

# Changing Me - Ages 10-11

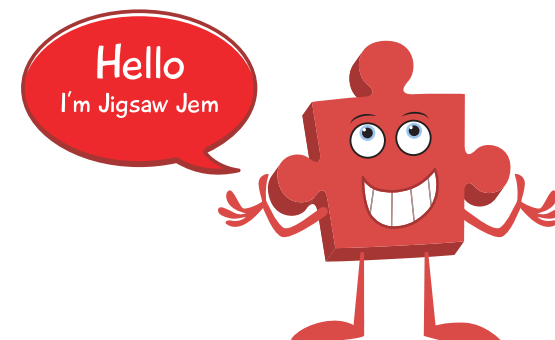
[www.jigsawpshe.com](http://www.jigsawpshe.com)

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## Puzzle 6 - Changing Me

### Puzzle Map - Ages 10-11



#### Puzzle Outcome

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

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem	Classroom labels (letter A- D), 'Time and Money' PowerPoint slides, Facts About Fashion PowerPoint slide, Jigsaw Chime, 'Calm me' script, Flip chart and pens, Unhelpful/helpful resource, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty	Growing-Up Bingo cards, Jigsaw Chime, 'Calm Me' script, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides: female and male body changes, Animation: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Boy worries / Girl worries cards, Teacher notes page (Boy/Girl worries), Advice on personal hygiene for teens (can be from leaflets or sourced online by the TEACHER for appropriateness), Blank paper, Jigsaw Gem's Private Post Box, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Babies: Conception to Birth Assessment Opportunity ★	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby	Tennis ball, Jigsaw Chime, 'Calm Me' script, Jigsaw Gem, PowerPoint slides of a baby developing in the womb, A set of 'Baby Can...' cards, cut up and shuffled, Animations: Female and Male Reproductive Systems, From Conception to Birth resource sheet, Conception to Birth card sort template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boyfriends and Girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to	Jigsaw Chime, 'Calm Me' script, Jigsaw Gem, Should I/ Shouldn't I? resource, Diamond 9 Cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'	Jigsaw Chime, 'Calm me' script, Cosmetic items: a tube of toothpaste, a hair product for men, an item of make-up, PowerPoint slides 'Ideal bodies', 'Real' self/'ideal' self templates – 2 copies per child, Different coloured pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Gem, Jigsaw Jerrie Cat.
Are looking forward to change	6. The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know how to prepare myself emotionally for the changes next year.	Jigsaw Gem, Jigsaw Chime, 'Calm Me' script, PowerPoint slide - Bungee run, Paper and pens, Optional: Blank T-shirts, Optional: Fabric pens, 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 staff have reached consensus on how to answer difficult questions

### Parent Consultation

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

In addition to the above, Subject Leaders should also:

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

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







## Puzzle Assembly/Collective Worship: Changing Me

### Title: Changing Me - Song: A New Day

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

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

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

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

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

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

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

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

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

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

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

### Closing the assembly

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



## Changing Me Assembly (PowerPoint Slides)

### A New Day (Changing Me)

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

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

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

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

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





## Changing Me Assembly (PowerPoint Slides)



**A New Day**  
(Changing Me)

<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 growing up, let's embrace and feel free!



13

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

F Am Bb C F Am

16

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

Bb C F Am Bb C

19

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

Bb C C F Am

22

To-day's gun-na be great!

Bb C F Am Bb C



25



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

F Am Bb C Bb C

28



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

C F C F C F C

32



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

F C F C F C

35



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

F Am Gm

39



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

F Am Bb C F Am

42



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

Bb C F Am Bb C

45



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

Bb C C F Am

48



To-day's gun-na be great!

