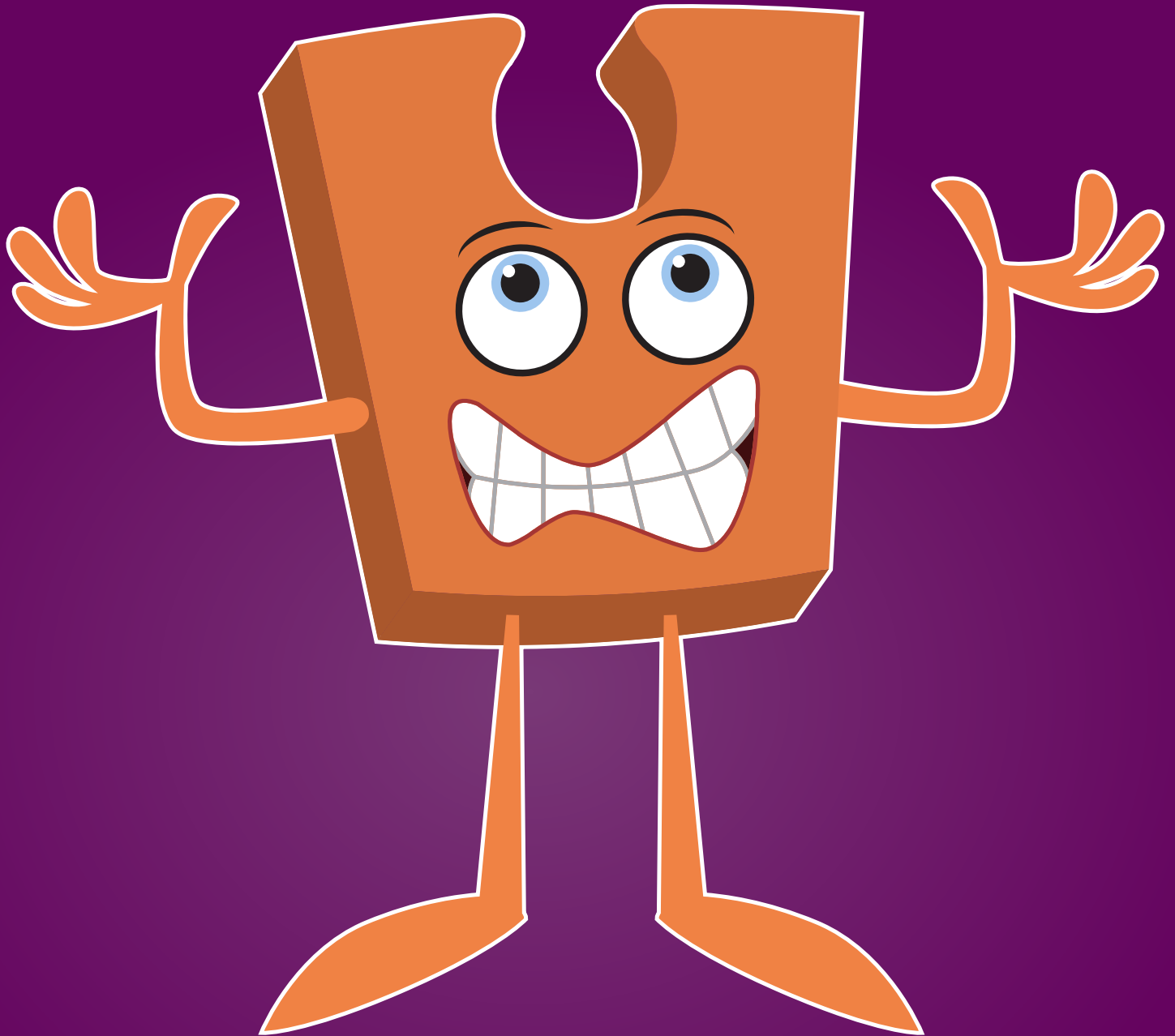


Jigsaw!

The mindful approach to PSHE



Changing Me - Ages 5-6

www.jigsawpshe.com

© Copyright of this document is the property of Jigsaw PSHE Ltd, jointly and severally. The purchase of this material confers the right on the purchasing institution to copy it for educational use within that, and no other, institution. No part of this document may be reprinted or reproduced in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, for use in any other institution or by any individual, without permission in writing from Jigsaw PSHE Ltd.

Puzzle 6 - Changing Me

Puzzle Map - Ages 5-6



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display
Piece 5 Flowers

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK	Jigsaw Jack, Find your pair cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: A New Day, Teacher's photos:, series of photos from baby to adult, YouTube clip of frog's lifecycle (teacher to source), Life cycle cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Life cycle cards, Paper for concertina booklets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. My Changing Body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'A New Day', Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children in a box, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private	Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Male/female animal PowerPoint, PE hoops or flipchart paper, Body parts cards, PowerPoint of body parts, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	I understand that every time I learn something new I change a little bit	I enjoy learning new things	Jigsaw Song: 'A New Day', Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Picture cards, Flower shape and petals for flipchart, Flower templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are looking forward to change	6. Coping with Changes Assessment Opportunity ★	I can tell you about changes that have happened in my life	I know some ways to cope with changes	Jigsaw Chime, 'Calm Me' script, Story and PowerPoint: 'All change for Jack', Jigsaw Jack, Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name of next teacher etc., Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.



Subject Leader's Preparation to Lead the **Changing Me** Puzzle

Due to the Relationships and Sex Education (RSE) content in Changing Me, teachers may require more support depending on their confidence and experience. Subject Leaders should encourage teachers to look at this Puzzle (unit of work) in advance and ascertain whether there are staff training requirements. Subject leaders can:

- Lead their own training using materials on the Jigsaw Community Area
- Book the Jigsaw mentor to deliver RSE training on their behalf (there is an additional charge for this to cover Jigsaw consultant time and travel)
- Look on the Jigsaw website and see if Jigsaw are holding RSE training events in their area

Parent Consultation

Subject leaders should alert any new parents/carers, or all parents/carers (if using Jigsaw for the first time) to the content of Changing Me and the school's approach as outlined in the school's Relationships and Sex Education policy. There are materials to support Subject Leaders with consulting parents/carers on Jigsaw's Community Area, including a policy template, if the school's PSHE/RSE policy needs updating.

In addition to the above, Subject Leaders should also:

- 1) Agree with staff in advance the End of Puzzle Outcome(s) you are planning for this Puzzle from:
 - The Tree of Change whole school display
 - Individual class displays of pupil work (Class teacher or children to design)
 - Whole school sharing assembly between different year groups
 - Celebration assembly with parent/carers
- 2) Discuss Jigsaw song with school's music lead to include within any singing/music sessions as appropriate.
- 3) Decide who is going to lead the Puzzle Launch Assembly and ensure they have the appropriate resources.
- 4) Coordinate the Weekly Celebration Scrolls.
- 5) Identify and signpost any of the Jigsaw A-Z articles (available on the website) that may be useful for staff during this Puzzle, e.g. Jigsaw recognised for its innovative RSE programme, Promoting healthy not violent relationships, same-sex relationships and homophobia, Jigsaw and LGBT+, Jigsaw and FGM, Safeguarding and Jigsaw, Jigsaw and Digital Literacy, Equality Act and Jigsaw, Jigsaw PSHE and Statutory Relationship and Health Education (England).
- 6) Signpost staff to the Preparation Sheet for teachers so they can prepare resources and consider any further teaching/timetabling considerations when planning in advance of the Puzzle (unit).

Please contact your Jigsaw Mentor if you need support or to ask questions about any of the above.





Puzzle Assembly/Collective Worship: Changing Me

Title: Changing Me - Song: A New Day

Resources: PowerPoint slide show of different ages. Age cards. Activity cards. Jigsaw song for Changing Me: A New Day - lyrics on whiteboard/ mp3 track with children singing/ or backing track or played on piano as appropriate.

Stimulus (focus for reflection): As the children enter the assembly space display the Powerpoint slide show of different ages.

Calm me: Begin by inviting the children to listen to the Jigsaw Chime until the sound fades away. As the sound gets quieter can they begin to practise their 4/6 breathing? Take gentle breaths in through their nose on a count to 4 and then gently out through their mouths to a count of 6. As they do this can they think of something they are looking forward to doing when they are older? Maybe this is going to a senior school, getting a dream job, learning a new skill or trying a new hobby? Ask the children to keep this image in their heads for a few moments. Sound the Jigsaw Chime after a few moments and then invite everyone to bring their focus back to the room.

Help me think about: Invite the children to share some of their ideas from Calm me. Explain that this term their learning within Jigsaw is called Changing Me and they will be thinking about growing up and the changes that brings.

Puzzle Assembly Plan: Ask for some volunteers to come and hold the Age cards at the front of the assembly space and explain the numbers represent different ages.

Now read out each of the activity cards and ask the children which age matches the activity. The children may come up with stereotypical ages for some of the activities, so the Lead practitioner should point out that some of them might match with several ages.

After the exercise thank the volunteers. Explain that some things we can only do when we are older, like driving because there are age limits, but other things can be done at any age, like learning something new. We also have to be careful not to assume somebody can or can't do something because of their age. This is called stereotyping. For example, some children have gone to University when they are only 8 or 9 years of age. Getting older is exciting because we can look forward to being able to do new things when we reach certain ages and as we learn more and more.

Display the lyrics for the Jigsaw song for Changing Me : A New Day and play the track (or ask the children to sing , if they know the song).

After the song invite the children to explain what they think the song means and share some of their ideas.

Help me reflect: In this moment of quiet invite everyone to think about the type of person they want to be when they are older. What do they hope to achieve? What are they looking forward to about growing up?

(Settings with a particular religious character/ faith/ denomination may wish to use an appropriate prayer or act of worship at this point).

Closing the assembly

Play 'A New Day' as the children leave the assembly space.

Changing Me Assembly (PowerPoint Slides)

A New Day (Changing Me)

Look around and tell me what you see,
Changing faces, that's all right with me.
It's a part of growing up, let's embrace and
feel free.

Let's all agree that it's good to change,
Personalities will change with age,
We're becoming the people we're going to
be.

It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
Today's gunna' be great!

CHORUS:
It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

CHORUS:
It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!





Changing Me Assembly (PowerPoint Slides)



A New Day
(Changing Me)

Look around and tell me what you see,
Changing faces, that's all right with me.
It's a part of growing up, let's embrace and
feel free.

CHORUS:
It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

Let's all agree that it's good to change,
Personalities will change with age.
We're becoming the people we're going to
be.

CHORUS:
It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!



Changing Me
Assembly (Number cards)

1



Changing Me
Assembly (Number cards)





Changing Me
Assembly (Number cards)

12



Changing Me
Assembly (Number cards)

18



Changing Me
Assembly (Number cards)

40



Changing Me
Assembly (Number cards)

70



Changing Me
Assembly (Activity cards)

Reading

Having a job

Playing sport

Looking after a pet

Having a girlfriend or boyfriend

Driving a car



Changing Me
Assembly (Activity cards)

Owning a mobile phone

Playing computer games

Going to university or college

Getting taller

Choosing your own clothes

Getting married



A New Day (Changing Me)

VERSE:

**Look around and tell me what you see,
Changing faces, that's all right with me.
It's a part of growing up, let's embrace and feel free.**

CHORUS:

**It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!**

VERSE:

**Let's all agree that it's good to change,
Personalities will change with age.
We're becoming the people we're going to be.**



A New Day **(Changing Me)**

CHORUS:

**It's a new day,
And I'm feeling great!**

**New choices,
New chances.**

**It's a new day,
And I just can't wait,
Just can't wait...**

Today's gunna' be great!

Today's gunna' be great!

**It's a new day,
And I just can't wait,
Just can't wait...**

Today's gunna' be great!

**It's a new day,
And I just can't wait,
Just can't wait...**

Today's gunna' be great!

Today's gunna' be great!

Today's gunna' be great!

A New Day (Changing Me)

Look ar-ound and tell me



what you see, chang-ing fac-es that's al-right with me.



It's a part of growing up, let's embrace and feel free!



13

It's a new day and I'm feel - ing great. New choi - ces,

F Am Bb C F Am

16

new chan - ces. It's a new day and I just can't wait,

Bb C F Am Bb C

19

just can't wait... To-day's gun-na be great!

Bb C C F Am

22

To-day's gun-na be great!

Bb C F Am Bb C

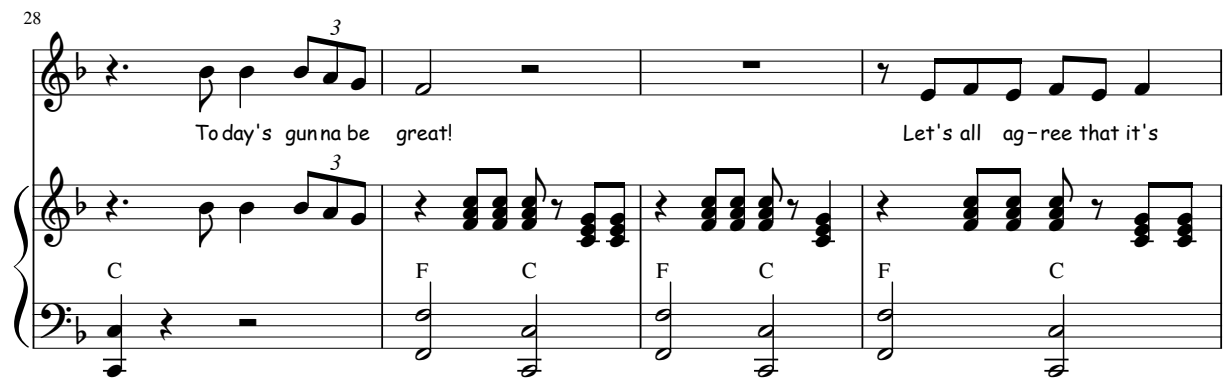
25



It's a new day and I just can't wait, just can't wait...

F Am Bb C Bb C

28



Today's gunna be great! Let's all agree that it's

C F C F C F C

32



good to change, Per-son-al-ities will change with age,

F C F C F C

35



We're be-com-ing the peo-ple we're go-ing to be.

F Am Gm

39



It's a new day and I'm feel - ing great. New choi - ces,

F Am Bb C F Am

42



new chan - ces. It's a new day and I just can't wait,

Bb C F Am Bb C

45



just can't wait... To-day's gun-na be great!

Bb C C F Am

48



To-day's gun-na be great!

Bb C F Am Bb C

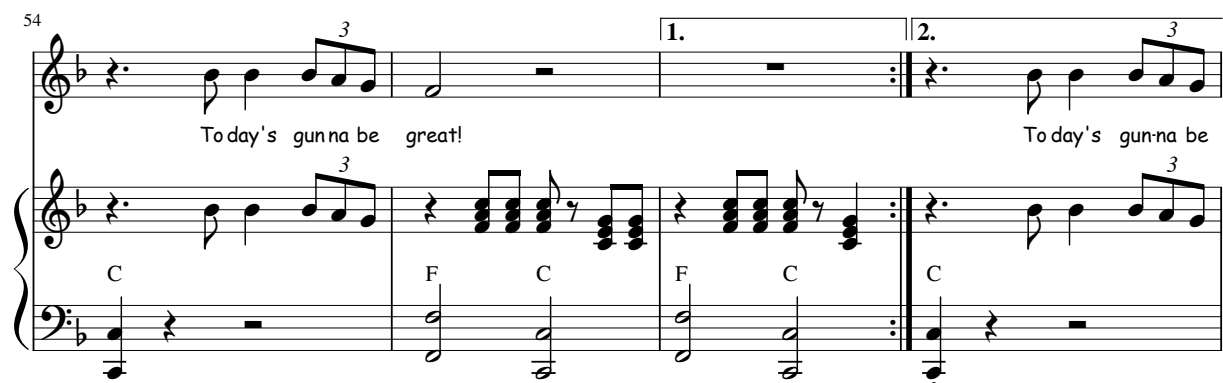
51



It's a new day and I just can't wait, just can't wait...

