

# Jigsaw!

The mindful approach to PSHE



Changing Me - Ages 8-9

[www.jigsawpshe.com](http://www.jigsawpshe.com)

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## Puzzle 6 - Changing Me

### Puzzle Map - Ages 8-9



#### Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display  
Piece 4: Circles of Change

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Unique Me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Kitten and cat cards, Photo of teacher with parents, 'Parents and children' templates, Jigsaw Jaz's post box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult	Making Things cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jaz's Post box (from last lesson), Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty	How do I feel about puberty?' cards, Jigsaw Chime, 'Calm Me' script, A 'bag of tricks' – a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort and/ or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz, Jigsaw Jaz's post box, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Circles of Change Puzzle Outcome: Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me	Jigsaw Song: 'A New Day', Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Season tree pictures, Sofia and Levi PowerPoint, Circle of Change diagram/template, Split pins, Cardboard arrows, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	Emotions cards, PowerPoint slides of environmental change, Change Scenario cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this	Jigsaw Jaz, Jigsaw Chime, The same objects used for the 'Bag of Tricks' activity in lesson 3, laid out on a tray or the floor, A piece of cloth, 'Calm Me' script, Jigsaw Jaz's post box, Circle of Change templates, 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
- Ensure the staff has reached consensus on how to answer difficult questions and how far to go with explanation e.g. Piece (lesson) 2

### 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)

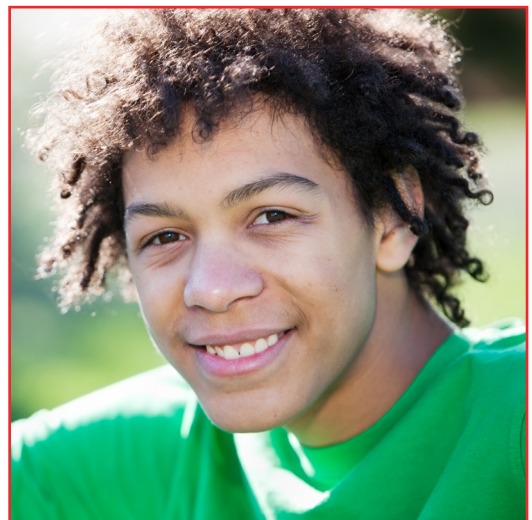
Look around and tell me what you see,  
Changing faces, that's all right with me.  
It's a part of growing up, let's embrace and  
feel free.

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

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

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

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



## Changing Me Assembly (PowerPoint Slides)



**A New Day**  
(Changing Me)

<p>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.</p> <p>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!</p>	<p>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.</p> <p>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!</p>	<p>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!</p>
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**Changing Me**  
**Assembly (Number cards)**

1



**Changing Me**  
**Assembly (Number cards)**

7





**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 grow-ing 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.—

Chords: F, Am, Bb, C, Bb, C

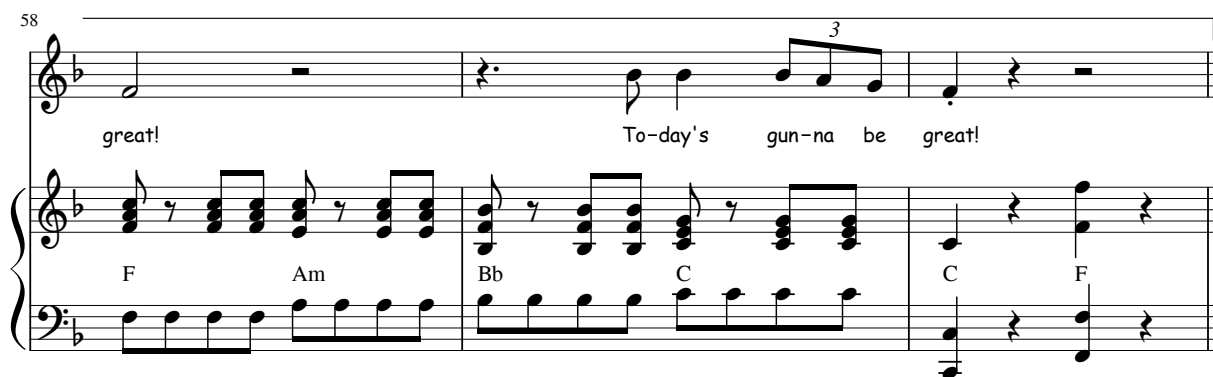
54



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

Chords: C, F, C, F, C

58



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

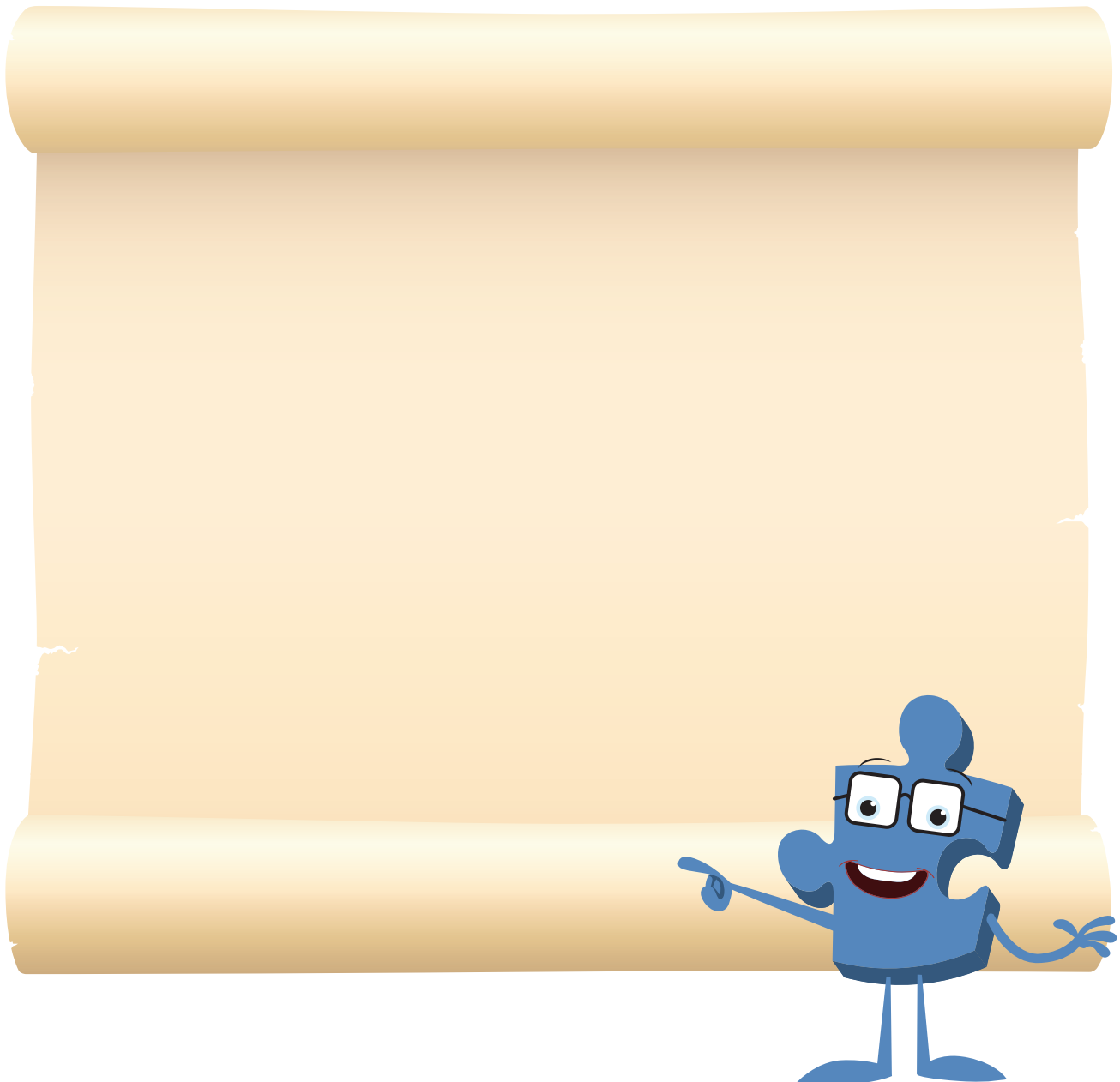
Chords: F, Am, Bb, C, C, F



Puzzle 6

# Weekly Celebration 1

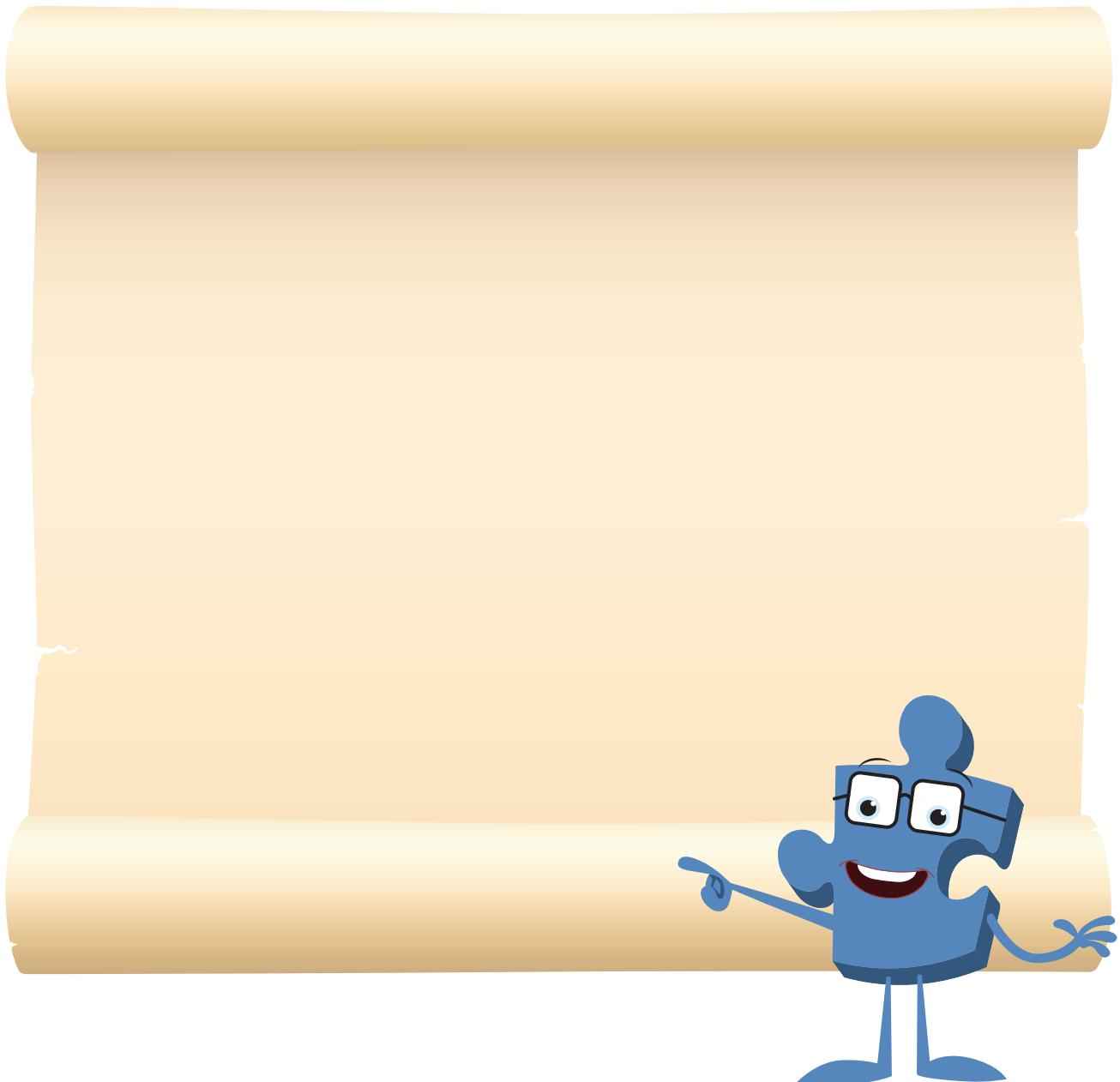
This week we are celebrating people who:  
**Understand that everyone is unique and special**