Bb C F Am Bb C

51



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

F Am Bb C Bb C

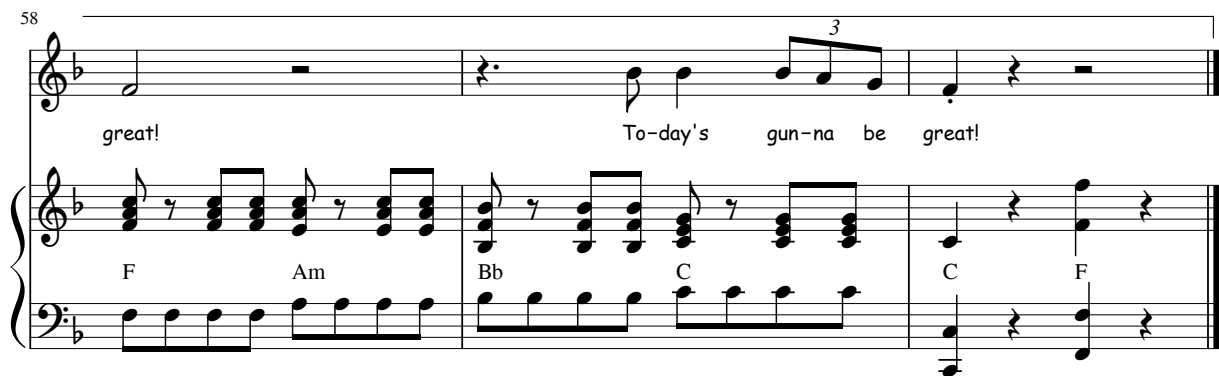
54



Today's gunna be great! 1. 2. To day's gun-na be

C F C F C C

58



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

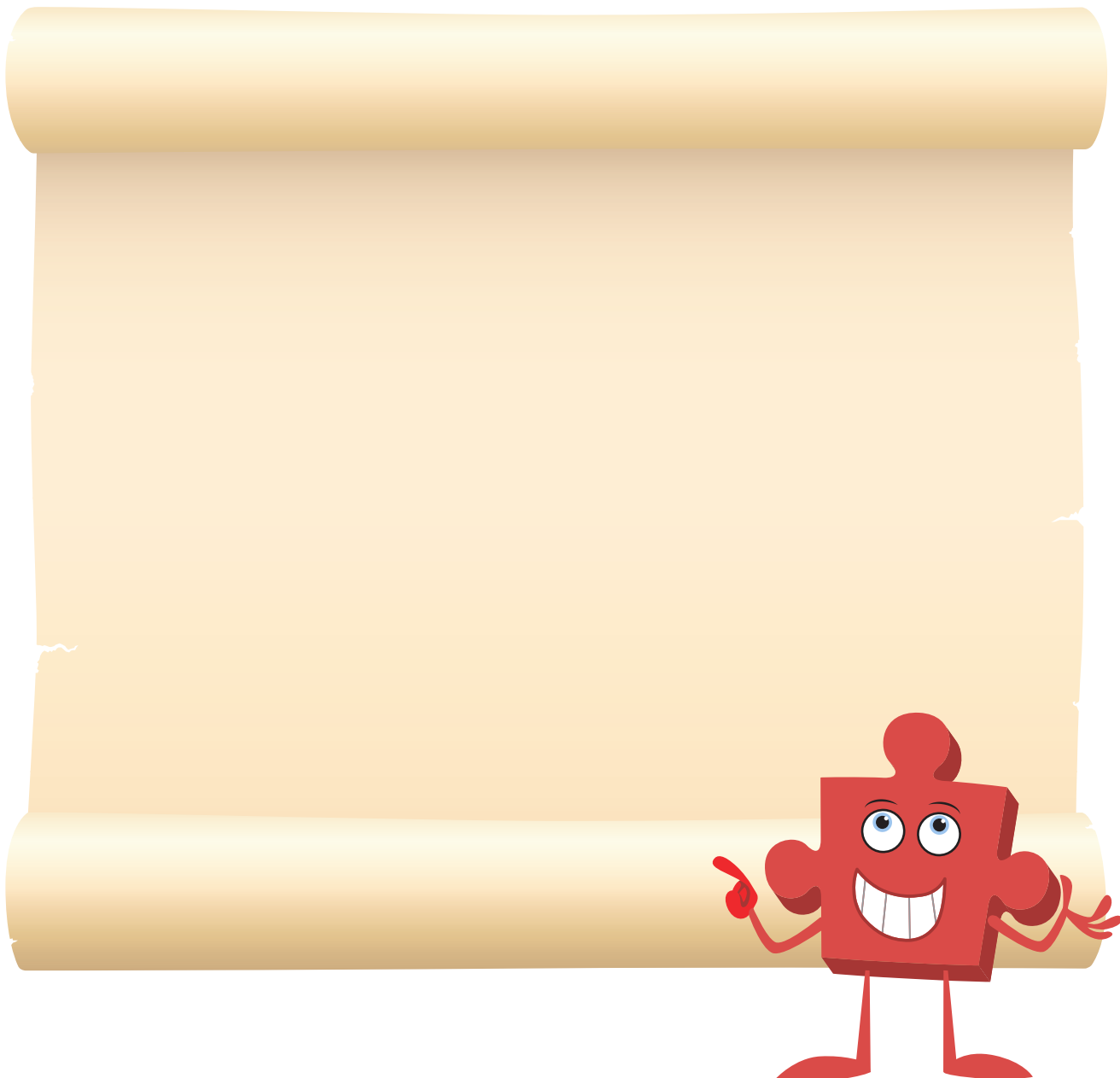
F Am Bb C C F



Puzzle 6

# Weekly Celebration 1

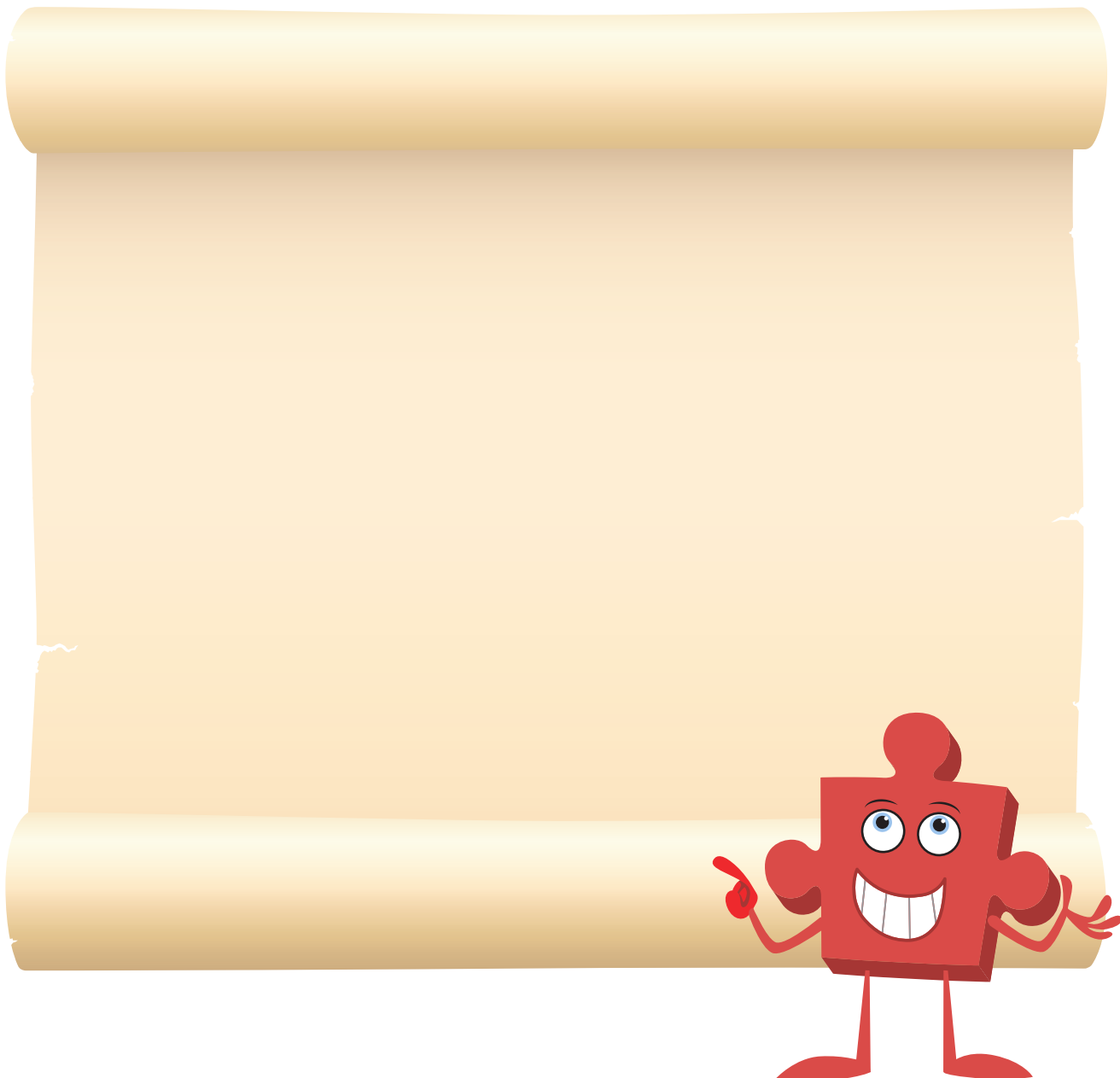
This week we are celebrating people who:  
**Understand that everyone is unique and special**



Puzzle 6

# Weekly Celebration 2

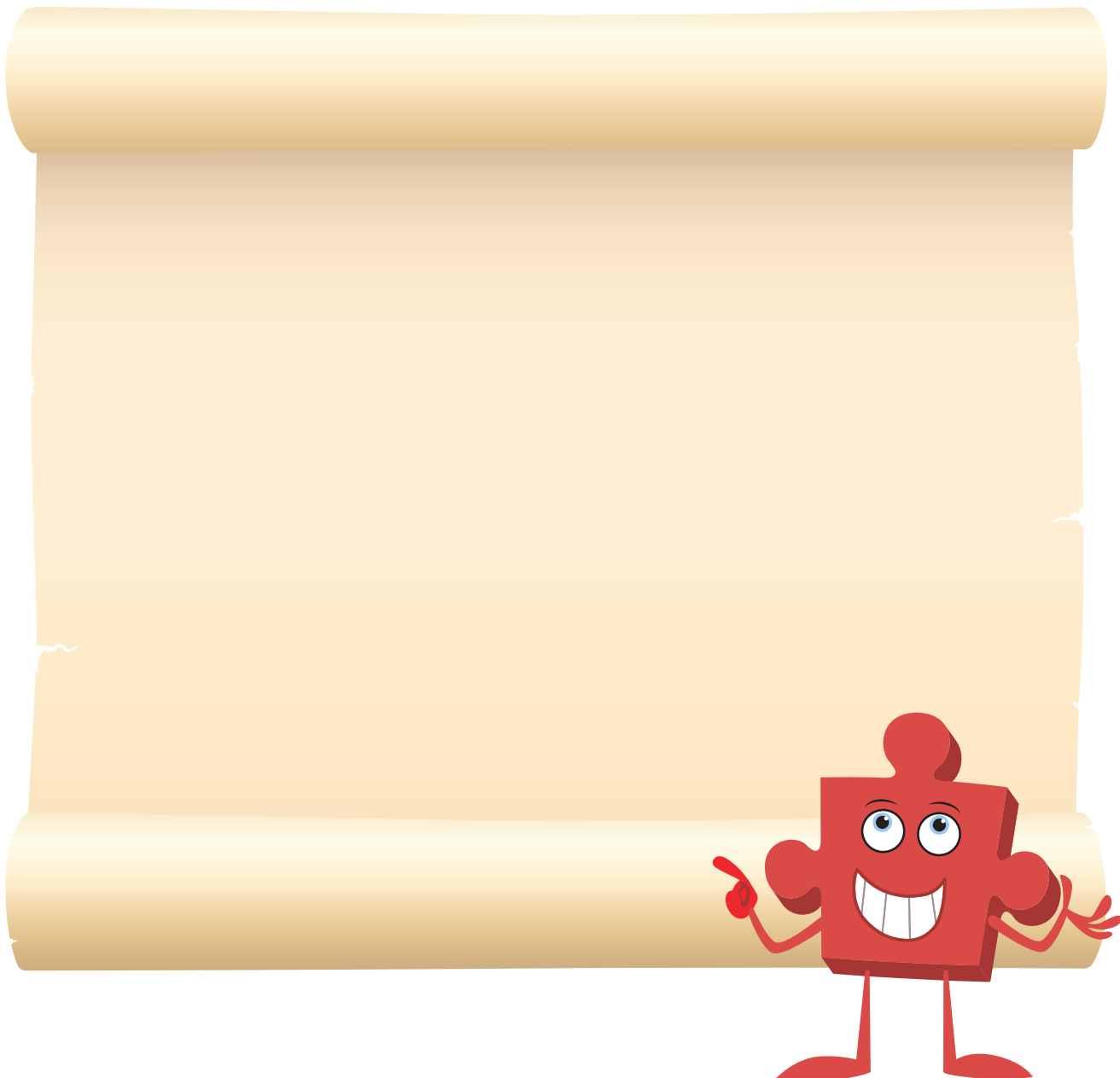
This week we are celebrating people who:  
**Can express how they feel when  
change happens**