F Am Bb C Bb C

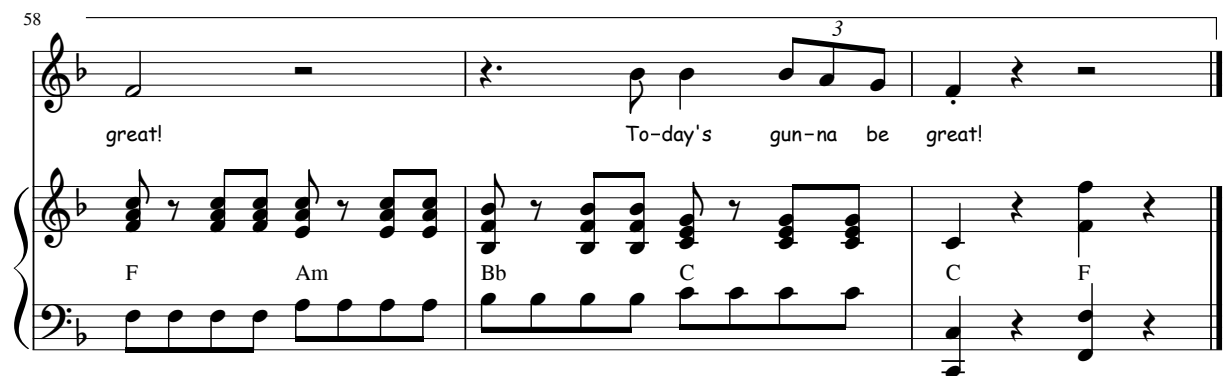
54



Today's gunna be great! To day's gun-na be

C F C F C

58



great! To-day's gun-na be great!

F Am Bb C C F

Puzzle 6

Weekly Celebration 1

This week we are celebrating people who:
Understand that everyone is unique and special



Puzzle 6

Weekly Celebration 2

This week we are celebrating people who:

**Can express how they feel when
change happens**



Puzzle 6

Weekly Celebration 3

This week we are celebrating people who:
**Understand and respect the changes that
they see in themselves**



Puzzle 6

Weekly Celebration 4

This week we are celebrating people who:
**Understand and respect the changes that
they see in others**



Puzzle 6

Weekly Celebration 5

**This week we are celebrating people who:
Know who to ask for help if they are
worried about change**





Puzzle 6

Weekly Celebration 6

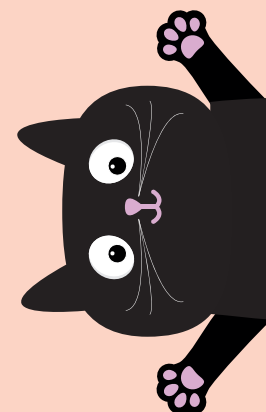
This week we are celebrating people who:
Are looking forward to change



Class Teacher's Preparation to Lead the **Changing Me** Puzzle with children Ages 5-6

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Teachers to source a series of photos of themselves from baby to adult
Source an appropriate video clip or pictures of a frog lifecycle from spawn to adult.
- Piece 2: Paper folded into a concertina shape with three spaces(pages), one per child
Reuse the lifecycle cards from the last lesson (Piece).
- Piece 3: Baby photo of the teacher
Baby photos brought in by the children put into a container or box
- Piece 4: PE hoops or two large overlapping circles drawn onto flipchart.
- Piece 5: All resources in Jigsaw
- Piece 6: Bag of items reflecting times of change e.g. baby item, a piece of school uniform, teacher's name in a subsequent year, holiday item, picture of a removal van etc.



Additional planning considerations

- Piece 1: Ensure enough 'My Jigsaw Learning' sheets have been **printed** if being used (each child will need one). **Print/copy** 'Find Your Pair' cards so that each child can have one. **Print/copy** sets of Lifecycle cards so each group can have at least one. Ask children to bring in baby photos for later in this unit of work (Puzzle). Laminated Jigsaw Charter.
- Piece 2: **Copy/print** enough 'My Jigsaw Learning' sheets, one per pupil if being used.
- Piece 3: **Copy/print** enough 'My Jigsaw Learning' sheets' if being used.
- Piece 4: **Print/copy** enough 'My Jigsaw Learning' templates one per child if being used. **Copy/print** set of 'Body part cards. Teachers may wish to take notes during this lesson as part of the summative assessment for this unit of work (Puzzle).
- Piece 5: **Copy/print** enough 'My Jigsaw Learning' sheets' if being used. **Copy/print** one set of picture cards. Copy/print Flower templates, one per child.
- Piece 6: **Copy/print** enough 'My Jigsaw Learning' sheets if being used. **Copy/print** enough end of Puzzle certificates and complete in advance for each child.

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 5-6 sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks. They may also wish to organise this lesson so that the Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 5-6

A copy of this table will be needed for each child. This table has three summative attainment descriptors for each Puzzle (unit of work). Each descriptor has two elements, the purple being specific to Personal, Social, Health and Economic education, and the green having a social/emotional focus. Using the child's formative assessments for each lesson relevant to that Puzzle, (My Jigsaw Learning/ My Jigsaw Journey) and work in the child's Jigsaw Journal, and the assessment activities in Piece 6, the teacher should highlight the appropriate descriptors using a 'best fit' approach. Teachers should highlight one green and one purple statement which indicates whether the child is working towards, working at, or working beyond for that Puzzle. Teachers are also free to support their decisions by adding notes in the Teacher comments box from their own observation of the child across the six lessons in the Puzzle. As the summative assessment record is added to across the year, teachers may observe some children's progress is better within the purple or green statements. This will allow appropriate support to be identified for these children in future Jigsaw lessons and in the pastoral care system.

Jigsaw and Tracking Software

Jigsaw is pleased to be working in partnership with a growing number of education software companies to embed the Jigsaw attainment descriptors into their systems.

This will help schools track progress in PSHE alongside other curriculum subjects.

To see if the software you use at your school is from one of our partner companies, please see the list of companies on the Community Area of www.jigsawpshe.com or email your Jigsaw mentor.

If your software company is not yet on the list we may be working with them but not yet have completed the process, but to be sure, we would welcome you emailing us to let us know which company you work with so we can extend our work to include them if they are willing.

Please email office@janleveragegroup.com

There is no charge for this service, we are just trying to support schools and teachers to deliver the highest quality PSHE, and this is one more way that might help. Assessment is also a requirement in the statutory Relationships and Health Education guidance.





Ages 5-6

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 1 Being Me in My World		<p>I can tell you something positive that I like about being in my class.</p> <p>I can say how I help make my class a happy and safe place.</p>	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>I can explain why I have a right to learn in a happy and safe class.</p> <p>I can explain how everyone in my class has responsibilities to make our class happy and safe.</p>	
Puzzle 2 Celebrating Difference		<p>I can talk about one thing that makes me different from my friends and one thing that we have in common.</p> <p>I can tell you ways that I could be kind to other people in my class.</p>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain why being unique and special is important.</p> <p>I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.</p>	
Puzzle 3 Dreams & Goals		<p>I can tell you about a challenge and what I did well.</p> <p>I can say why a challenge made me feel good about myself.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain what helped me to succeed in a learning challenge and explain how this made me feel.</p> <p>I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.</p>	
Puzzle 4 Healthy Me		<p>I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.</p> <p>I know that my body is special and I need to take care of it.</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.</p> <p>I can suggest how my body might come to harm if I make unhealthy choices.</p> <p>I can explain how healthy choices affect the way I feel about myself and help to make me happy.</p>	



	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 5 Relationships		<p>I can name some people who are special to me. I can tell you ways they help me stay safe and feel special.</p> <p>I can tell you why I like some people and who I might go to for help if I need it.</p>	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me.</p> <p>I can also explain how this helps me feel safe and good about myself.</p> <p>I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.</p>	
Puzzle 6 Changing Me		<p>I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.</p> <p>I can tell you some things that will change for me and how I feel about this.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.</p>	

General Exemplification Guidance for teachers to assess children's work

Children will produce a variety of work in the six Jigsaw lessons that make up each unit of work (Puzzle). Much of this will be verbal, and some of it written. Within Jigsaw Primary materials there are specific assessment activities in Piece (lesson) 6 with some exemplification of the nature of the responses the pupils might give in relation to these.

In addition, Jigsaw has provided some general guidance below that can be used to assess each child at Jigsaw's Working Towards, Working At and Working Beyond Attainment levels (descriptors).

The guidance below offers suggestions of how children's responses (written or verbal) may be presented at each of these levels, as appropriate to children's age and stage.

WORKING TOWARDS	WORKING AT	WORKING BEYOND
Student responses may be limited to:	Student responses may demonstrate:	In addition to Working At, student responses may also demonstrate:
<p>Description</p> <p>Naïve definitions or unsophisticated explanations</p> <p>Basic recall of lesson facts</p> <p>Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson)</p> <p>Asking basic questions – may demonstrate the student has not understood the content</p> <p>Inability to make comparisons (or makes simple comparisons) of lesson content to other examples</p> <p>Demonstrating a limited internalisation of the concepts:</p> <p>A lack of personal resonance/ application with the lesson content</p> <p>Demonstrating a low level of cognitive challenge</p> <p>Poor acquisition of new knowledge</p> <p>Evidence of weak understanding</p> <p>A fixed stance: (unable/unwilling to change position)</p> <p>Basic vocabulary</p> <p>Weak development in skills</p> <p>Unconfident responses</p>	<p>A higher level of cognitive demand</p> <p>Application and comparison of the lesson content to other situations or scenarios</p> <p>Mental processing of information beyond simple recall</p> <p>Some decision making</p> <p>Evidence of problem solving</p> <p>Explanation of concepts with some reasoning</p> <p>The ability to categorise/ group, connect and identify patterns</p> <p>A degree of organisation in thought processes</p> <p>Inference and interpretation</p> <p>The ability to predict</p> <p>The ability to summarise a range of ideas succinctly</p> <p>A degree of personal resonance with the lesson content: can apply it to their lives and provide examples of this</p> <p>An increase in knowledge</p> <p>An increase in understanding</p> <p>A change of a feeling based on new learning</p> <p>A richer vocabulary</p> <p>An increase in a skill</p> <p>An increase in confidence</p>	<p>Abstract ideas</p> <p>Complex description</p> <p>Thinking and expression that involves solving complex problems</p> <p>Complex cognitive challenge</p> <p>The ability to discuss alternative outcomes or routes</p> <p>Justification of answers</p> <p>The use of evidence to support their thinking drawn from the lesson and beyond</p> <p>The ability to appraise or assess a situation : evaluation</p> <p>The ability to hypothesise</p> <p>An investigative approach: asks complex questions</p> <p>Creative solutions</p> <p>Deeper personal resonance: can apply the lesson content to their personal situation and discuss this in greater detail</p> <p>A reflective approach</p>

Teacher Feedback to Pupils

Jigsaw does not encourage teachers to mark or 'grade' student's work, but instead give positive written and/or verbal feedback that indicates what the pupil has done well, and a suggestion for development. Many teachers use systems such as '2 stars and a wish', with the 2 stars being comments on achievement, and the wish, a learning target for the child to consider in future Jigsaw lessons. Some teachers use the TINT (to improve next time) Box to help children set goals for progress. Teachers and schools are free to use their own feedback systems in accordance with this philosophy.

For example:

You participated actively in this lesson.

You are getting much more confident at putting your point of view across in a group. Well done.

We have been discussing how to negotiate in friendships. What can you try when there are disagreements in your friendship group?

Tell me or show me

Show the children a YouTube clip of a frog's lifecycle that you have sourced. Ask the children how the frogspawn turns into the frog. What do they think happens and in what order?

Show the children a series of photos of yourself in sequence from a baby to adult. As you show the photos explain that everyone starts as a 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.

Let me learn

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.

If there is time, swap sets of lifecycle cards so the children can arrange more than one lifecycle.

Help me reflect

Slide 2: Share the learning intentions from this Piece (lesson) with the children and ask them to show if they are a thumb-up, neutral or down for each based on their understanding. The teacher can reframe and exemplify the language in the learning intentions as appropriate.

Using the PowerPoint slide of My Jigsaw Learning, model with the children how they are to complete this resource by colouring the appropriate Jigsaw Jack with thumbs in the same position as theirs for each learning intention.

How does frogspawn become a frog?

What changes happen?

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?

Notes



Changing Me

Calm Me Script - Ages 5-6 - Piece 1

We have been getting better and better this year at watching our thoughts, choosing to pause with Jigsaw Jerrie Cat and calming our minds by listening to our breathing. We have been practising making pictures in our minds that help us calm down, remembering good experiences help us feel peaceful and happy.

In this term's Jigsaw work we are going to be thinking about all sorts of changes that happen to us as we grow and in our lives, like moving house, changing schools, getting new friends.

Our Calm Me times will help us to feel positive about facing changes that might happen to us.

So today, let's start by sitting up nice and straight in our Calm Me way...nice straight spine, feet flat on the floor and take a slow, deep breath in through your nose, and let it out again gently through your mouth. Place your hands on your tummy. Close your eyes if you are comfortable to.

Breathe in again, feeling your lungs fill right up, and then gently let the air out so you feel relaxed and peaceful.

Now, start to concentrate by listening to the chime until we can't hear any sound...ready?

(Strike the chime)

Listen, listen.....

Now listen to what you can hear in the quietness... Can you hear your own heart beating? Listen very, very carefully.

The quietness feels good and lets our minds have a rest.

Listen to the chime again and take one slow, deep breath... Feel your tummy rise as you breathe in through your nose, and fall as you breathe out again through your mouth.

Then, when you are ready, ask your mind to create a picture in your imagination of a beautiful tree, a tree in the summer time with all its lovely green leaves on it. See if you can create a picture, a really clear picture of your tree, your very green tree. Can you see where the tree is standing? Is it in the woods, by a river?

Now keep your mind focused on the tree and imagine it is Winter time and the tree has lost all its leaves. Can your imagination create a new picture of the tree now that it has changed? Maybe you can imagine the wind blowing all the leaves off the tree and what it looks like afterwards.

(Give time for imaginations to work on this)

Now I would like you to pretend you are switching off the screen in your mind so the tree pictures are saved, and then help your mind focus back on your breathing... a deep breath in and feel your tummy rise, and a gentle, slow breath out again and feel your tummy sink back again.

Do this a few times and feel lovely and peaceful.

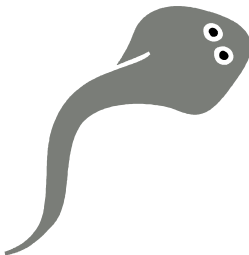
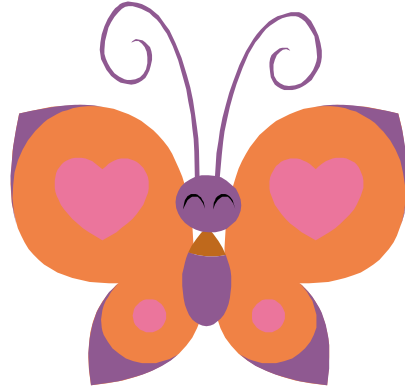
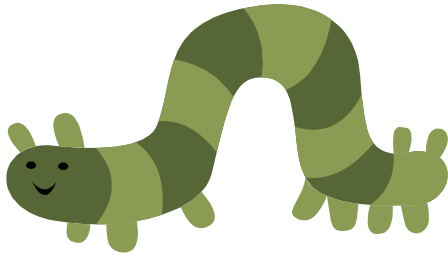
So, listen to the chime again until you can no longer hear any sound.

Then very gently bring your awareness back into the classroom, be here with me now, peaceful and ready to learn.