Puzzle 6

# Weekly Celebration 2

This week we are celebrating people who:  
**Can express how they feel when  
change happens**

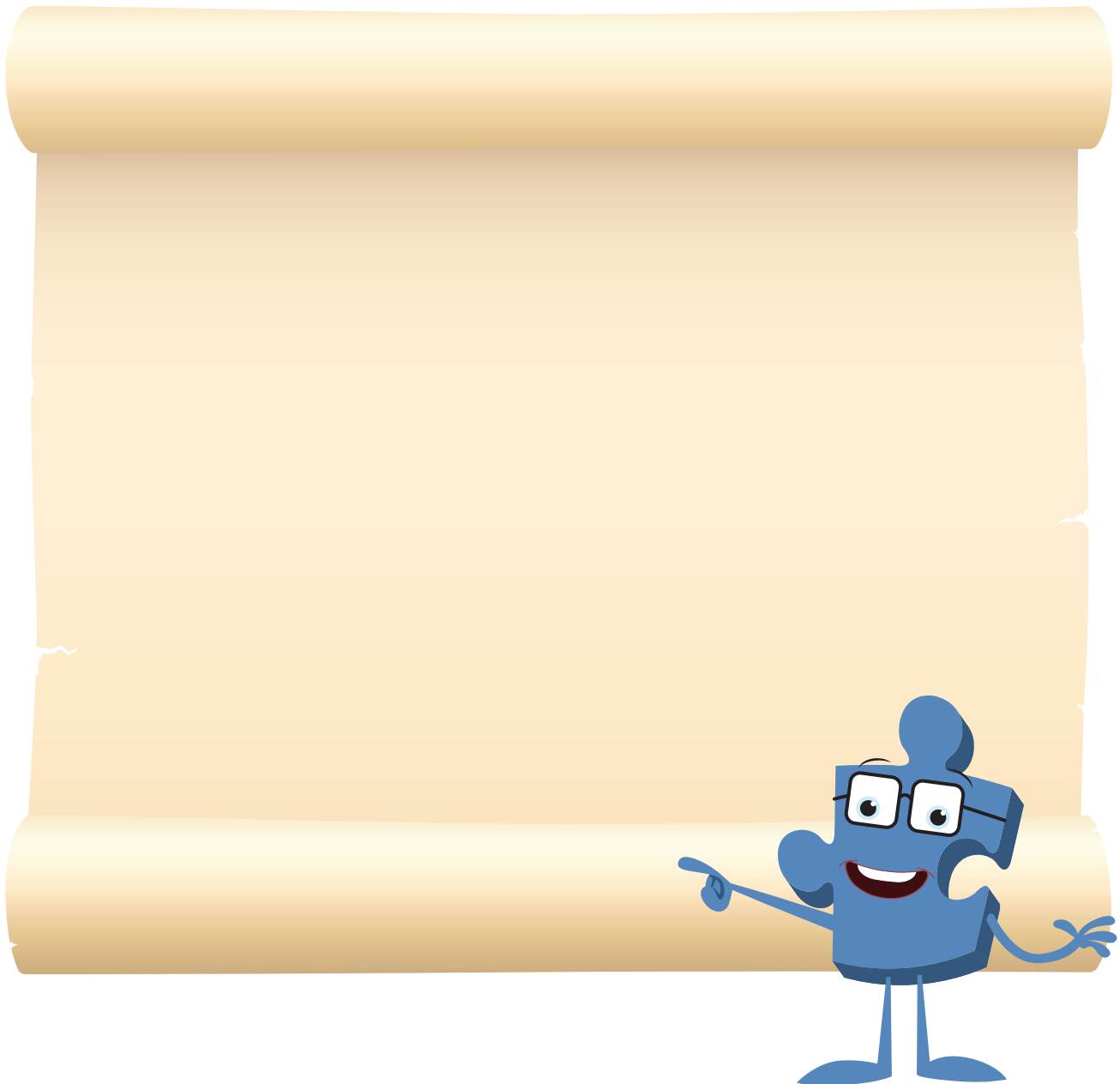




Puzzle 6

# Weekly Celebration 3

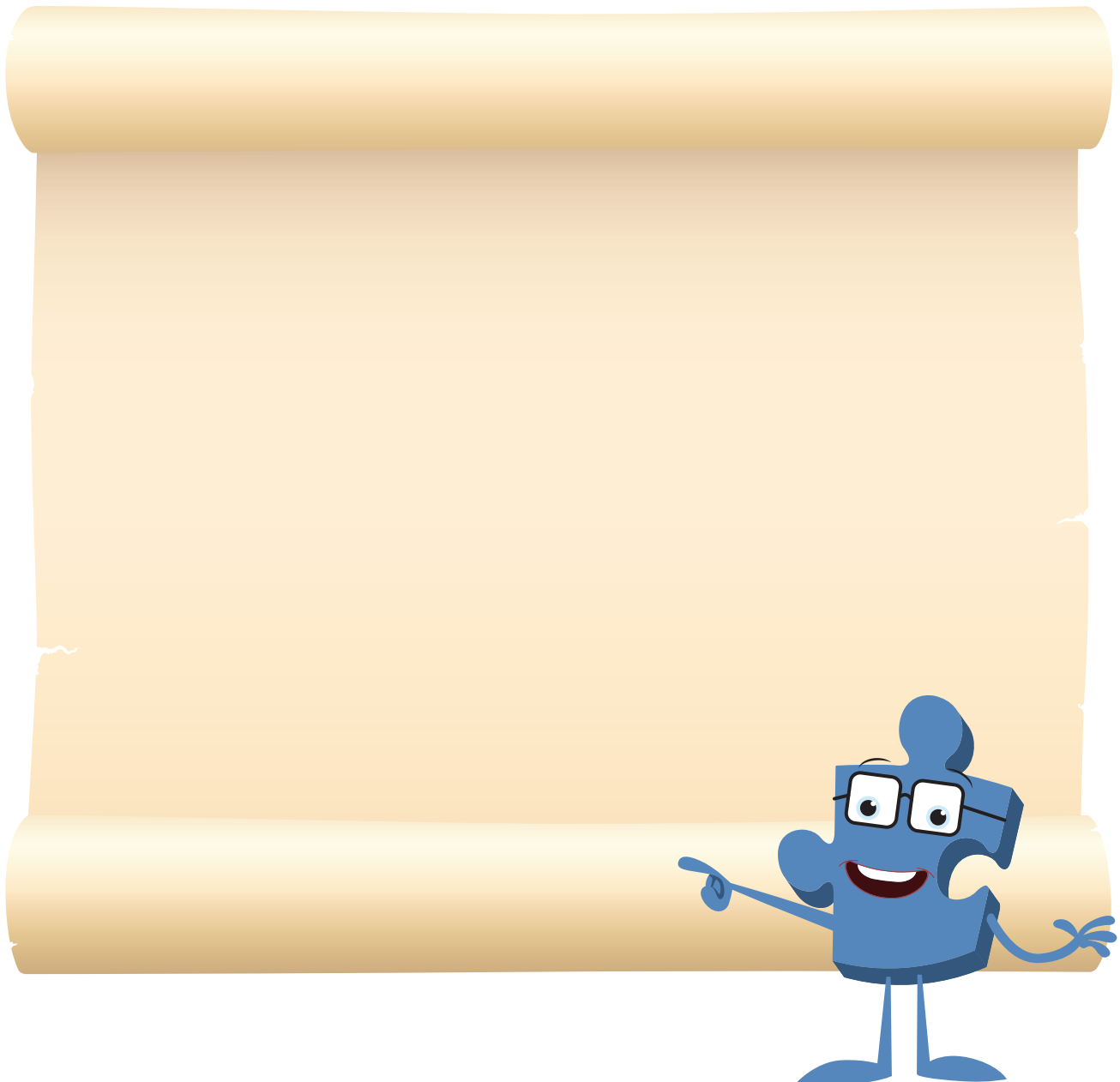
This week we are celebrating people who:  
**Understand and respect the changes that  
they see in themselves**



Puzzle 6

# Weekly Celebration 4

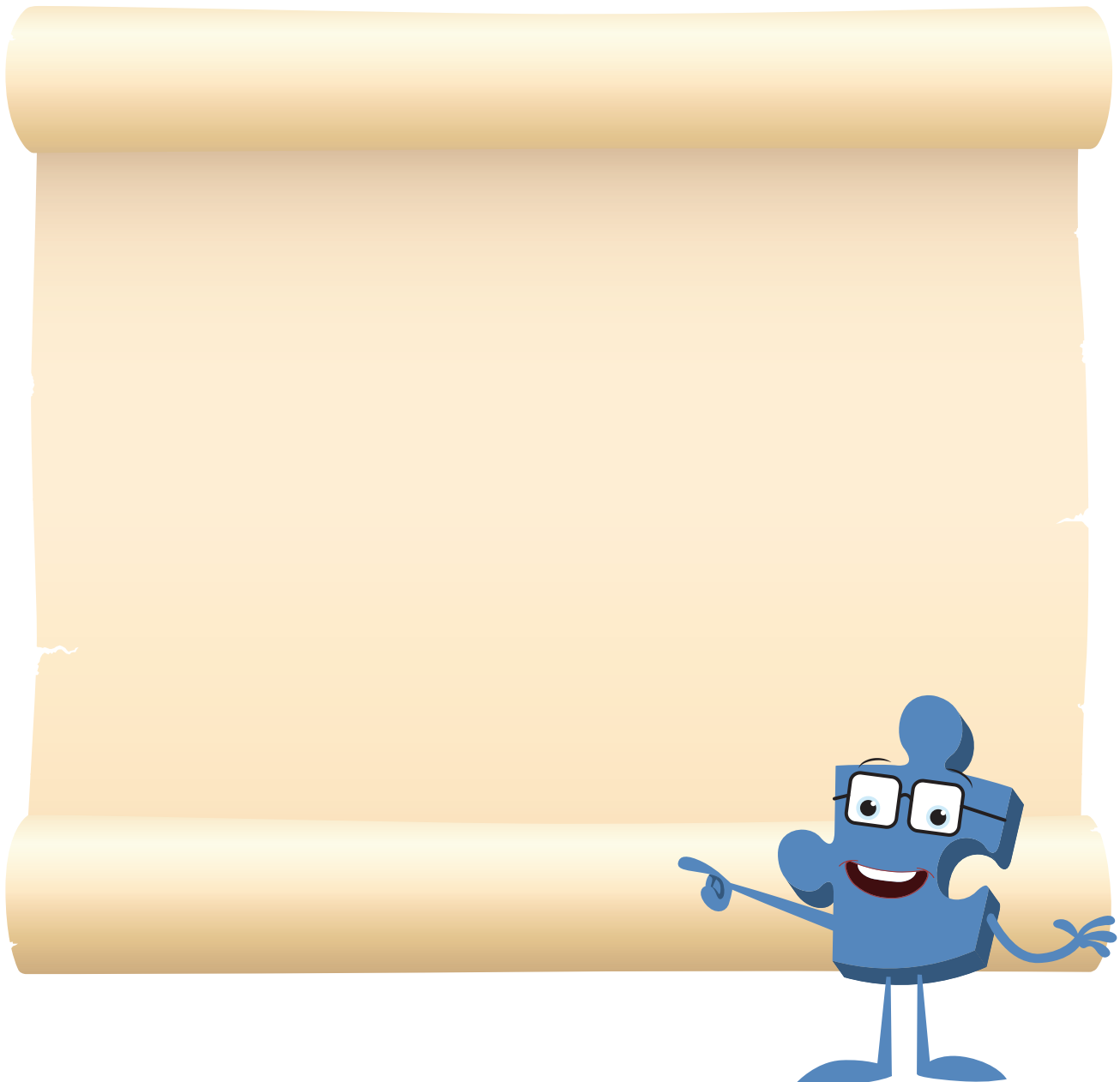
This week we are celebrating people who:  
**Understand and respect the changes that  
they see in others**