Puzzle 6

# Weekly Celebration 3

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

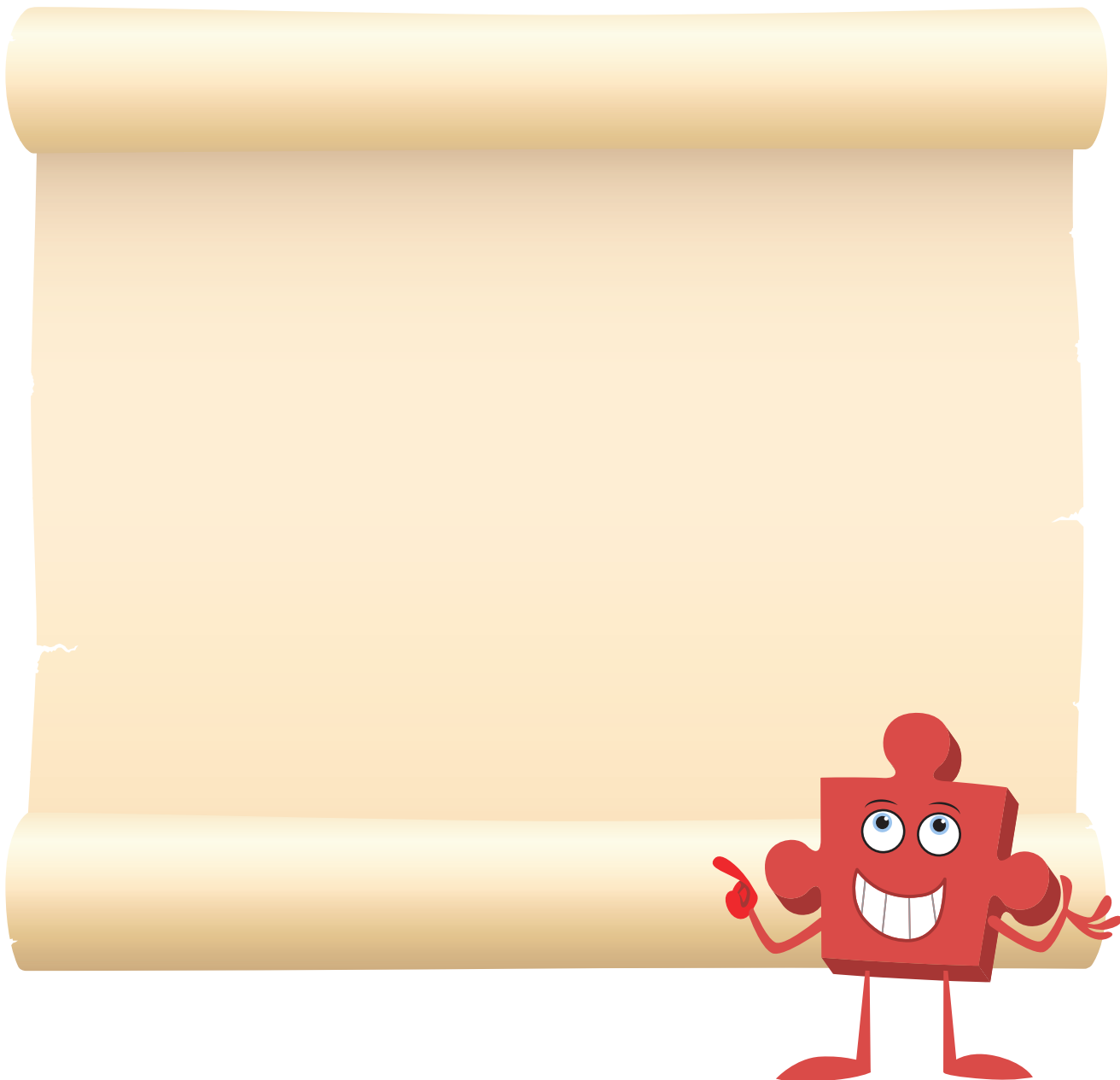




Puzzle 6

# Weekly Celebration 4

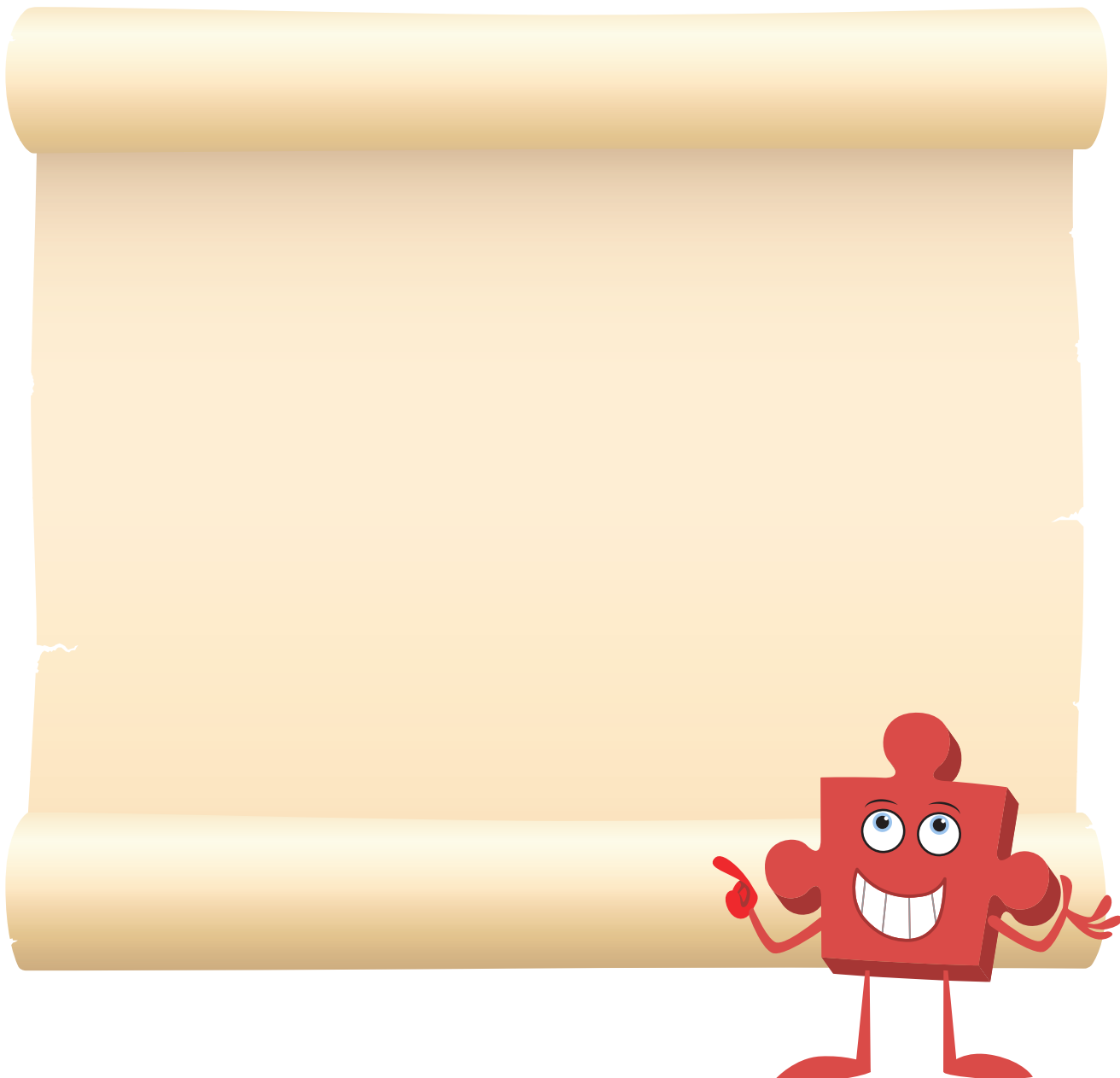
This week we are celebrating people who:  
**Understand and respect the changes that  
they see in others**