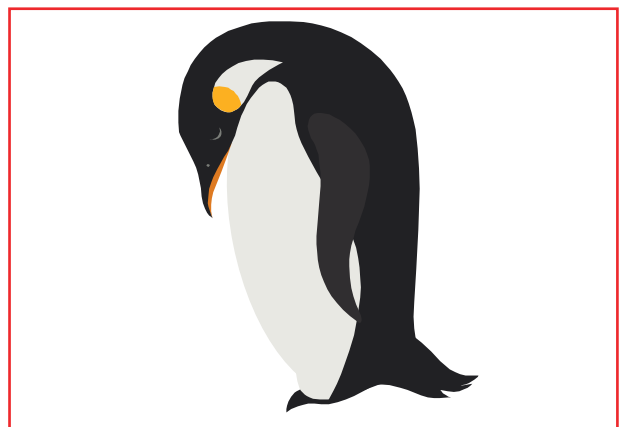
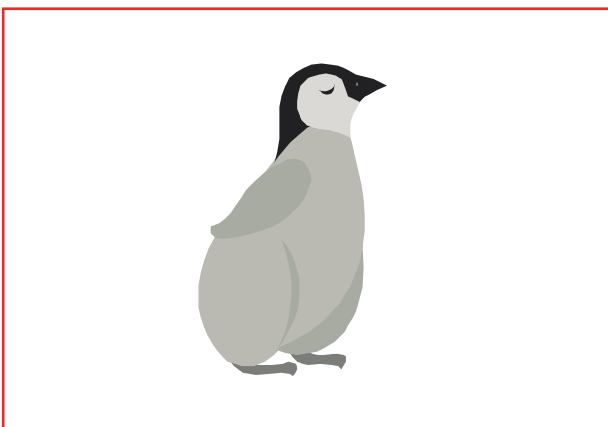
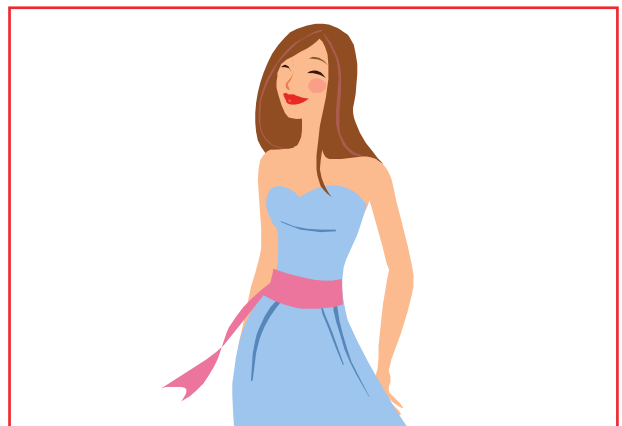
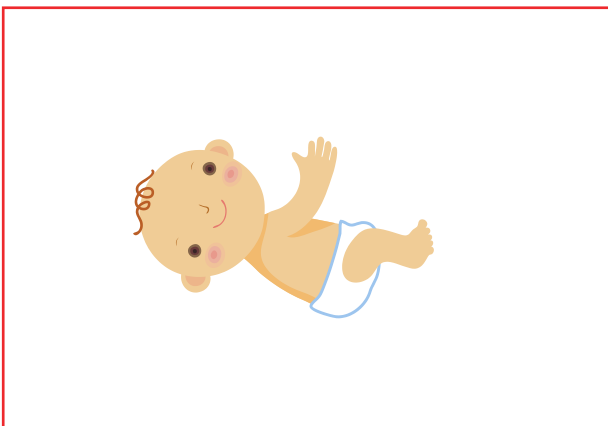
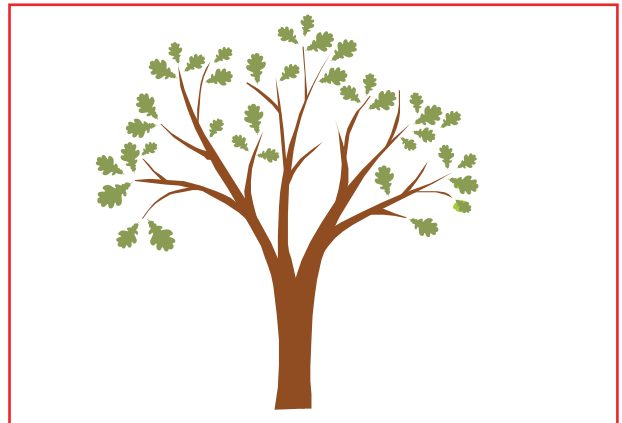
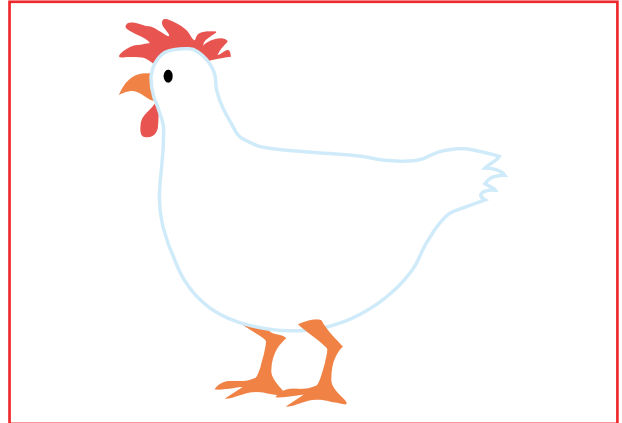
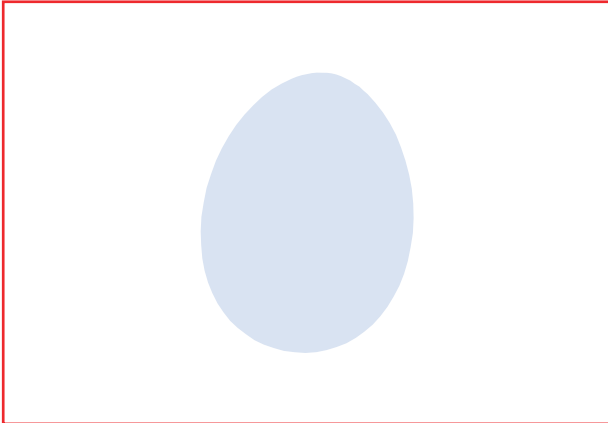


Changing Me

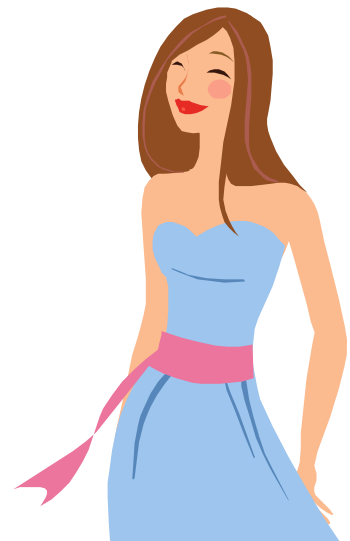
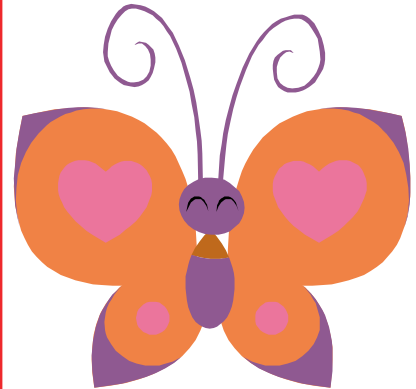
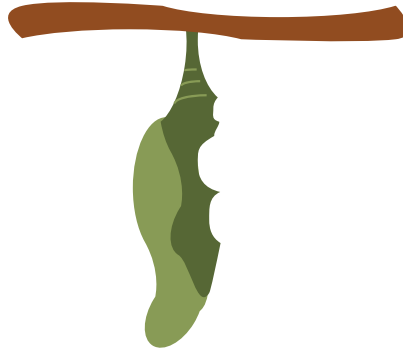
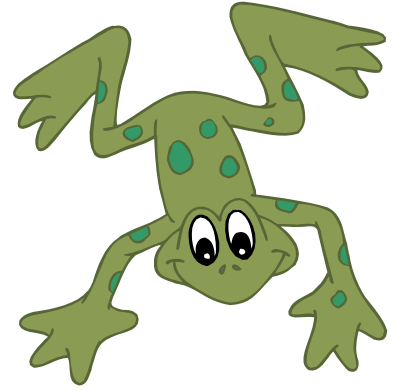
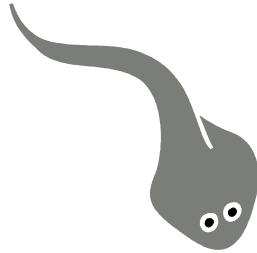
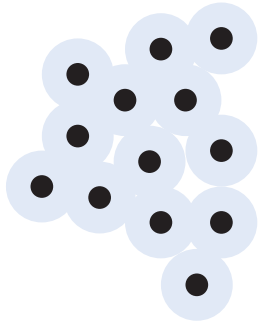
Find Your Pair - Ages 5-6 - Piece 1



Changing Me
Find Your Pair - Ages 5-6 - Piece 1



Changing Me
Life Cycle Cards - Ages 5-6 - Piece 1





Changing Me

A New Day - PowerPoint Slide 1 My Jigsaw Learning - Ages 5-6 - Piece 1



A New Day (Changing Me)

Look around and tell me what you see,
Changing faces, that's all right with me.
It's a part of growing up, let's embrace and
feel free.

CHORUS:

It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

Let's all agree that it's good to change,
Personalities will change with age.
We're becoming the people we're going to
be.

CHORUS:

It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
Today's gunna' be great!

© Jigsaw PSHE Ltd



Changing Me

PowerPoint Slide 2: My Jigsaw Learning - Ages 5-6 - Piece 1



My Jigsaw Learning

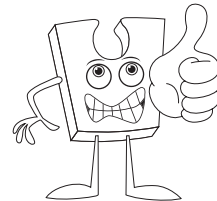
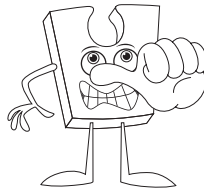
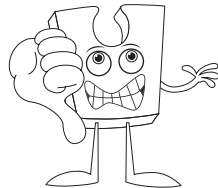
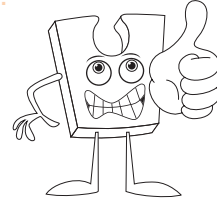
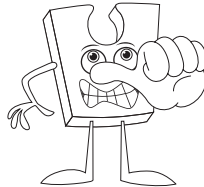
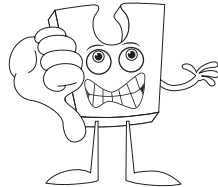
Changing Me - Piece 1

Ages 5-6

Name

I am starting to
understand the life cycles
of animals and humans

I understand that changes
happen as we grow and that
this is OK



© Jigsaw PSHE Ltd

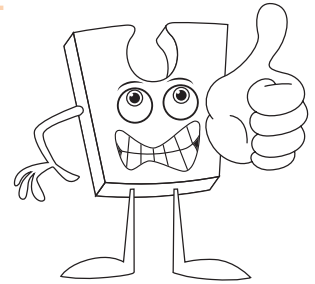
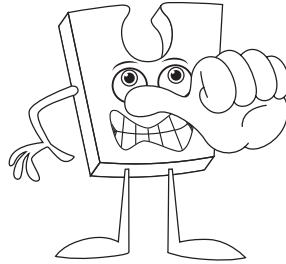
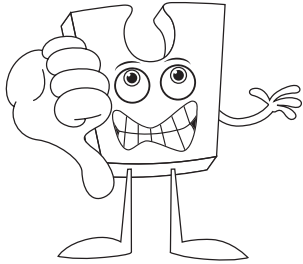
My Jigsaw Learning

Changing Me - Piece 1

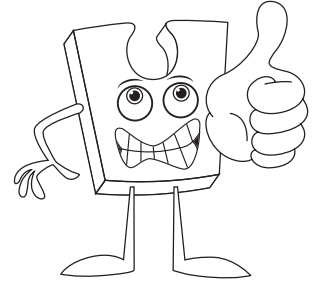
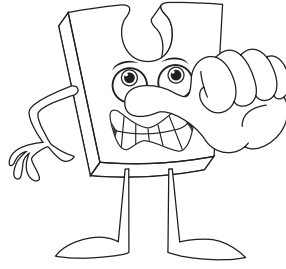
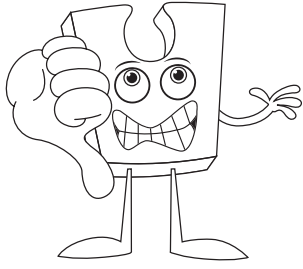
Ages 5-6

Name

I am starting to understand the life cycles of animals and humans



I understand that changes happen as we grow and that this is OK



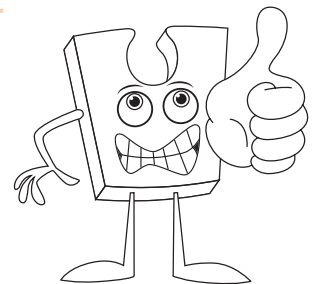
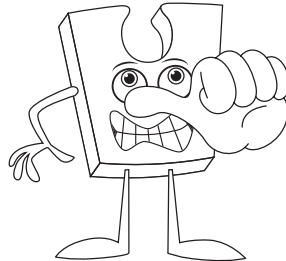
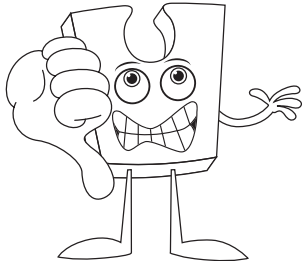
My Jigsaw Learning

Changing Me - Piece 1

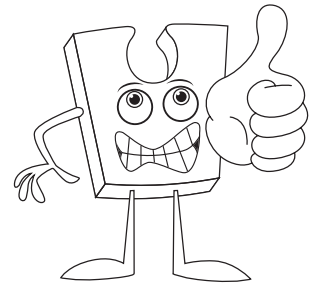
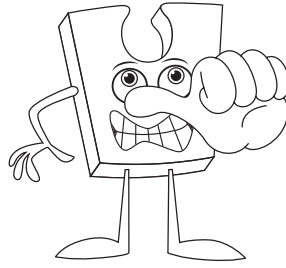
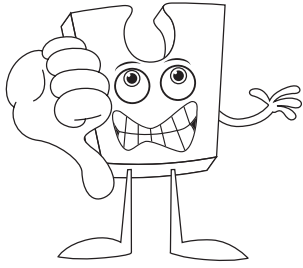
Ages 5-6

Name

I am starting to understand the life cycles of animals and humans



I understand that changes happen as we grow and that this is OK



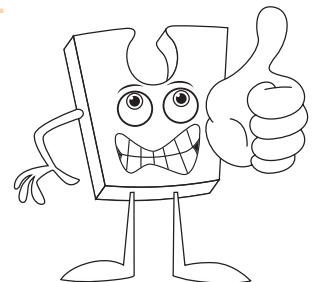
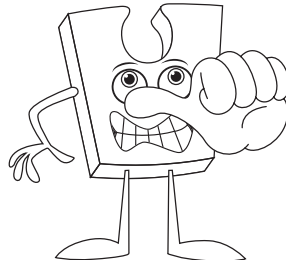
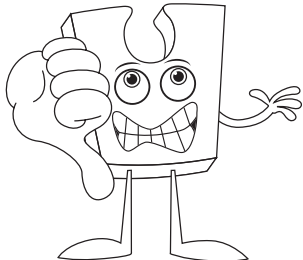
My Jigsaw Learning

Changing Me - Piece 1

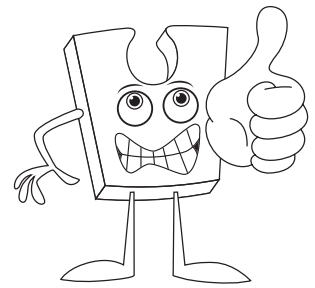
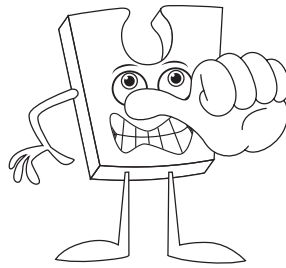
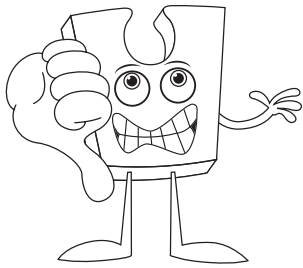
Ages 5-6