Puzzle 6

# Weekly Celebration 5

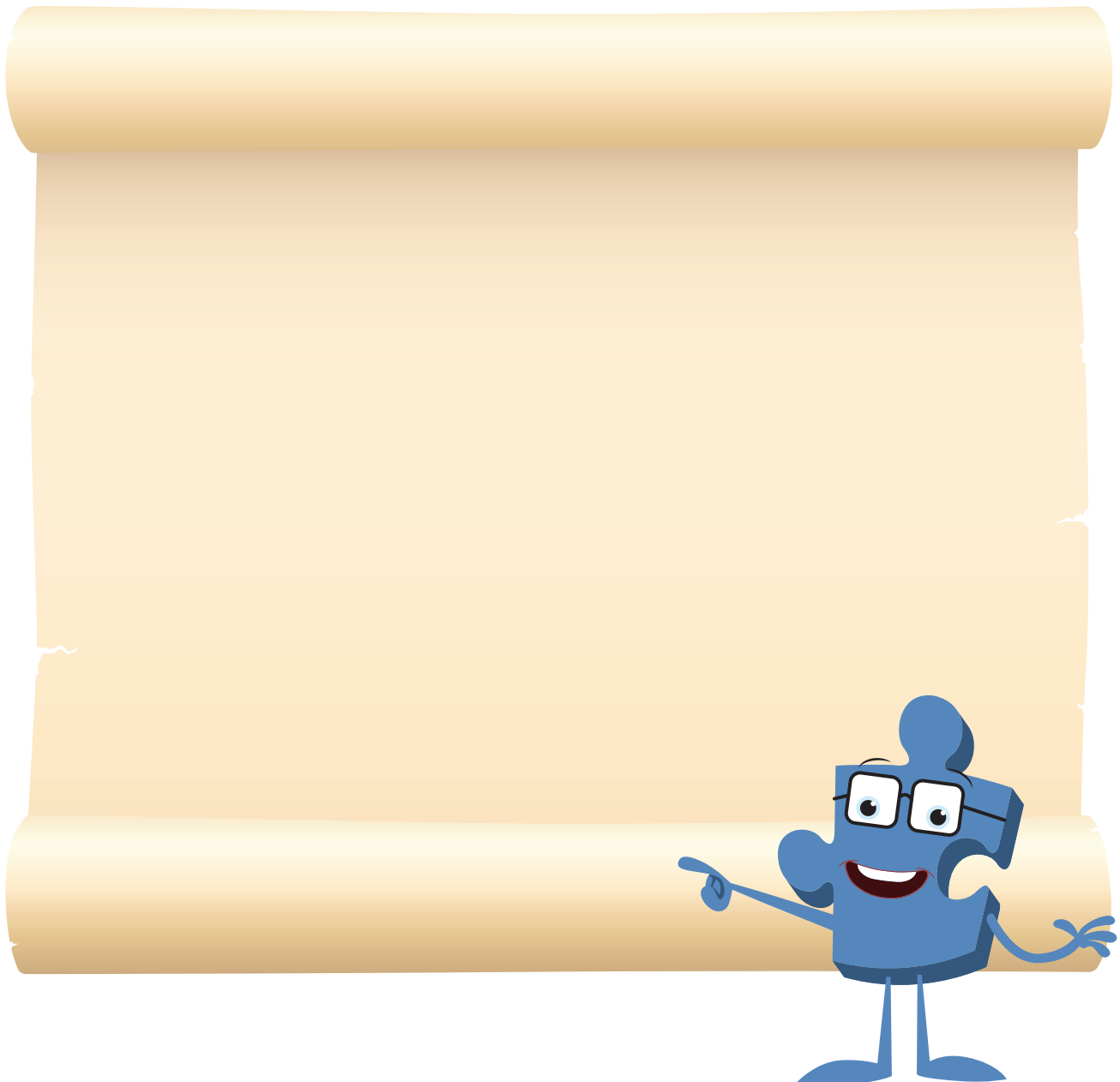
This week we are celebrating people who:  
**Know who to ask for help if they are  
worried about change**



Puzzle 6

# Weekly Celebration 6

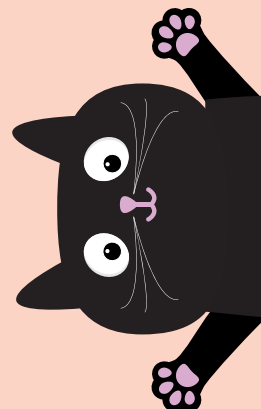
This week we are celebrating people who:  
**Are looking forward to change**



## Class Teacher's Preparation to Lead the **Changing Me** Puzzle with children Ages 8-9

### Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Source a photo of yourself and your parents (or siblings)  
Set up Jigsaw Jaz's post box
- Piece 2: All resources in Jigsaw
- Piece 3: Collect a 'Bag of tricks': items that relate to puberty. See lesson plan as to the items you should include.
- Piece 4: Split pins  
Card for children to create a cardboard arrow (like that on a compass)
- Piece 5: All resources in Jigsaw
- Piece 6: The same objects used for the 'Bag of tricks' above  
Tray  
A piece of cloth, or large towel



### 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** one set of 'kitten cards' and prepare as in the lesson plan. **Print/copy** one set of adult cat cards. **Print/copy** 'Parents and children' templates so that each child can have one.  
Laminated Jigsaw Charter.
- Piece 2: **Copy/print** enough 'Making things' cards so each child can have one. **Copy/print** flashcard pictures of sperm and egg (ovum). Optional: **Print out** hard copies of the 'Changes on the Inside' PowerPoint slides. FIND THE ANIMATION from the Jigsaw e-resources on your school server, or ask your Jigsaw Lead in school where it 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 3: This lesson requires at least 1.5 hours due to its significance. **Copy/print** one set of 'How do I feel about puberty cards?' Re-use the animation from the last piece/lesson. **Copy/print** sets of 'Menstruation cards', enough for groups/pairs to have one set each. Keep the 'Bag of tricks' items for a later lesson.
- Piece 4: **Print/copy**, 'My Jigsaw Journey' sheets, each child will need one showing lessons (pieces) 4-6. **Copy/print** 'Circle of Change' template onto card, one per child.
- Piece 5: **Copy/print** one set of 'Emotions cards'. **Copy/print** one set of 'Change scenario cards'.
- Piece 6: **Copy/print** a circle of change template, one per child. **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 8-9 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 Sex Education. 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)

**You do not have to answer every question.**

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,  PAUSE and 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.

### **Piece 2**

When explaining puberty and menstruation and body parts needed to make a baby, children may ask how the sperm meets the egg. There is a suggested script in Piece 2 to address this age-appropriately, but schools need to decide ahead of time if/how they will answer this question with ages 8-9 or leave this until the following year groups.



## Jigsaw Summative Assessment

### Tracking Pupil Progress: Ages 8-9

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](http://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](mailto: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 8-9

## Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 1 Being Me in My World</b>		<p>I can tell you why my school is a community and some of the different roles people have in it.</p> <p>I can say how it feels to be part of a positive school community and to be listened to.</p>	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can problem-solve and offer different solutions to help my team/ class/ school be more democratic.</p> <p>I can justify why being in a democracy helps people feel valued and is fair.</p>	
<b>Puzzle 2 Celebrating Difference</b>		<p>I can tell you about my first impressions of someone.</p> <p>I can give a reason why sometimes people don't tell about a bullying situation.</p> <p>I can say why it is good to try to get to know someone before making judgements about them.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>I can explain how first impressions can be misleading.</p> <p>I can also appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.</p> <p>I can explain how I form opinions about myself and other people and what might influence me about that.</p>	
<b>Puzzle 3 Dreams &amp; Goals</b>		<p>I know that sometimes things can go wrong and can tell you why it is good to try again.</p> <p>I know how it feels to be disappointed and can tell you ways to stay positive.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.</p> <p>I can explain why being resilient /having a positive attitude contributes to having greater chance of success.</p>	
<b>Puzzle 4 Healthy Me</b>		<p>I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me.</p> <p>I can say how it feels when someone else is pushing me to do something.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.</p>	



	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 5 Relationships</b>		<p>I can tell you some different ways that I can show love for special people and animals.</p> <p>I can tell you how it might feel to miss a special person or animal.</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can give reasons why people may experience a range of feelings associated with personal loss.</p> <p>I can offer and evaluate solutions to help manage personal loss.</p>	
<b>Puzzle 6 Changing Me</b>		<p>I can tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation).</p> <p>I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this.</p> <p>I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.</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?*





### Open my mind

Prior to the lesson you need to have prepared the 'kitten cards' as follows.

Print out the 12 kitten cards. Randomly mark 4 with a red dot on the back, 4 with a green dot and 4 with a blue dot.

Ask for 12 children to stand up in the circle and to hold a kitten card so everyone can see. Ask for three further children to stand up in the centre of the circle and give them each one of the mother cat cards, the cats are named Bella (ginger), Maisie (white) and Poppy (black). Ask the kittens to decide who they think their mother is and to go and stand with her.

Ask the children to share why they chose the mother cat they did. They will probably say similar colour, eye colour, etc.

Then reveal the dots on the back of each of the kitten cards which stands for either Bella (red dot), Maisie (green dot) or Poppy (blue dot).

Ask the children to rearrange themselves and stand with their mother cat.

This shows that it is quite random and that there is a mixture of colours with each mum and that it isn't always obvious. Make the point that, as humans and children, we have some characteristics that are clearly from our parents but some characteristics that are unique to us. Explain that our characteristics come from the genes our parents pass on to us. Write the word 'gene' on the board to show how it is a different word from the jeans we wear!

### Tell me or show me

Give the children this amazing fact about genes. Each tiny cell that make up our body contains 25,000- 35,000 genes. Our bodies have many trillions of cells. Genes carry the information that give us our characteristics (traits). We get half our genes from our birth mother and half our genes from our birth father. The father's genes decide whether the baby will be male or female.

Show a picture of yourself with a parent or parents and briefly discuss some of the characteristics you have inherited. These may be physical such as eye or hair colour, or maybe to do with your personality, such as being patient or generous.

### Let me learn

Parents and children puzzle.

Give each child a puzzle template and ask the children to write in the box by each parent the characteristics they have (eye colour, hair colour, freckles or not, curly hair or straight hair).

Then ask the children to think about what these parent's children might look like, inheriting one characteristic from each parent. Work through the example on the worksheet for Child 1; they have inherited blue eyes from the mother, brown hair from the father, freckles from the mother, and curly hair from the father. They can decide on the gender for child 2 and child 3.

Ask them to suggest what the other children might look like in this family choosing eye colour, hair colour, freckles (or not) and curly/straight hair each time.

Ask the children to stick their templates into their Jigsaw Journals.

Finish the lesson by sharing some of the different 'children' from the resource sheets. Explain that many of our characteristics are inherited this way from our parents.

Ask the children who can roll their tongue into a tube. This is an ability that is inherited from our parents and it is more common for people to be able to roll their tongue than not.

Remind the children that we get half our genes from our birth mother and half our genes from our birth father, and this happens when the mother's egg meets the father's sperm when a baby is made at conception. Tell the children they are going to learn about this next time, and if they have any questions, they can post them into Jigsaw Jaz's post box.

How did you decide which kitten belongs with which mother cat?

**Help me reflect**

Slide 1: 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 8-9 - Piece 1

This Puzzle is about being ready and able to understand and accept changes when they happen to us in our lives. Changes happen all the time and we can all cope with this because often changes make things better.

So in this Calm Me time we are going to focus on our bodies and how incredible they are.

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".

Now come with me as we scan our bodies and keep discovering how incredible they are.

