

Changing Me - Ages 7-8

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Puzzle 6 - Changing Me

Puzzle Map - Ages 7-8



Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display
Piece 6: Ribbon Mobiles

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. How Babies Grow	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals	Jigsaw Chime, 'Calm Me' script, Baby/mother pair cards, PowerPoint of baby animal pictures, Jigsaw Jino, Mini-whiteboards and pens (or paper and pens), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family	Jigsaw Chime, 'Calm Me' script, Baby PowerPoint slide, Mini-whiteboards/ pens (or paper and pens), Baby growing PowerPoint, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jino, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Outside Body Changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings	Jigsaw Chime, 'Calm Me' script, Outline figure of a body on large flipchart paper, Set of Body Change cards, PowerPoint slides: Body Changes, My Life, My Changes' sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jino, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Inside Body Changes	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings	Parent/Child pairs cards (from lesson/Piece 1), Jigsaw Chime, 'Calm Me' script, PowerPoint slides: Body Changes from Piece (lesson) 3, PowerPoint slides: Changes on the inside, Animations (moving diagrams): Male and Female Reproductive Systems, 'The Great Growing Up Adventure' sheet, Jigsaw Journals, Post-it notes/small slips of paper, Jigsaw Jino, Jigsaw Jino's post box, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	Charades cards, Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Task card resource sheet, Flipchart paper/pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★ Puzzle Outcome: Ribbon Mobiles	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, PowerPoint slide for 'Ribbon mobiles', Wooden batons/sticks, Different coloured paper strips (6 per child), Tape, Jigsaw Journals, My Jigsaw Journey, 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.	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 (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

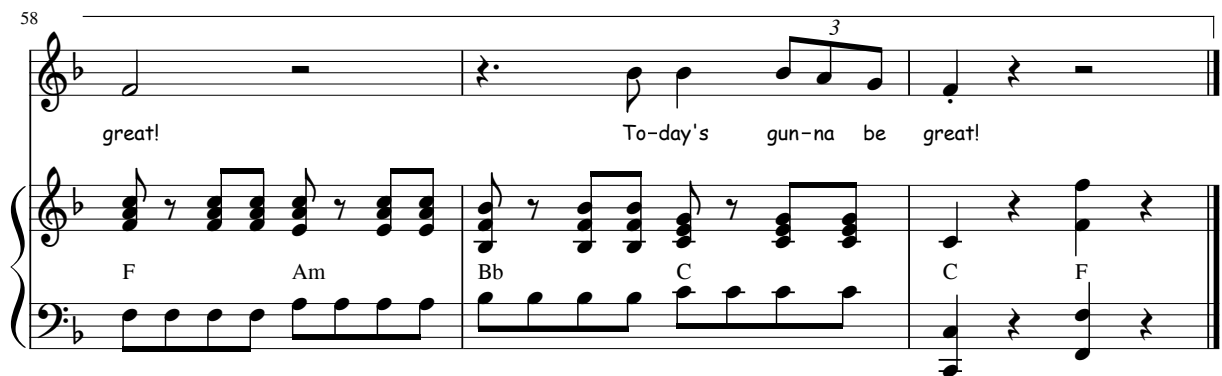
54



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

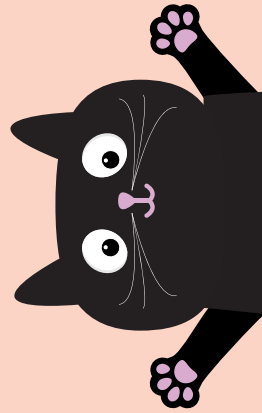
This week we are celebrating people who:
Are looking forward to change



Class Teacher's Preparation to Lead the **Changing Me** Puzzle with children Ages 7-8

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Mini-whiteboards/pens or paper/pens
- Piece 2: All resources in Jigsaw
- Piece 3: Outline of a body drawn onto flip chart
- Piece 4: Make a post box: Jigsaw Jino's post box for children's questions
Post-it notes or small slips of paper
- Piece 5: Flip chart paper and pens
Optional: fabric swatches and fabric paints
- Piece 6: Strips of coloured paper
Sticks or batons of wood
Glue or tape



Additional planning considerations

- Piece 1: Ensure enough 'My Jigsaw Journey' sheets have been **printed**, each child will need one showing lessons (pieces) 1-3. **Print/copy** 'Baby /mother pair 'cards' so that each child can have one. Laminated Jigsaw Charter.
- Piece 3: **Copy/print** one set of 'Body Changes cards'. **Copy/print** 'My Life My Changes' resource sheet, one per child.
- Piece 4: **Print/copy**, 'My Jigsaw Journey' sheets, each child will need one showing lessons (pieces) 4-6. **Copy/print** 'The Great Growing Up Adventure' resource, one per child. Re-use the 'Baby mother cards pair cards from Piece (lesson) 1'. **FIND THE ANIMATIONS** from the Jigsaw e-resources on your school server, or ask your Jigsaw Lead in school where they can be accessed. Teachers may also wish to take notes during this lesson as part of the summative assessment for this unit of work (Puzzle).
- Piece 5: **Copy/print** one set of charades cards. **Copy/print** one 'Task card' per child.
- Piece 6: **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 7-8 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 Tell me or show me/ Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.



Additional teacher notes about the Changing Me lessons

Changing Me in the first year of implementation

It is a common question asked by both teachers and parents about how the Changing Me lessons concerned with puberty and conception should be taught in the first year of Jigsaw's implementation, as the children would not have had the benefit of prior learning. The materials up to age 8 can be taught without needing any prior knowledge. Many schools have also found they can teach the Jigsaw lessons as planned up to the age of 11/12 without the need for any adjustment.

However, some schools have found it more appropriate for children aged between 8-10 to use lesson plans from a prior year group in the first year of using Jigsaw. Teachers are free to use their professional judgement to assess if lessons from a younger age group would be more appropriate for their class in the first year.

Ideally children aged 10-11 should experience the lesson plans written for this age group, but teachers are free to pre-teach some of the material from earlier age groups if this underpinning knowledge is needed.

From the second year of implementation schools should be able to teach each year group as planned and set out in the Jigsaw materials.

Schools in England must ensure they are compliant with the statutory Relationships and Health Education requirements. Delivering the Jigsaw Programme enables this.

Animations/moving diagrams

The Jigsaw resources contain some simple animations/ moving diagrams that are referenced in the lessons. These can be found on the Jigsaw Community Area of the Jigsaw website. The animations are in .MP4 format and can be played on Windows PC or Apple Mac computers. If you experience problems playing the .MP4 animation, please download and install the latest PC or Mac version of Apple QuickTime player from <http://www.apple.com/uk/quicktime>

There are different versions of the animations; with or without subtitles. Teachers should use their professional judgement as to which animation is appropriate for their class.

The animations can be paused by the teacher at any point to clarify what is happening.

Post Box

It is best practice to use the 'post box' technique or 'ask it basket' within Changing Me lessons (although there is no reason why this couldn't be extended to all Jigsaw lessons). Using your Jigsaw Friend (images available online from the Jigsaw Community area), set up a post box and make it clear to the children they can use the post box if they wish to ask a question, or are worried about something. This technique allows the teacher to support any children who have concerns, and also gives 'thinking time' so that the children's questions can be answered age-appropriately in the next lesson. Remember to check the post box every day. It can be a good idea to ask a classroom assistant (if you have one) to check the post box as part of their classroom routine, and to forward any responses to you. Children can choose whether to identify themselves on the questions or not, and teachers should make it clear that the Post Box is PRIVATE.

Managing awkward/tricky/sensitive questions

Teachers are often concerned about how to deal with tricky questions when teaching Relationships and Changing Me. Some rules of thumb:

1. Decide whether or not it is appropriate to answer the question in the classroom i.e. is it age-appropriate? (Keep within the remit of your year group's learning intentions as this is what has been agreed with parents/carers)
2. Think about what might be behind the child's question i.e. why have they asked it? This may affect how you answer it.
3. Keep the answer very simple - children only need to know the answer to their question not the contents of a biology textbook!
4. Keep it factual
5. If questions cause you concern, think about how you deal with it e.g. refer to safeguarding lead/refer to parent/carer

There is guidance about managing questions and a practice task available from the online Jigsaw Community Area. If managing children's questions concerns you, please do look at this guidance.

Having pre-prepared answers (which you can check out with a colleague before the lesson) can be very reassuring.

Very occasionally the odd 'random' question may arise that you don't have an answer for. Be prepared to say you don't know if it's something you genuinely don't know about, or ask the child to put the question into the 'post-box' for you to return to at another time.

You do not have to answer ALL questions just because they have been asked. Keep within the remit of your year group's learning intentions, and if a question arises outside of this,



PAUSE and consider how to manage it.

Ages 7-8

Pieces 3 and 4 in Changing Me could raise the question about how a baby gets in the mummy's uterus.

Consider and reach consensus about how this will be managed before teaching these lessons. Suggested responses are in the lesson plans.



Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 7-8

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 7-8

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 4 Being Me in My World		<p>I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it.</p> <p>I can give you some examples of how to work/play well with others.</p>	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.</p> <p>I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.</p>	
Puzzle 2 Celebrating Difference		<p>I can tell you about a conflict that I have witnessed or been involved with.</p> <p>I can tell you how a conflict that I have seen or been involved with made me feel.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.</p> <p>I can explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations.</p>	
Puzzle 3 Dreams & Goals		<p>I can tell you something I did well in a learning challenge and something I want to get better at.</p> <p>I am happy to talk about what I did well and say why it makes me feel good.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can analyse my learning strengths and use this to design clear steps to help me improve.</p> <p>I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.</p>	



	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 4 Healthy Me		<p>I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell.</p> <p>I know how to tell someone if I feel scared/unwell.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p> <p>I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p>	
Puzzle 5 Relationships		<p>I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries.</p> <p>I can tell you how I depend on other people and how other people depend on me.</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p> <p>I can express a sense of the responsibility we have for each other because of these connections.</p>	
Puzzle 6 Changing Me		<p>I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies.</p> <p>I can tell you something I like and something that worries me about the idea of growing up.</p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>I can describe fully the changes that take place inside/outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</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:
Description Naïve definitions or unsophisticated explanations Basic recall of lesson facts Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson) Asking basic questions – may demonstrate the student has not understood the content Inability to make comparisons (or makes simple comparisons) of lesson content to other examples Demonstrating a limited internalisation of the concepts: A lack of personal resonance/ application with the lesson content Demonstrating a low level of cognitive challenge Poor acquisition of new knowledge Evidence of weak understanding A fixed stance: (unable/unwilling to change position) Basic vocabulary Weak development in skills Unconfident responses	A higher level of cognitive demand Application and comparison of the lesson content to other situations or scenarios Mental processing of information beyond simple recall Some decision making Evidence of problem solving Explanation of concepts with some reasoning The ability to categorise/ group, connect and identify patterns A degree of organisation in thought processes Inference and interpretation The ability to predict The ability to summarise a range of ideas succinctly A degree of personal resonance with the lesson content: can apply it to their lives and provide examples of this An increase in knowledge An increase in understanding A change of a feeling based on new learning A richer vocabulary An increase in a skill An increase in confidence	Abstract ideas Complex description Thinking and expression that involves solving complex problems Complex cognitive challenge The ability to discuss alternative outcomes or routes Justification of answers The use of evidence to support their thinking drawn from the lesson and beyond The ability to appraise or assess a situation : evaluation The ability to hypothesise An investigative approach: asks complex questions Creative solutions Deeper personal resonance: can apply the lesson content to their personal situation and discuss this in greater detail A reflective approach

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:

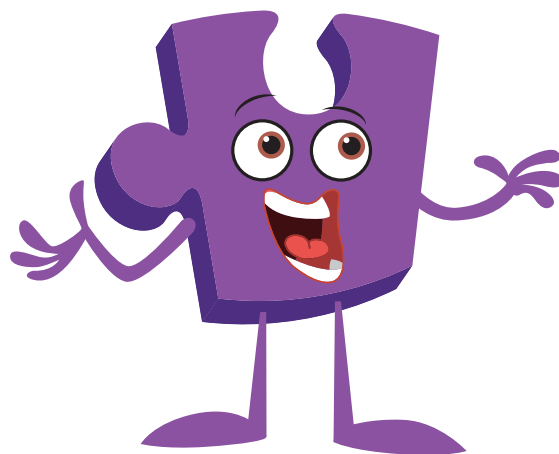
You participated actively in this lesson.

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?