Puzzle 6

# Weekly Celebration 5

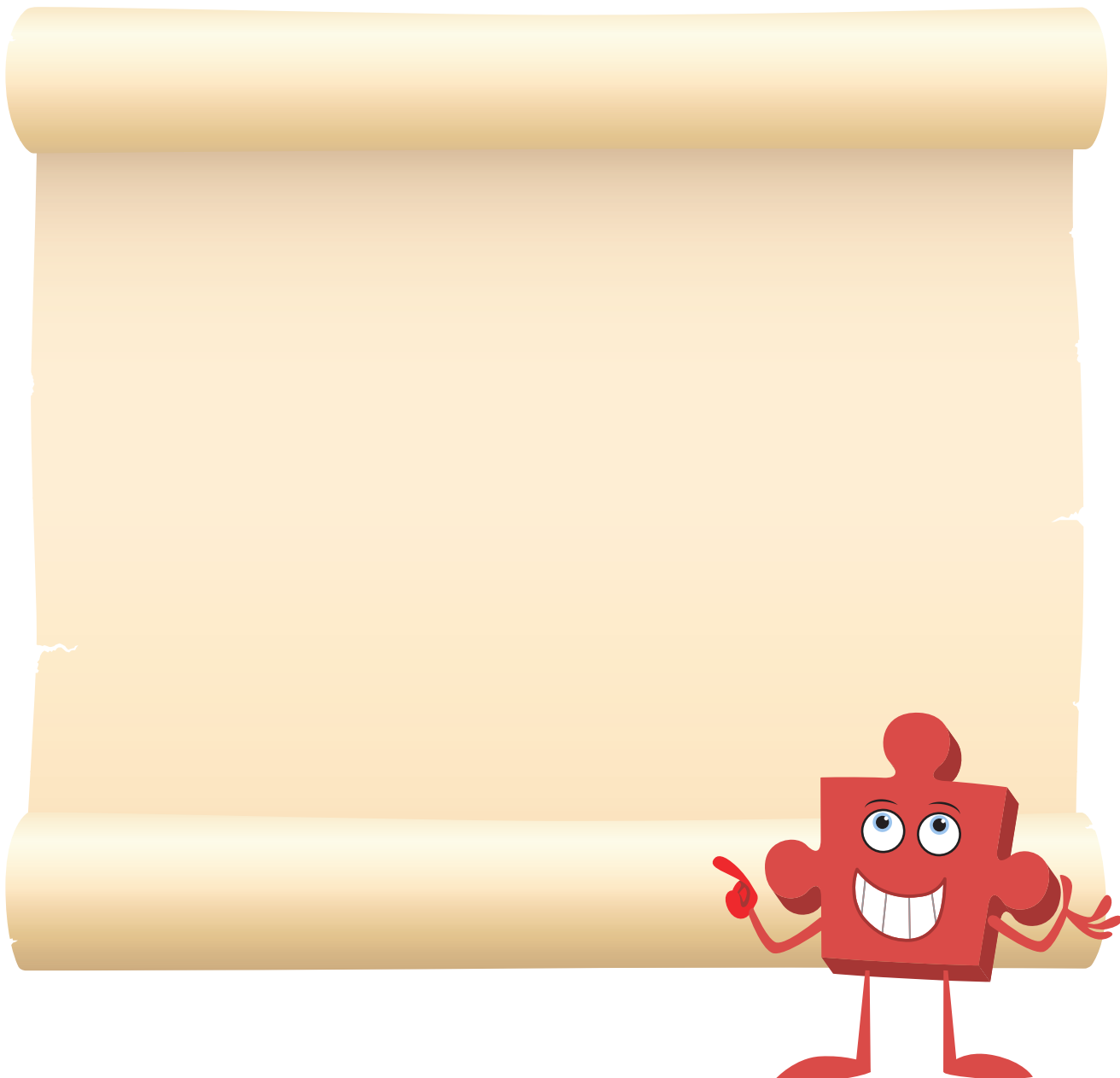
**This week we are celebrating people who:  
Know who to ask for help if they are  
worried about change**



Puzzle 6

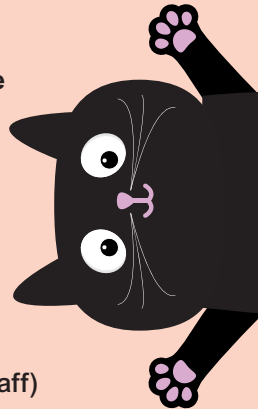
# Weekly Celebration 6

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



## Class Teacher's Preparation to Lead the **Changing Me** Puzzle with children Ages 10-11

**NOTE:** In Jigsaw, the assessment activity is usually in Piece (lesson) 6. However, as the assessment for this Puzzle (unit) is about children's understanding of conception and childbirth, the assessment lesson is Piece (lesson) 3.



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

- Piece 1: Flip chart and pens  
Make four classroom labels, letters A-D  
Set up Jigsaw Jem's private post box
- Piece 2: 2 members of staff available (if possible, one male and one female member of staff)  
Slips of paper (for the children's questions)  
Teacher to source appropriate advice on personal hygiene during puberty
- Piece 3: Tennis ball
- Piece 4: All resources in Jigsaw
- Piece 5: Cosmetic items: toothpaste, men's hair product e.g. gel, an item of make-up
- Piece 6: Optional: Blank t- shirts and fabric pens

### 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** 'Unhelpful/helpful' resource, one per child. Laminated Jigsaw Charter.
- Piece 2: THIS LESSON REQUIRES AT LEAST 2 HOURS- see lesson plan **Copy/print** 'Growing Up Bingo' sheets, one per child. **Copy/print** a set of 'Puberty Flashcards'. **Copy/print** 'Puberty Truth or Myth' cards, one set per group. **Print/copy** sets of 'Boy Worries' and 'Girl Worries' cards. FIND THE ANIMATIONS from the Jigsaw e-resources on your school server, or ask your Jigsaw Lead in school where it can be accessed. **READ** the teacher notes concerning how to answer some of the children's questions. 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 2 hours due to its significance. This is the assessment lesson for this unit of work, so teachers may also wish to take notes, or organise this lesson so that the Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn. **Copy/print** one set of 'Baby Can... cards'. FIND THE ANIMATIONS from the Jigsaw e-resources on your school server. **Copy/print** 'From Conception to Birth' worksheets, one per child. **Copy/print** 'Conception to Birth Card sort template', one per child or pair.
- Piece 4: **Print/copy** 'My Jigsaw Journey' sheets, each child will need one showing lessons (pieces) 4-6. **Copy/print** sets of 'Diamond 9' cards, one set per group. **Copy/print** sets of 'Should I? /Shouldn't I?' cards, one set per group.
- Piece 5: **Copy/print** 'Real Self/Ideal Self' templates, so that each child can have two.
- Piece 6: **Copy/print** enough end of puzzle certificates and complete in advance for each child.

Teachers can use Piece (lesson) 3 to assess individual pupil understanding of the Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 10-11 sheets. There are assessment exemplifications to assist with these judgements within the Piece 3 resources.





## **Additional teacher notes about the Changing Me lessons**

### **Changing Me in the first year of implementation**

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

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

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

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

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

### **Animations/moving diagrams**

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

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

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

### **Post Box**

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

### **Managing awkward/tricky/sensitive questions**

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

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

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

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

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

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



PAUSE and consider how to manage it.





## Jigsaw Summative Assessment

### Tracking Pupil Progress: Ages 10-11

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 10-11

## 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 how some of my choices affect others locally and globally.</p> <p>I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.</p>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share.</p> <p>I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.</p>	
<b>Puzzle 2 Celebrating Difference</b>		<p>I can tell you some ways that difference can be a source of conflict in people's lives.</p> <p>I can say how I feel about people experiencing conflict in their lives because they are different.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p> <p>I can express my own attitudes towards people who are different and empathise with their circumstances.</p>	
<b>Puzzle 3 Dreams &amp; Goals</b>		<p>I can tell you about something I can do with others that makes the world a better place.</p> <p>I can tell you how making the world a better place makes me feel.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p> <p>I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.</p>	



	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 4 Healthy Me</b>		<p>I can tell you how substance misuse has an unhealthy impact on the body and mind.</p> <p>I can tell you how I try to keep myself emotionally healthy.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.</p> <p>I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.</p>	
<b>Puzzle 5 Relationships</b>		<p>I can say how people might feel if they lose someone special to them. I can also give some examples of when people might try to control or gain power over others.</p> <p>I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.</p> <p>I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.</p>	



	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 6</b> <b>Changing Me</b>		<p>I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.</p> <p>I can tell you some things that will change for me and how I feel about this.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.</p>	

## General Exemplification Guidance for teachers to assess children's work

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

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

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

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

### Teacher Feedback to Pupils

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

For example:

*You participated actively in this lesson.*

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

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





### Open my mind

Slide 3: Share the 'Facts About Fashion' PowerPoint slide with the class and ask for the children's comments.

Draw out in the discussion why they think people spend so much time and money on how they look. Include peer-pressure, the impact of social media and the internet, and the 'pressure' to have a girlfriend/boyfriend and how they are 'supposed to look/behave' to be attractive.

Are there more helpful and productive ways we can 'measure' ourselves than just appearance?

Relate the discussion back to the Connect us game and explain that we need to make choices on how we spend our time and money. Emphasise the importance of money and time spent for personal hygiene reasons, but we also have a choice on how much extra time and effort we put into how we look, and thinking about how we look, once we have ensured that we are clean and tidy.