Keep breathing gently and slowly, and bring all your attention to your head. See if you can feel all your attention in your head...how does your head feel? Warm? Tingly? What an amazing thing your head is... think about what your head does for you.....it lets you see, hear, smell, taste, sing, talk...and your brain controls every part of your body.

Since you were a baby your brain has been growing and developing to help you to learn, to walk, to read and write.....just think for a moment about all the things your brain has allowed you to learn since you were a baby.....so many things.....

Can you feel gratitude to your brain for all the growing it has done, even without you asking it to?

It is growing and changing all the time just as it is supposed to do. How incredible.

Breathe in.....amazing body                      Breathe out.....I am so lucky

Take one nice deep breath in and out.

I appreciate my body and mind.

(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.

Note to teacher: you can obviously swap body parts in and out of this Calm Me as you see fit, also depending on what you may have been studying in the Puzzle for which you want to engender children's appreciation.





**Changing Me**  
**Bella, Maisy and Poppy - Ages 8-9 - Piece 1**





**Changing Me**  
Kitten Cards - Ages 8-9 - Piece 1



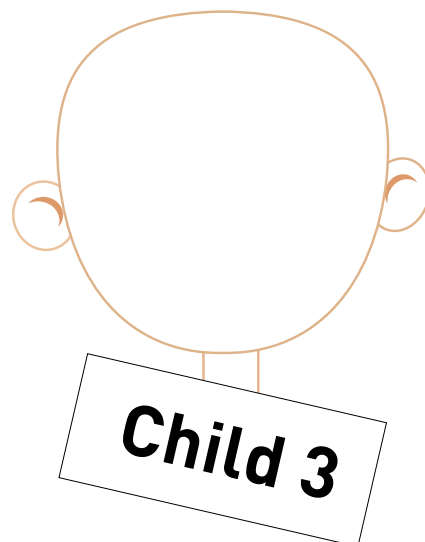
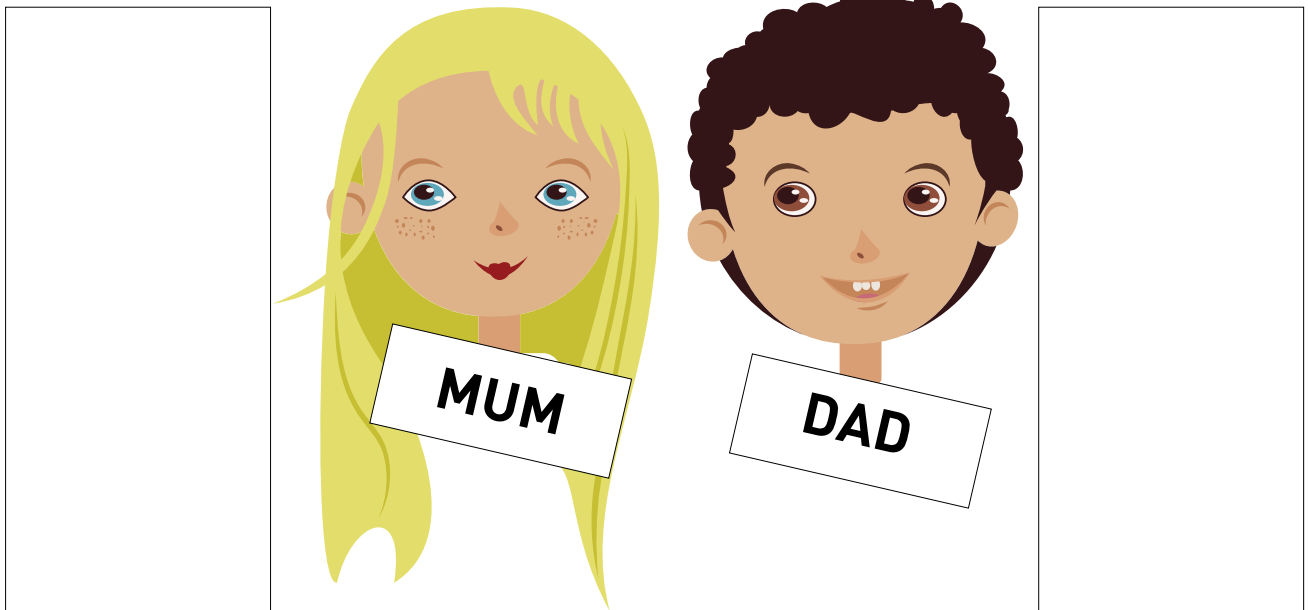


**Changing Me**  
Kitten Cards - Ages 8-9 - Piece 1



## Changing Me

Parents and Children Puzzle - Ages 8-9 - Piece 1





## Changing Me

### PowerPoint Slide 1: My Jigsaw Journey - Ages 8-9 - Piece 1



Puzzle 6 - Changing Me (Pieces 1-3)

Ages 8-9

Name .....

					TINT BOX - To improve next time I...
Piece 1	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.				
	I appreciate that I am a truly unique human being.				
Piece 2	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.				
	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.				
Piece 3	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.				
	I have strategies to help me cope with the physical and emotional changes I will experience during puberty.				

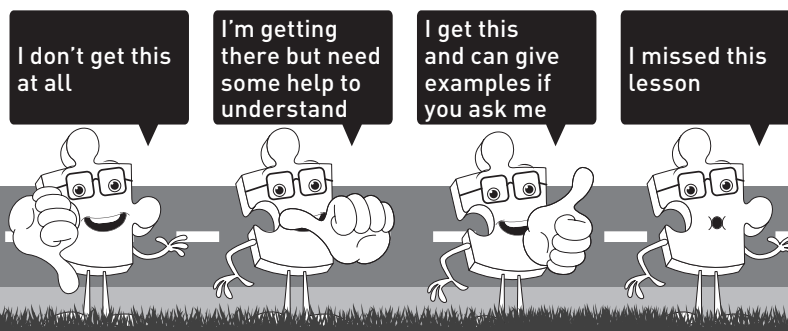
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Name .....

						TINT BOX - To improve next time I...
Piece 1	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.					
	I appreciate that I am a truly unique human being.					
Piece 2	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.					
	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.					
Piece 3	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.					
	I have strategies to help me cope with the physical and emotional changes I will experience during puberty.					





### 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

With the class in a circle, point out that to make anything new it requires the right ingredients and the right conditions. Which of the four things in the game is the most special and important thing to make?

Ask the children to work in talking partners and pose two questions for a brief discussion:

- What do you think are the reasons why people might choose to have a baby?
- What do you think might be difficult about looking after a new baby?

After 3 minutes take some feedback and bring out the idea that having a baby is both a great joy and a big responsibility, and that is why many people wait until they have a loving and stable relationship in which to care for the baby. Point out that it has always been a natural human instinct to want babies; if not, none of us would be here! Explain it's a choice people make, and some people choose not to.

### Tell me or show me

Slides 1-4: Think back to the starter game: what were the main ingredients for making a baby? Show flash cards with pictures of sperm (remember these are full of messages contained in genes about what the father is like) and egg /ovum (remember this is full of messages/genes about what the mother is like).

Use the PowerPoint slides to recap where the sperm and egg/ovum come from inside the body.

The following simple 'script' suggests an approach to telling the story from this point on for children of this age. You may choose to include more explicit detail depending on what you judge yourself, the children or their parents/carers will be comfortable with. However, you decide to approach it, bear in mind that the children will not perceive any of this as sensational or shocking unless your manner and body language tell them so.

*It's amazing how a baby starts to grow when a man's sperm and a woman's ovum meet and join together. This can happen when a grown-up man and woman share an especially close and loving embrace which allows the sperm to be released through the penis into the vagina. People refer to this as 'making love' or 'having sex' or sexual intercourse (children will probably have heard these expressions before, but may not really understand what sexual intercourse really means) It's an intimate, loving and very private part of a grown-up relationship. From the vagina, the sperm can swim through the womb/uterus into the tubes that lead from the ovaries. If they meet an egg/ovum there, one of them may 'fertilise' it - join with it so that it starts growing into a baby. This is called conception. The fertilised egg settles into the soft lining of the mother's womb, where it will grow until it is big enough to be born 40 weeks/(9 months). The baby will get half of its genes from the mother's egg/ovum and half its genes from the father's sperm.*

**Show the animation: The Female Reproductive System. Some teachers prefer to show the whole animation and then ask the children to recap what has been shown; others like to pause the animation at key points for clarification and questioning. Note the animation does not show conception but the journey of the egg/ovum. If children raise questions about menstruation ask them to hold onto their questions for next time, or to use Jigsaw Jaz's post box. Animations can be found on the Jigsaw Community Area on the website.**

Does your mind feel calm and ready to learn?

What is the most special and precious thing any of us can make?

Why do people choose to have babies?

What is difficult about looking after a baby?

Does everybody have to have a baby?

Can you remember where the sperm and the egg come from?

Why do we need to have differences between male and female?



**Let me learn**

Ask the children to imagine a visiting alien from a planet where there is no difference between male and female. (You might take on the role of the alien and invent a bizarre story about how they reproduce, e.g. by breaking off a finger and planting it in the ground!)

In pairs, ask the children to prepare a simple fact file in their Jigsaw Journals with a few bullet points for the alien, explaining the physical differences between male and female humans, using the correct vocabulary, and saying why we need these differences to make a baby. You may want to provide printed copies of the PowerPoint slides of male/female organs to help them illustrate the fact files.

Bring the class back together and show some of the children's work. Clarify any questions or misconceptions that arise.

Finish by reminding the children that Jigsaw Jaz has a private post box where they can put questions any time if there are things they not sure about, or they may want to talk to their parents/carers about it.

**Help me reflect**

Slide 5: 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 8-9 - Piece 2

This Puzzle is about being ready and able to understand and accept changes when they happen to us in our lives. Changes happen all the time and we can all cope with this because often changes make things better.

So in this Calm Me time we are going to focus on our bodies and how incredible they are.

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".

Now come with me as we scan our bodies and keep discovering how incredible they are.

Keep breathing gently and slowly, and bring all your attention to your head. See if you can feel all your attention in your head...how does your head feel? Warm? Tingly? What an amazing thing your head is... think about what your head does for you.....it lets you see, hear, smell, taste, sing, talk...and your brain controls every part of your body.

Since you were a baby your brain has been growing and developing to help you to learn, to walk, to read and write.....just think for a moment about all the things your brain has allowed you to learn since you were a baby.....so many things.....

Can you feel gratitude to your brain for all the growing it has done, even without you asking it to?

It is growing and changing all the time just as it is supposed to do. How incredible.

Breathe in.....amazing body                      Breathe out.....I am so lucky

Take one nice deep breath in and out.

I appreciate my body and mind.

(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.

Note to teacher: you can obviously swap body parts in and out of this Calm Me as you see fit, also depending on what you may have been studying in the Puzzle for which you want to engender children's appreciation.