Name

I am starting to understand the life cycles of animals and humans

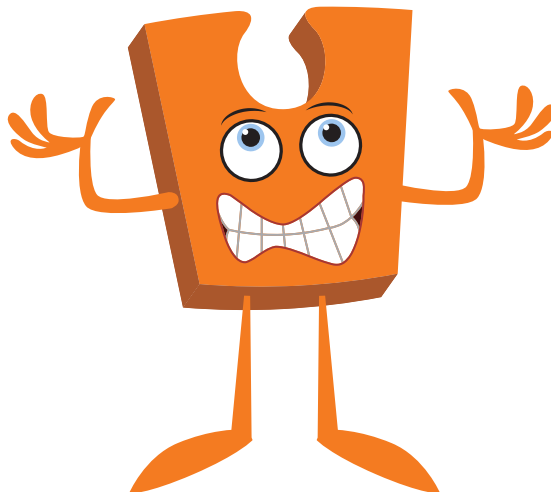


I understand that changes happen as we grow and that this is OK




Puzzle 6: Changing Me - Ages 5-6 - Piece 2

Changing Me	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... tell you some things about me that have changed and some things about me that have stayed the same know that changes are OK and that sometimes they will happen whether I want them to or not
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jack Jigsaw Jerrie Cat Life cycle cards Paper for concertina booklets Jigsaw Journals My Jigsaw Learning	Vocabulary Change Life cycle Baby Adult Grown up



Teaching and Learning	Ask me this...
<p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p>	
<p>Connect us</p> <p>Play Change. 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.</p>	
<p>Calm me</p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	Does your mind feel calm and ready to learn?
<p>Open my mind</p> <p>Invite children to briefly discuss in pairs some of the things they can do now compared to when they were a baby. Use Jigsaw Jack as the 'talking object' and ask the children to share one idea when it is their turn to hold Jack. If any of the class have babies in the family, they could also think about what they can do compared with the baby.</p> <p>Reinforce that we all change, and that change is OK.</p>	How do we change when we grow up?
<p>Tell me or show me</p> <p>In groups, using the life cycle cards, 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.</p> <p>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).</p>	How much have you changed from when you were a baby?

Pause Point: Slide 1:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause point. Invite the children to stop and pause. Ask them to close their eyes (if they are comfortable to do so) and to focus on what they are thinking and feeling right now. They don't have to share their thoughts. Pause for about 20-30 seconds.

Let me learn

Concertina booklets.

Each child has a ready-made concertina book (folded paper so there are 3 spaces). In the final space children draw a picture of themselves as they are now. Help them with this and prompt them to start thinking about how they have changed from when they were a baby, a two-year old, and so on.

Ask them to start drawing in the other 2 sections, the first showing them as a baby and the second as a toddler (aged 2-3). Explain to the children that they can take their concertina book home to show their family. Encourage the children to talk to family members to help them know what they were like at each age.

Help me reflect

Slide 2: Share the learning intentions from this Piece (lesson) with the children and ask them to show if they are a thumb-up, neutral or down for each based on their understanding. The teacher can reframe and exemplify the language in the learning intentions as appropriate.

Using the PowerPoint slide of My Jigsaw Learning, model with the children how they are to complete this resource by colouring the appropriate Jigsaw Jack with thumbs in the same position as theirs for each learning intention.

How have you changed since you were a baby?

What can you do now that you couldn't do when you were a toddler?

What can you do now on your own that you used to need help with?

Notes



Changing Me

Calm Me Script - Ages 5-6 - Piece 2

We have been getting better and better this year at watching our thoughts, choosing to pause with Jigsaw Jerrie Cat and calming our minds by listening to our breathing. We have been practising making pictures in our minds that help us calm down, remembering good experiences help us feel peaceful and happy.

In this term's Jigsaw work we are going to be thinking about all sorts of changes that happen to us as we grow and in our lives, like moving house, changing schools, getting new friends.

Our Calm Me times will help us to feel positive about facing changes that might happen to us.

So today, let's start by sitting up nice and straight in our Calm Me way...nice straight spine, feet flat on the floor and take a slow, deep breath in through your nose, and let it out again gently through your mouth. Place your hands on your tummy. Close your eyes if you are comfortable to.

Breathe in again, feeling your lungs fill right up, and then gently let the air out so you feel relaxed and peaceful.

Now, start to concentrate by listening to the chime until we can't hear any sound...ready?

(Strike the chime)

Listen, listen.....

Now listen to what you can hear in the quietness... Can you hear your own heart beating? Listen very, very carefully.

The quietness feels good and lets our minds have a rest.

Listen to the chime again and take one slow, deep breath... Feel your tummy rise as you breathe in through your nose, and fall as you breathe out again through your mouth.

Then, when you are ready, ask your mind to create a picture in your imagination of a beautiful tree, a tree in the summer time with all its lovely green leaves on it. See if you can create a picture, a really clear picture of your tree, your very green tree. Can you see where the tree is standing? Is it in the woods, by a river?

Now keep your mind focused on the tree and imagine it is Winter time and the tree has lost all its leaves. Can your imagination create a new picture of the tree now that it has changed? Maybe you can imagine the wind blowing all the leaves off the tree and what it looks like afterwards.

(Give time for imaginations to work on this)

Now I would like you to pretend you are switching off the screen in your mind so the tree pictures are saved, and then help your mind focus back on your breathing... a deep breath in and feel your tummy rise, and a gentle, slow breath out again and feel your tummy sink back again.

Do this a few times and feel lovely and peaceful.

So, listen to the chime again until you can no longer hear any sound.

Then very gently bring your awareness back into the classroom, be here with me now, peaceful and ready to learn.





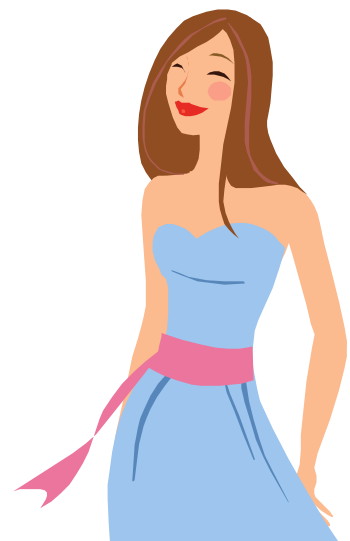
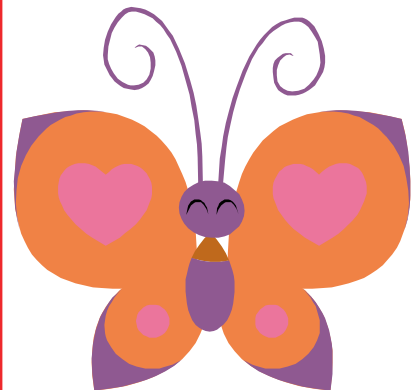
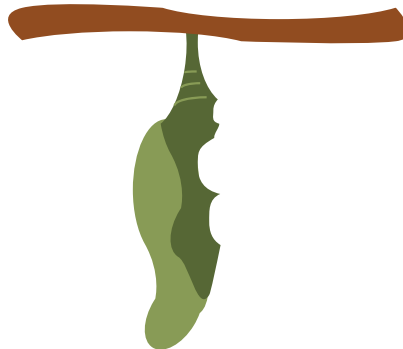
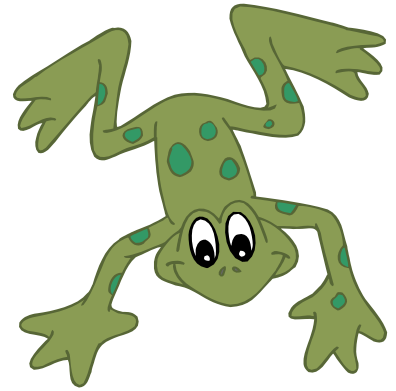
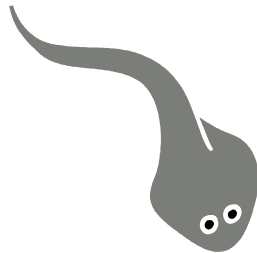
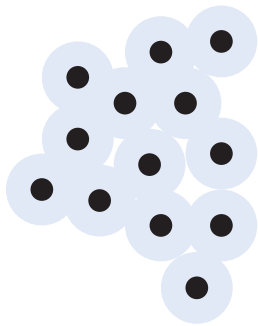
Changing Me

Jerrie Cat PowerPoint Slide 1 - Ages 5-6 - Piece 2



© Jigsaw PSHE Ltd

Changing Me
Life Cycle Cards - Ages 5-6 - Piece 2





Changing Me

PowerPoint Slide 2: My Jigsaw Learning - Ages 5-6 - Piece 2



My Jigsaw Learning

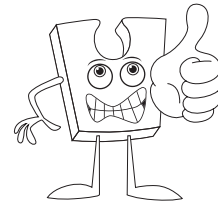
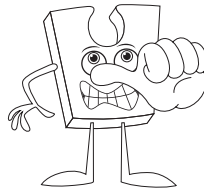
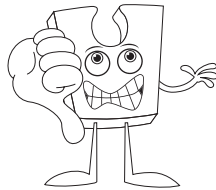
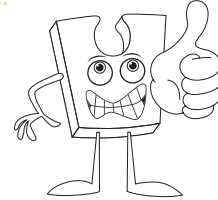
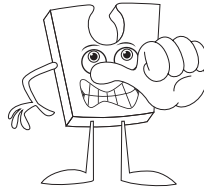
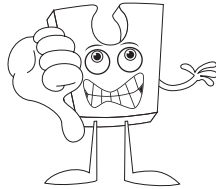
Changing Me - Piece 2

Ages 5-6

Name

I can tell you some things
about me that have changed
and some things about me
that have stayed the same

I know that changes are OK
and that sometimes they
will happen whether I want
them to or not



© Jigsaw PSHE Ltd

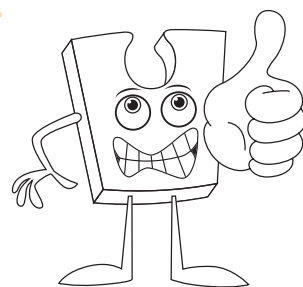
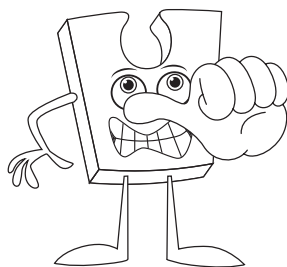
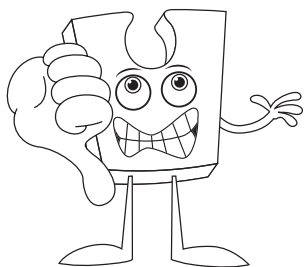
My Jigsaw Learning

Changing Me - Piece 2

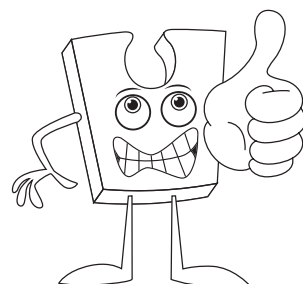
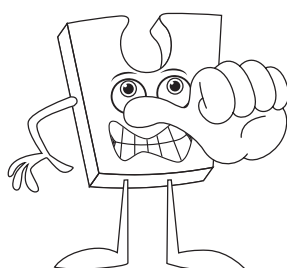
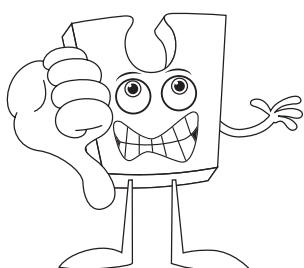
Ages 5-6

Name

I can tell you some things about me that have changed and some things about me that have stayed the same



I know that changes are OK and that sometimes they will happen whether I want them to or not



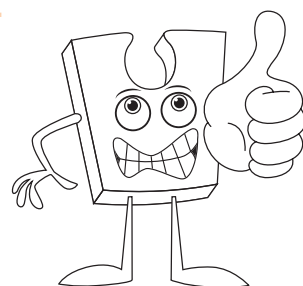
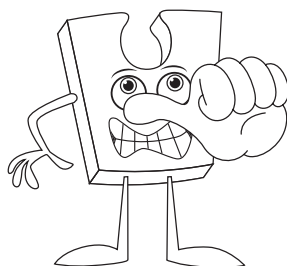
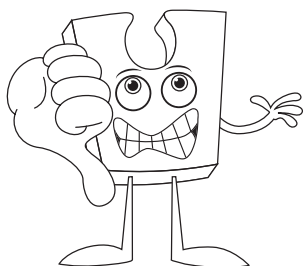
My Jigsaw Learning

Changing Me - Piece 2

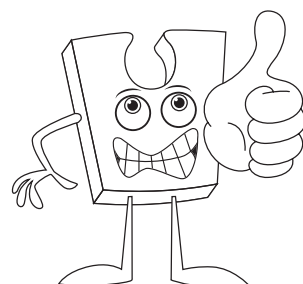
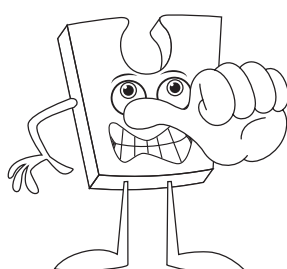
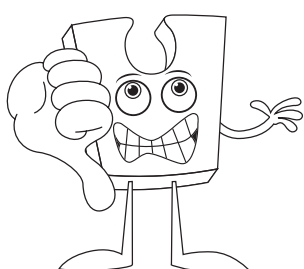
Ages 5-6

Name

I can tell you some things about me that have changed and some things about me that have stayed the same



I know that changes are OK and that sometimes they will happen whether I want them to or not



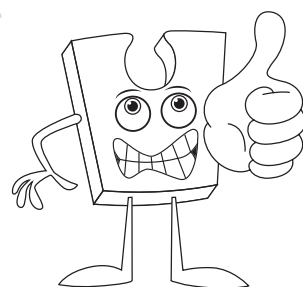
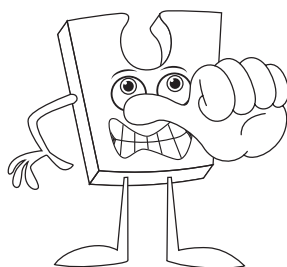
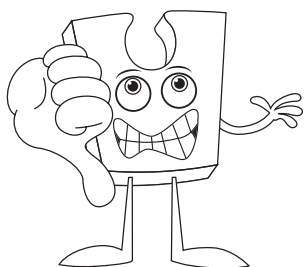
My Jigsaw Learning

Changing Me - Piece 2

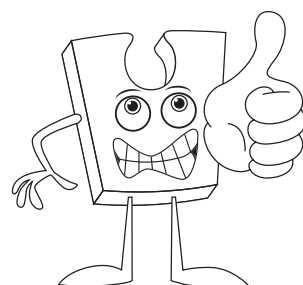
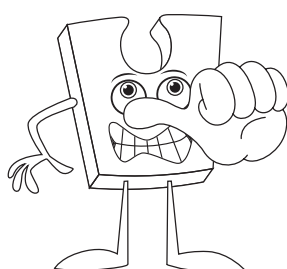
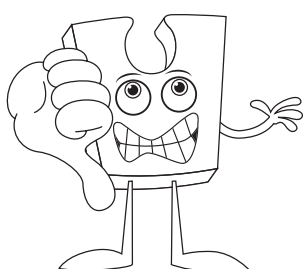
Ages 5-6

Name

I can tell you some things about me that have changed and some things about me that have stayed the same