### Tell me or show me

Split the class into gender specific groups. Give each group a piece of flip chart. For the boys ask them to draw the 'perfect' man, and for the girls the 'perfect' woman. They have just ten minutes to do this so will need to work quickly and efficiently as a team. Ask them need to label the features that make their person 'perfect' e.g. long glossy hair, a six-pack etc.

After the activity display the pictures and ask for comments. Are there any common features?

Where do these 'ideas' come from?

Would the other group have drawn the same things?

Are we being fair and realistic to ourselves if we always try to look perfect?

Draw out that comparing ourselves can lead to unhelpful thoughts, unhelpful feelings and unhelpful behaviours.

Put these three heading on the whiteboard or flipchart, and ask the children for their suggestions under each heading. e.g. An unhelpful thought "I look awful"; an unhelpful feeling, worry; an unhelpful behaviour, not wanting to socialise.

### Let me learn

Explain to the children that if we constantly compare and criticise ourselves, especially about how we look, this can damage our self-esteem. Ask them to imagine this 'negative self-talk' as 'an invisible monster' sitting on a person's shoulder and whispering negative ideas into their ear.

Tell the children that we can fight off this monster by focussing on positive thoughts, feelings and behaviours. Ask the children to imagine the positive ideas as 'an invisible animal' of their choosing. (Perhaps one that represents kindness, or an animal that is tough and can fend for itself/ scare off enemies). If they are familiar with His Dark Materials novels by Phillip Pullman, this friendly animal could be their 'daemon'.

Show the children the 'unhelpful/helpful' resource and how they are to complete it. Firstly, they need to draw their 'animal' on the person's empty shoulder. They then complete the boxes on the right- and left-hand sides of the resource. They can work in pairs if they would find this helpful. You may need to work through an example first. e.g. Negative: 'I am too tall for my age', Positive ideas: 'My Mum is tall and she is happy about it: Others will catch up with me, I'm just growing faster than they are: I am a kind person, that's more important: I'll talk to my Mum about the way I'm feeling.'

Give time for the children to complete the resource sheet.

At the end of the lesson, discuss some of the children's 'positive ideas' that can fight off the negative ones. Emphasise that if we practise, this process becomes easier. We can try to remember what our 'animals' would say when we hear ourselves being self-critical in the future. This can boost our self-esteem and help us to stay happy and healthy.

Does having the latest fashion, hairstyle, 'look' make us happy in the end?

What 'pressures' do we face to look 'cool' fashionable all the time?

What animal would you choose that represents positivity?

What would your animal say to you to fight off the worry monster?



**Help me reflect**

Slide 4: 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 10-11 - Piece 1

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.

In this Puzzle, we are thinking about how we handle changes that happen in our lives and with our bodies.

Keeping your eyes closed and staying gentle and relaxed, try to move your arms above your head as slowly as you can. Always being aware of how each arm feels...are they stretching easily? Is it hard to do this slowly? Is one arm more flexible than the other?

Take your arms over your head until you can clasp your hands together and keep stretching, higher.

Where in your body can you feel the stretch? Doesn't it feel great to know your body is growing just as it is meant to?

Now very slowly, and gently lower your arms again, trying to keep them in time with each other. Place your hands in your lap and focus again on your breathing.

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I appreciate my body."

When you can no longer hear the chime, bring your awareness back into the present moment, here and now.



## Changing Me

Time and Money PowerPoint Slides 1-2 - Ages 10-11 - Piece 1



**If I had an hour to spare I would rather...**

- A) Spend some time doing an activity with a friend**
- B) Spend time on YouTube in my bedroom**
- C) Go outside and do something active**
- D) Go shopping for new clothes  
(online or in town)**



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**If I had some money given to me I would rather...**

- A) Spend it on fashionable clothes/items to be like my  
friends e.g. trainers, sportswear**
- B) Save it**
- C) Buy something for a friend  
or relative**
- D) Spend it on a game or toy**



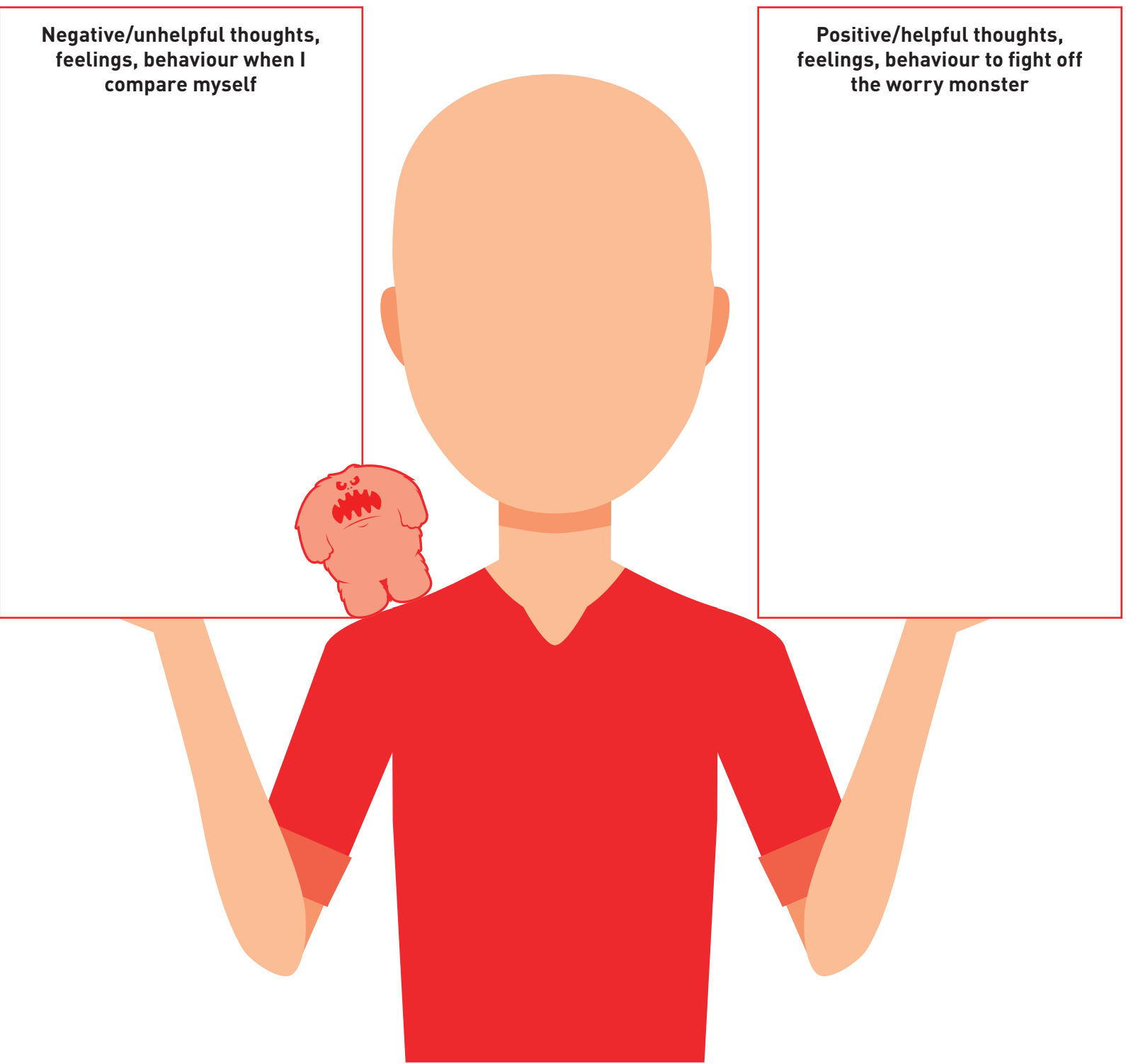
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## Changing Me

### Facts About Fashion PowerPoint Slide 3 - Ages 10-11 - Piece 1







## Changing Me

### PowerPoint Slide 4: My Jigsaw Journey - Ages 10-11 - Piece 1



**My Jigsaw Journey**

**Jigsaw**

Puzzle 6 - Changing Me (Pieces 1-3) Ages 10-11

Name: .....

						TINT BOX - To improve next time I...
Piece 1	I am aware of my own self image and how my body image fits into that.					
	I know how to develop my own self esteem.					
Piece 2	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.					
	I can express how I feel about the changes that will happen to me during puberty.					
Piece 3	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.					
	I recognise how I feel when I reflect on the development and birth of a baby.					

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I don't get this at all.

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

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

I missed this lesson.

Name .....