Puzzle 6: Changing Me - Ages 7-8 - Piece 1

How Babies Grow	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
Resources Jigsaw Chime Laminated Jigsaw Charter 'Calm Me' script Baby/mother pair cards PowerPoint of baby animal pictures Jigsaw Jino Jigsaw Jerrie Cat Mini-whiteboards and pens (or paper and pens) Jigsaw Journals My Jigsaw Journey	Vocabulary Changes Birth Animals Babies Mother Growing up
Teaching and Learning Note Prior to teaching this unit of work (Puzzle), please ensure you are familiar with the Jigsaw Approach. This is the introductory chapter at the beginning of your Year Group materials. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the copy on display. Connect us Pairs game. Give each child a card and ask them to find their pair. Once the children have found their pair, ask them to sit down with their partner, say hello to them and ask their partner how they are today. Then ask them to share their cards and think together about one change that happens to the baby on their card as it changes into adult. Share ideas. 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 the PowerPoint slides of baby pictures. Using Jigsaw Jino as the talking object, ask the children to share their feelings about how the pictures make them feel.	



Ask me this...

Does your mind feel calm and ready to learn?

How do these pictures make you feel?
What do you think makes us feel this way?

Tell me or show me

Show the final slide on the PowerPoint of a human mother and baby. Make the point that it is usually the female who has the baby and looks after it whilst it is very young, but often the males (dads) have an important role to play too, e.g. for humans, penguins etc.

Hand out the mini-whiteboards (or pieces of paper) and in pairs ask the children to write down some things that a baby can't do and needs an adult to do for them. Give a few minutes thinking time, then ask all the pairs to show what they have written. From the children's answers draw out the role of a parent in caring for a baby, and why a parent needs to devote a lot of care.

Ask the children how it might feel to have a new baby in the family.

(Alternatively, if there has been a new sibling arrived for a child in the class, the mother could be invited in. The children could think of questions they might like to ask about the baby e.g. what it needs each day, its routine, how it is looked after, etc.)

Let me learn

In pairs, the children can use the pair cards they chose in the Connect us activity or a baby/mother picture of their choice. In their Jigsaw Journals, ask the children to draw three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown. Ask them to write a short description about the changes that occur as the baby grows into an adult

Help me reflect

Slide 5: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals

How might it feel to have a new baby brother or sister?

What changes happen?

How have you changed since you were a baby?

Notes



Changing Me

Calm Me Script - Ages 7-8 - Piece 1

Come with me as we go into our Calm Me time. In this Puzzle we are learning about all sorts of changes that happen to us and our bodies. Being able to calm down and watch our thoughts and feelings is an important part of being able to handle changes when they happen.

So let's start our Calm Me time by sitting in our Calm Me way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound.....

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again through your mouth.

Breathing like this we feel calm and gentle....

Breathing in and silently counting 1,2,3.....breathing out silently hearing the words "Look at the changing me".

Repeat several times feeling grateful that your body is growing and changing just as it is meant to and you are learning all the time.

As you breathe out let any tension or worries drift down through your body and out through your feet.... drift away your worries and tension.....It is good to be you right now.

Then as you listen to the chime fade away, bring your awareness back into the classroom in this present moment, nice and peaceful, ready to learn.

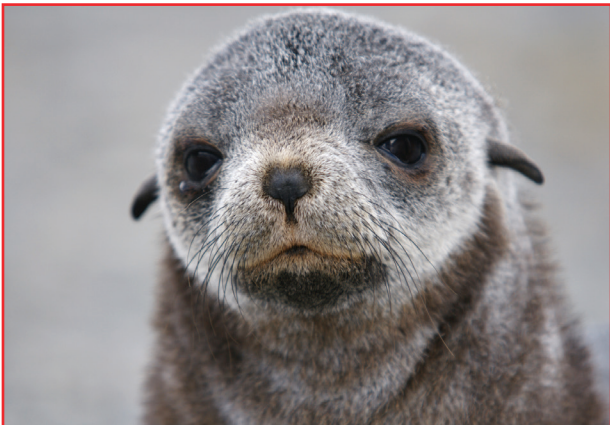


Changing Me
Pair Game Cards - Ages 7-8 - Piece 1

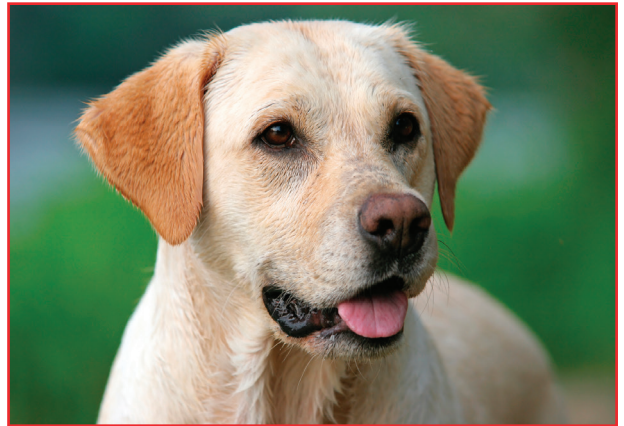


Changing Me

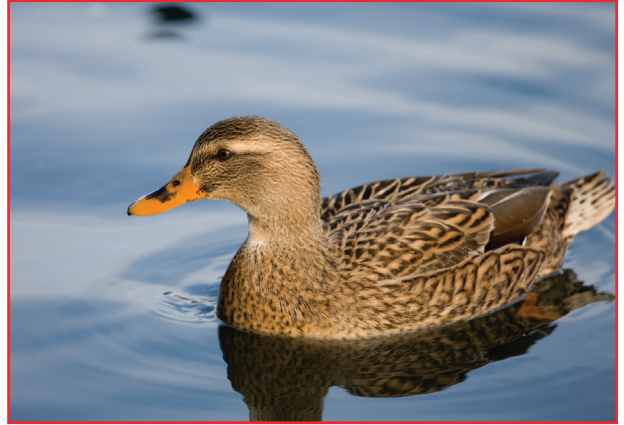
Pair Game Cards - Ages 7-8 - Piece 1



Changing Me
Pair Game Cards - Ages 7-8 - Piece 1



Changing Me
Pair Game Cards - Ages 7-8 - Piece 1





Changing Me

Baby Photos PowerPoint Slides 1-4 - Ages 7-8 - Piece 1



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Changing Me

Baby Photos PowerPoint Slides 1-4 - Ages 7-8 - Piece 1



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Changing Me

PowerPoint Slide 5: My Jigsaw Journey - Ages 7-8 - Piece 1



My Jigsaw Journey

Jigsaw

Puzzle 6 - Changing Me (Pieces 1-3) Ages 7-8

Name: _____

					TINT BOX - To improve next time I...
Piece 1	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.				
	I can express how I feel when I see babies or baby animals.				
Piece 2	I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow.				
	I can express how I might feel if I had a new baby in my family.				
Piece 3	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process.				
	I recognise how I feel about these changes happening to me and know how to cope with those feelings.				

Feedback:

I don't get this at all.

I'm getting there but need some help to understand.

I get this and can give examples if you ask me.

I missed this lesson.

Name

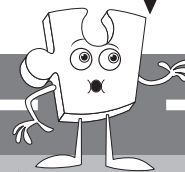
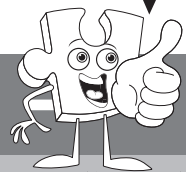
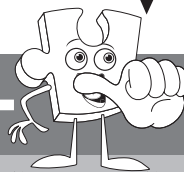
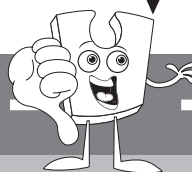
					TINT BOX - To improve next time I...
Piece 1	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.				
	I can express how I feel when I see babies or baby animals.				
Piece 2	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow.				
	I can express how I might feel if I had a new baby in my family.				
Piece 3	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process.				
	I recognise how I feel about these changes happening to me and know how to cope with those feelings.				

I don't get this at all

I'm getting there but need some help to understand

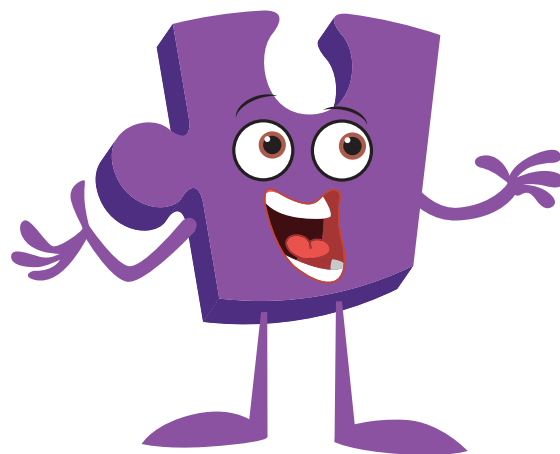
I get this and can give examples if you ask me

I missed this lesson




Puzzle 6: Changing Me - Ages 7-8 - Piece 2

Babies	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
Resources Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Baby PowerPoint slide Mini-whiteboards/ pens (or paper and pens) Baby growing PowerPoint Jigsaw Journals My Jigsaw Journey	Vocabulary Baby Grow Uterus Womb Nutrients Survive Love Affection Care



Teaching and Learning Note Following this lesson why not ask the children if they have pictures of their baby scans they would like to bring in and show? The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play 'Pass the Squeeze' With everyone sitting in a circle and holding hands, the teacher gently passes a squeeze to the child on their right. The child then passes the squeeze to the next child, and so on, until travels around the circle and returns to the teacher. Check that everyone received a squeeze. Draw out that gentle and kind touch is very important between a parent and a baby. Can the children think why this 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 Slide 1: Share the PowerPoint slide of a baby. Ask the children to talk with a talking partner and to write on their mini-whiteboard the things the baby needs to grow and to survive. After 2 minutes, ask the children to show what they have written. Emphasise that a baby needs love and affection as well as physical needs such as milk, nappies, clothes, cot, teddy, etc.	Ask me this... Why are gentle and kind touches important between a parent and a baby?) Does your mind feel calm and ready to learn? What do babies need in order to survive and grow?
--	---

Pause Point: Slide 2:  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.

Tell me or show me

Slides 3-7: Ask the children to think about how the life of a baby starts out. Where does it begin to grow? How does it grow? The children may share that it grows inside the mother.

Acknowledge this and show the PowerPoint slides of a baby growing inside a mother's womb /uterus.

Explain to the children that the baby grows inside the mother's womb/ uterus and gets all its nutrients in order to grow from the mother.

See if the children can spot any changes as the baby grows.

NOTE: Some teachers may feel concerned about answering children's questions about how the baby 'gets there' to begin with. As with all children's questions in sex education, keep the answer factual, age-appropriate and simple. e.g. "A baby grows from a tiny egg (ovum) that the mother already has inside of her." (This is also explained in the next 2 lessons in simple terms, so teachers can thank the children for their questions and ask them to remember them for next time).

Let me learn

In their Jigsaw Journals, ask the children to draw a picture of a baby and, around the edge of their picture, to design a frame showing all the things a baby needs to survive, to live and to grow. Encourage the children to draw pictures and write labels. Emphasise to the children that it isn't just the physical things that are important; that babies need to feel loved and cared for too.

Help me reflect

Slide 8: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals

Where does a baby start from?

How do babies grow inside the mother?

What do you think are the three most important things a baby needs to live and grow?

Notes



Changing Me

Calm Me Script - Ages 7-8 - Piece 2

Come with me as we go into our Calm Me time. In this Puzzle we are learning about all sorts of changes that happen to us and our bodies. Being able to calm down and watch our thoughts and feelings is an important part of being able to handle changes when they happen.

So let's start our Calm Me time by sitting in our Calm Me way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound.....

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again through your mouth.

Breathing like this we feel calm and gentle....

Breathing in and silently counting 1,2,3.....breathing out silently hearing the words "Look at the changing me".

Repeat several times feeling grateful that your body is growing and changing just as it is meant to and you are learning all the time.

As you breathe out let any tension or worries drift down through your body and out through your feet.... drift away your worries and tension.....It is good to be you right now.

Then as you listen to the chime fade away, bring your awareness back into the classroom in this present moment, nice and peaceful, ready to learn.