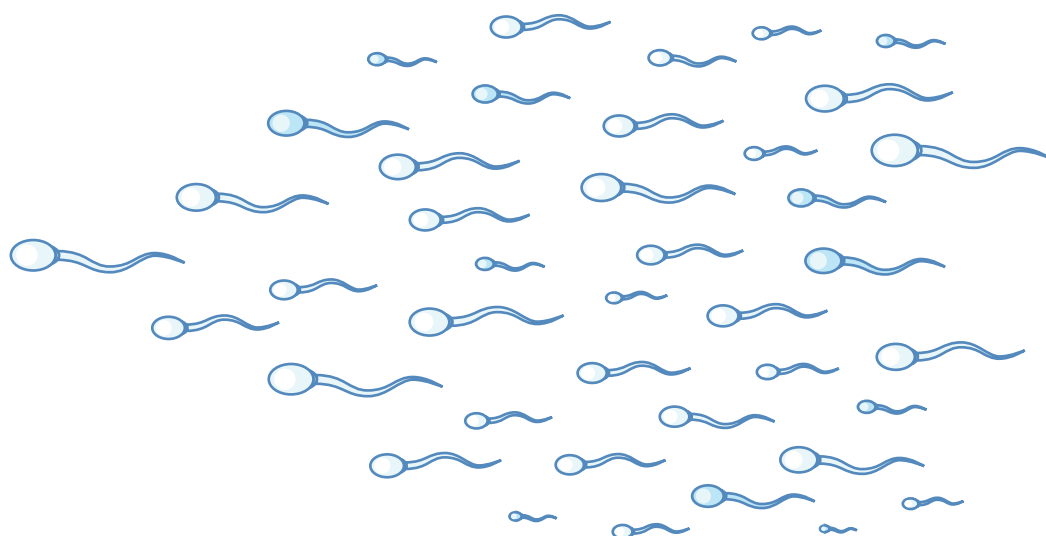
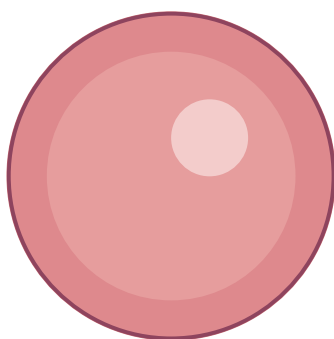
## Changing Me

### Making Things Cards - Ages 8-9 - Piece 2

A cake	An oak tree	A new car	A baby
Flour, eggs, sugar, butter and other ingredients	An acorn	Wheels, an engine and a metal body	A sperm
A baking tin	Rich soil full of nutrients and water	A factory full of machinery	An egg
A hot oven	Space to grow and spread its branches	Workers to make the parts and put them together	A mother's womb to grow in
A cook with a recipe	Warmth and light from the sun	A driver to buy it	A family to provide love and care

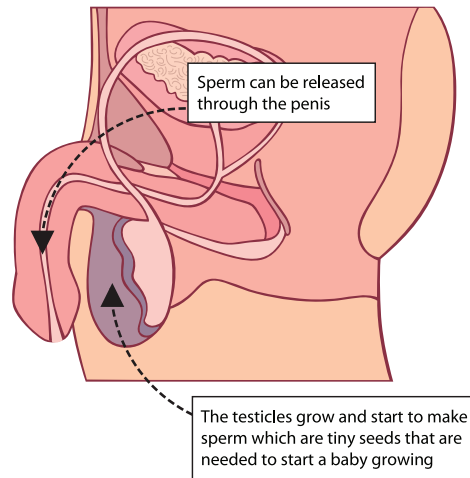
## Changing Me

Sperm and Egg Cards - Ages 8-9 - Piece 2

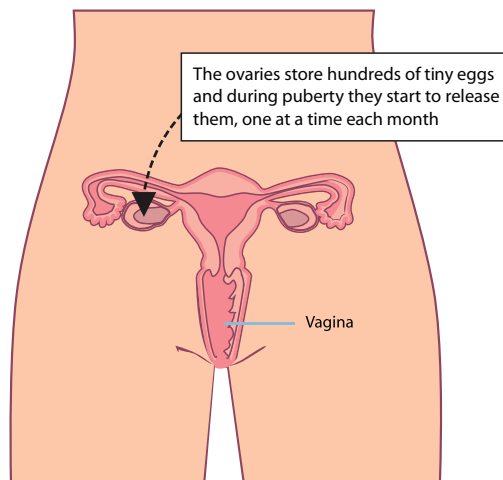


## Changing Me

Changes on the Inside PowerPoint Slides 1-4 - Ages 8-9 - Piece 2



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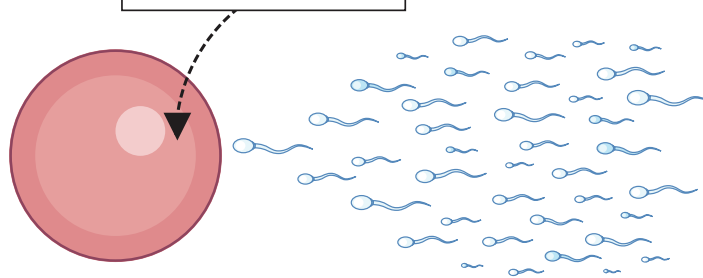
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## Changing Me

Changes on the Inside PowerPoint Slides 1-4 - Ages 8-9 - Piece 2



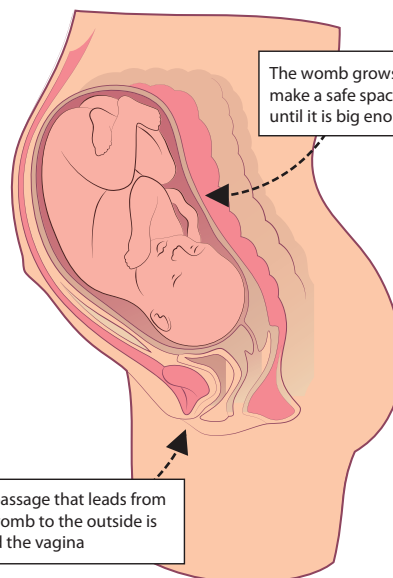
When one of these ova joins with a sperm it will start to grow into a baby



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The womb 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

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## Changing Me

### PowerPoint Slide 5: My Jigsaw Journey - Ages 8-9 - Piece 2



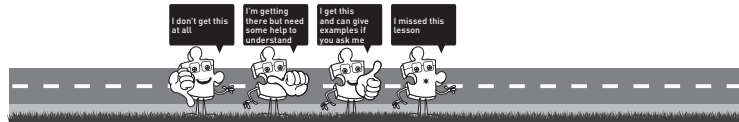
Puzzle 6 - Changing Me (Pieces 1-3)

Ages 8-9

Name .....

					TINT BOX - To improve next time I...
Piece 1	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.				
	I appreciate that I am a truly unique human being.				
Piece 2	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.				
	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.				
Piece 3	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.				
	I have strategies to help me cope with the physical and emotional changes I will experience during puberty.				

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## Puzzle 6: Changing Me - Ages 8-9 - Piece 3

Girls and Puberty	
<b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b>	<b>Please teach me to...</b> <p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
<b>Resources</b> <p>How do I feel about puberty?' cards</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>A 'bag of tricks' - a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions</p> <p>Animation: The Female Reproductive System</p> <p>PowerPoint slide of internal female organs</p> <p>Sets of Menstruation Cards for card-sort and/or sticking into Jigsaw Journals</p> <p>Jigsaw Journals</p> <p>Jigsaw Jaz</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Jaz's post box</p> <p>My Jigsaw Journey</p>	<b>Vocabulary</b> <p>Puberty</p> <p>Menstruation</p> <p>Periods</p>
<b>Teaching and Learning</b> <b>Note</b> <p>Some schools enlist the help of the School Health Nurse in delivering this lesson, if it can be arranged. School Nurses are generally very familiar with teaching the subject of menstruation to this age group, and well versed in the way children may respond.</p> <p>Teachers may also wish to take notes in the lesson as part of the summative assessment for this Puzzle (unit of work).</p> <p>This lesson requires longer than an hour due to its important nature. It is advised teachers timetable 1.5 to 2 hours for this session.</p> <p>Check Jigsaw Jaz's post box prior to the lesson so that children's questions can be referred to and answered.</p> <b>The Jigsaw Charter</b> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p>	<b>Ask me this...</b>  <p>How do you feel when you think about puberty and growing up?</p> <p>How does the way you feel compare with how other people feel?</p>



### Connect us

Play a round of Zoom/EEK.

Bring the class into a circle. Remind the children of the word 'Puberty', invite some suggestions about what it means, and clarify as necessary. Then use a set of the 'How do I feel about puberty?' cards for a circle round: fan out the cards face down, ask a child sitting next to you to choose one, read it out and complete the sentence stem according to their own thoughts and feelings. Emphasise that there are no right or wrong answers and that anybody has the right to pass if they don't have anything to say. The first child then offers the cards face down to the child next to them, and so on round the circle. Draw this together by pointing out the variety of feelings people have about puberty and growing up - some positive, some negative, some uncertain - and the sources of support that may have been mentioned.

To avoid embarrassment, Jigsaw Jaz could choose the cards and the children answer for him.

### 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

Bring out your 'bag of tricks' - a cloth bag deep enough for the contents not to be seen, with a collection of items related to puberty and growing up: e.g. deodorant (boy and girls products), spot cream, hair gel, comb, diary, teenage magazine, smart phone, iPad, bra, shaving foam, sanitary towel, tampon, pant liner, etc. Invite children or Jigsaw Jaz one at a time to come up, pull out an item, say what it is and place it on the floor in the middle of the circle. If they don't know what an item is, invite other children in the circle to say if they know. Reassure that this is new information for everyone and that it's OK to not be sure about some of these items.

When all the items are revealed, go through them and briefly discuss how each relates to an aspect of growing up. Finish with the items of sanitary wear and ask children to say what they know already about what these are and what they are for.

Introduce the word 'menstruation' (literally meaning a monthly event) and explain this is a special part of puberty that affects girls/ people who are born female; and to understand it we have to think back to what we were learning about last lesson...

**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.

How do you feel when you think about puberty and growing up?

How does the way you feel compare with how other people feel?

Does your mind feel calm and ready to learn?

What do these objects tell you about changes or new experiences at puberty?

What is menstruation and how are these items connected with it?

### **Tell me or show me**

Slide 2: **Re-show the animation: The Female Reproductive System** and give a simple explanation about menstruation, pausing at various points to clarify and ask questions. Teachers are also free to use the PowerPoint slide of the Internal Female Organs. A suggested script is below, appropriate for this age of children:

- *When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.*
- *Once a month, one of the tiny eggs (ova) stored in the woman's ovaries is released. It passes into the fallopian tube and then into the womb/ uterus.*
- *If the egg (ovum) meets a man's sperm at this point, the egg will be fertilised and a baby will start to grow. This is called conception.*
- *Every month the womb/ uterus makes a thick, soft, spongy lining with an extra supply of blood to provide all the nutrients that a baby would need.*
- *If an egg is fertilised it settles into this soft lining of the womb/uterus and develops into a baby.*
- *If an egg (ovum) isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina and vulva. This is what is called 'having a period'.*
- *Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/ woman's body is working as it should.*
- *Girls and women need to soak up the blood (menstrual flow) as it comes out of the vagina/vulva. They can use an absorbent towel which they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly.*
- *The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth, or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop.*

### **Let me learn**

In pairs, or small groups, give the children shuffled sets of the Menstruation Cards. Ask them to match the pictures to the statements and then sort them into a correct sequence. You can treat this simply as a brief card-sort activity to consolidate the learning (menstruation will be revisited in future years) or you may prefer to print the text and pictures on paper, and cut up enough for one set per child, and arrange for the children to stick them, correctly ordered, into their Jigsaw Journals.

After the children have completed this activity, gather them into a closing circle. Bring out Jigsaw Jaz and suggest that Jigsaw Jaz has gone very quiet, and might be a bit worried about all this growing up information.

Ask the children in pairs to think of something Jigsaw Jaz might be unsure or anxious about. Pass Jigsaw Jaz to each pair in turn, for them to say what they think the worry or question might be, and invite the others to suggest answers, reassurance, or who it would be good to talk to for more help.

If there are any unanswered that have been put into Jigsaw Jaz's post box from this or prior lessons, use this time to answer them.

Remind children that if they have any more questions or worries after this lesson, they can use the post box or talk to their parents/carers.

### **Help me reflect**

Slide 3: As in previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Journey resource.

What are the stages that explain what happens when a girl or woman has a period?

What might people want to talk more about when thinking about the changes that happen at puberty?



## Changing Me

### Calm Me Script - Ages 8-9 - Piece 3

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."

Now come with me as we scan our bodies and keep discovering how incredible they are.

Keep breathing gently and slowly, and ask your imagination to create a picture in your mind of you when you were a baby...what did you look like? Did you have much hair? Did you giggle? Can you think of one of your baby photos and build that picture in your mind?

Breathe in.....amazing baby                      Breathe out.....I am unique

Then see if your mind can imagine you as you are now and be aware of all the changes that have happened to your body since you were a baby.