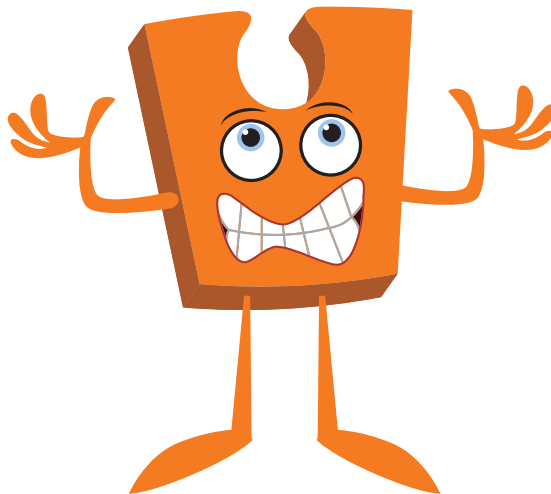


I know that changes are OK and that sometimes they will happen whether I want them to or not



Puzzle 6: Changing Me - Ages 5-6 - Piece 3

My Changing Body	
Puzzle 6 Outcome	Please teach me to...
Tree of Change Display	know how my body has changed since I was a baby understand that growing up is natural and that everybody grows at different rates
Resources	Vocabulary
Jigsaw Chime	Baby
'Calm Me' script	Growing up
Jigsaw Song: 'A New Day'	Adult
Jigsaw Jack	Mature
Jigsaw Jerrie Cat	Change
Baby photo of the teacher	
Baby photos brought in by the children in a box	
Jigsaw Journals	
My Jigsaw Learning	
Teaching and Learning	Ask me this...
Note	
You should have asked children to bring in baby photos at the start of this unit of work (Puzzle) as they are needed for this lesson.	
The Jigsaw Charter	
Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us	
Play Parts of the body 'Jigsaw Jack says'.	
Ask children to do what you say (simple actions with parts of their bodies). They should only do the action if you say 'Jigsaw Jack says...' before the action. If you just say the action, they need to ignore what you have said and do nothing. Try to catch the children out by mixing up statements with and without the 'Jigsaw Jack says' precursor. Be mindful to choose actions in the class that all the children can do.	
Some suggested actions could be:	
Nod your head	
Rub your tummy	
Point to your belly button	
Wiggle your noses	
Shake your hips	
Stand on one leg	
Roll your eyes	
Blink	
Calm me	
Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?
Open my mind	
Slide 1: Sing or listen to the Jigsaw Song: 'A New Day'. Ask the children what this teaches us about change and growing up.	



Tell me or show me

With the children sitting in a circle, 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 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'.

Let me learn

If they have been able to bring in a baby photo, they can stick this into their Jigsaw Journal and around the outside draw or write some of the ways they have changed since they were a baby. Children without a photo can draw a picture of themselves and do the same. Invite children to share some of these changes with the class.

Help me reflect

Slide 2: As in previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Learning resource, which can be stuck into their Jigsaw Journals.

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?

Notes



Changing Me

Calm Me Script - Ages 5-6 - Piece 3

Children, today for our Calm Me time, we are going to help our minds and our bodies relax as much as we can.

So I invite you to sit up nice and straight in your chair, feet flat on the floor, hands in your lap and eyes closed gently.

Listen (strike chime just once) to the chime and help your mind to become peaceful and quiet.

Take a deep breath in through your nose and let it sink right into your lungs, then feel it as it leaves your body again, through your mouth.

Keep breathing these slow, lovely breaths and feel calm.

We are going to practise making our minds focus on different parts of our bodies..so first of all help your mind to focus on your legs... just think about your legs... can you feel your legs?

Think about how amazing it is that your legs work so hard for you. They carry you from place to place. They let you run and play games in the playground. They push you through the water when you swim, and they can fold up small when you are sitting in assembly... how amazing... aren't we lucky to have such great legs?

Take a nice breath in...I am lucky.....breathing out.....what an amazing body I have.....

Now think about when you were a baby and what your legs were like then. Could they carry you along? Could you walk and run? Just think how incredible it is that your legs grew stronger and stronger from when you were a baby to now...your legs changed but you didn't see them changing. The changes were good changes so you could have strong legs to walk and run and play.

In your mind you might like to say a silent thank you to your legs for growing and changing like they have and for all they do for you now.

Take a few calming breaths.

Listen to the chime again until you can no longer hear any sound, then wiggle your fingers and toes and take a big stretch as you open your eyes and smile, with your awareness back in the present moment.





Changing Me

A New Day - PowerPoint Slide 1 My Jigsaw Learning - Ages 5-6 - Piece 3



A New Day (Changing Me)

Look around and tell me what you see,
Changing faces, that's all right with me.
It's a part of growing up, let's embrace and
feel free.

CHORUS:

It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

Let's all agree that it's good to change,
Personalities will change with age.
We're becoming the people we're going to
be.

CHORUS:

It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
Today's gunna' be great!

© Jigsaw PSHE Ltd



Changing Me

PowerPoint Slide 2: My Jigsaw Learning - Ages 5-6 - Piece 3



My Jigsaw Learning

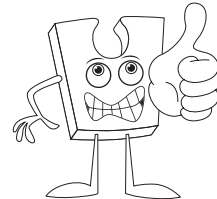
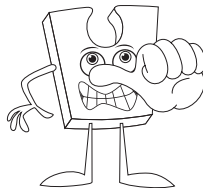
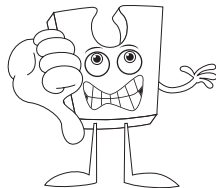
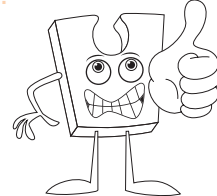
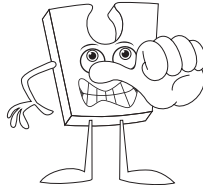
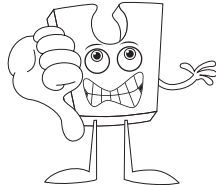
Changing Me - Piece 3

Ages 5-6

Name

I can tell you how my body
has changed since
I was a baby

I understand that growing
up is natural and that
everybody grows at
different rates



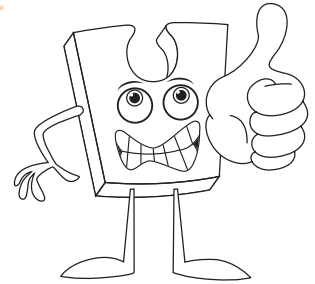
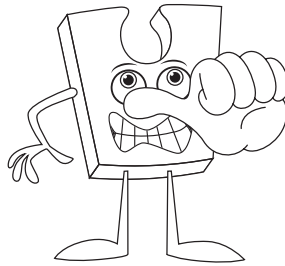
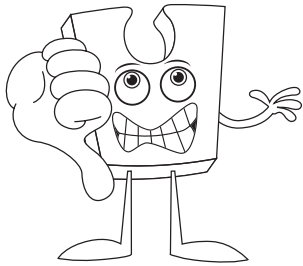
My Jigsaw Learning

Changing Me - Piece 3

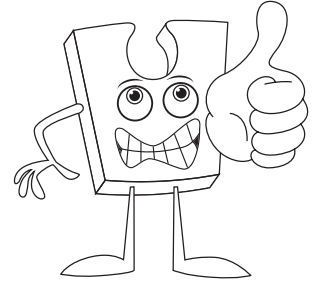
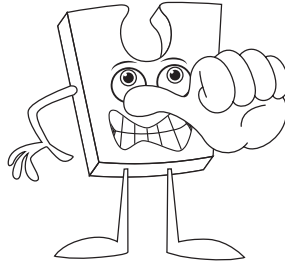
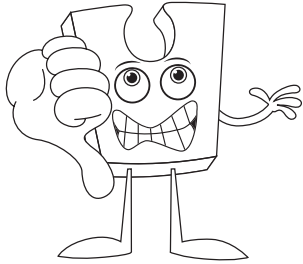
Ages 5-6

Name

I can tell you how my body
has changed since
I was a baby



I understand that growing
up is natural and that
everybody grows at
different rates



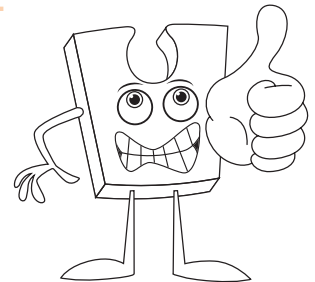
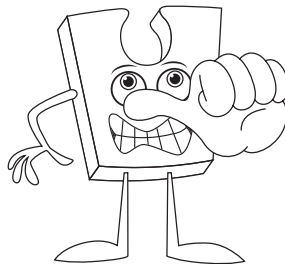
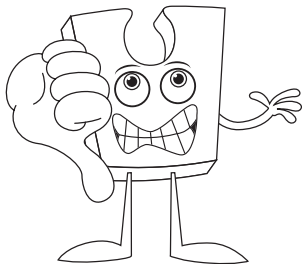
My Jigsaw Learning

Changing Me - Piece 3

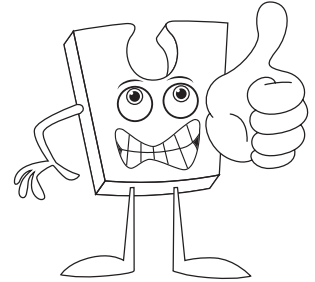
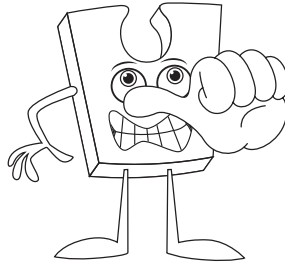
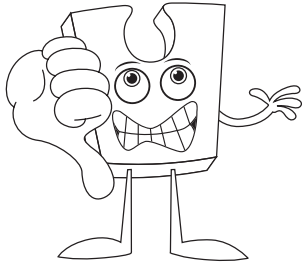
Ages 5-6

Name

I can tell you how my body
has changed since
I was a baby



I understand that growing
up is natural and that
everybody grows at
different rates



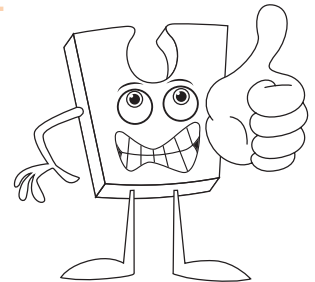
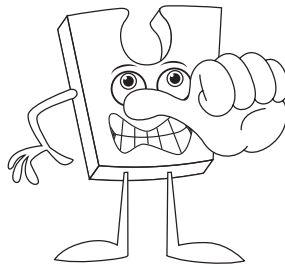
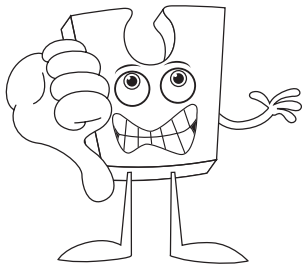
My Jigsaw Learning

Changing Me - Piece 3

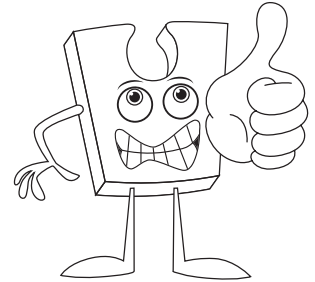
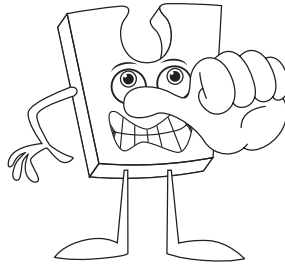
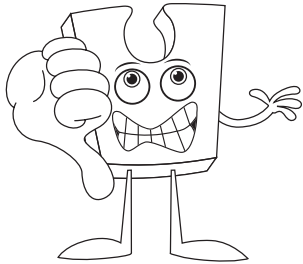
Ages 5-6

Name

I can tell you how my body
has changed since
I was a baby

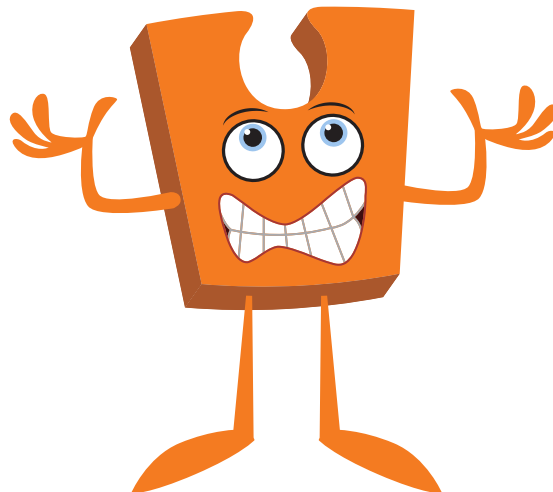


I understand that growing
up is natural and that
everybody grows at
different rates



Puzzle 6: Changing Me - Ages 5-6 - Piece 4

Boys' and Girls' Bodies	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... 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
Resources Jigsaw Jack Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Male/female animal PowerPoint PE hoops or flipchart paper Body parts cards PowerPoint of body parts Jigsaw Journals My Jigsaw Learning	Vocabulary Male Female Vagina Penis Testicles Vulva Anus
Teaching and Learning Notes <p>The words vulva and anus have been added in this edition of Jigsaw 3-11. However, whilst there is a safeguarding case for including these body part words, schools need to decide which words to include and when. We believe children should know all the words in this lesson's vocabulary by end of Primary school, and at least penis, testicles and vagina in Year 1.</p> <p>The word vulva has been included in this lesson as well as vagina. The difference in these words can be explained as follows. The vulva is the opening and outside parts of a female's 'private parts' and the vagina is one of the parts just inside. Anus has also been included as a safeguarding measure so that children know the correct word for this part of their body. Teachers can simply explain that the anus is the opening where a body gets rid of waste (poo).</p> <p>This lesson also acknowledges the 'embarrassment factor' with these words and helps children understand these are special and private parts of their bodies which is why we might get a bit embarrassed or giggle when talking about them.</p> <p>Be aware of any children in your class that have been identified as transgender without putting them in the spotlight as being different. Avoid using the word 'normal' or 'normally' as this implies anyone who sits outside of male/female is abnormal and the stigma this can create. If teachers are concerned it is advised they speak to the parent/carer of the child concerned and share the content of this lesson with them beforehand. They can then to come to a consensus as to how they want the child to be included.</p> <p>Obviously be vigilant for any disclosures and follow safeguarding procedures.</p> <p>Part of the summative assessment of this Puzzle (unit of work) is about children being able to use the correct names for private body parts. Teachers may wish to take notes of individual children's understanding during this lesson as an aide memoire for assessment.</p>	Ask me this...



The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

Connect us

Sitting in a circle, pass Jigsaw Jack round. Each child in turn, when holding Jigsaw Jack, completes the sentence: 'My name is ... and my favourite food is ...' Highlight the differences and similarities in what the children say so the children understand these terms. If time, repeat with a different stem sentence such as 'My favourite game is... '.

Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

Open my mind

Slides 1-4: Show children PowerPoint slides (one at a time) of animals and ask them to identify which one is the male and which one is the female.

How do they know?

Tell me or show me

Slides 5-6: Ask the children to work in pairs and briefly discuss a way that boys and girls look different. Pass Jigsaw Jack around the circle for each pair to give their answer; conclude that one way we can tell the difference between boys and girls is by their private body parts.

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/ Vulva. 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.

Note: Caucasian skin tone has been used on most of the diagrams. This is for clarity of image. However, teachers should also reinforce that different skin tones exist, and that private parts will also reflect these skin tones. e.g. if we have dark skin then our private parts will also be dark.

Do we all like the same things?

Does your mind feel calm and ready to learn?

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

If we are worried, or feeling scared or hurt, what should we do?

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?

Let me learn

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.

After the sorting activity 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/vulva, 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?

On the playground?

With older relatives?

With visitors at home?

At the doctors?

Help me reflect

Slide 7: As in previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Learning resource, which can be stuck into their Jigsaw Journals.