Changing Me
Baby PowerPoint Slide 1 - Ages 7-8 - Piece 2





Changing Me

Jerrie Cat PowerPoint Slide 2 - Ages 7-8 - Piece 2

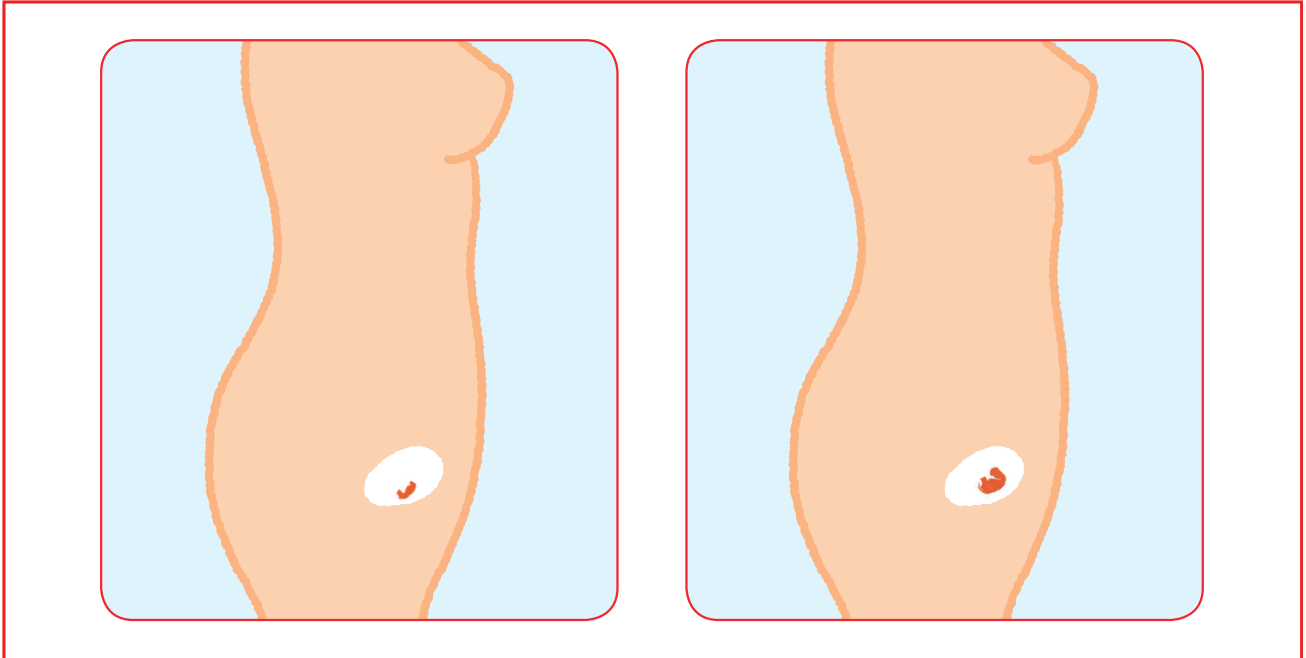


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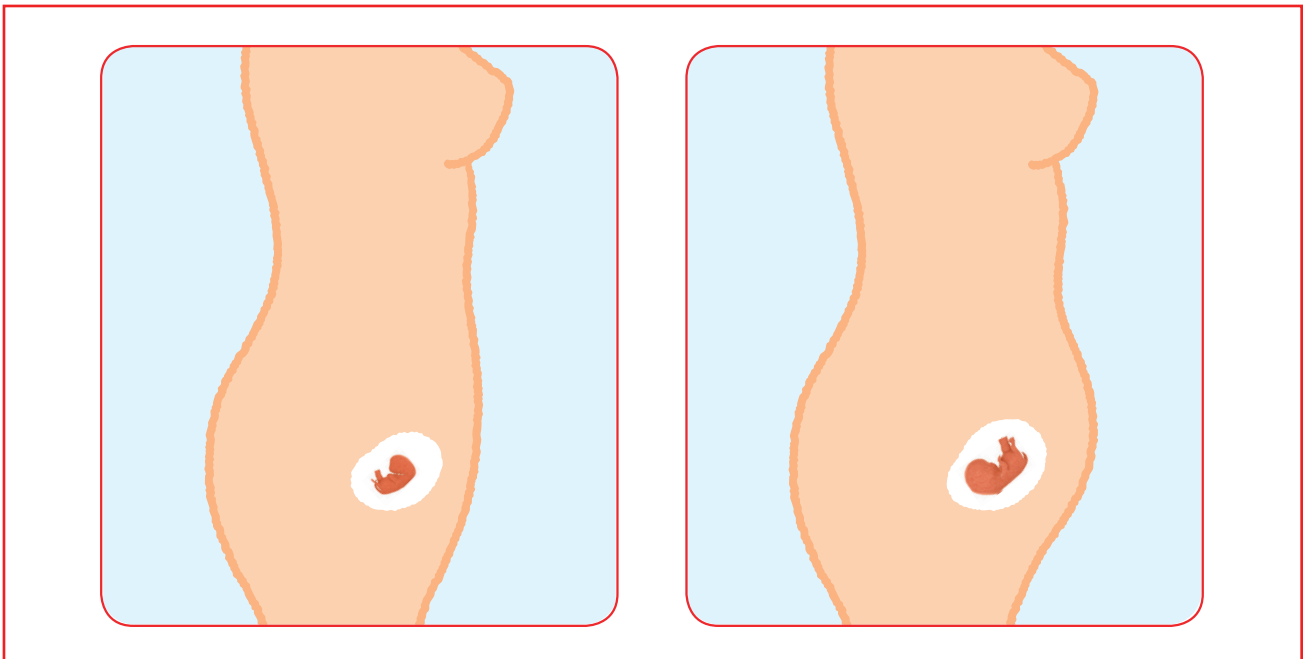
Changing Me

Baby Growing PowerPoint Slides 3-7 - Ages 7-8 - Piece 2

Slide 3



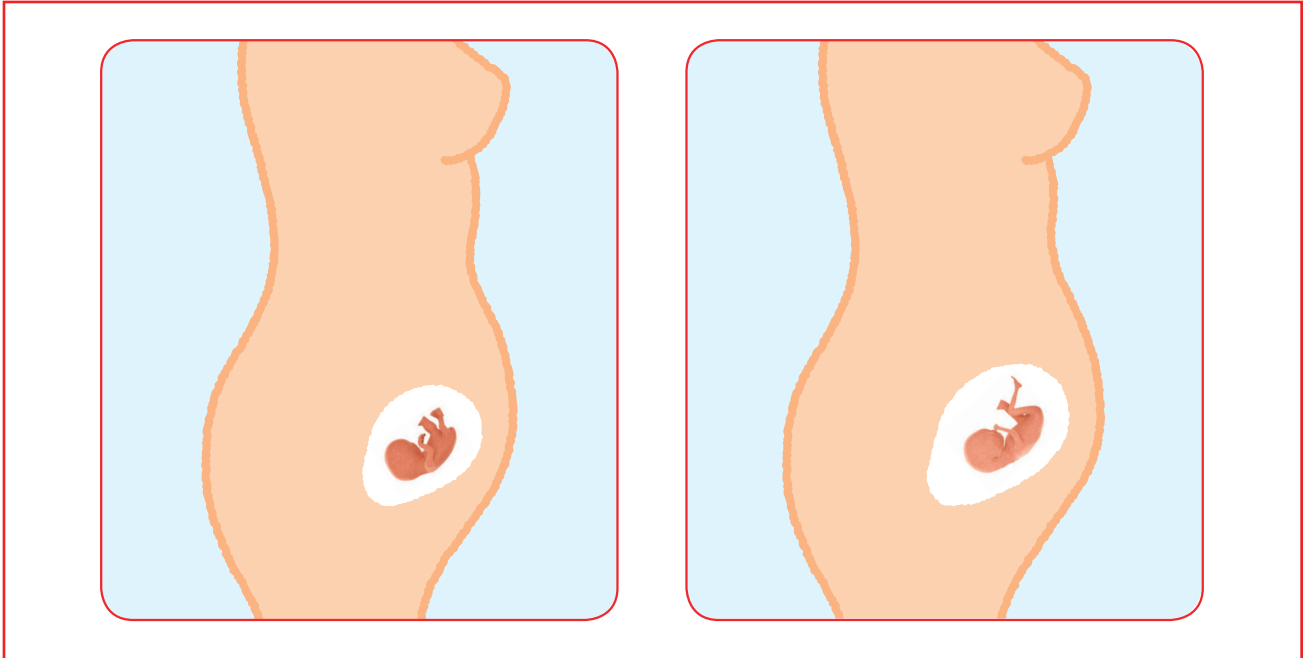
Slide 4



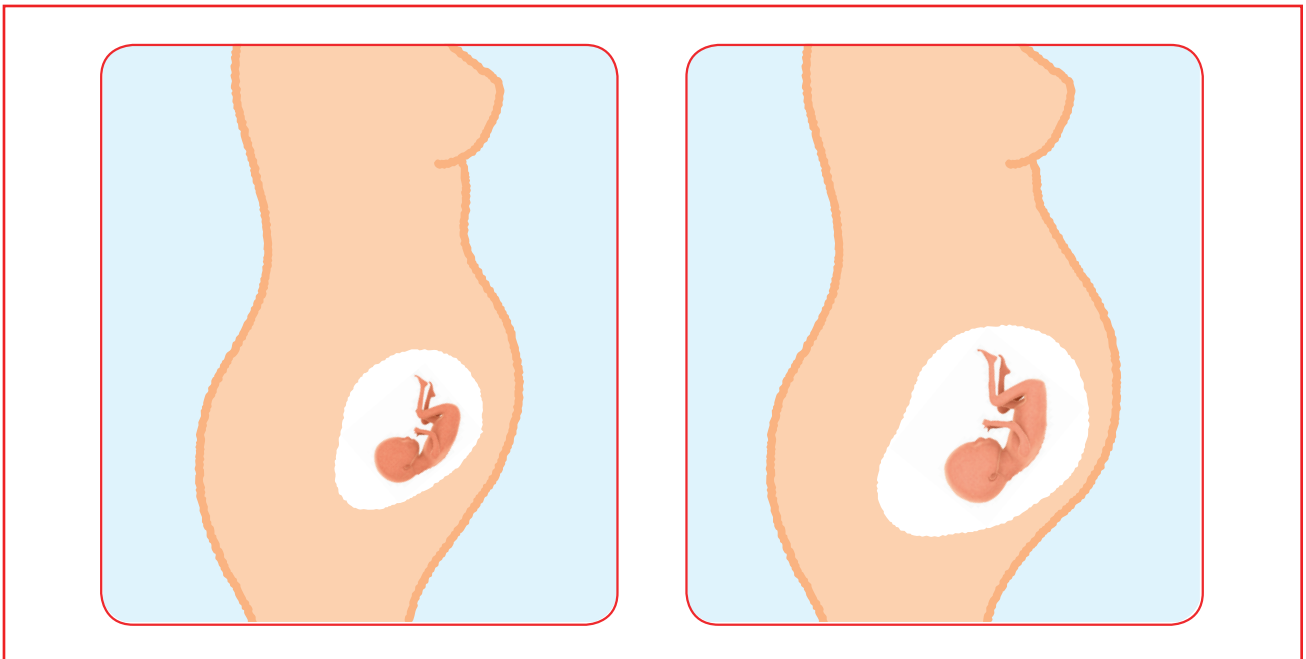
Changing Me

Baby Growing PowerPoint Slides 3-7 - Ages 7-8 - Piece 2

Slide 5



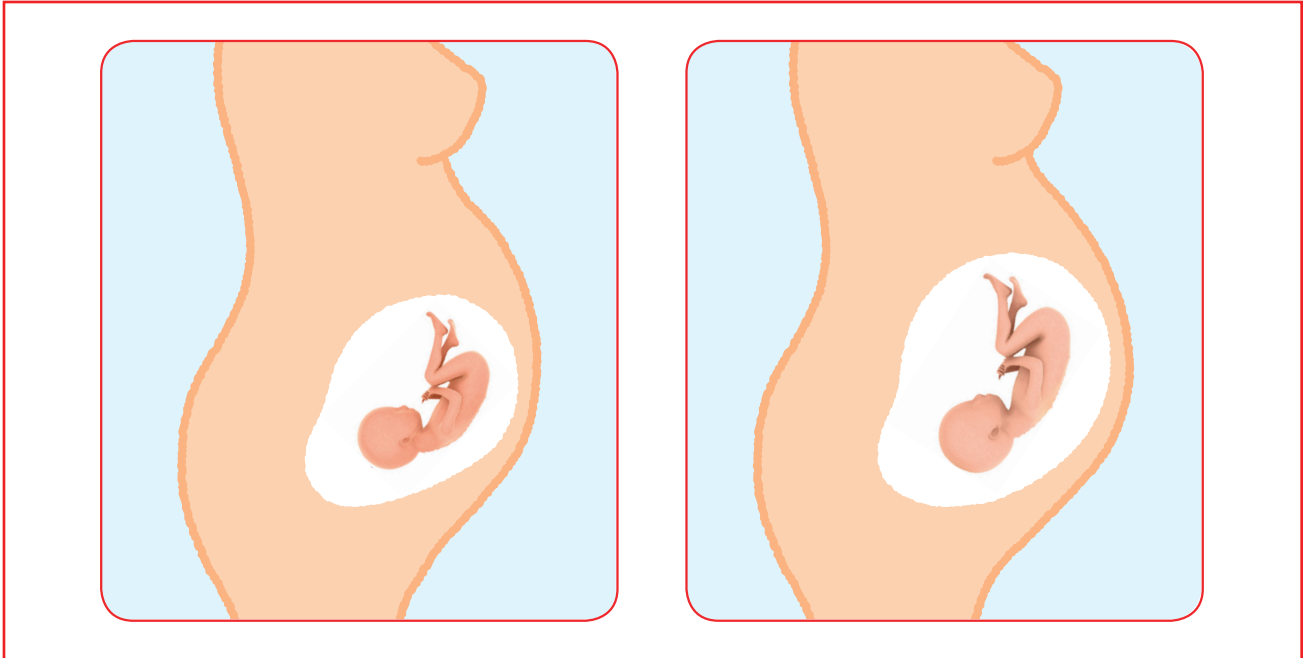
Slide 6



Changing Me

Baby Growing PowerPoint Slides 3-7 - Ages 7-8 - Piece 2

Slide 7





Changing Me

PowerPoint Slide 8: My Jigsaw Journey - Ages 7-8 - Piece 2



My Jigsaw Journey

Jigsaw

Puzzle 6 - Changing Me (Pieces 1-3) Ages 7-8

Name: _____

					TINT BOX - To improve next time I...
Piece 1	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.				
	I can express how I feel when I see babies or baby animals.				
Piece 2	I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow.				
	I can express how I might feel if I had a new baby in my family.				
Piece 3	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process.				
	I recognise how I feel about these changes happening to me and know how to cope with those feelings.				