Take one nice deep breath in and out.

I appreciate how my body keeps growing and developing just as it is meant to and I am becoming who I'm meant to be.

(Chime again) 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

How Do I Feel About Puberty? - Ages 8-9 - Piece 3

One way my body will change during puberty is...

I'm looking forward to being a teenager because...

Something that worries me about getting older is...

What I like about being the age I am now is...

The trouble with being the age I am now is...

Compared with my friends, I think the rate at which I'm growing is...

When something's bothering me I can always talk to...

When I start growing hair in new places, I might feel...

One way I can look after my body as I get older is...



## Changing Me

Jerrie Cat PowerPoint Slide 1 - Ages 8-9 - Piece 3

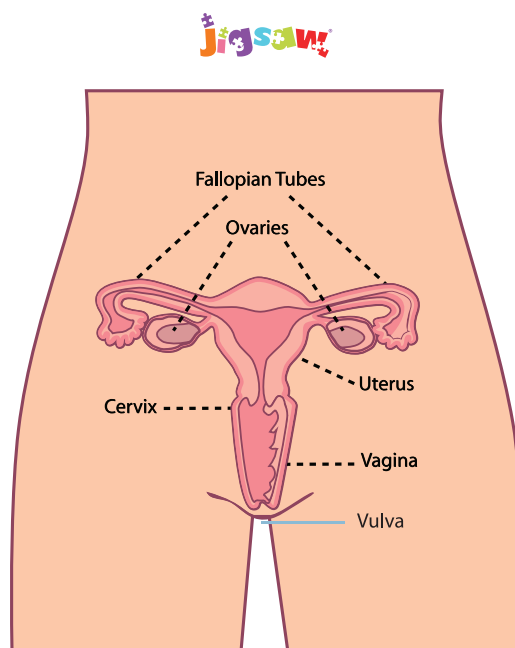


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## Changing Me

### Internal Female Organs PowerPoint Slide 2 - Ages 8-9 - Piece 3



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## Changing Me

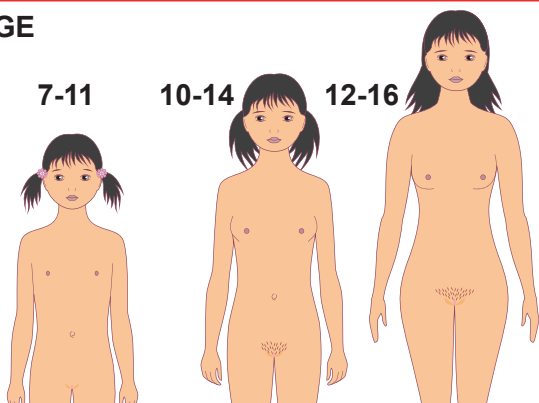
### Menstruation Cards - Ages 8-9 - Piece 3

#### AGE

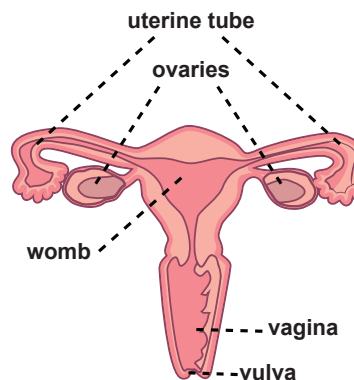
7-11

10-14

12-16

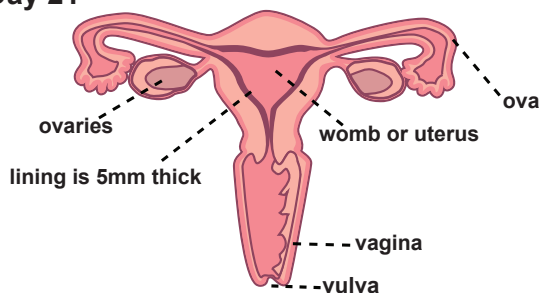


A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.



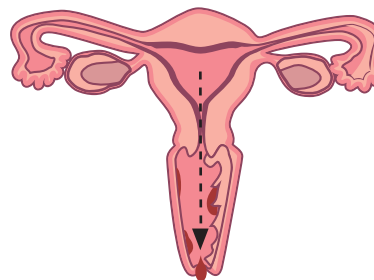
Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.

#### Day 21



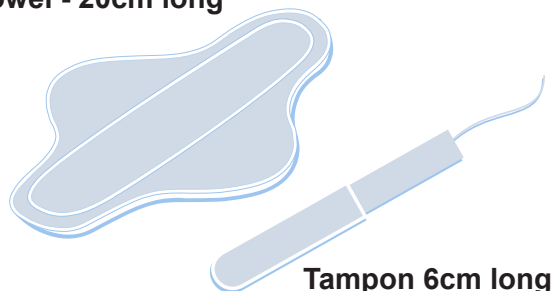
However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.

#### Menstrual Flow



If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.

#### Towel - 20cm long



Tampon 6cm long

Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.



The amount of blood leaving the body varies from person to person but on average it's about two tablespoonfuls or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.





## Changing Me

### PowerPoint Slide 3: My Jigsaw Journey - Ages 8-9 - Piece 3



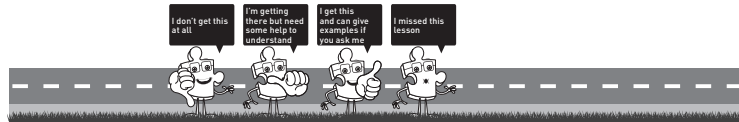
Puzzle 6 - Changing Me (Pieces 1-3)

Ages 8-9

Name .....

Name .....					TINT BOX - To improve next time I...
Piece 1	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.				
	I appreciate that I am a truly unique human being.				
Piece 2	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.				
	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.				
Piece 3	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.				
	I have strategies to help me cope with the physical and emotional changes I will experience during puberty.				

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## Puzzle 6: Changing Me - Ages 8-9 - Piece 4

Circles of Change	
<b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b>	<b>Please teach me to...</b> <p>know how the circle of change works and can apply it to changes I want to make in my life</p> <p>am confident enough to try to make changes when I think they will benefit me</p>
<b>Resources</b> <p>Jigsaw Song: 'A New Day'</p> <p>Jigsaw Jaz</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Season tree pictures</p> <p>Sofia and Levi PowerPoint</p> <p>Circle of Change diagram/template</p> <p>Split pins</p> <p>Cardboard arrows</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<b>Vocabulary</b> <p>Circle</p> <p>Seasons</p> <p>Change</p> <p>Control</p>
<b>Teaching and Learning</b>  <b>The Jigsaw Charter</b> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <b>Connect us</b> <p>Slide 1: Sing or listen to the Jigsaw Song: 'A New Day'. Ask the children to think for a minute about the line: "We're becoming the people we're going to be."</p> <p>Then pass Jigsaw Jaz around the circle and ask the children to share ideas about what that line might mean to them.</p> <b>Calm me</b> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <b>Open my mind</b> <p>Slide 2: Seasons of change. Show the children four pictures: a tree in four different seasons. Ask the class to put the pictures in order and to discuss the questions:</p> <ul style="list-style-type: none"> <li>• What started the process of change for the tree?</li> <li>• What happened in each stage of the change?</li> <li>• Did the tree have any control over the changes that were happening to it?</li> </ul> <p>Take feedback from the children</p> <p>In pairs, ask the children to briefly discuss a change that has happened to them already. Did they have any control over the change?</p>	<b>Ask me this...</b>          <p>How might you change to become who you are meant to be?</p>          <p>Does your mind feel calm and ready to learn?</p>



**Tell me or show me**

Take some brief feedback from the pairs, from children who would like to share the change they discussed. From these examples and using the tree, emphasise that change is a natural part of life and something that we will all experience. Draw out that some changes we can control and some we can't. Discuss that many people find change difficult, especially when the change is something unpleasant or unwanted. Say that we can do things to help us manage change so that we cope with the change better.

Slides 3-7: Share the PowerPoint story 'Sofia and Levi' and ask the children to see if they can identify what happened in the story to manage the change and help the children cope. The story mirrors the vocabulary of the Circles of Change model the children will be using later; thinking about, deciding, preparing, taking action and keeping it going.

At the end of the story ask the children what they think helped Sofia and Levi manage the change. Show the children the Circles of Change PowerPoint slide/ template and make links between the story and the five stages in the model to reinforce the process.

**Let me learn**

Slide 8: Using the Circle of Change template, each child makes their own Circle of Change using a split pin and an arrow. In pairs, invite the children to think of a change they would like to make in school during the next academic year and to think this through using the Circle of Change model. Children can help each other and then individually complete their own Circle of Change template with their thoughts and the process they will go through at each step.

The completed Circles of Change are the class contribution the End of Puzzle Outcome as agreed with your Jigsaw Subject Lead prior to starting this unit of work (Puzzle).

**Help me reflect**

Slide 9: As in prior lessons (Pieces) invite the children to reflect upon and record their learning using the My Jigsaw Journey resource.

**Notes**



## Changing Me

### Calm Me Script - Ages 8-9 - Piece 4

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."

Now come with me as we scan our bodies and keep discovering how incredible they are.

Keep breathing gently and slowly, and ask your imagination to create a picture in your mind of you when you were a baby...what did you look like? Did you have much hair? Did you giggle? Can you think of one of your baby photos and build that picture in your mind?

Breathe in.....amazing baby                      Breathe out.....I am unique

Then see if your mind can imagine you as you are now and be aware of all the changes that have happened to your body since you were a baby.

Take one nice deep breath in and out.

I appreciate how my body keeps growing and developing just as it is meant to and I am becoming who I'm meant to be.

(Chime again) 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

### A New Day - PowerPoint Slide 1 - Ages 8-9 - Piece 4



#### A New Day (Changing Me)

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

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

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

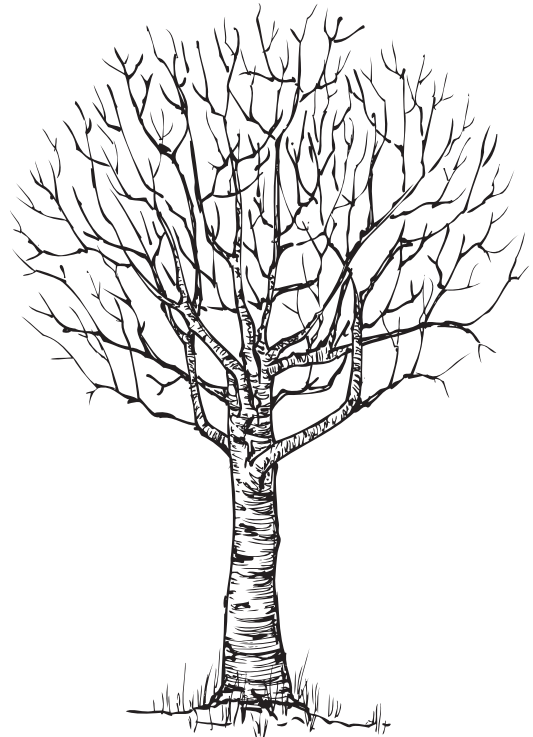
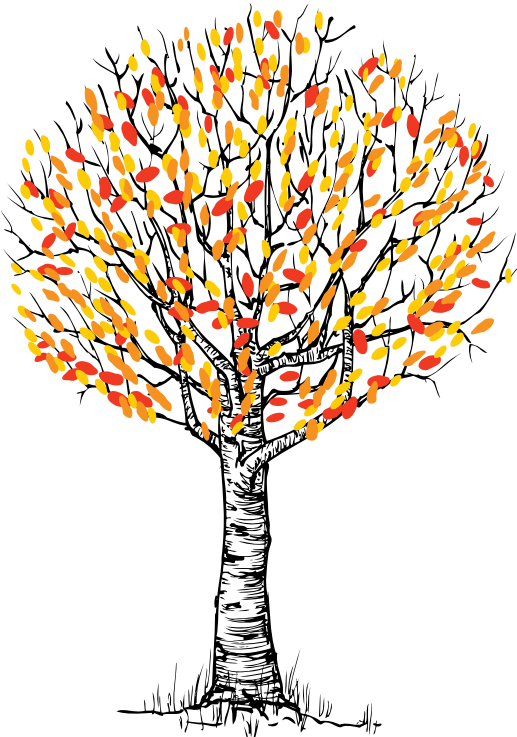
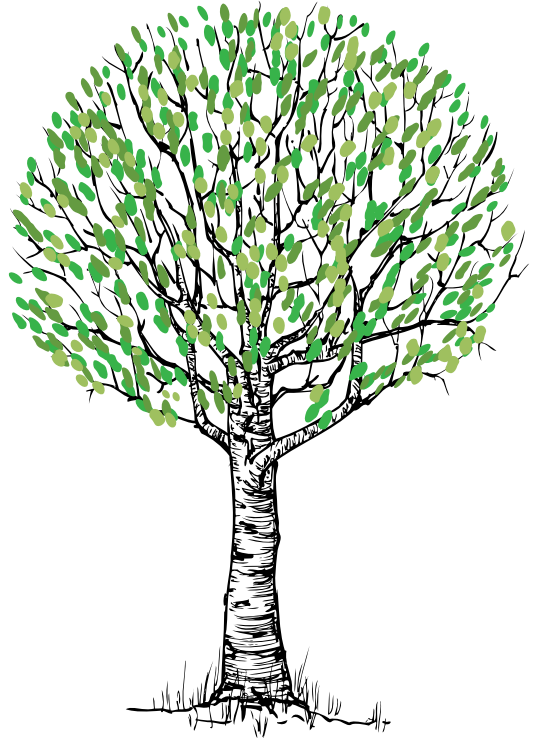
CHORUS:  
It's a new day,  
And I'm feeling great!  
New choices,  
New chances.  
It's a new day,  
And I just can't wait,  
Just can't wait...  
Today's gunna' be great!  
Today's gunna' be great!  
It's a new day,  
And I just can't wait,  
Just can't wait...  
Today's gunna' be great!