Notes



Changing Me

Calm Me Script - Ages 5-6 - Piece 4

Children, today for our Calm Me time, we are going to help our minds and our bodies relax as much as we can.

So I invite you to sit up nice and straight in your chair, feet flat on the floor, hands in your lap and eyes closed gently.

Listen (strike chime just once) to the chime and help your mind to become peaceful and quiet.

Take a deep breath in through your nose and let it sink right into your lungs, then feel it as it leaves your body again through your mouth.

Keep breathing these slow, lovely breaths and feel calm.

We are going to practise making our minds focus on different parts of our bodies... so first of all help your mind to focus on your hands... just think about your hands... can you feel your hands?

Think about how amazing it is that your hands work so hard for you. They lift and carry things. They write, draw and colour. They wave to your friends, hold hands with people you are close to. They help us eat and drink. We are so lucky to have hands that help us.

Think about how tiny your hands were when you were a baby. Isn't it amazing that your hands have grown so strong and can do so much for you?

Take a nice breath in... I am lucky.....breathing out.....what an amazing body I have.....

In your mind you might like to say a silent thank you to your hands for growing and changing like they have and for all they do for you now.

Take a few calming breaths.

Listen to the chime until you can no longer hear the sound.

Gently bring your awareness back to the present moment in the classroom...wiggle your fingers and toes and take a big stretch as you open your eyes and smile.



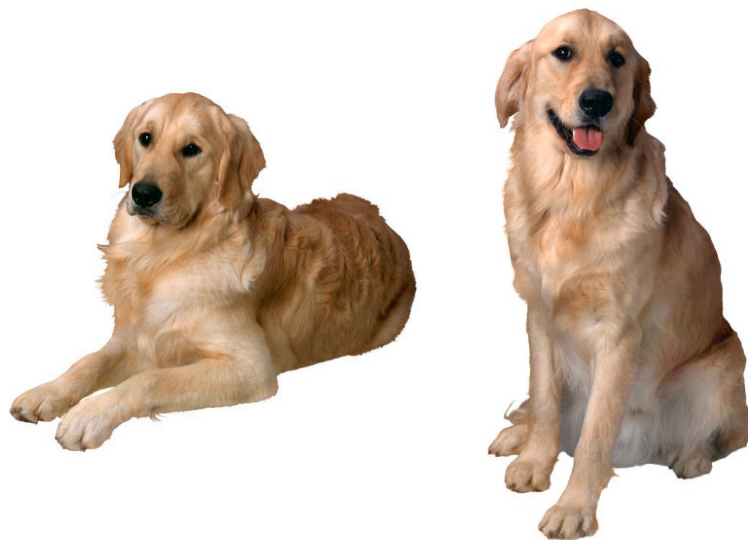


Changing Me

Male and Female Animal PowerPoint Slides 1-4 - Ages 5-6 - Piece 4



© Jigsaw PSHE Ltd



© Jigsaw PSHE Ltd



Changing Me

Male and Female Animal PowerPoint - Ages 5-6 - Piece 4



© Jigsaw PSHE Ltd

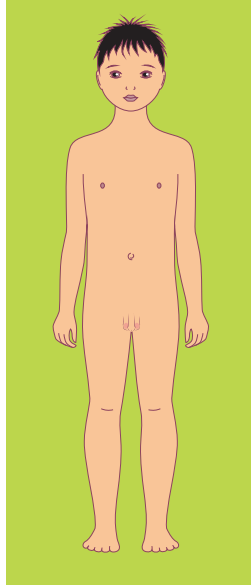


© Jigsaw PSHE Ltd

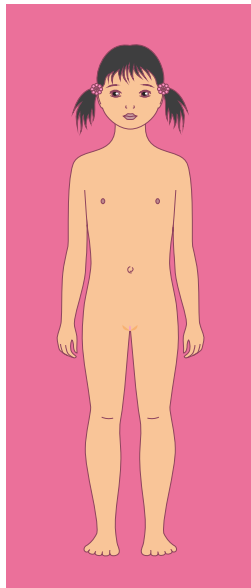


Changing Me

Body Parts PowerPoint Slides 5-6 - Ages 5-6 - Piece 4



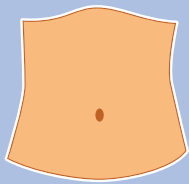
© Jigsaw PSHE Ltd



© Jigsaw PSHE Ltd

Changing Me

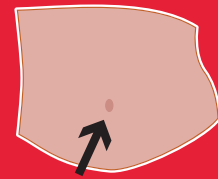
Body Parts Cards - Ages 5-6 - Piece 4



Tummy



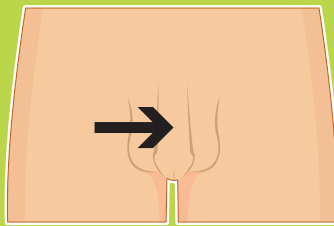
Feet



Belly Button



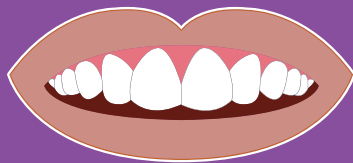
Nose



Penis



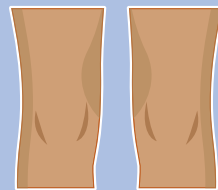
Head



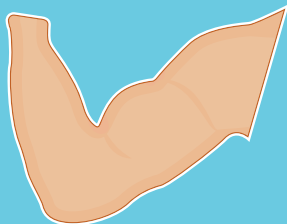
Mouth



Fingers



Knees



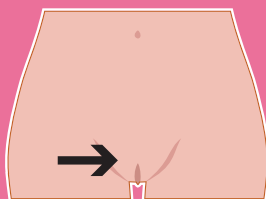
Arm



Ear



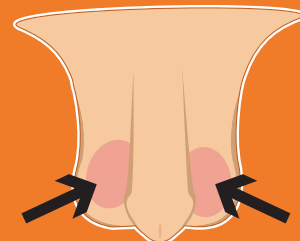
Eyes



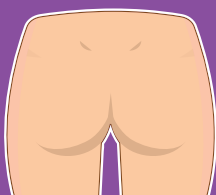
Vagina



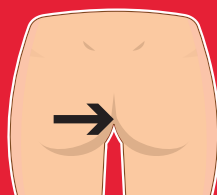
Nipples



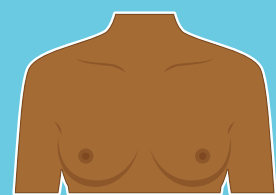
Testicles



Bottom



Anus

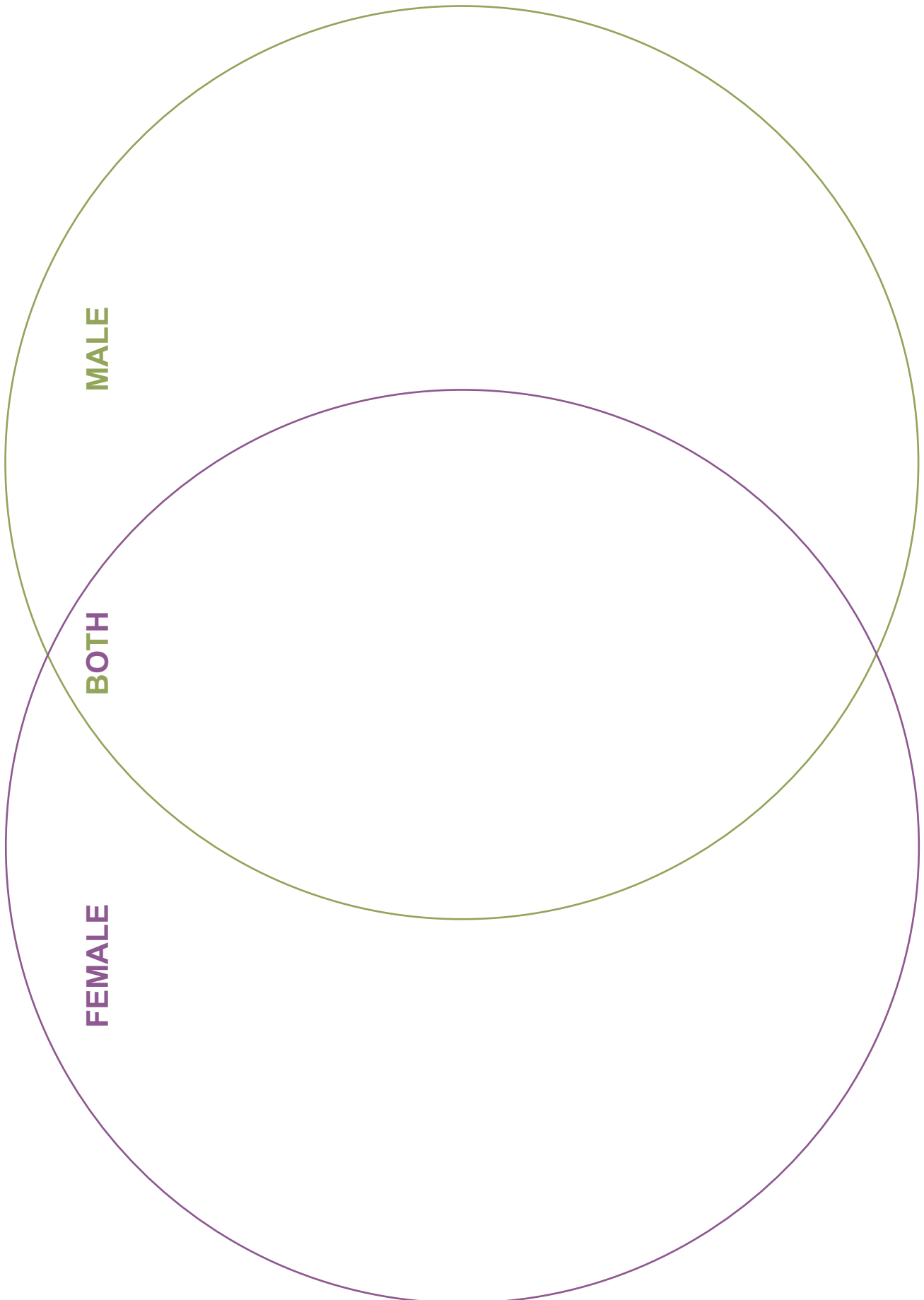


Breasts



Changing Me

Male and Female Venn Diagram - Ages 5-6 - Piece 4





Changing Me

PowerPoint Slide 7: My Jigsaw Learning - Ages 5-6 - Piece 4



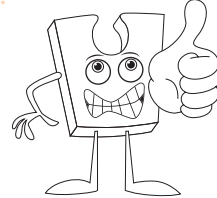
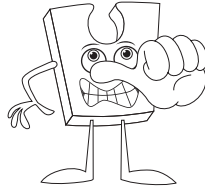
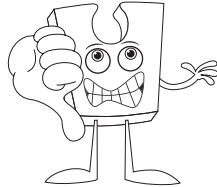
My Jigsaw Learning

Changing Me - Piece 4

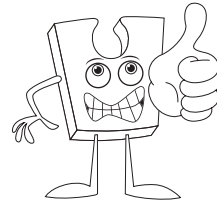
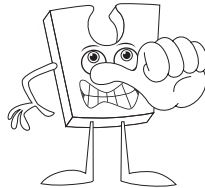
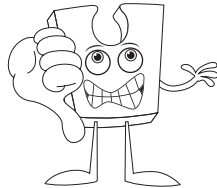
Ages 5-6

Name

I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus



I respect my body and understand which parts are private



© Jigsaw PSHE Ltd

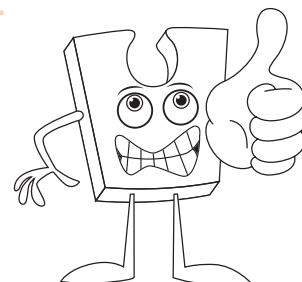
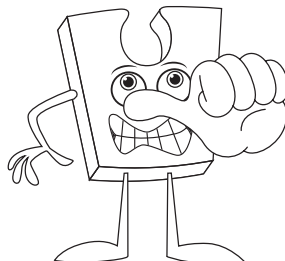
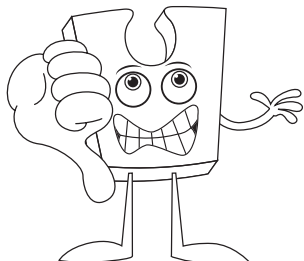
My Jigsaw Learning

Changing Me - Piece 4

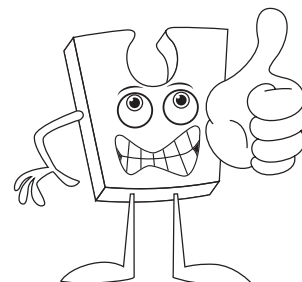
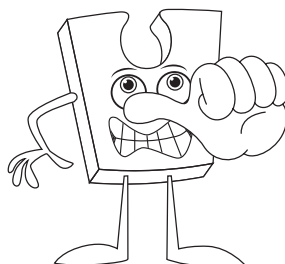
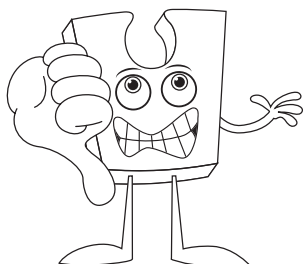
Ages 5-6

Name

I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus



I respect my body and understand which parts are private



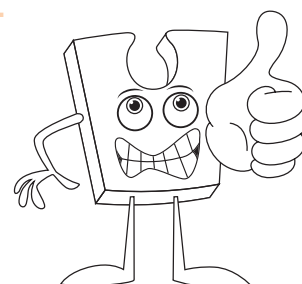
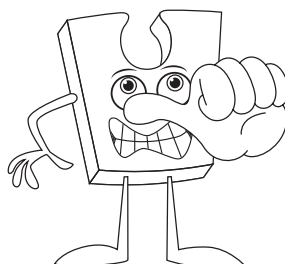
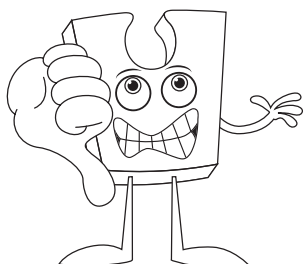
My Jigsaw Learning

Changing Me - Piece 4

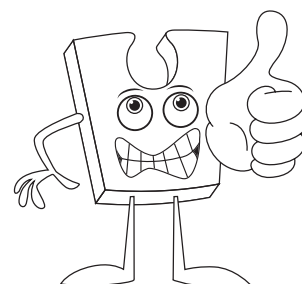
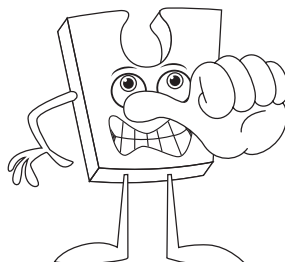
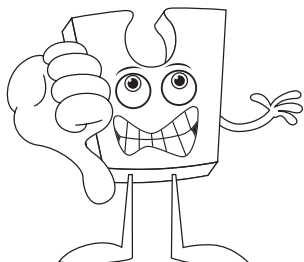
Ages 5-6

Name

I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus



I respect my body and understand which parts are private



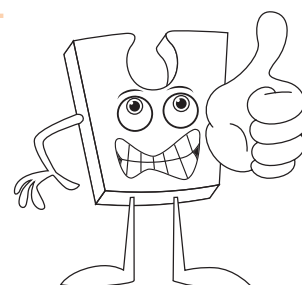
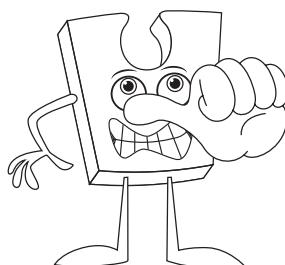
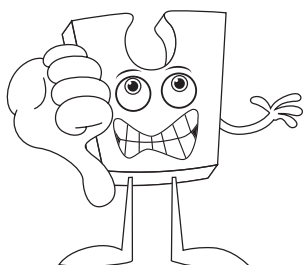
My Jigsaw Learning