Feedback:

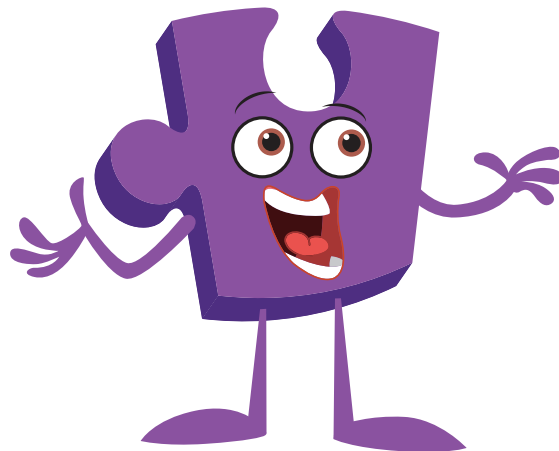
I don't get this at all.

I'm getting there but need some help to understand.

I get this and can give examples if you ask me.

I missed this lesson.

Puzzle 6: Changing Me - Ages 7-8 - Piece 3

[illegible]

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

Using the different responses that the children gave in Connect us, explain that sometimes changes feel exciting and good, sometimes difficult, and often a bit of both. One thing we can be sure of: there will always be changes in our lives, because living things are always changing.

Explain that everyone is going to learn about an important change which happens gradually to everybody - for the children it will start sometime in the next few years and carry on into their teens.

Introduce the term **puberty**. Ask whether anybody has heard the word and/or knows what it means. Explain that it refers to the collection of changes that will gradually change their bodies from a child's body into an adult's body. Say that the lesson today will only look at changes on the outside of the body, and next time they will learn about the changes on the inside.

Emphasise that puberty is a natural part of growing up for everyone.

Tell me or show me

Slides 1-2: Say to the children that you are really looking forward to them showing you how mature and grown up they can be in this next part of the lesson.

Lay a large outline figure of a body on the floor in the centre of the group.

One by one, read out the Body Change Cards. Ask the children to think if each change applies to a girl. Ask the children to place the cards that apply on the figure.

Remove all the cards and then repeat the activity, but this time focussing on changes for boys.

Enjoy any humour this process generates! If some of the children do giggle, acknowledge this and ask why people giggle when we talk about some body parts. Explain this is because these body parts are private and we don't normally talk about them. This can make some people feel embarrassed which is why they giggle. Re-emphasise the importance of learning about how their body will change, so that they will not be worried when it happens to them.

When complete, review the results, check understanding and distinguish again between the changes that are common to both boys and girls and those that are gender-specific. Show the PowerPoint slides to reinforce physical changes from child to adult in males and females.

Say that these body changes happen at a different time and pace for each person because our bodies are all unique. Offer reassurance that if they are worried about any of the changes, they can talk to a trusted adult about them.

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.

Does your mind feel calm and ready to learn?

How are the changes that happen to boys and girls different?

Let me learn

Give each child a copy of the resource sheet 'My Life, My Changes'. In pairs, children discuss this and agree which changes should go in the 'can control' and 'can't control' categories. Then each complete their own sheet by writing the words in the appropriate spaces.

Ask the children to write down one thing they are looking forward to about growing up, and one thing that they are worried about on the resource sheet.

How do children feel about any of the changes they cannot control? Reassurance may be needed here.

As you grow up, which are the changes you can control and make choices about?

How do you feel about changes?

What are the changes that will turn you from a child into an adult?

Help me reflect

Slide 3: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

Notes



Changing Me

Calm Me Script - Ages 7-8 - Piece 3

Being able to calm down and watch our thoughts and feelings is an important part of being able to cope with changes as they happen in our lives.

(This Calm Me helps children to learn to watch the thoughts in their minds so that ultimately they will be able to make choices over these rather than letting their thoughts control them and their actions.)

So let's start our Calm Me time by sitting in our Calm Me way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound.....

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again through your mouth.

Breathing like this we feel calm and gentle....

Breathing in and silently counting 1,2,3,4,5.....breathing out silently hearing the words, "I am glad to be alive."

Repeat several times.

As you sit here in a relaxed and calm state, can you see any of your thoughts? Do you know what you are thinking? What thoughts are in your head right now? Do you know?

Imagine there are clouds floating across the sky, and each cloud has one of your thoughts on it. Can you see your thoughts go by on the clouds? What thoughts are the clouds carrying for you?

Stay with this for a little while as it is quite tricky to be able to watch the clouds carrying your thoughts.

Take one nice deep breath in through your nose and out through your mouth.

I appreciate my body and mind and know that I am growing and changing just as I am meant to.

(Chime again) Then as you listen to the chime fade away, bring your awareness back into this present moment, nice and peaceful, ready to learn.





Changing Me

Outside Body Changes Cards - Ages 7-8 - Piece 3

I will grow taller

I will develop pubic hair
between my legs

Hair will grow under my arms

Hair will grow on my legs

I will grow hair on my face

My hips will widen

My chest and shoulders will
get broader

My voice will get deeper

My breasts will grow

My penis and testicles
will grow larger

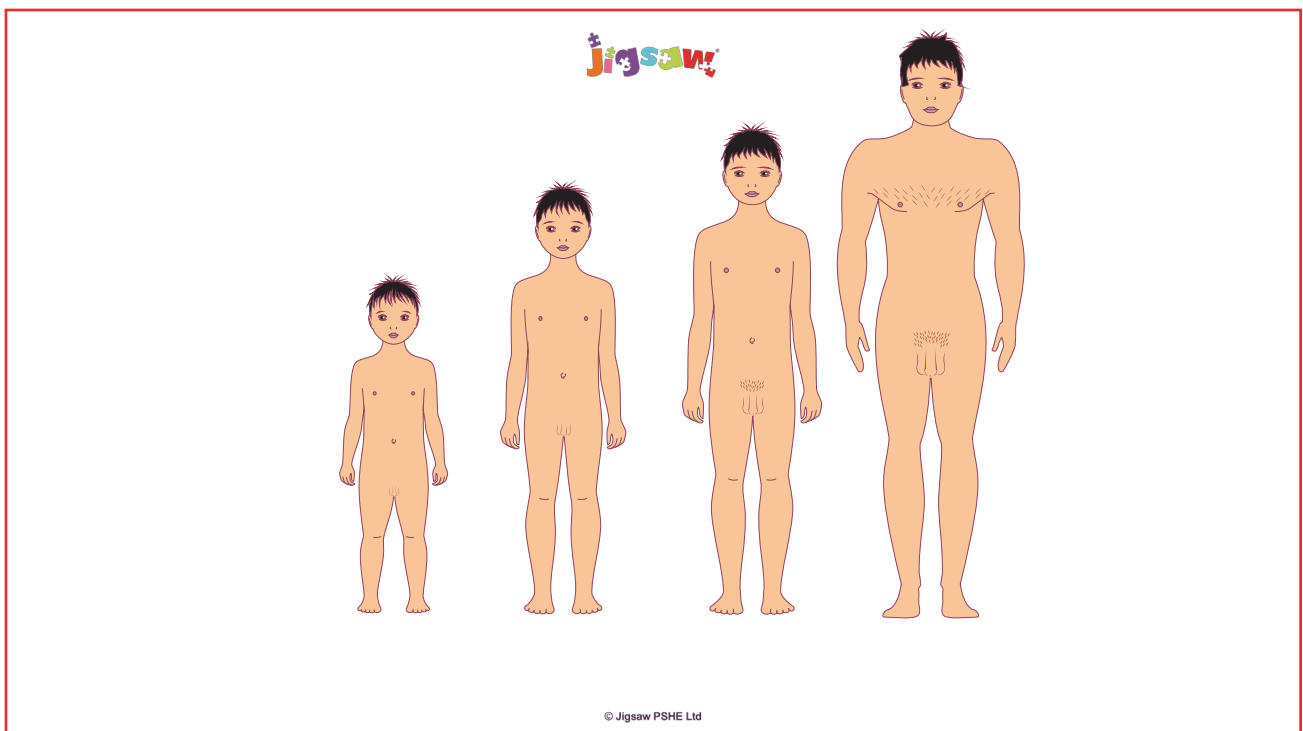
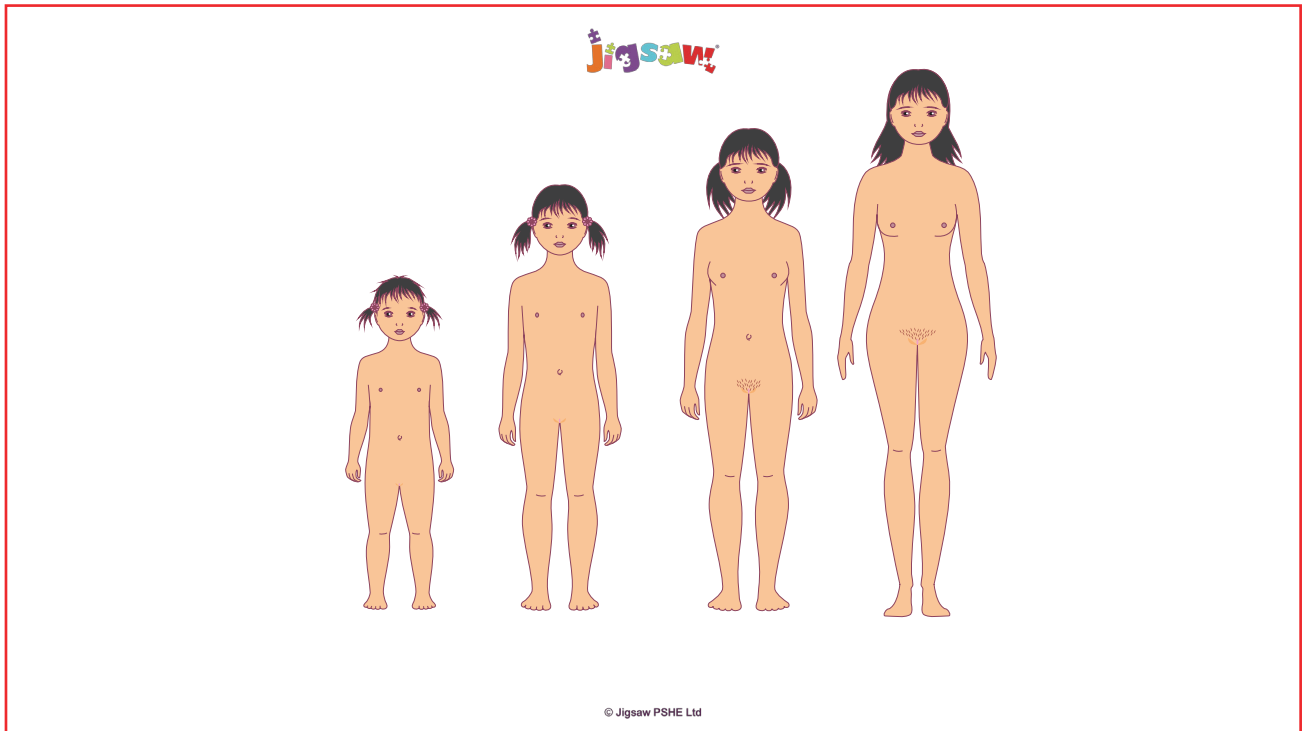
My feet will get bigger