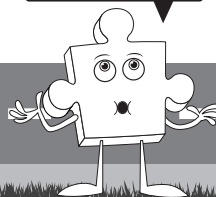
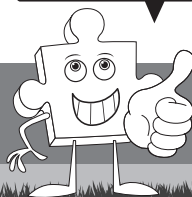
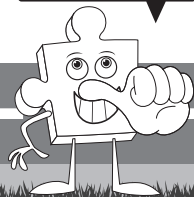
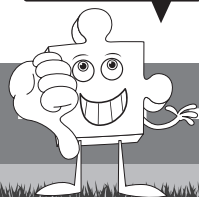
					TINT BOX - To improve next time I...
Piece 1	I am aware of my own self-image and how my body image fits into that.				
	I know how to develop my own self esteem.				
Piece 2	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.				
	I can express how I feel about the changes that will happen to me during puberty.				
Piece 3	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.				
	I recognise how I feel when I reflect on the development and birth of a baby.				

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson

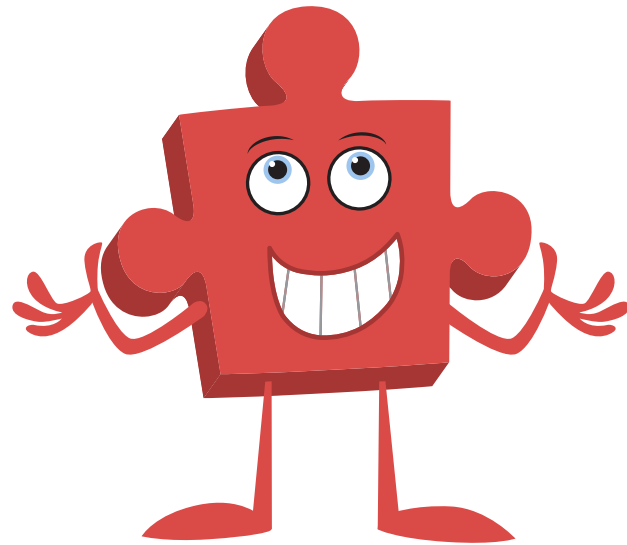






## Puzzle 6: Changing Me - Ages 10-11 - Piece 2

Puberty	
<b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b>	<b>Please teach me to...</b> <p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>
<b>Resources</b> Growing-Up Bingo cards Jigsaw Chime 'Calm Me' script Puberty Flashcards PowerPoint slides of male and female organs PowerPoint slides: female and male body changes Animation: Female and Male Reproductive Systems Puberty Truth or Myth cards, enough for each working group to have one complete set Boy worries / Girl worries cards Teacher notes page (Boy/Girl worries) Advice on personal hygiene for teens (can be from leaflets or sourced online by the TEACHER for appropriateness). Blank paper Jigsaw Jem Jigsaw Jerrie Cat Jigsaw Jem's Private Post Box Jigsaw Journals My Jigsaw Journey	<b>Vocabulary</b> Opportunities Freedoms Responsibilities Puberty vocabulary as represented on the flash cards
<b>Teaching and Learning</b> <b>Note</b> <p>Due to the significance of this lesson, teachers are advised to allow at least 2 hours, and preferably an entire afternoon or morning session. Teachers could split the session at the 'Girl Talk/Boy Talk' so this part of the lesson is planned for the following day, or later in the same week. Teachers may wish to plan to involve the School Health Nurse in the lesson if they are available.</p> <p>You will also need to have two members of staff available for the 'Girl Talk' / 'Boy Talk' part of this lesson where the group will divide and be facilitated by each adult. If possible, arrange for a male and female member of staff to be present.</p> <p>Teachers may also wish to take notes during the lesson as part of the summative assessment of the Puzzle (unit of work).</p>	<b>Ask me this...</b>



**Note**

Caucasian skin tones have been used in the diagrams for clarity of image. Ensure that children understand that changes happen to everyone at puberty regardless of their skin tone.

**The Jigsaw Charter**

Share 'The Jigsaw Charter' with the children to reinforce how we work together.

**Connect us**

Give each child a copy of the Growing-Up Bingo card. Explain that they need to move around the room, find someone who can say yes to any of the questions on the card and write their name in the appropriate space. With each person they speak to they can only ask and answer one question and then they must move on to someone else. The aim is to be the first person to complete a horizontal, vertical or diagonal line - or depending on how the game progresses you may want to carry on until someone has completed a full card. When the game is over, sit the class down in a circle and ask them to comment on what the game tells us about the life changes that go with growing up; point out that most of the questions relate in one way or another to new opportunities and freedoms and the responsibilities that go with them.

**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 still seated in a circle, use the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty. As you hold up each card in turn, they all stand if it's a female thing, stay sitting if it's a male thing and everybody put both hands up if it applies to all. At the same time all the class should say the word(s) aloud on the card. All the items on the cards relate to changes and developments at puberty or to body parts that are affected by those changes.

You may not want to use all the cards at this stage of the lesson and might wish to be selective about those that are appropriate to use with your class. One or two - such as Clitoris and Ovulation - may be words that are new to them and need explaining, perhaps briefly now and more fully in the next phase of the lesson. The exercise should be fun and will work best if you can keep the cards coming in a quick-fire way so that the children are bobbing up and down - and it's fine if they have a bit of a giggle at some of the words and phrases!

What different experiences does growing up bring for different people?

How are new freedoms connected to new responsibilities?

Does your mind feel calm and ready to learn?

## **Tell me or show me**

Slides 1-4: After the frenetic stand up/sit down activity, review the words and ideas on the cards in a calmer way and check and consolidate the children's knowledge and understanding about them. The PowerPoint slides showing male and female body parts will be helpful to use in clarifying many of these points. Use the PowerPoint slides showing girl to woman and boy to man, and **the animations (The Female/Male Reproductive Systems)** to reinforce learning. As the children should have seen the animations and PowerPoints in prior years, (unless it is the first time using Jigsaw) you should be able to recap quite easily. Animations can be found on the Jigsaw Community Area (website).

If you have not used all of the Puberty Flashcards now is the time to show and explain the words that maybe new to the children. This includes, ovulation, masturbation and clitoris.

*Masturbation can be simply explained as a time when a person touches their own private parts for pleasure. Stress this is perfectly normal and it is a very PRIVATE thing to do.*

*The clitoris can be explained as the part of a woman's sexual organs that gives her nice feelings when having sex and when masturbating.*

## **Let me learn**

### **Part 1) Truth or Myth Cards**

Organise the children into groups of about 4-6. Give each group a shuffled pile of the Puberty Truth or Myth cards, to be placed face down in the middle of the table. One child takes a card from the top of the pile and reads out the main statement to the person on their left. That person must say whether they think it is truth or myth: if they are right, they keep the card; if they are wrong, the questioner keeps the card - whoever ends up with the card should read out the explanation to the whole group. The game continues with the responder taking the next card from the pile and posing that statement to the next person on their left, and so on round the group. The aim is to see who ends up with the most cards at the end of the game. Bring the class into a circle again and invite them to comment on anything that was new to them or surprised them about what they learned from the Truth or Myth game. Allow any immediate questions to emerge and be dealt with.

### **Part 2) 'Girl Talk' / 'Boy Talk'**

Note: you will need to have 2 members of staff available for this section of the lesson. Ideally a male and female member, if possible.

Give each child one or more slips of paper and ask everyone to write - privately and anonymously - at least one question they have in their mind concerning puberty and growing up: these might be factual questions, things that confuse or puzzle them, or things they may be worried or concerned about. Explain that these questions will be the basis of the next part of the lesson, but that no-one will know who has asked which question. Ask them to drop their questions into Jigsaw Jem's Private Post Box (or similar, pre-existing receptacle), which, hopefully, they are all aware of in the classroom.

While you and your colleague are collating the children's, questions divide the children into same gender groups. Give the male groups a set of the 'Boy worries' cards and the female groups the 'Girl worries' cards. Ask the groups to discuss the questions and the advice they would give. Ask them to note down the advice for each question.

While the children are engaged in this activity, sort the questions from Jigsaw Jem's post box. These will be questions you have identified as being relevant to a particular gender group and if needs be to take out any questions that you judge to be completely inappropriate or simply not serious.

### Part 3) Boy/Girl Worries

Bring the whole group together and say to the children that this is an important opportunity to talk about things that specifically affect their gender without any embarrassment that might come from having the other gender present.

Split the class into gender groups and start by discussing the answers and advice that the children gave to the 'Boy worries' or 'Girl worries' cards. There is a teacher note page with suggested ways to answer these questions.

Then go through the relevant questions from Jigsaw Jem's post box with the group. Allow others in the group to comment and add anything they think would help to improve or clarify the answer, and then give your own input, as necessary, to make sure that key messages are fully understood.