Changing Me - Piece 4

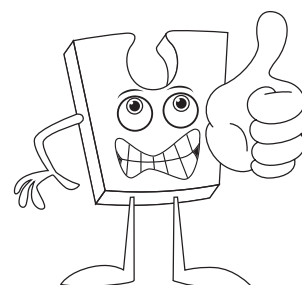
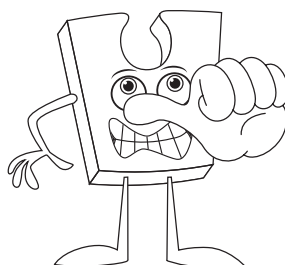
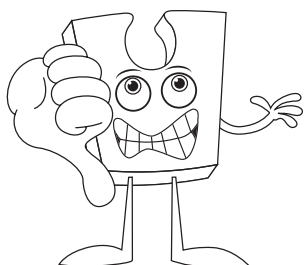
Ages 5-6

Name

I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus

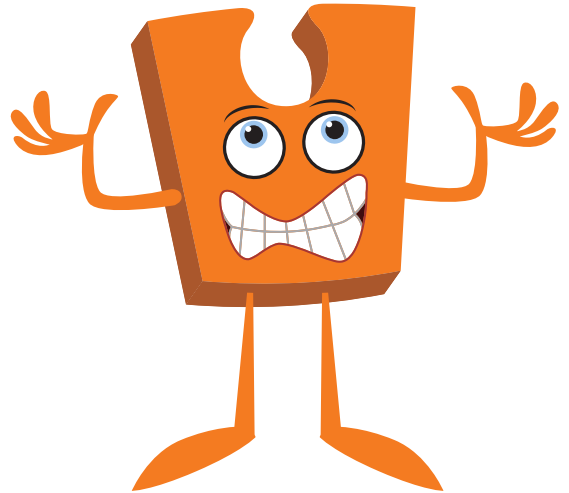


I respect my body and understand which parts are private



Puzzle 6: Changing Me - Ages 5-6 - Piece 5

Learning and Growing	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... understand that every time I learn something new I change a little bit enjoy learning new things
Resources Jigsaw Song: 'A New Day' Jigsaw Jack Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Picture cards Flower shape and petals for flipchart Flower templates Jigsaw Journals My Jigsaw Learning	Vocabulary Learn New Grow Change
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us Slide 1: Sing or listen to the Jigsaw Song: 'A New Day'. Using Jigsaw Jack as the talking object draw out some of the changes that have already happened in their lives and reinforce that change is part of growing up and to be expected.	
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	
Open my mind 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.	
Tell me or show me On flipchart or the whiteboard, 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 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.	



Ask me this...

Does your mind feel calm and ready to learn?

What have you learnt to do that you couldn't do when you were a baby?



Pause Point: Slide 2: Raise Jigsaw Jerrie Cat's paws to indicate this Pause point. Invite the children to stop and pause. Can they close their eyes (if comfortable to do so) and focus on what they are thinking and feeling inside? They don't need to share. Pause for 20-30 seconds. This can be practised at regular intervals any time in school, it doesn't have to be confined to Jigsaw lessons.

Let me learn

Children give suggestions as to what they have learnt since they were babies. Teacher writes this list on flipchart and makes sure that some things on the list apply to every child.

Play 'Let's be flowers'.

Children find a space and curl up in a ball pretending to be the seed of a new flower. Explain that as you call out something they may have learnt, if this applies to them, they physically grow a little bit as if they are a flower starting to grow, a flower that is blossoming. For example, if you have learnt to walk, make your flower grow a little bit. Continue the process until all of the children are standing up and looking like flowers.

Give each of the children a flower template. In each of the petals the children draw something they have learnt that has helped them to grow.

These flowers can be the class contribution to the End of Puzzle Outcome as discussed with your Jigsaw Lead in school, prior to starting this unit of work (Puzzle).

Help me reflect

Slide 3: As in previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Learning resource, which can be stuck into their Jigsaw Journals.

Notes

Certificates

For the next lesson you will need a personalised Changing Me certificate for each child.



Changing Me

Calm Me Script - Ages 5-6 - Piece 5

Children, today for our Calm Me time, we are going to help our minds and our bodies relax as much as we can and try to focus all our attention on our hands.

So I invite you to sit up nice and straight in your chair, feet flat on the floor, hands in your lap and eyes closed gently.

Listen (strike chime just once) to the chime and help your mind to become peaceful and quiet.

Take a deep breath in through your nose and let it sink right into your lungs, then feel it as it leaves your body again through your mouth.

Keep breathing these slow, lovely breaths and feel calm.

We are going to practise thinking about our hands, so first of all help your mind to focus on your hands... just hands. Can you feel your fingers and thumbs? Can you wiggle your fingers?

Think about how amazing it is that your fingers can grip things or point to things and your hands can hold on to things, stroke your pet, hold your friend's hand, play the recorder, help you eat your snacks, throw a ball, wave to your mum, write your name... how amazing... aren't we lucky to have such great hands? Our bodies are incredible and are growing all the time.

Take a nice breath in...I am so lucky.....breathing out.....what an amazing body I have.....I am so grateful that my body keeps growing just as it should.

Take a few simple and delicious slow, gentle breaths...

Repeat this several times and then sound the chime again and when the sound fades, invite children to bring their attention back to the present moment in the classroom...wiggle your fingers and toes and take a big stretch as you open your eyes and smile.





Changing Me

A New Day - PowerPoint Slide 1 My Jigsaw Learning - Ages 5-6 - Piece 5



A New Day (Changing Me)

Look around and tell me what you see,
Changing faces, that's all right with me.
It's a part of growing up, let's embrace and
feel free.

CHORUS:

It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

Let's all agree that it's good to change,
Personalities will change with age.
We're becoming the people we're going to
be.

CHORUS:

It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
Today's gunna' be great!

© Jigsaw PSHE Ltd



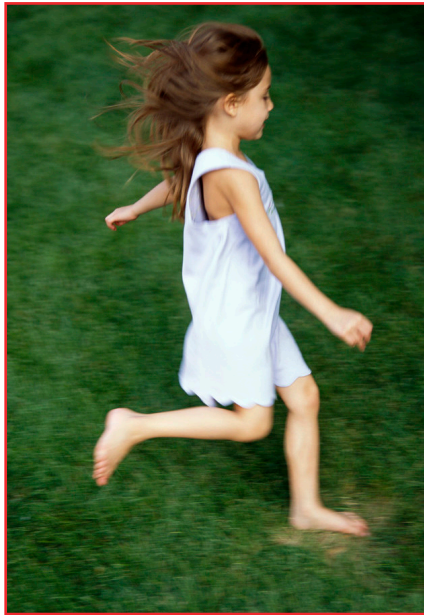
Changing Me

Jerrie Cat PowerPoint Slide 2 - Ages 5-6 - Piece 5

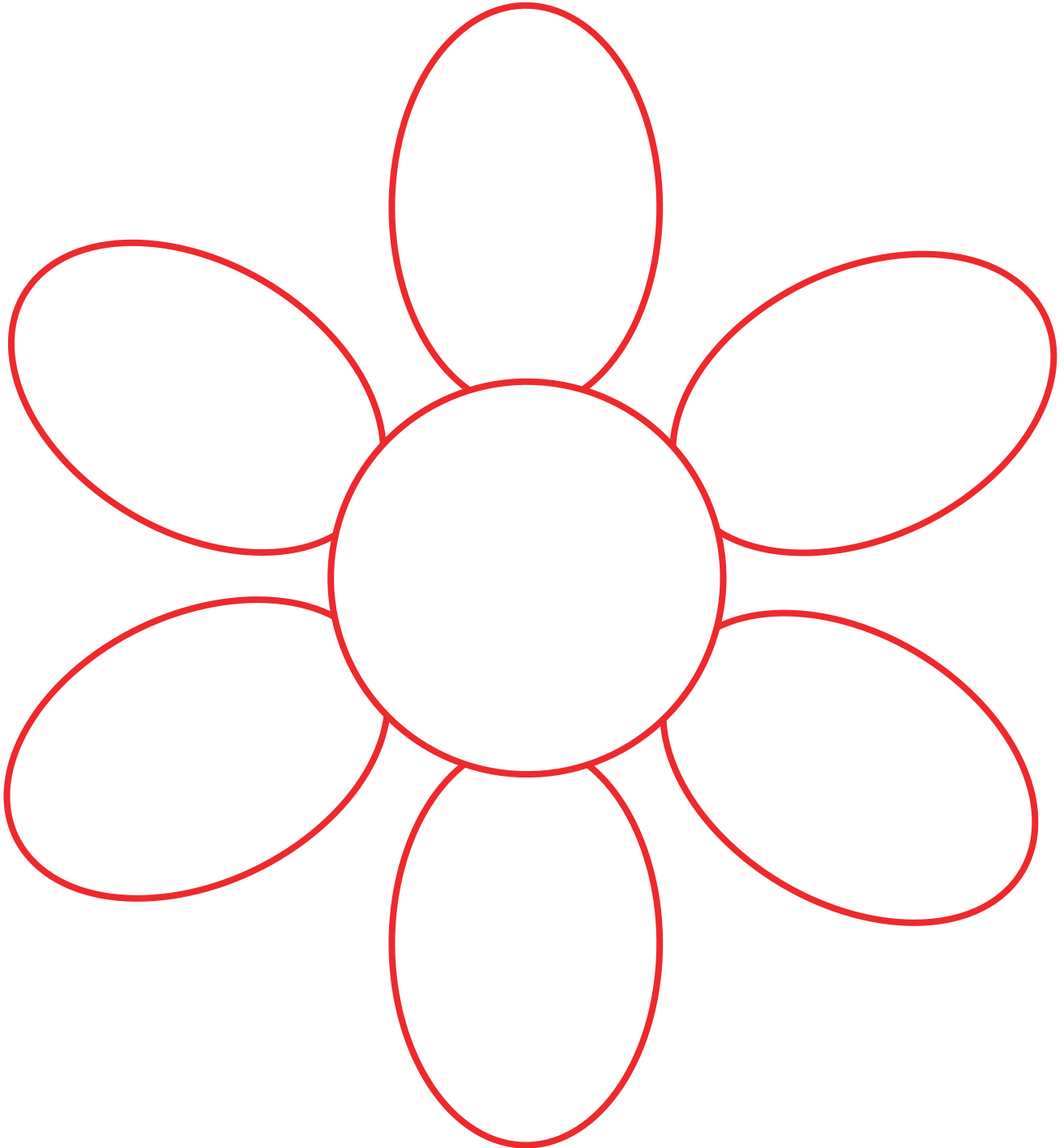


© Jigsaw PSHE Ltd

Changing Me
Picture Cards - Ages 5-6 - Piece 5



Changing Me
Flower Template - Ages 5-6 - Piece 5





Changing Me

PowerPoint Slide 3: My Jigsaw Learning - Ages 5-6 - Piece 5



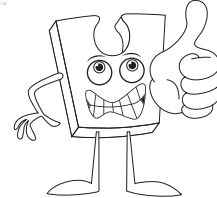
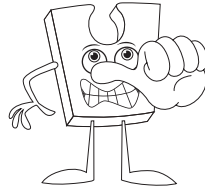
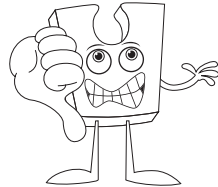
My Jigsaw Learning

Changing Me - Piece 5

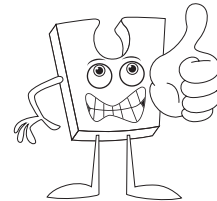
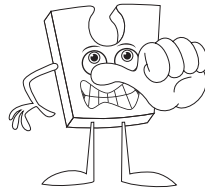
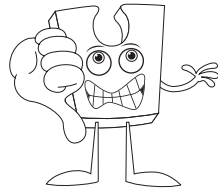
Ages 5-6

Name

I understand that every
time I learn something
new I change a little bit



I enjoy learning new things



© Jigsaw PSHE Ltd

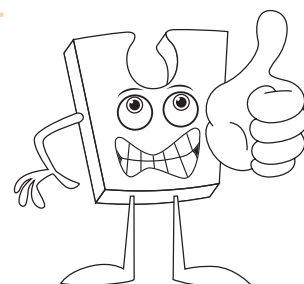
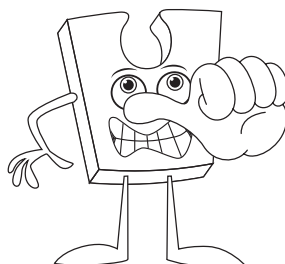
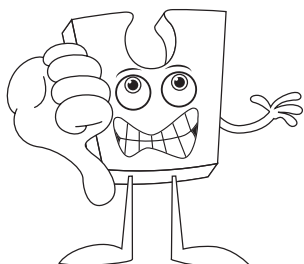
My Jigsaw Learning

Changing Me - Piece 5

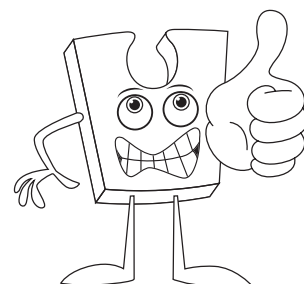
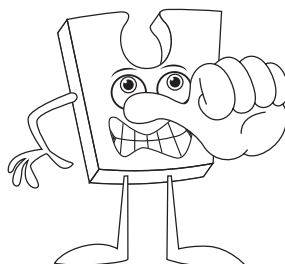
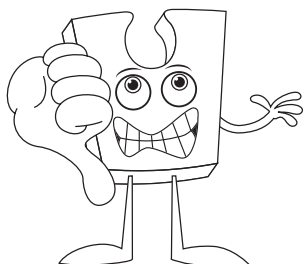
Ages 5-6

Name

I understand that every time I learn something new I change a little bit



I enjoy learning new things



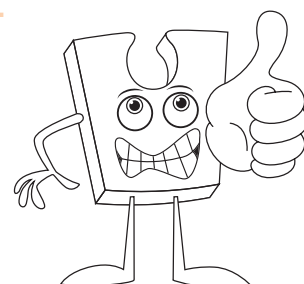
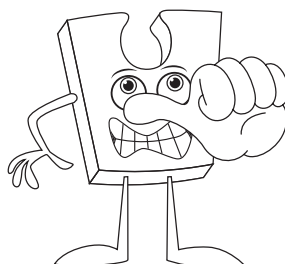
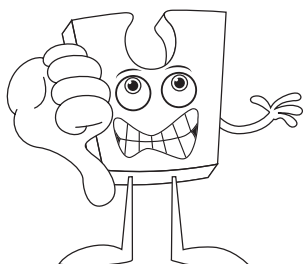
My Jigsaw Learning

Changing Me - Piece 5

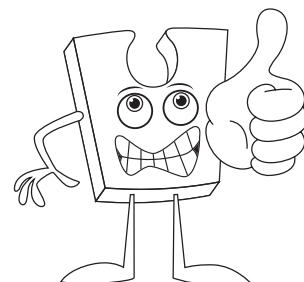
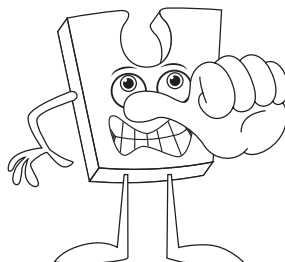
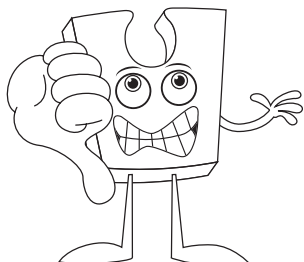
Ages 5-6

Name

I understand that every time I learn something new I change a little bit



I enjoy learning new things



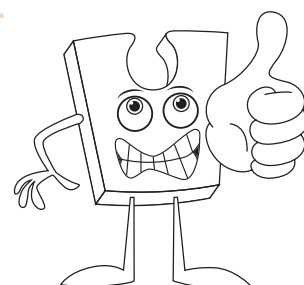
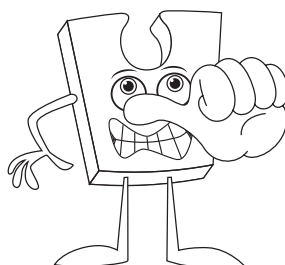
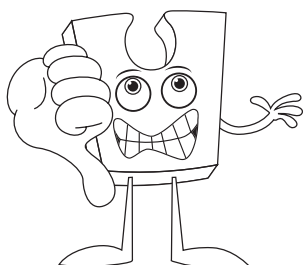
My Jigsaw Learning

Changing Me - Piece 5

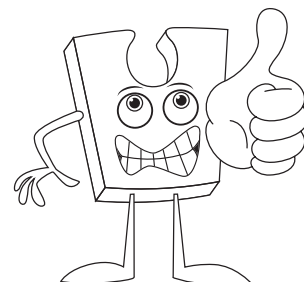
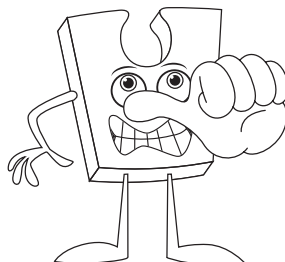
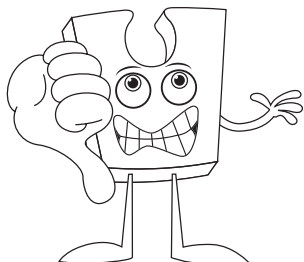
Ages 5-6

Name

I understand that every time I learn something new I change a little bit



I enjoy learning new things



Tell me or show me

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, etc. When children have guessed the change event, pass Jigsaw Jack again so that children can express how each change 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 with someone they trust. Draw out that some changes are better than others. Ensure change is seen as positive.