My skin will get less smooth



Changing Me

Body Changes PowerPoint Slides 1-2 - Ages 7-8 - Piece 3

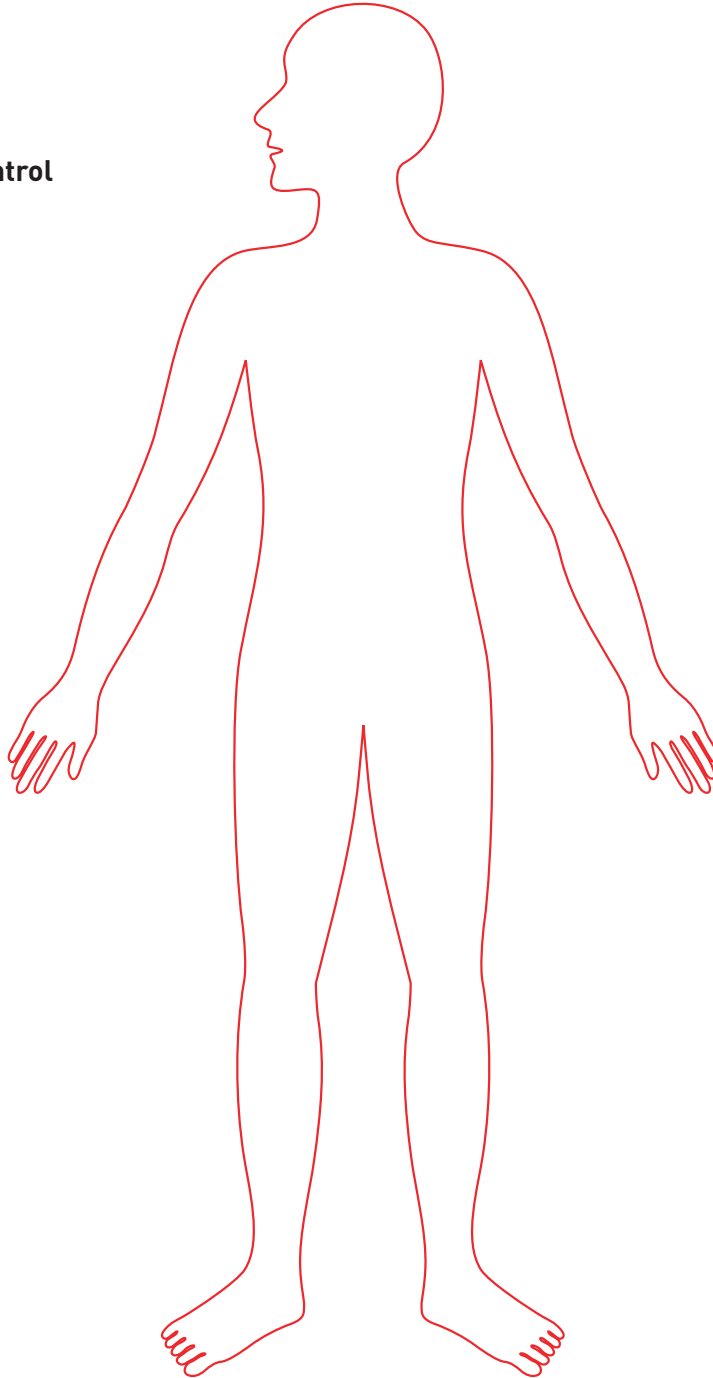


Changing Me

My Life. My Changes - Ages 7-8 - Piece 3

Changes I can't control

Changes I can control



Growing pubic hair	Making new friends	Getting a deeper voice	Hips getting wider
Deciding when to go to bed	Growing facial hair	Choosing what to eat	Earning money
Choosing what clothes to buy	Growing taller	Growing underarm hair	Penis growing larger
Developing breasts	Starting new hobbies	Getting a boyfriend or girlfriend	



Changing Me

PowerPoint Slide 3: My Jigsaw Journey - Ages 7-8 - Piece 3



My Jigsaw Journey

Jigsaw

Puzzle 6 - Changing Me (Pieces 1-3) Ages 7-8

Name: _____

					TINT BOX - To improve next time I...
Piece 1	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.				
	I can express how I feel when I see babies or baby animals.				
Piece 2	I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow.				
	I can express how I might feel if I had a new baby in my family.				
Piece 3	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process.				
	I recognise how I feel about these changes happening to me and know how to cope with those feelings.				

Feedback:

I don't get this at all.

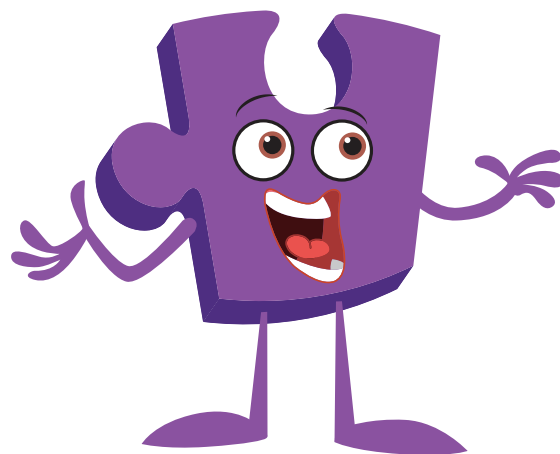
I'm getting there but need some help to understand.

I get this and can give examples if you ask me.

I missed this lesson.

Puzzle 6: Changing Me - Ages 7-8 - Piece 4

Inside Body Changes	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... <p>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
Resources Parent/Child pairs cards (from lesson/ Piece 1) Jigsaw Chime 'Calm Me' script PowerPoint slides: Body Changes from Piece (lesson) 3 PowerPoint slides: Changes on the inside Animations (moving diagrams): Male and Female Reproductive Systems 'The Great Growing Up Adventure' sheet Jigsaw Journals Post-it notes / small slips of paper Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Jino's post box My Jigsaw Journey	Vocabulary Puberty Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Womb/ Uterus Vagina
Teaching and Learning Note <p>This lesson does not attempt any explanation of how the sperm and the egg come together. It is likely that the question may come up, though. In that case you may choose just to say that that's another special bit about making a baby, and we're saving up learning about it until later; or you may want to give a simple answer along the lines that the Mum and Dad choose when they want that to happen and the sperm meets the egg when the mum and dad have a special grown up cuddle called sexual intercourse. Even if offering little explanation, be upbeat and positive about it; avoid, if you can, making it seem like a guilty secret.</p> <p>Decide as a staff ahead of time how you will manage this situation so it is consistent across the year group.</p> The Jigsaw Charter <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p>	Ask me this...



Connect us

With the children in a circle, use the 'Parent/Child' cards (from Piece / lesson 1) to play a game of pairs. Spread out the cards randomly face down on the floor; each child in turn, turns over two cards, if they make a pair they keep hold of them, if not replace them where they were; as the game progresses the trick is to remember where the cards are so that when you turn over one card you can remember where to find its partner. See how quickly the class can find all the pairs.

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

Ask: What does the game in Connect us tell us about how a new life starts? For all living things, the female produces 'babies', a new life which starts off tiny and grows to be an adult animal or human.

Ask the children what's different about the hen's egg and frogspawn compared to how other animals have babies?

Explain that for some animals, the mother lays the egg and baby grows inside it, but for others the baby grows inside the mother until it is ready to be born, and that's the way it happens for humans.

(If appropriate, clarify that babies can also come into families by adoption or fostering so that they can be loved and cared for if for any reason the birth mother/father can't look after them).

Does your mind feel calm and ready to learn?

Where does new life start from?

When have you seen a new-born life - either an animal or a baby?

Tell me or show me

Slides 1&2: Remind the children that in the last lesson they were learning about puberty - the changes that get them ready for life as an adult. Show the PowerPoint slides (Body Changes) from Piece /lesson 3 as a reminder.

Explain that puberty is really about getting boys' and girls' bodies ready for making and having babies when they are grown up. Say the amazing thing about babies is that although they are born from the mother, they need both a little bit of the mother and a little bit of the father to start them off in the first place.

Remind everyone that last time they looked at how bodies change on the outside at puberty, but now they need to go on a journey to the inside to look at those changes too.

Use PowerPoint slides to identify and explain the key elements, along these lines:

Slide 3

- The boy's testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing.
- Sperm can be released through the penis.

Slide 4

- The girl's ovaries store hundreds of tiny eggs and during puberty they start to release them, one at a time each month. Girls are born with all these eggs inside their ovaries (called ova) waiting for puberty to start. (Ensure children do not think ova are like chicken/ bird eggs).

Slide 5

- When one of these eggs (or ova) joins with a sperm it will start to grow into a baby.

Slide 6

- The womb/uterus grows and gets ready to make a safe space for a baby to grow until it is big enough to be born.
- The passage that leads from the womb to the outside is called the vagina. If an ovum isn't fertilised it passes out of the body as a 'period'.

Then show the Jigsaw animations as a summary: Male Reproductive System/Female Reproductive System. There are different versions of the animations that teachers can use according to their professional judgement. The Female Reproductive System has 2 versions, one with subtitles and one without. The Male Reproductive System can also be played with or without subtitles. Teachers can also choose to play the male animation with or without an erection being shown, depending upon what is appropriate for their class. Check these before deciding which, if any, to use. Animations can be found on the Community Area of the Jigsaw website.

How are our bodies going to change on the inside?

What are these changes for?

Let me learn

Each child takes a copy of the sheet 'The Great Growing Up Adventure'. Working in pairs, find the correct words to fill in the gaps in the first part of the sheet. Then write their own thoughts to complete the sentence stems in the second part. Stick the completed sheet into their Jigsaw Journals.

After they have done this, bring the children together in a circle. Remembering the Jigsaw Charter, invite them to share some of their thoughts about the good things and the worries about puberty.

Remind them again that the changes happen in a different way for everyone - sooner/later, faster/slower. What happens for you is right for you.

Jino's Post Box

Give each child a small piece of paper or post-it and ask them to write (anonymously) a private comment about today's lesson for Jigsaw Jino. It might be a question that hasn't been answered yet, or just their thoughts and feelings about the changes we've talked about. Provide 'Jigsaw Jino's Private Post Box' to collect these in, and tell the children that any time they have questions or worries they can put a note in there.

You can review these notes in your own time; they will both help with your evaluation, and allow you, where necessary, to come back to the class and deal with things in a form such as "Jigsaw Jino tells me some people aren't sure about... Let me explain it..."

Help me reflect

Slide 7: As in previous Pieces (lessons), ask the children to review their learning using the My Jigsaw Journey resource.

Notes



Changing Me

Calm Me Script - Ages 7-8 - Piece 4

Being able to calm down and watch our thoughts and feelings is an important part of being able to cope with changes as they happen in our lives.

(This Calm Me helps children to learn to watch the thoughts in their minds so that ultimately they will be able to make choices over these rather than letting their thoughts control them and their actions.)

So let's start our Calm Me time by sitting in our Calm Me way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound.....

In this quietness bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again through your mouth.

Breathing like this we feel calm and gentle....

Breathing in and silently counting 1,2,3,4,5.....breathing out silently hearing the words, "I am glad to be alive."

Repeat several times.

As you sit here in a relaxed and calm state, can you see any of your thoughts? Do you know what you are thinking? What thoughts are in your head right now? Do you know?

Imagine there are clouds floating across the sky, and each cloud has one of your thoughts on it. Can you see your thoughts go by on the clouds? What thoughts are the clouds carrying for you?

Stay with this for a little while as it is quite tricky to be able to watch the clouds carrying your thoughts.

Take one nice deep breath in through your nose and out through your mouth.

I appreciate my body and mind and know that I am growing and changing just as I am meant to.

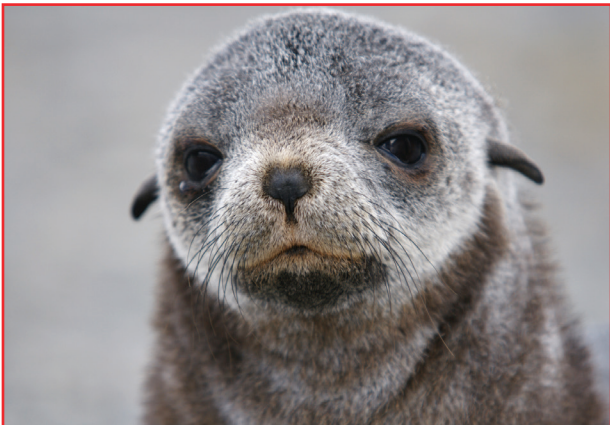
(Chime again) Then as you listen to the chime fade away, bring your awareness back into this present moment, nice and peaceful, ready to learn.