When all the questions have been covered, give the children a few minutes in pairs to talk about whether they have any other questions or uncertainties that haven't been dealt with and that they would like to raise while there is the chance in the single gender group. Remind them again of the importance of trust, respect and consideration when we are sharing things we feel unsure about, and stress that there is no such thing as a silly question.

#### Help me reflect

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

What other questions do you have about how your body, your feelings and your lifestyle are going to change as you grow up?

#### Notes



## Changing Me

### Calm Me Script - Ages 10-11 - Piece 2

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.

In this Puzzle, we are thinking about how we handle changes that happen in our lives and with our bodies.

Keeping your eyes closed and staying gentle and relaxed, try to move your arms above your head as slowly as you can. Always being aware of how each arm feels...are they stretching easily? Is it hard to do this slowly? Is one arm more flexible than the other?

Take your arms over your head until you can clasp your hands together and keep stretching, higher.

Where in your body can you feel the stretch? Doesn't it feel great to know your body is growing just as it is meant to?

Now very slowly, and gently lower your arms again, trying to keep them in time with each other. Place your hands in your lap and focus again on your breathing.

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I appreciate my body."

When you can no longer hear the chime, bring your awareness back into the present moment, here and now.





## Changing Me

Growing Up Bingo - Ages 10-11 - Piece 2

Write the name of someone who ....

<b>Has an older brother or sister</b>  .....	<b>Has ever tasted an alcoholic drink</b>  .....	<b>Has a tablet or ipad</b>  .....	<b>Thinks they could pass for over 12 at the cinema</b>  .....
<b>Has had a talk with their parents about puberty</b>  .....	<b>Has been on Instagram or Snapchat</b>  .....	<b>Regularly uses make-up or hair gel</b>  .....	<b>Likes playing outside more than playing computer games</b>  .....
<b>Has ever gone out with someone</b>  .....	<b>Admits to eating too many sweets or chips</b>  .....	<b>Has had an argument with their parents in the last week</b>  .....	<b>Thinks they will smoke when they are older</b>  .....
<b>Has a favourite soap they always watch on TV</b>  .....	<b>Has to do chores to earn pocket money</b>  .....	<b>Sometimes reads teenage magazines</b>  .....	<b>Is allowed to choose their own clothes when they go shopping</b>  .....

Winner is the first to complete a vertical, horizontal or diagonal line



## Changing Me

### Teacher Notes - Ages 10-11 - Piece 2

#### Body development puberty, and comparison with others

The important thing to stress here is that there is no 'standard'. Everyone is different. Also, people develop at different rates and in different ways during puberty, some are faster than others. Stress (picking up from the previous lesson) that negative self-talk and comparison is unhelpful. If anyone is worried about how they are developing they should speak to a trusted adult or to the doctor to seek reassurance. Masturbation is perfectly natural especially when going through puberty. We shouldn't associate masturbation with anything in particular, it's just a natural part of puberty.

Circumcision can be explained as follows, "Some families choose to have a boy's foreskin (the flap of skin at the end of the penis) removed for medical or other reasons. This is called being circumcised. Some boys are circumcised and some are not."

#### Talking about LGBT

Depending on what is raised by the children in response to the 'gay' question, most teachers may just need to give a simple explanation such as the one in italics below. The further information below, or parts of the information, **depending on what is appropriate for the group** (and teachers will know this from the questions asked) could be shared if the children ask more probing questions.

*Simple explanation: Being gay means that you love and want to have a boyfriend/girlfriend relationship with someone of the same gender. These feelings don't go away after puberty. If somebody is gay it means that is the way their body works and it is nothing to be ashamed about. We shouldn't make fun of gay people or use the word 'gay' as an insult. Everyone is different and we all fancy who we fancy, it's just a natural part of who we are. It is against the law to make fun of or harm LGBT people in the UK because of the Equality Act.*

More detailed explanation about 'crushes' and being gay: While going through puberty some young people can experience a range of feelings towards people of the same gender (e.g. having a crush) which might make them question whether they are gay. This does not necessarily make them gay, and is just a normal part of puberty because their hormones are trying to find a balance. Sometimes these feelings change and sometimes they don't. By the end of puberty as a young adult, many people who are gay have some idea they are gay or lesbian because these feelings haven't gone away. A person could be being unfair to themselves if they try to decide who they are and who they fancy while still going through puberty, because that person is still changing and growing towards adulthood. It's different for everyone and what they feel towards others is normal for them. Sexuality shouldn't be a cause for concern, it's what is right for that person. If anyone is worried about their sexuality they should talk to a trusted adult or an organisation that supports young LGBT people.

#### Questions about how 'gays' have sex

A simple and straightforward explanation such as this, is appropriate, and should suffice. "Just like straight people, gay people enjoy sex in different ways. Sex is part of their *private* and loving relationship."

If children 'push' on this question for more details simply repeat the phrase and say they will learn more about this in secondary school *when they are ready to learn about it. In primary school it's important they know about puberty and where babies come from.* More information will come later. It is not appropriate to give details, which also may be stereotyped, about gay sexual relationships.

#### Personal hygiene

We can't assume that all children will have discussions at home about personal hygiene so we need to talk about it with them. Most advice is common sense, but there may be some specific advice such as changing sanitary wear/underwear regularly or having a skin routine (if spots are a problem), using deodorant that may be useful.

#### Checking things online

Since the rise of the internet the rate of people 'self-diagnosing' on the internet has massively increased. In many cases searches on the internet actually do more harm than good. e.g. a person searches about headaches and then brings up websites about brain tumours and this causes unnecessary stress and anxiety. On the other side of the coin, some people self-diagnose incorrectly and the real medical problem goes unchecked. If anyone is genuinely concerned about any health matter the first port of call should be the doctor and not online!

*If questions are raised about breast or testicular cancer*

It is likely that some children will know about cancer and this could be raised as a question. If this is brought up, stress that cancer in young people is very rare. **HOWEVER, if a young person is worried about anything they perceive as unusual, or they experience unusual pains and symptoms the best way to seek reassurance is to tell someone about it straight away and to see a doctor. In most cases this will probably be a part of normal development, but if it is causing concern, get it checked out. Using the internet is not recommended.**

It may be appropriate, depending on your group, to explain that for some girls during puberty it can be quite common to experience lumpy breast tissue as a normal part of development. Again, stress if they are worried about any body change, they should tell someone and get it checked so they can stop worrying about it.