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

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## Changing Me

Seasons of Change PowerPoint Slide 2 - Ages 8-9 - Piece 4



## Changing Me

Sofia and Levi PowerPoint Slides 3-7 - Ages 8-9 - Piece 4

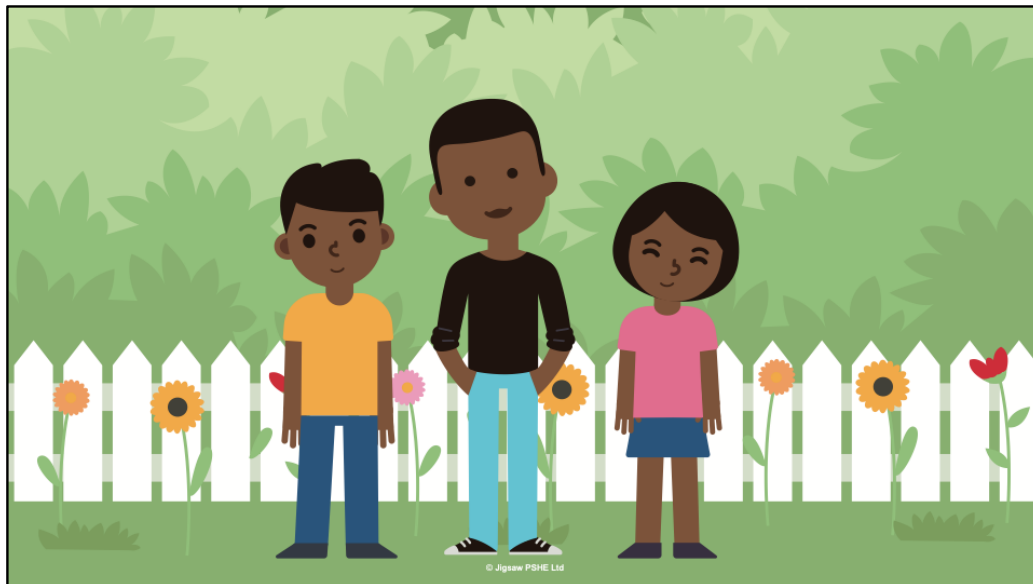


One day after school, Sofia and Levi were called into the kitchen by their Dad who wanted a chat. Their Dad said he had met a new girlfriend and he wanted to get married to her. Their mum had left when they were little, so Dad had always looked after them on his own. Dad said his girlfriend was called Maria and she also had two children, so they would be one big happy family. Levi and Sofia weren't so sure. They liked having Dad to themselves. Dad said he didn't want to rush anything and said for now he just wanted them to get used to the idea and **think about it** for a while.



## Changing Me

Sofia and Levi PowerPoint Slides 3-7 - Ages 8-9 - Piece 4



A week or two went by and Dad asked the children how they were feeling about Maria and her children. He asked if they were ready to meet them. Levi and Sofia thought they may as well get it over with and **decided** to say yes. Dad asked where they would like to go for a special day out, and suggested a theme park. Later that day Sofia said to Levi at least they would get to go somewhere cool even if Maria was going to be there.

## Changing Me

Sofia and Levi PowerPoint Slides 3-7 - Ages 8-9 - Piece 4



Two days before the trip, Dad sat down with Levi and Sofia and showed them some photographs of Maria and her children. He talked about them a lot so that Levi and Sofia were **prepared** before the trip. Sofia thought that Maria seemed kind, and they were both pleased to be getting an older brother and sister who were fun and caring.

## Changing Me

Sofia and Levi PowerPoint Slides 3-7 - Ages 8-9 - Piece 4



The day of the trip arrived. The families met up. Maria and her children were very nice. Maria's teenage children who were called Sam and Olivia, enjoyed taking Levi and Sofia on the scarier rides that their parents didn't want to go on. Sam said that when they moved into the same house, he would teach Levi how to play basketball. Olivia said she was really looking forward to having a younger sister to share things with. Olivia was a blackbelt in Karate and she asked Sofia if she would like to start coming to classes with her. Sofia thought that would be great.

## Changing Me

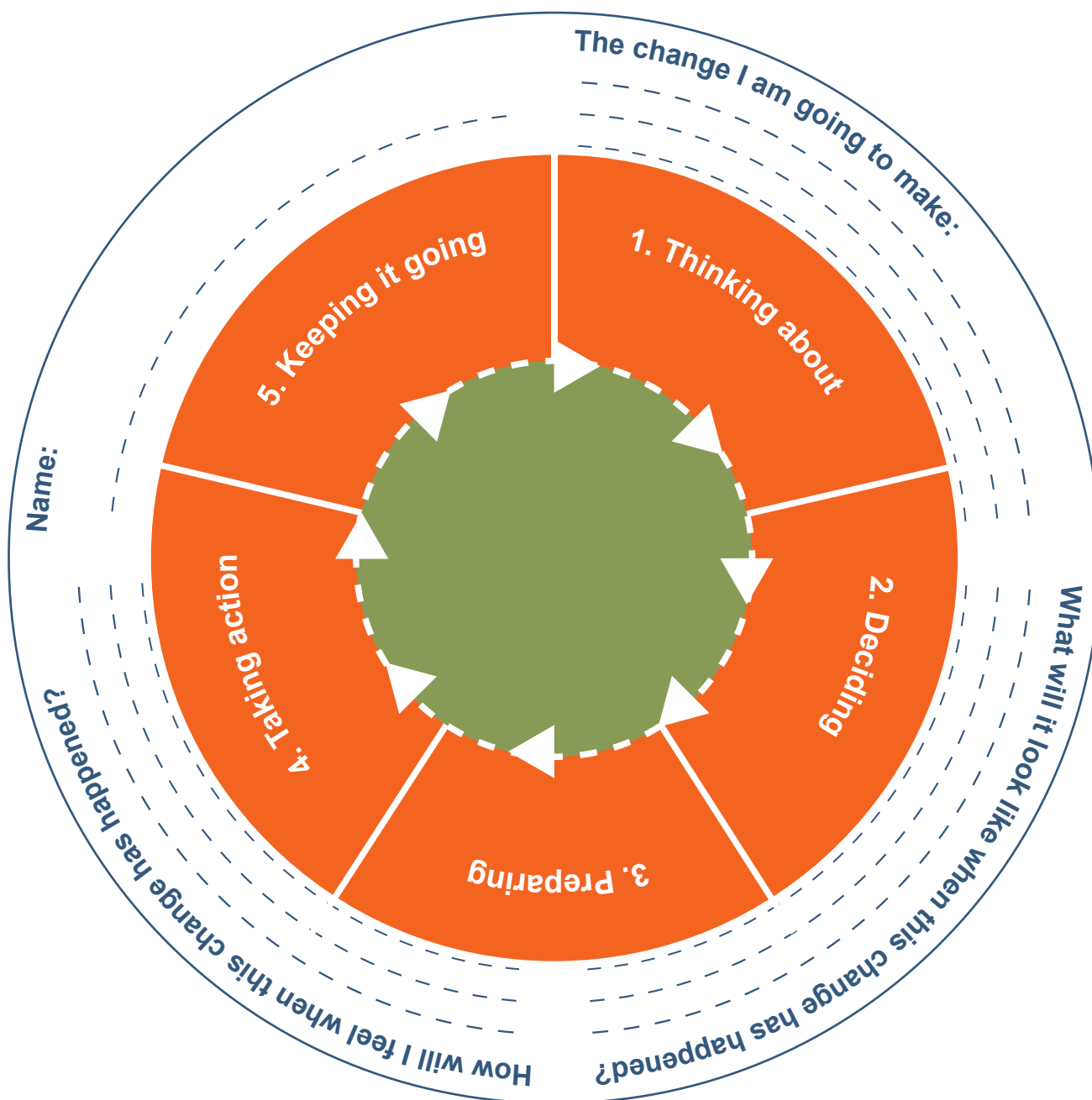
Sofia and Levi PowerPoint Slides 3-7 - Ages 8-9 - Piece 4



Over the next few weeks the two families met every weekend and slowly they began to change into one family. By the time of the wedding, it didn't seem to Sofia and Levi at all strange their family had changed, and even though they sometimes felt a little nervous about having a new Mum, it didn't seem anywhere near as scary compared to when their Dad had first told them.

## Changing Me

Circle of Change Slide 8 - Ages 8-9 - Piece 4





## Changing Me

### PowerPoint Slide 9: My Jigsaw Journey - Ages 8-9 - Piece 4



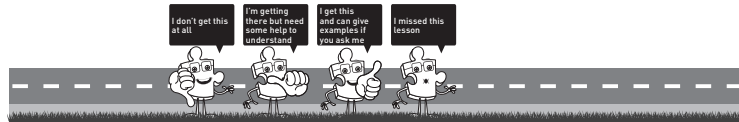
Puzzle 6 - Changing Me (Pieces 4-6)

Ages 8-9

Name .....

					TINT BOX - To improve next time I...
Piece 4	I know how the circle of change works and can apply it to changes I want to make in my life.				.....
	I am confident enough to try to make changes when I think they will benefit me.				.....
Piece 5	I can identify changes that have been and may continue to be outside of my control that I want to accept.				.....
	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.				.....
Piece 6	I can identify what I am looking forward to when I move to a new class.				.....
	I can reflect on the changes I would like to make next year and can describe how to go about this.				.....

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Name .....


						TINT BOX - To improve next time I...
Piece 4	I know how the circle of change works and can apply it to changes I want to make in my life.					
	I am confident enough to try to make changes when I think they will benefit me.					
Piece 5	I can identify changes that have been and may continue to be outside of my control that I learnt to accept.					
	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.					
Piece 6	I can identify what I am looking forward to when I move to a new class.					
	I can reflect on the changes I would like to make next year and can describe how to go about this.					









**Pause Point:** Slide 5:  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 talking partners, children write a list of six changes that have happened in their lives already that they did not have control over, i.e. that they could not stop from happening. Next to each of the changes, children write two words to describe how they felt when these changes were happening.