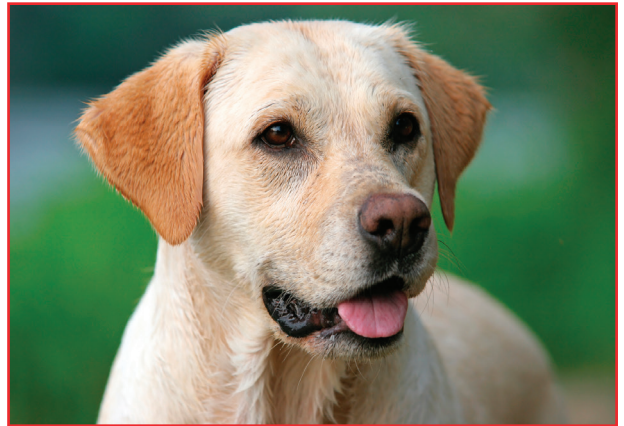
Changing Me
Pairs Game - Ages 7-8 - Piece 4



Changing Me
Pairs Game - Ages 7-8 - Piece 4



Changing Me
Pairs Game - Ages 7-8 - Piece 4



Changing Me

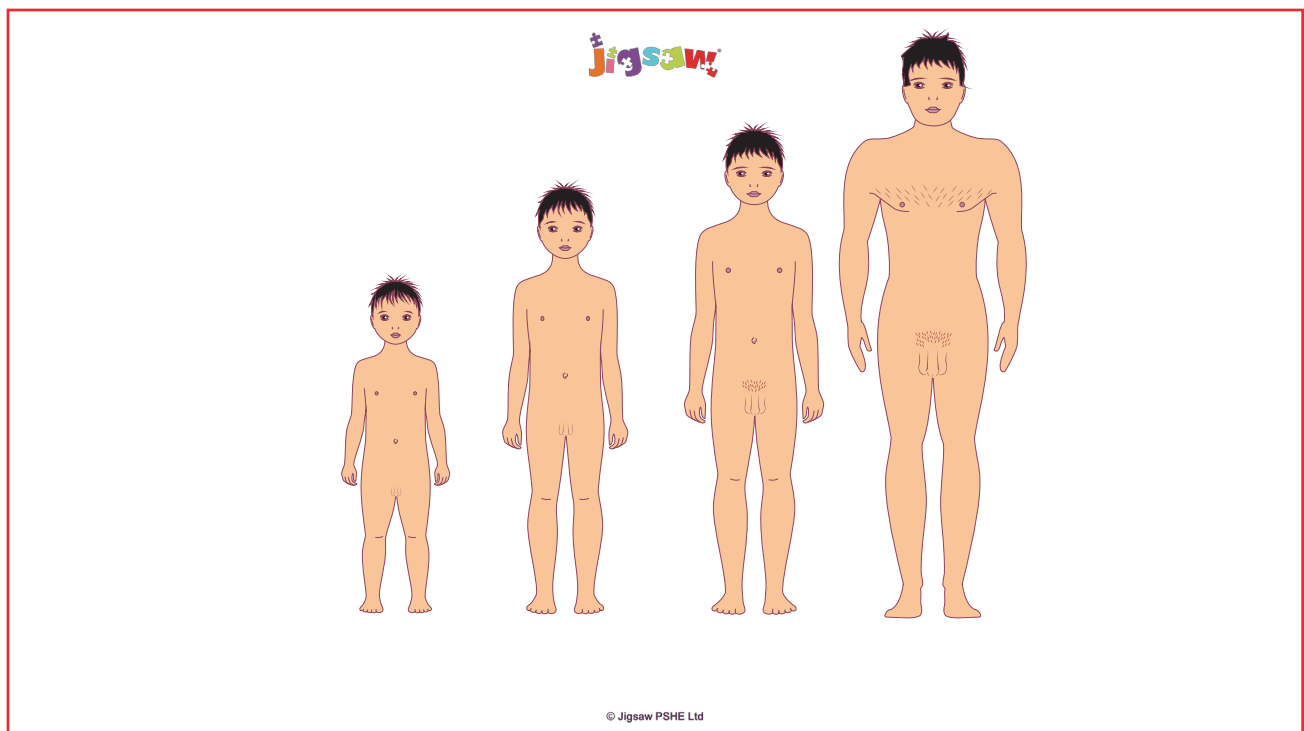
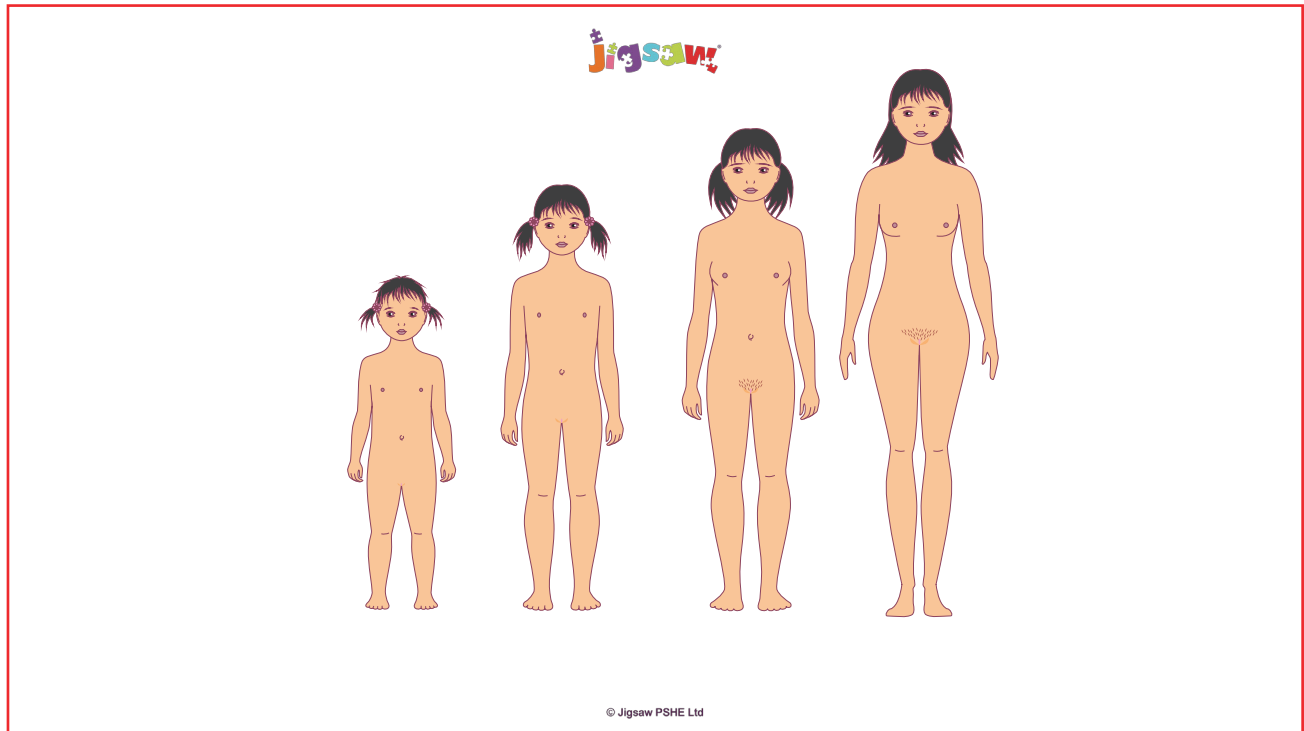
Pairs Game - Ages 7-8 - Piece 4





Changing Me

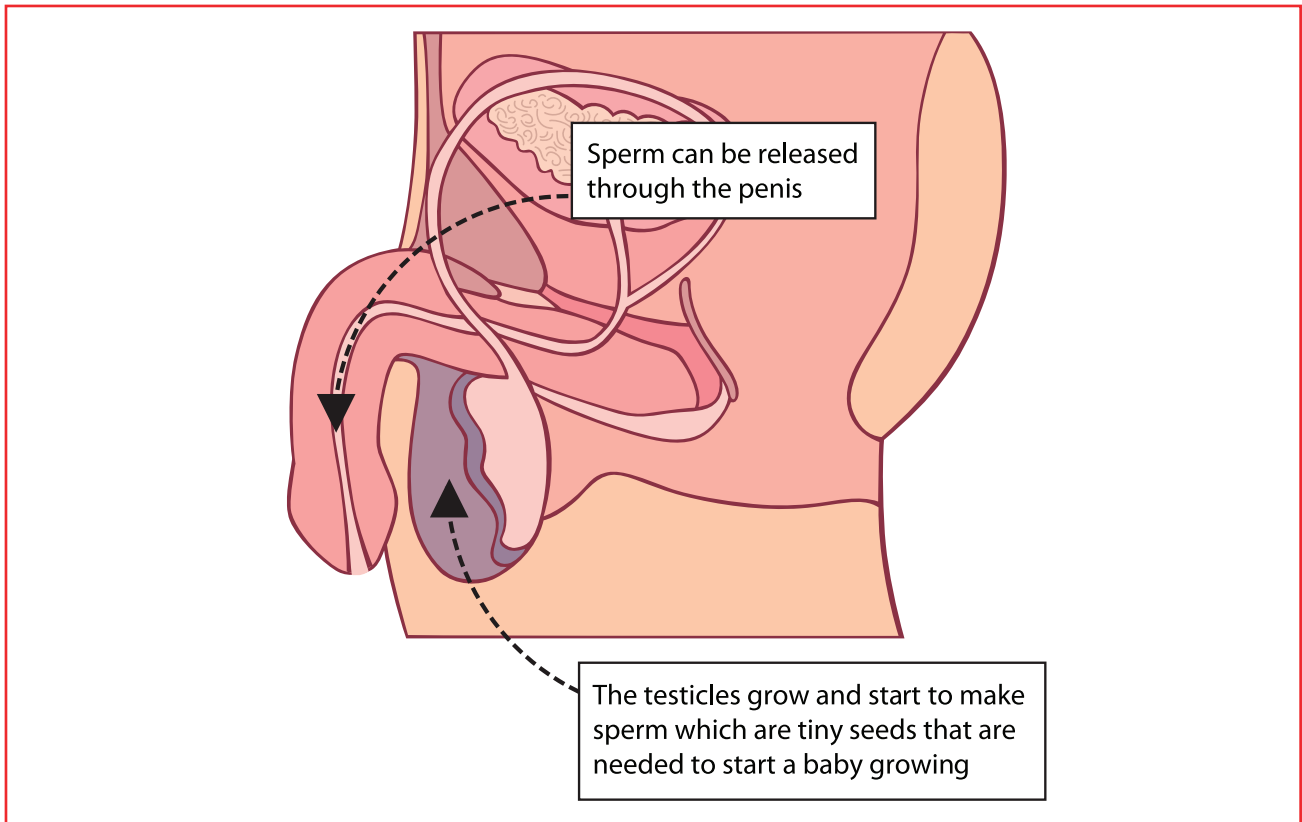
Body Changes PowerPoint Slides 1-2 - Ages 7-8 - Piece 4