Let me learn

In their Jigsaw Journals, children draw one change they have experienced and write in a speech bubble how they felt when this was happening. While they do this, teachers can use the prompt questions as an assessment exercise and to check the children's understanding.

Help me reflect

Slide 7: Ask the children to complete My Jigsaw Learning for this Piece (lesson) as before.

Prior to this lesson the teacher has also prepared a Jigsaw Certificate for each child. To round off this Puzzle (unit) bring the children back to the circle and hand out the Certificates. These can also be included in the children's Jigsaw Journals.

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?

Notes

Each Puzzle (unit) has its own certificate for the teacher to complete for each child. This is an opportunity for the teacher to give the child feedback on their learning and progress. The certificates can then be presented and stuck into their Jigsaw Journals. As an extension activity they could then reflect and/ or record how it felt to receive the certificate and their learning progress.



Changing Me

Calm Me Script - Ages 5-6 - Piece 6

Children, today for our Calm Me time, we are going to help our minds and our bodies relax as much as we can and try to focus all our attention on our hands.

So I invite you to sit up nice and straight in your chair, feet flat on the floor, hands in your lap and eyes closed gently.

Listen (strike chime just once) to the chime and help your mind to become peaceful and quiet.

Take a deep breath in through your nose and let it sink right into your lungs, then feel it as it leaves your body again through your mouth.

Keep breathing these slow, lovely breaths and feel calm.

We are going to practise thinking about our hands, so first of all help your mind to focus on your hands... just hands. Can you feel your fingers and thumbs? Can you wiggle your fingers?

Think about how amazing it is that your fingers can grip things or point to things and your hands can hold on to things, stroke your pet, hold your friend's hand, play the recorder, help you eat your snacks, throw a ball, wave to your mum, write your name... how amazing... aren't we lucky to have such great hands? Our bodies are incredible and are growing all the time.

Take a nice breath in...I am so lucky.....breathing out.....what an amazing body I have.....I am so grateful that my body keeps growing just as it should.

Take a few simple and delicious slow, gentle breaths...

Repeat this several times and then sound the chime again and when the sound fades, invite children to bring their attention back to the present moment in the classroom...wiggle your fingers and toes and take a big stretch as you open your eyes and smile.



Changing Me

All Change for Jack PowerPoint Slides 1-6 - Ages 5-6 - Piece 6



Note to teacher: Your children may have chosen whether their Jigsaw Jack is a particular gender. In some places in this story you will need to use the correct pronoun for your Jack. This story also uses Abbey Owl (from Discovery RE) who you may also have in your classroom if you use this resource (<https://discoveryschemeofwork.com>)

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.

Changing Me

All Change for Jack PowerPoint Slides 1-6 - Ages 5-6 - Piece 6



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."

Changing Me

All Change for Jack PowerPoint Slides 1-6 - Ages 5-6 - Piece 6



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.

Have you just had your Calm me time? How do you feel?

Changing Me

All Change for Jack PowerPoint Slides 1-6 - Ages 5-6 - Piece 6



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.

Changing Me

All Change for Jack PowerPoint Slides 1-6 - Ages 5-6 - Piece 6



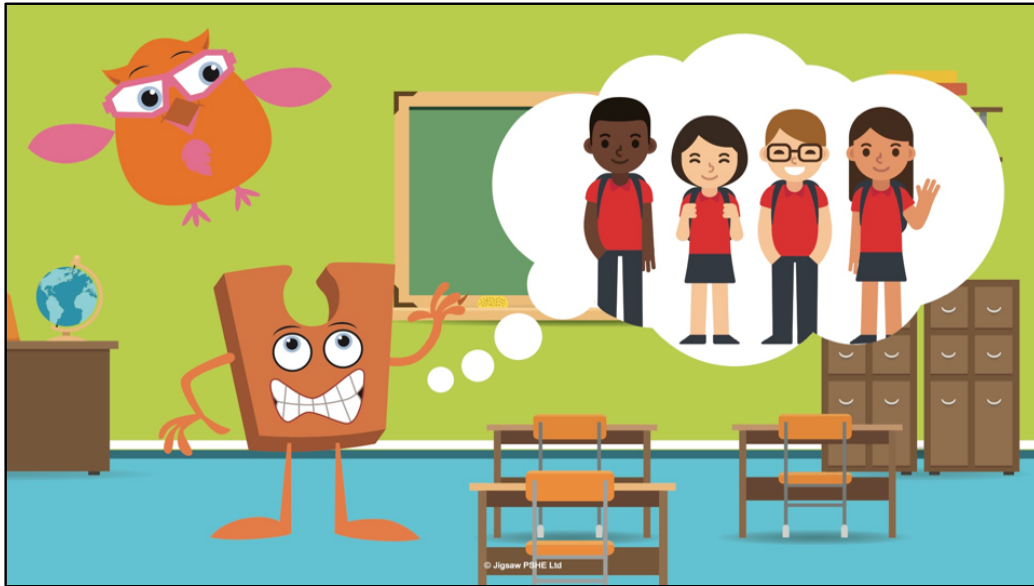
Abbey Owl smiled, she knew what was coming next, because she had seen the teacher do the lesson with a different group of children.

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. I won't be sad because the children this year will meet Jigsaw Jo in their next class, so they will still have a very special Jigsaw Friend."

Changing Me

All Change for Jack PowerPoint Slides 1-6 - Ages 5-6 - Piece 6



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!



Changing Me

PowerPoint Slide 7: My Jigsaw Learning - Ages 5-6 - Piece 6



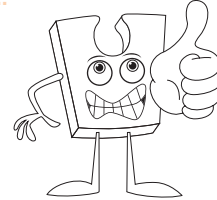
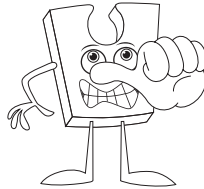
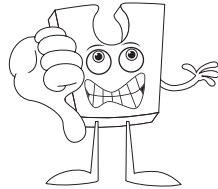
My Jigsaw Learning

Changing Me - Piece 6

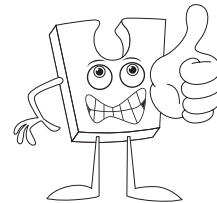
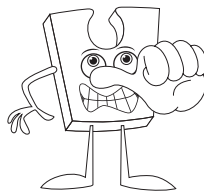
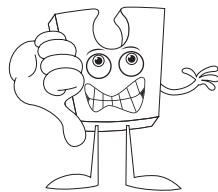
Ages 5-6

Name

I can tell you about
changes that have
happened in my life



I know some ways to cope
with changes



© Jigsaw PSHE Ltd

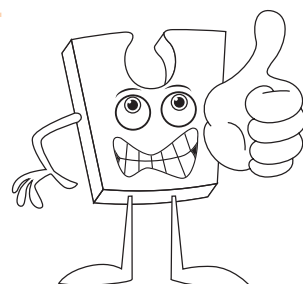
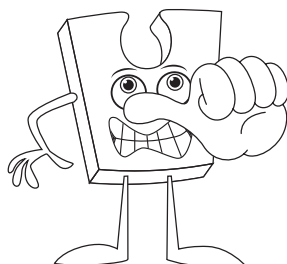
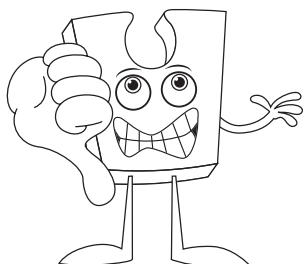
My Jigsaw Learning

Changing Me - Piece 6

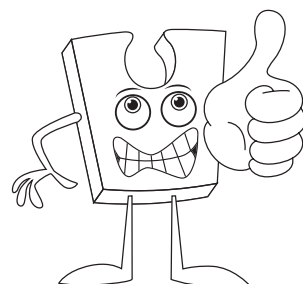
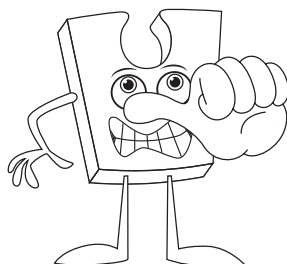
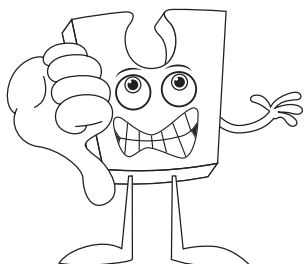
Ages 5-6

Name

I can tell you about changes that have happened in my life



I know some ways to cope with changes



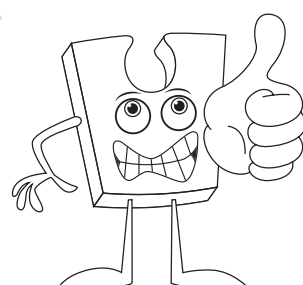
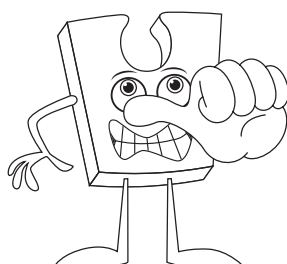
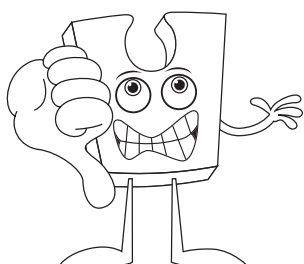
My Jigsaw Learning

Changing Me - Piece 6

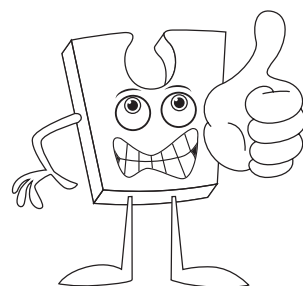
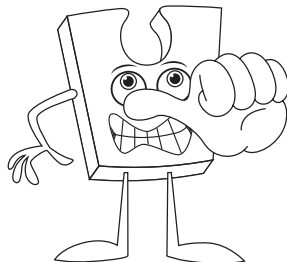
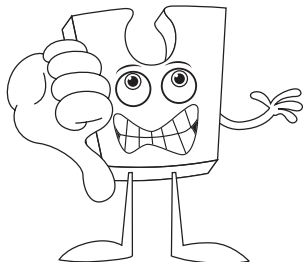
Ages 5-6

Name

I can tell you about changes that have happened in my life



I know some ways to cope with changes



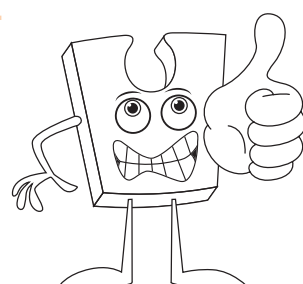
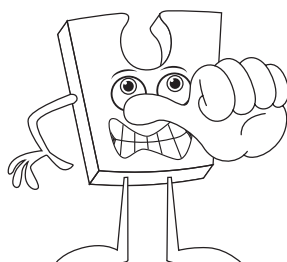
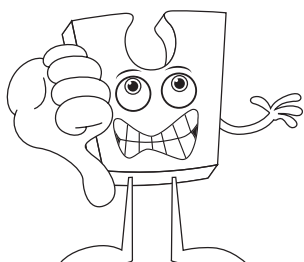
My Jigsaw Learning

Changing Me - Piece 6

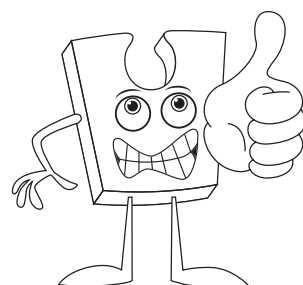
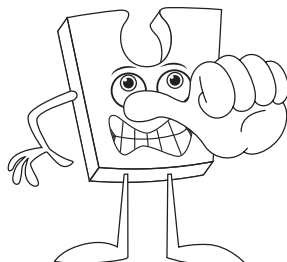
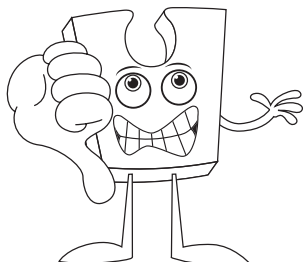
Ages 5-6

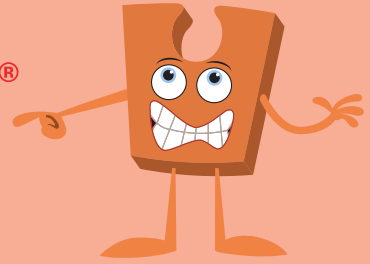
Name

I can tell you about changes that have happened in my life



I know some ways to cope with changes





Changing Me

Well done!



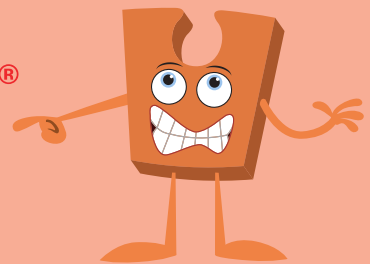
Please feel proud that you have learnt to:



I am especially pleased that you:

I am proud that I can:

Signed: Date:



Changing Me

Well done!



Please feel proud that you have learnt to:



I am especially pleased that you:

I am proud that I can:

Signed: Date:

Exemplification for Ages 5-6 **Changing Me** Puzzle

These are examples of the style of answers that children may write/ and say within their Jigsaw Journals and in response to Piece 6 in particular. The content could be different.

	WORKING TOWARDS
I can talk now. I am taller. Boys have a penis.	
I will be going into a different class next year and I am excited about that.	

Ages 5-6 expectation	WORKING AT
I will carry on getting taller as I grow up. I am already much taller than when I was a baby.	
My vulva is a special and private part of my body. I wear clothes to keep this part private and covered.	
I have to go to a new class soon with a different teacher. This is a change that worries me because I don't know the teacher very well, and I will be sad to leave my old classroom behind.	

	WORKING BEYOND
Private parts of a person's body like the penis or vagina are special. I wouldn't talk to my Granny about these because she would be embarrassed. I would use the proper words with a doctor so they could help me feel better.	
One day I might have to go to a school that is a different one from my friends. This would make me feel sad. I would talk to my Dad about it because he might have some good ideas to take my mind away from my worries.	