At this point, invite the children to share their ideas and help them to understand that changes that are outside of our control often cause us fear or anxiety. Ask the children to return to their lists and discuss how they managed to cope with these changes.

Debrief this and ensure children understand that accepting the change is an essential ingredient in being able to cope with it. (If you resist change which is out of your control, it makes it harder and scarier). Ideally, children need to understand that whilst they do not have control over some changes, they do have control over how they approach and handle these. This should alleviate the fear of change.

OPTIONAL: If there is time, invite the children to choose one of the scenario cards and to role-play the situation. Can they create a freeze frame and then 'hot-seat' the different characters? Encourage the children to ask questions about:

- How the character feels about this change?
- How they will cope with the situation?
- What bits can they change/not change?
- Have you 'accepted' that this change will happen to you or are you wishing it wouldn't?

Share ideas in the debrief

OPTIONAL: Children may like to come back to the environmental issues from earlier in the lesson and discuss further or work on what can be done to affect change.

### Help me reflect

Slide 6: Invite the children to reflect upon their learning using the My Jigsaw Journey resource as in previous lessons (Pieces).

What changes do you have control over?  
What changes do you not have control over?  
How might you feel about these changes?  
How might you cope with these situations?  
What bits can you change/not change?

### Notes

#### Certificates

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



## Changing Me

### Calm Me Script - Ages 8-9 - Piece 5

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."

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I cope well with change."

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I am making a difference in the world."

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I feel confident I can cope with change."

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





**Changing Me**  
Emotion Cards - Ages 8-9 - Piece 5

**Scared**

**Empty**

**Peaceful**

**Happy**

**Sad**

**Nervous**

**Proud**

**Excited**

**Anxious**

**Shy**

**Grumpy**

**Accepting**

**Apprehensive**

**Worried**



**Changing Me**  
Emotion Cards - Ages 8-9 - Piece 5

**Frustrated**

**Angry**

**Disappointed**

**Hurt**

**Jealous**

**Frightened**

**Unsure**

**Uncertain**

**Confused**

**Miserable**



## **Changing Me**

**Change Scenario Cards - Ages 8-9 - Piece 5**

**Move house**

**Best friend moves away**

**Start a new school**

**Have a baby brother**

**My body starts to change  
in puberty**

**My pet dies**

**Go on a plane for the  
first time on holiday**

**Your best friend says they don't  
want to be friends any more**



**Changing Me**  
Environmental Change PowerPoint Slides 1-4 - Ages 8-9 - Piece 5





**Changing Me**  
Environmental Change - Ages 8-9 - Piece 5







## Changing Me

Jerrie Cat PowerPoint Slide 5 - Ages 8-9 - Piece 5



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## Changing Me

### PowerPoint Slide 6: My Jigsaw Journey - Ages 8-9 - Piece 5



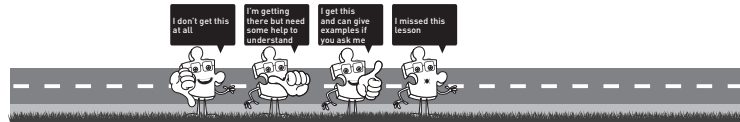
Puzzle 6 - Changing Me (Pieces 4-6)

Ages 8-9

Name .....

					TINT BOX - To improve next time I...
Piece 4	I know how the circle of change works and can apply it to changes I want to make in my life.				.....
	I am confident enough to try to make changes when I think they will benefit me.				.....
Piece 5	I can identify changes that have been and may continue to be outside of my control that I want to accept.				.....
	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.				.....
Piece 6	I can identify what I am looking forward to when I move to a new class.				.....
	I can reflect on the changes I would like to make next year and can describe how to go about this.				.....

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### Open my mind

Ask the children to work in pairs and to briefly discuss the things they have learnt about in their Jigsaw lessons over the last term (during the Changing Me lessons).

Take some feedback and remind the children about the different lessons where they have learnt about how characteristics are passed on from parents to babies in genes, how the body prepares itself at puberty for being an adult, how a baby is made, and how to manage changes.

Return to Jigsaw Jaz's post box if there are still some unanswered questions from the children.

**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.

### Tell me or show me/Let me learn

In talking partners, ask the children to make a list of the changes they think might happen to them during the next school year (or beyond if that is appropriate). These might be personal changes e.g. moving house, or having a new baby in the family; or they might be changes that are going to happen in school e.g. the first time staying away from home on a residential, starting swimming lessons etc. They could also include changes they want to make for themselves e.g. getting better at maths, trying not to fall out with friends, etc.

Each child chooses one of the changes they think is very important to them and highlights it on their list. On a Circle of Change template, children show the process they will go through to make their highlighted change happen, or to manage a change that is coming. This provides part of the assessment opportunity for this Puzzle (unit of work) alongside work from the sex education lessons covered earlier in the unit.

Teachers can also use the prompt questions while the children are doing this activity 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 have you learned about in our Jigsaw lessons this term?

Do you still have any questions?

Which changes can you control?

Which ones have you no control over?

How do you feel about this change?

How are you going to manage this change?

What might help you best to manage/achieve the change?

How are you feeling about puberty?

Can you think of ways to help you manage the changes that are going to happen at puberty?

### 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 8-9 - Piece 6

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."

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I cope well with change."

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I am making a difference in the world."

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I feel confident I can cope with change."

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





## Changing Me

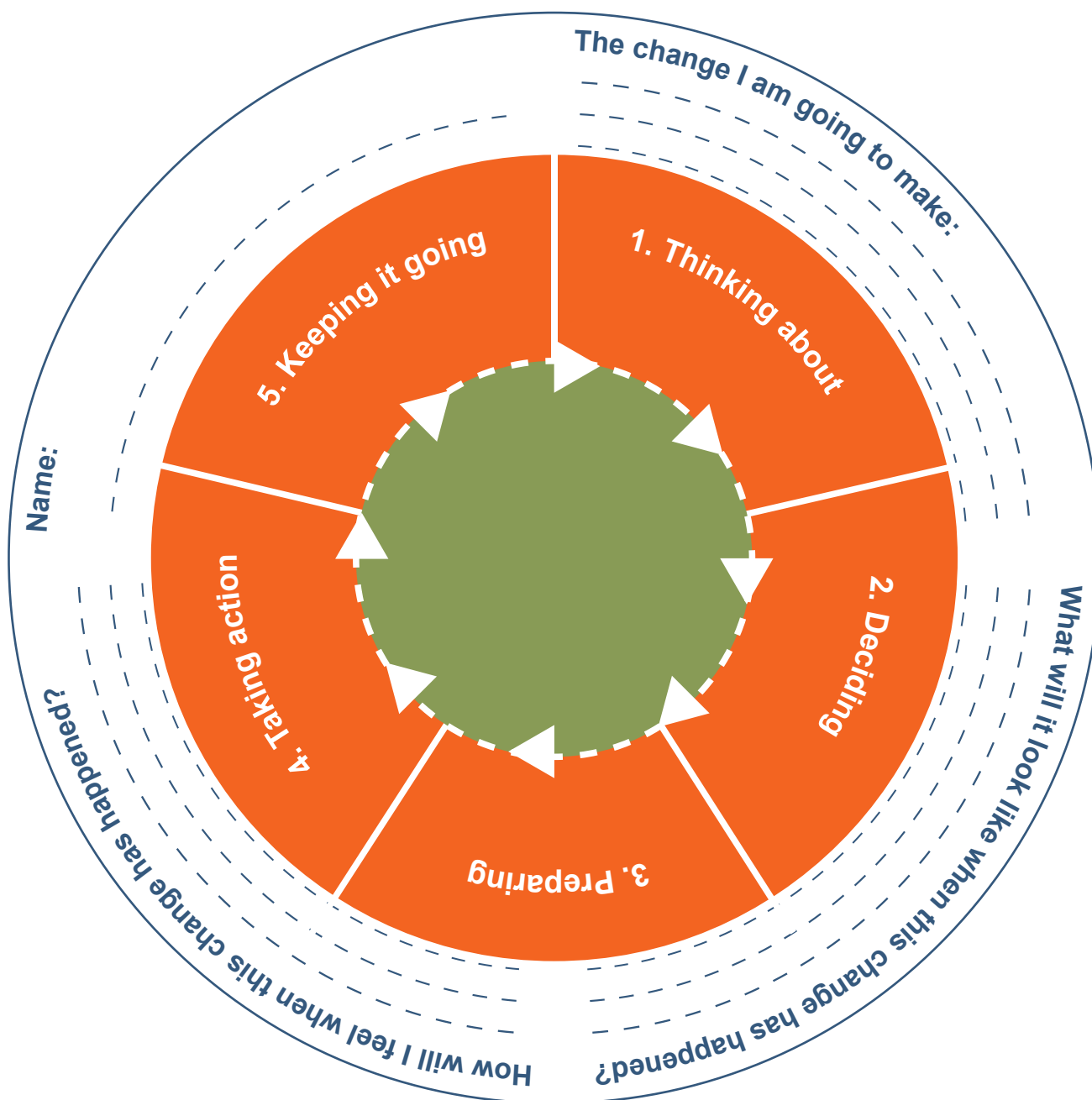
Jerrie Cat PowerPoint Slide 1 - Ages 8-9 - Piece 6



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## Changing Me

The Circle of Change - Ages 8-9 - Piece 6





## Changing Me

### PowerPoint Slide 2: My Jigsaw Journey - Ages 8-9 - Piece 6



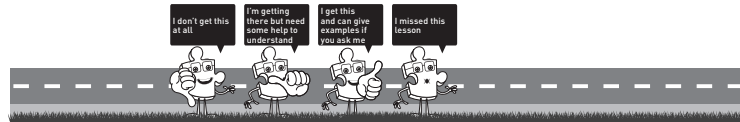
Puzzle 6 - Changing Me (Pieces 4-6)

Ages 8-9

Name .....

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Piece 6	I can identify what I am looking forward to when I move to a new class.				
	I can reflect on the changes I would like to make next year and can describe how to go about this.				

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## 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 8-9 **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 and conception (from Pieces/lessons 1-3).

	WORKING TOWARDS
A lady has a period when the egg does not meet a sperm. If an egg meets a sperm, a baby will grow.	
When I get older my body will change. Because I am a boy my voice will get a deeper and my testicles will start making sperm. I am OK about these changes because I know to expect them.	

Ages 8-9 expectation	WORKING AT
A boy's testicles start making sperm at puberty. In a girl's body her ovaries start releasing an egg once a month. If a man and a woman have sex, a sperm from the man might meet the egg from the woman and make a baby. Every month, if the egg isn't fertilised it passes out of the body as a period with the womb lining.	
I don't have any choice about puberty because it is natural. I am feeling a little scared about having a period because sometimes I might get a tummy ache when it happens. I know I can talk to my Mum about periods and she can help me when I have one, because she understands. I can choose to take up a new activity and I can use the Circle of Change model to help me make a plan.	

	WORKING BEYOND
It is a grown-up choice to have a baby or not. Some people do not want children and that is their choice. If a couple want to have a baby because they want a family, they need to have been through puberty so their bodies are ready to make the baby. They also need to be responsible enough to be able to look after the baby properly when it is born. That is why some people choose to wait until they are married. Sperm is made in a male's testicles and released through the penis when making love. If the woman's egg is in the womb at that time, then she might get pregnant if a sperm fertilises the egg. The lady's womb gets ready for a baby by getting thicker and full of blood. If the egg isn't fertilised then it passes out of the vagina and vulva as a period with the extra blood from the womb.	
When I am older, I might like to have a family of my own but I will make sure that I am ready for this to happen. I would want to make sure I have a good job and a husband so I have the money to be able to care for a baby properly. I would want to get a job and get married first. These are choices that I can make. Some choices like puberty I can't control, but I can prepare myself by understanding what to look out for and where to go to ask if I am worried. Keeping a worried feeling inside isn't helpful so I would rather talk to my Mum about whatever was bothering me.	