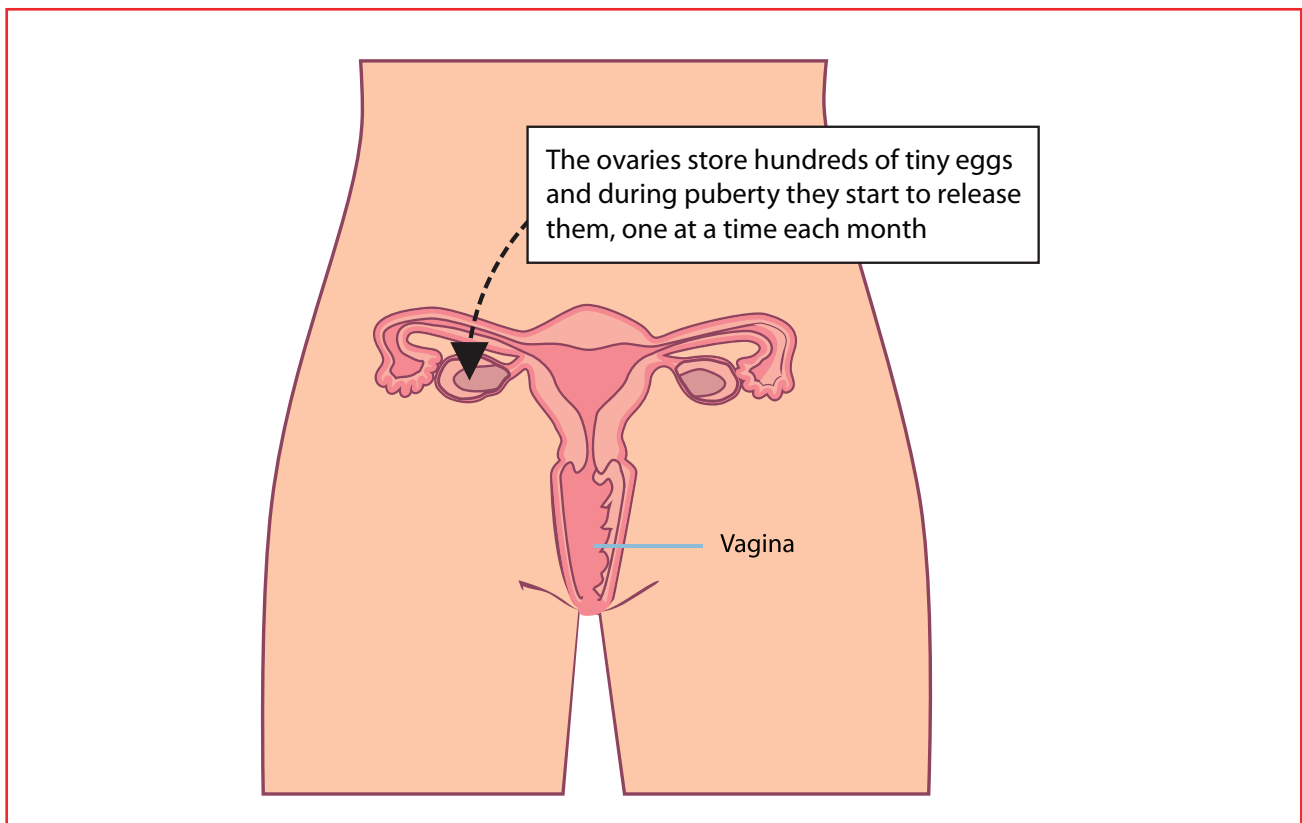
Changing Me

Changes on the Inside PowerPoint Slides 3-6 - Ages 7-8 - Piece 4

Slide 3



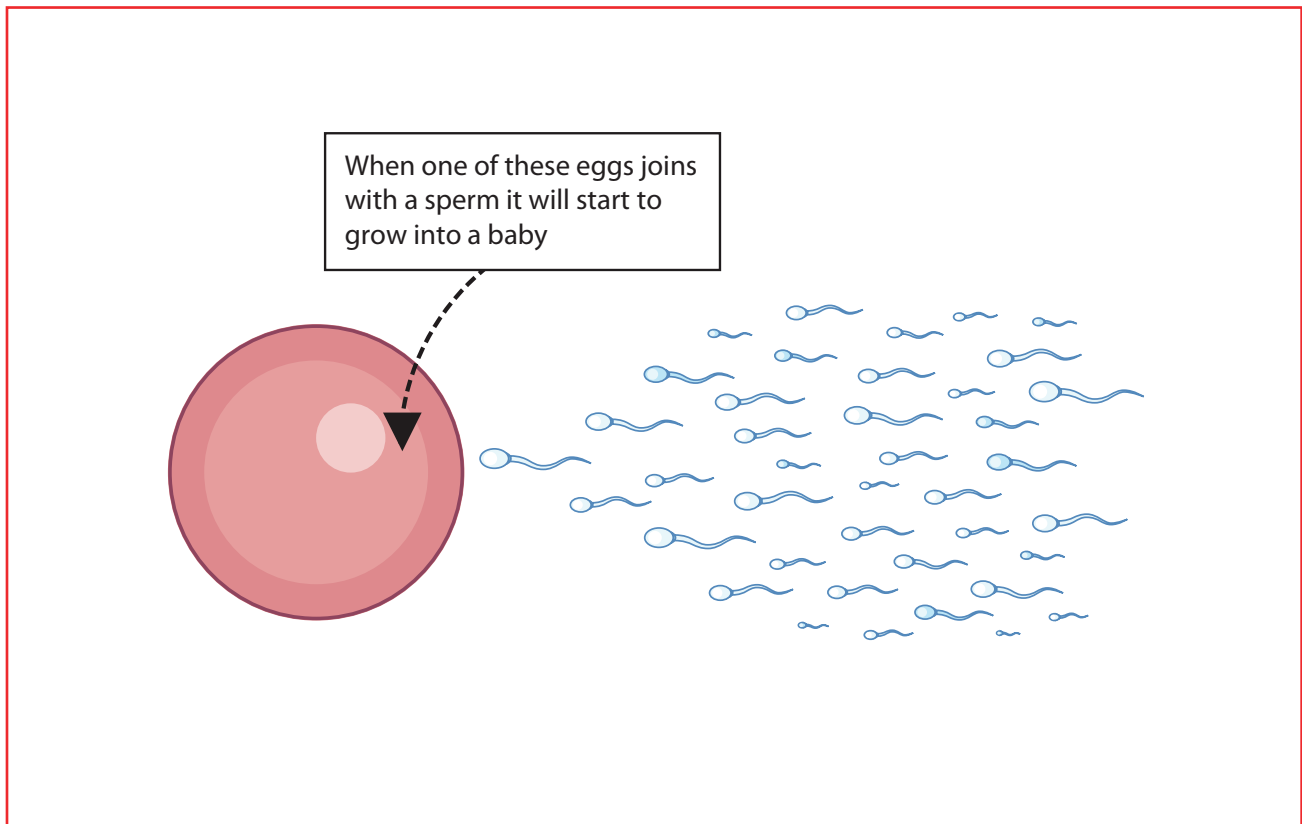
Slide 4



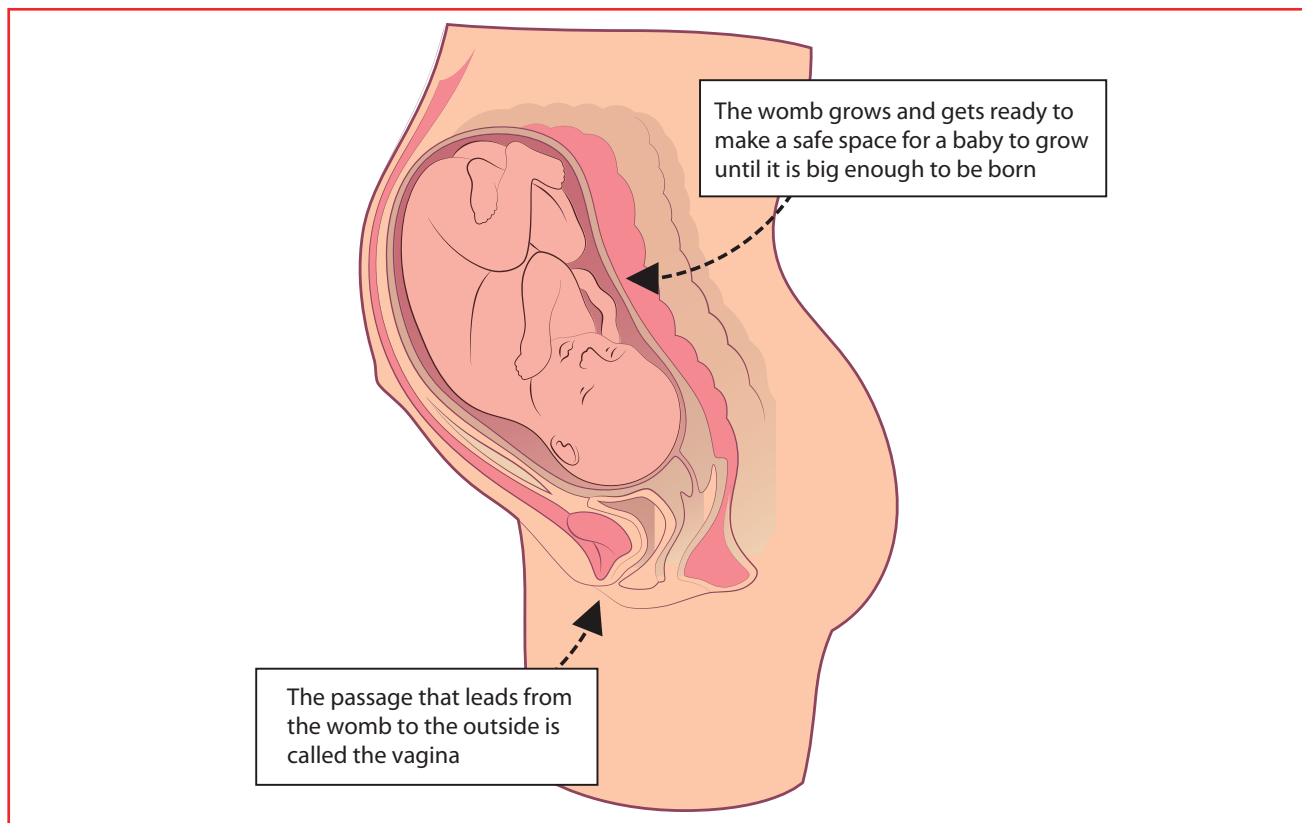
Changing Me

Changes on the Inside PowerPoint Slides 3-6 - Ages 7-8 - Piece 4

Slide 5



Slide 6





Changing Me

The Great Growing Up Adventure - Ages 7-8 - Piece 4

On our journey to be adults, our bodies will change shape and grow bigger on the outside.

At the same time wonderful things are happening on the inside.

Boys have a bag of skin between their legs which holds the t_____

These grow bigger and start to make s____, tiny seeds which are needed to start a baby.

When they are needed these seeds are released through the p____

Inside a girl, low down between her hips, are two o_____

Stored inside these are lots of tiny e____

They start to be released, one at a time, into a tube that leads to the w____

This is a warm, safe space where a baby will grow if the egg joins with a sperm.

The womb is connected to an opening between the girl's legs by a passage called the v_____

Ovaries	Sperm	Vagina	Testicles	Eggs	Womb	Penis
---------	-------	--------	-----------	------	------	-------

I feel great about growing up because...

I feel a bit worried about growing up because...



Changing Me

PowerPoint Slide 7: My Jigsaw Journey - Ages 7-8 - Piece 4



My Jigsaw Journey

Jigsaw

Puzzle 6 - Changing Me (Pieces 4-6) Ages 7-8

Name: _____

					TINT BOX - To improve next time I...
Piece 4	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.				
	I recognise how I feel about these changes happening to me and know how to cope with these feelings.				
Piece 5	I can start to recognise stereotypical ideas I might have about parenting and family roles.				
	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.				
Piece 6	I can identify what I am looking forward to when I move to my next class.				
	I can start to think about changes I will make next year and know how to go about this.				

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I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

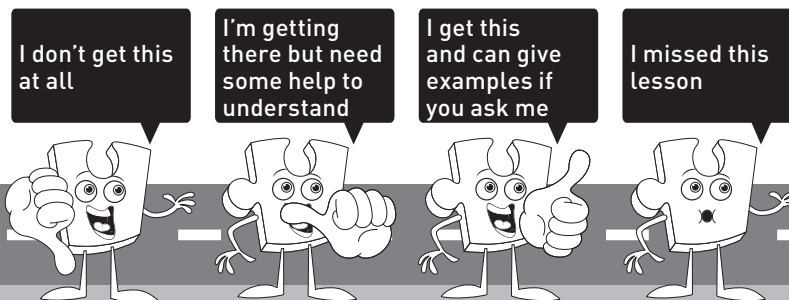
I missed this lesson

Puzzle 6 - Changing Me (Pieces 4-6)

Ages 7-8

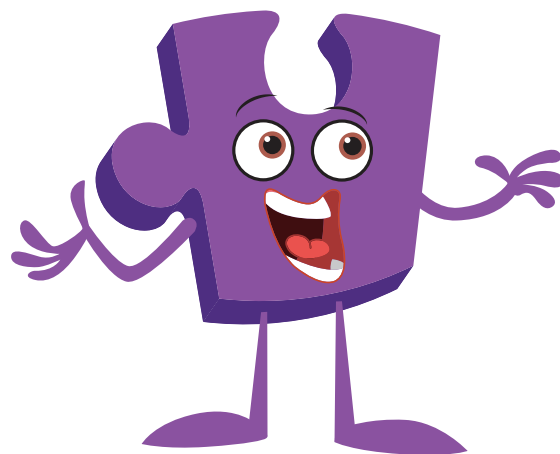
Name

					TINT BOX - To improve next time I...
Piece 4	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.				
	I recognise how I feel about these changes happening to me and know how to cope with these feelings.				
Piece 5	I can start to recognise stereotypical ideas I might have about parenting and family roles.				
	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.				
Piece 6	I can identify what I am looking forward to when I move to my next class.				
	I can start to think about changes I will make next year and know how to go about this.				



Puzzle 6: Changing Me - Ages 7-8 - Piece 5

Family Stereotypes	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... start to recognise stereotypical ideas I might have about parenting and family roles express how I feel when my ideas are challenged and be willing to change my ideas sometimes
Resources Charades cards Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Task card resource sheet Large paper/pens Jigsaw Journals My Jigsaw Journey	Vocabulary Stereotypes Task Roles Challenge
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play Charades. A volunteer takes a charades card and mimes the action for the other children to guess. Have fun playing this game. Using Jigsaw Jino as the talking object, pass around the circle asking the children to complete the sentence stem: 'One of the jobs I help with at home 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 Give each of the children a Task card. Ask them to complete the card individually by ticking in the relevant box if they think it is a male/female/either role. Then ask the children to compare their answers with a talking partner. Ask the children to compare the similarities/differences they have and to explain why they have come up with their ideas. Take feedback and share ideas. Ask the children if any of them would like to change their answers based on the feedback and the discussion. Ask why/why not? Be prepared to challenge the children and offer alternative ideas where appropriate. Be mindful of cultural differences as well as the Equality Duty.	



Ask me this...

How easy is it to guess the actions?

Does your mind feel calm and ready to learn?


How do we develop these ideas?

How does it feel to have your opinion questioned?

How does it feel to change your thoughts or ideas about something?

Tell me or show me

Explain to the children what stereotypical means and draw out what roles seem to be more stereotypical in the task cards than others. Ask the children to think about whether this is always true/sometimes true. Ensure that the children understand that it is OK for both males and females to do any of the roles within the family. Ask them to think about why/how roles might be taken on in different families.

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

In groups of the same gender, ask the children to design a duvet cover on a large piece of paper. The girls need to design a duvet cover for boys, and the boys design a duvet cover for the girls. Explain they just have 10 minutes for this task so need to work speedily and their ideas can be drafted. (If there is further curriculum time available the children could design these using fabric paints and a swatch of cloth).

When the designs are complete, display all the designs.

Ask the children if any of the designs are stereotypical?

Would any of the designs appeal to just boys/girls (the intended audience), or could they appeal to a different gender?

What do shops and TV adverts do to try and sell things to girls and sell things to boys? Is this stereotypical? Is it fair to always think this way about males and females?

Help me reflect

Slide 2: As in previous Pieces (lessons) ask the children to review their learning using the My Jigsaw Journey resource.

What does stereotypical mean?

Can ideas be challenged?

How does it feel when your ideas are challenged?

Is your design stereotypical or not?

Would your design appeal to one or both sexes?

Notes

Certificates

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



Changing Me

Calm Me Script - Ages 7-8 - Piece 5

You may like to play some very soft music through this Calm Me but only if the children will not be distracted by it.

So let's start our Calm Me time by sitting in our Calm Me way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound.....

In this quietness, bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again through your mouth.

Breathing like this we feel calm and gentle....

Now ask your imagination to build a picture on the screen in your mind, starting with planting a seed in a small pot of soil. Can you see it? In your mind, can you even smell the soil and feel it on your fingers?

Then see if your imagination can watch the pot carefully while the seed grows into your very favourite flower. Watch it in your mind as it grows and grows and becomes the most beautiful flower you can imagine. Can you imagine the scent, the colour, the texture?

(Give time for the imaginations to build the pictures).

Then, children, when you feel ready, imagine you thank the seed for growing into such a beautiful flower and then save the picture in your mind.

Take one nice deep breath in and out.

I appreciate that I am growing and changing just like the flower and that is good.

(Chime again) Then as you listen to the chime fade away, bring your awareness back into this present moment, nice and peaceful, ready to learn.





Changing Me

Jerrie Cat PowerPoint Slide 1 - Ages 7-8 - Piece 5



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Changing Me

Charades Cards - Ages 7-8 - Piece 5

Washing the car

Decorating the house

Changing the bed

Mowing the lawn

Picking and arranging flowers

Cooking dinner

Bathing a child

Changing a baby's nappy

Washing up

Putting the bins out



Changing Me
Task Card - Ages 7-8 - Piece 5

Task	Male	Female	Either
Washing the car			
Decorating the house			
Changing the bed			
Mowing the lawn			
Picking and arranging flowers			
Cooking dinner			
Bathing a child			
Changing a baby's nappy			
Washing up			
Putting the bins out			

Task	Male	Female	Either
Washing the car			
Decorating the house			
Changing the bed			
Mowing the lawn			
Picking and arranging flowers			
Cooking dinner			
Bathing a child			
Changing a baby's nappy			
Washing up			
Putting the bins out			



Changing Me

PowerPoint Slide 2: My Jigsaw Journey - Ages 7-8 - Piece 5



My Jigsaw Journey

Jigsaw

Puzzle 6 - Changing Me (Pieces 4-6) Ages 7-8

Name: _____

					TINT BOX - To improve next time I...
Piece 4	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.				
	I recognise how I feel about these changes happening to me and know how to cope with these feelings.				
Piece 5	I can start to recognise stereotypical ideas I might have about parenting and family roles.				
	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.				
Piece 6	I can identify what I am looking forward to when I move to my next class.				
	I can start to think about changes I will make next year and know how to go about this.				

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I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson

Puzzle 6: Changing Me - Ages 7-8 - Piece 6

Looking Ahead	
Puzzle 6 Outcome Tree of Change Display	Please teach me to... identify what I am looking forward to when I move to my next class start to think about changes I will make next year and know how to go about this
Resources Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script PowerPoint slide for 'Ribbon mobiles' Wooden batons/sticks Different coloured paper strips (6 per child) Tape Jigsaw Journals My Jigsaw Journey Certificates	Vocabulary Change Looking forward Excited Nervous Anxious Happy
Teaching and Learning Notes Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals. As a result, teachers may wish to consider giving this lesson slightly more curriculum time, and/or choose to do the Tell me or show me/Let me learn part of the lesson with the teacher(s) working with groups of children in turn. Teachers will also need to consider work from Piece 4 (puberty) in making an overall summative judgement. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play 'Zoom Eek'. (Zoom sounds like a racing car engine and Eek sounds like screeching brakes). With the children sitting in a circle, the teacher or a chosen child starts off by putting the palms of their hands together and pointing to the person on their right and saying the word 'zoom'. The child next to them does the same to the person on his right so that the 'zoom' is taken around the circle. Then introduce the 'eek' which, when it is said, changes the direction of flow and continues until another child says 'zoom' to go back to the original direction. Enjoy the game and ask the children to think about what skills this game helps them to develop. 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.	Ask me this... What skills do you need to use/learn to play this game? Does your mind feel calm and ready to learn?



Open my mind

Ask the children to think about what they might be looking forward during their next year at school and to talk to a talking partner. Share ideas by passing Jigsaw Jino around the circle and completing the sentence: 'One thing I am looking forward to about the next year in school is...'

Tell me or show me/Let me learn

Slide 1: Ribbon mobiles.

The ribbon mobile is made from a wooden baton with different lengths of coloured paper stuck onto it. The children will need to write on each strip of paper according to the instructions below. There is a PowerPoint slide that can be displayed as an aide memoire for the children.

The 6 ribbons each show something different as follows:

1. Something the children are looking forward to next year e.g. a residential, starting swimming lessons etc.
2. A change they would like to make for themselves e.g. getting better at reading
3. Something they have learned about their bodies and growing up
4. How they feel about growing up
5. Something that worries them about growing up and how they can manage these feelings
6. Something that they are looking forward to about growing up

Ask the children to complete their own ribbon mobiles. The ribbon mobiles can then be displayed as the class contribution to the End of Puzzle Outcome as agreed with your Jigsaw Subject Lead prior to starting this unit (Puzzle).

Teachers can also use the prompt questions while the children are making the mobiles to extend the children's thinking and as an aid to teacher assessment.

Help me reflect

Slide 2: Ask the children to complete My Jigsaw Journey 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 are you looking forward to next year?

How do you feel about going into another school year?

Why do children's bodies change into adults?

What could you do if you were worried about growing up and puberty?

Who would be a good person for you to talk to about puberty and growing up?

What are the good things about growing up and what things are less good?

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 7-8 - Piece 6

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So let's start our Calm Me time by sitting in our Calm Me way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound.....

In this quietness, bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again through your mouth.

Breathing like this we feel calm and gentle....

Now ask your imagination to build a picture on the screen in your mind, starting with planting a seed in a small pot of soil. Can you see it? In your mind, can you even smell the soil and feel it on your fingers?

Then see if your imagination can watch the pot carefully while the seed grows into your very favourite flower. Watch it in your mind as it grows and grows and becomes the most beautiful flower you can imagine. Can you imagine the scent, the colour, the texture?

(Give time for the imaginations to build the pictures).

Then, children, when you feel ready, imagine you thank the seed for growing into such a beautiful flower and then save the picture in your mind.

Take one nice deep breath in and out.

I appreciate that I am growing and changing just like the flower and that is good.

(Chime again) Then as you listen to the chime fade away, bring your awareness back into this present moment, nice and peaceful, ready to learn.



Changing Me

Ribbon Mobiles PowerPoint Slide 1 - Ages 7-8 - Piece 5

● Something you are looking forward to in school next year

● A change you would like to make for yourself next year

● Something you have learned about your body and growing up

● How you feel about growing up

● Something that worries you about growing up and what you can do about it

● Something you are looking forward to about growing up



Changing Me

PowerPoint Slide 2: My Jigsaw Journey - Ages 7-8 - Piece 6



My Jigsaw Journey

Jigsaw

Puzzle 6 - Changing Me (Pieces 4-6) Ages 7-8

Name: _____

					TINT BOX - To improve next time I...
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	I can start to think about changes I will make next year and know how to go about this.				

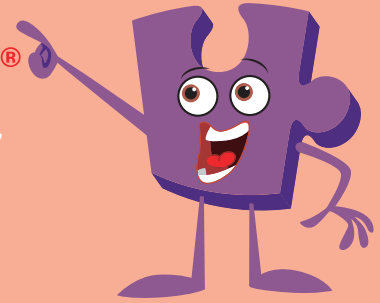
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I don't get this at all.

I'm getting there but need some help to understand.

I get this and can give examples if you ask me.

I missed this lesson.



Changing Me

Well done!



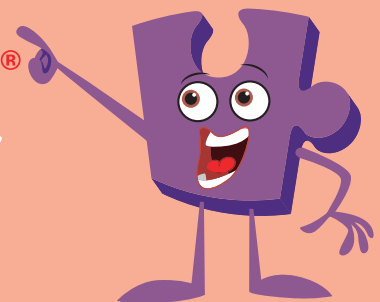
Please feel proud that you have learnt to:



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 7-8 **Changing Me** Puzzle

These are examples of the style of answers that children may write/ and say in response to lesson (Piece) 6 in particular. The content could be different. Teachers will also need to consider the children's understanding of puberty (from Piece/lesson 4).

	WORKING TOWARDS
<p>Women's breasts get bigger so they can feed a baby.</p> <p>I am looking forward to being able to have my own family when I am a grown up.</p> <p>I am not looking forward to having to get a job when I am older.</p>	

Ages 7-8 expectation	WORKING AT
<p>A boy's testicles get bigger so they can start making sperm to make a baby.</p> <p>Women's ovaries start releasing the eggs inside once a month.</p> <p>It is a bit scary thinking about puberty and how my body will change, but if I am worried, I know I can talk to my Mum about it.</p>	

	WORKING BEYOND
<p>At puberty a woman's ovaries start working and release the eggs once a month. In boys their testicles start making sperm. If a sperm and a woman's egg meet, then a baby will start to grow. The baby grows in the mother's womb until it is ready to be born. The baby gets all the nutrients it needs to grow and develop from the mum. A woman's hips get wider so the baby can be born.</p> <p>Puberty sounds good and bad. It might be scary at first when my body starts changing but knowing it's going to happen is helpful, so it won't be a shock. The best bit about puberty is that people will start treating me more like a grown up. My sister has already had puberty. She will be a good person to talk to, because she has had experience of the things my body will go through, although everyone has puberty at different times so it might not be exactly the same.</p>	