**Changing Me**  
Puberty Flashcards - Ages 10-11 - Piece 2

**Pubic Hair**

**Voice Breaks**

**Menstruation**

**Semen**

**Growing Taller**

**Hips Widen**





**Changing Me**  
Puberty Flashcards - Ages 10-11 - Piece 2

**Facial Hair**

**Erection**

**Tampon**

**Breasts**

**Hormones**

**Wet Dream**



**Changing Me**  
Puberty Flashcards - Ages 10-11 - Piece 2

**Ovulation**

**Masturbation**

**Sanitary Towel**

**Clitoris**

**Testicles**

**Sperm**



**Changing Me**  
Puberty Flashcards - Ages 10-11 - Piece 2

**Underarm Hair**

**Penis**

**Feeling Moody**

**Vagina**

**Womb**

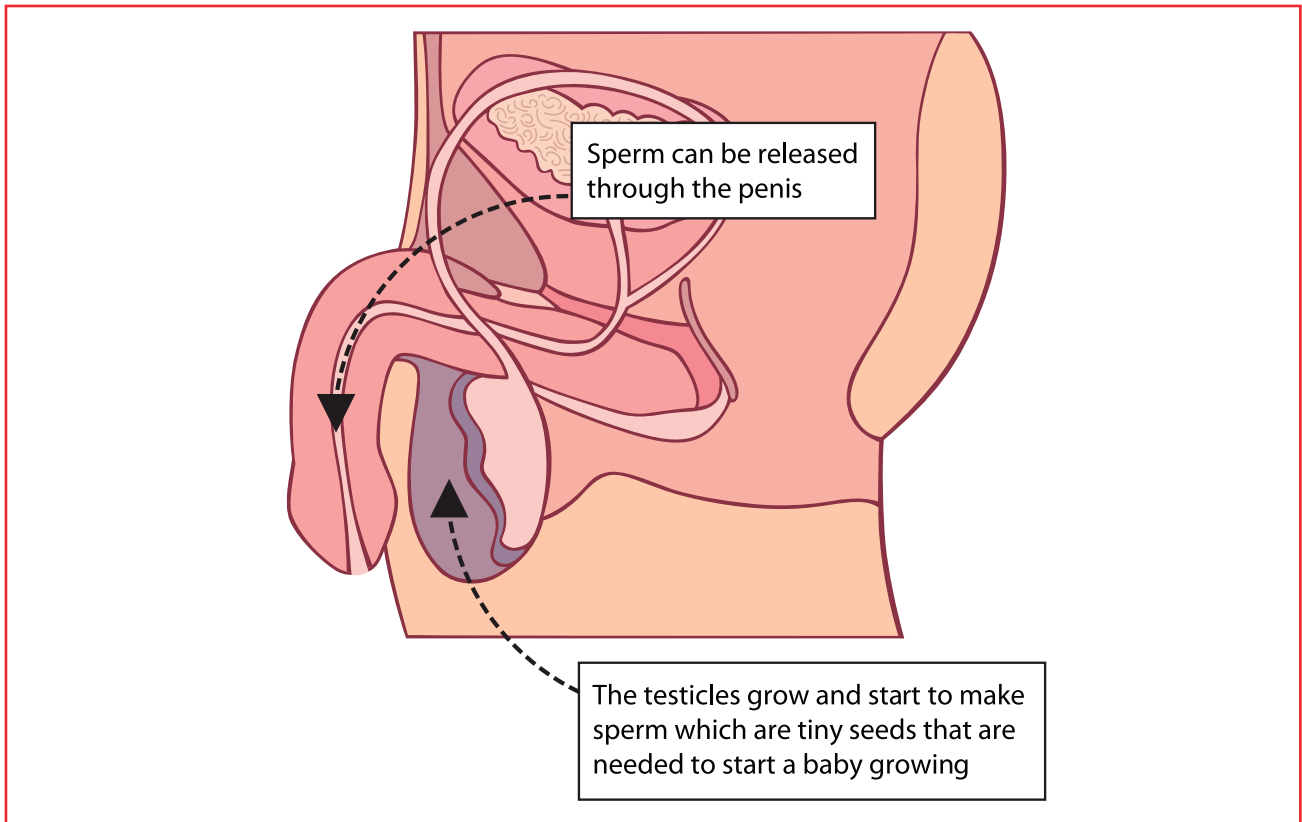
**Fallopian Tube**

**Vulva**

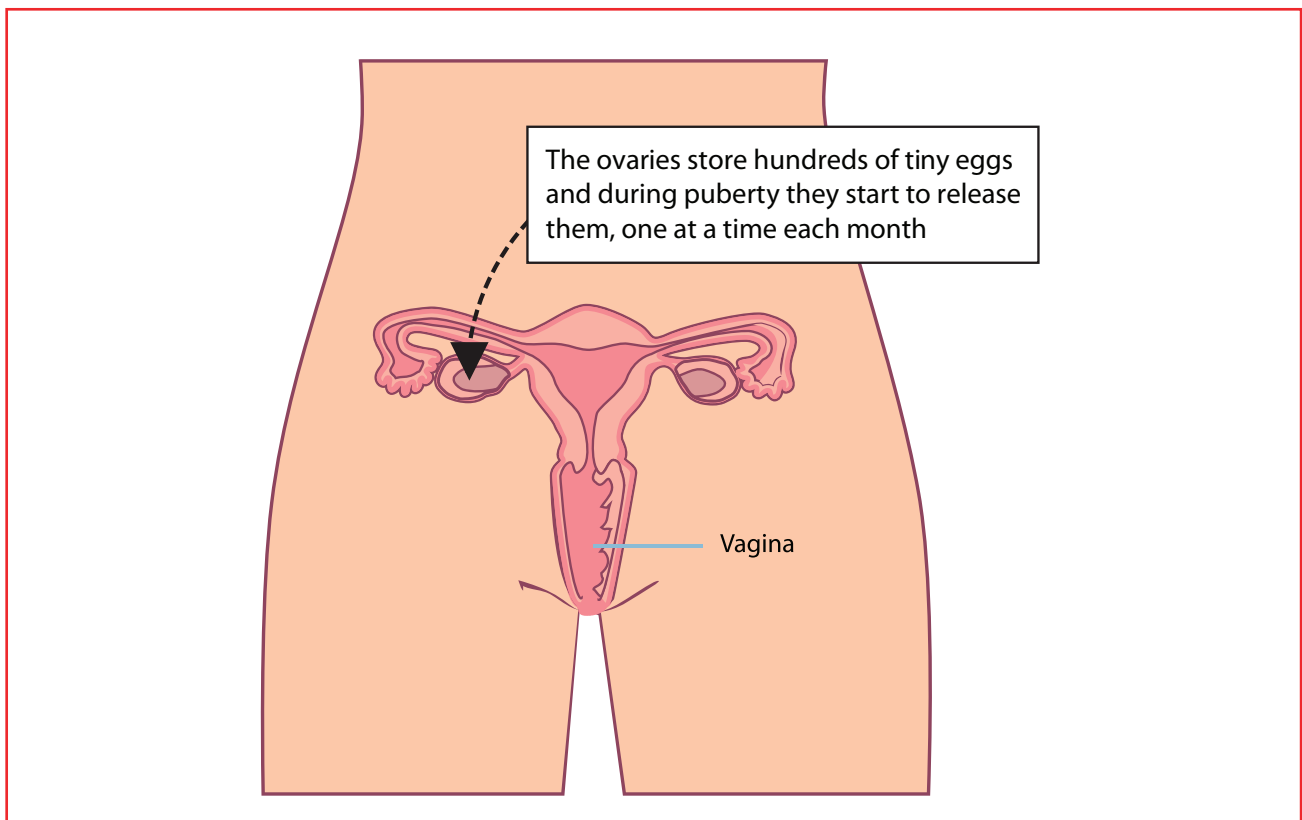
## Changing Me

### Male and Female Organs PowerPoint Slides 1-2 - Ages 9-10 - Piece 2

#### Slide 1



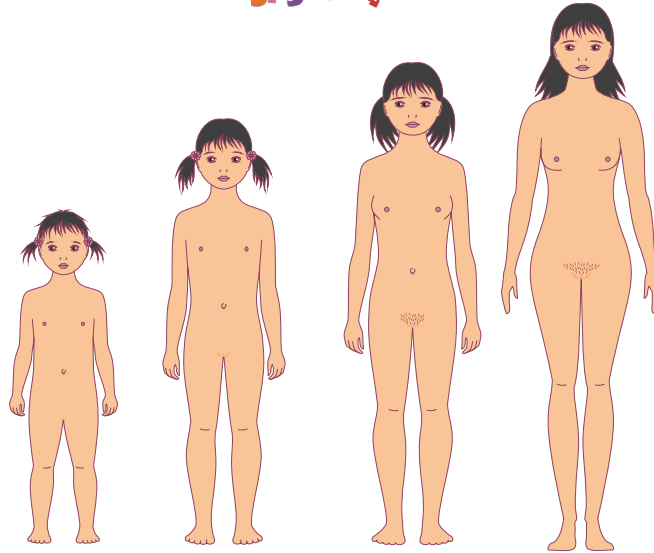
#### Slide 2



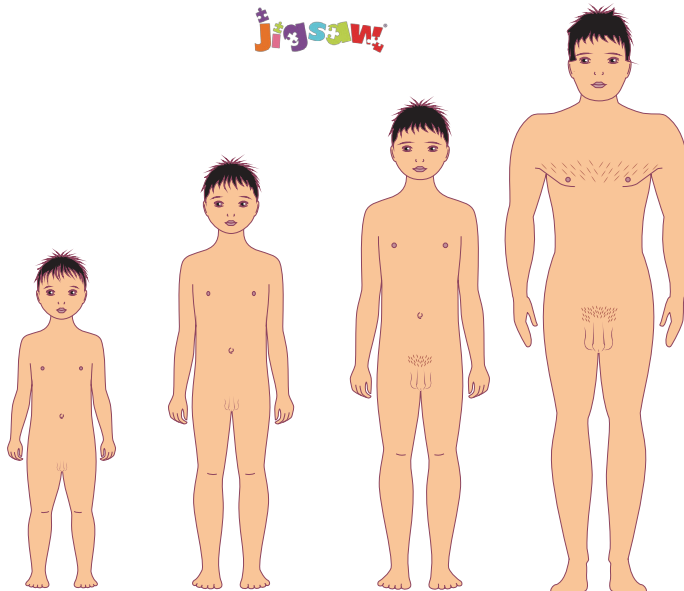


## Changing Me

Body Changes PowerPoint Slides 3-4 - Ages 10-11 - Piece 2



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## Changing Me

### Puberty - Truth or Myth - Ages 10-11 - Piece 2

**If you get spots during puberty it's because you have a bad diet.**

**Myth!** The changes in hormone levels in your blood mean you're more liable to spots - but you can help by eating well and washing and cleansing your skin thoroughly.

**Girls get hairy legs, just like boys do.**

**Truth!** Girls and women do grow hair on their legs, though probably not so much as boys. You might not realise it, since they often shave their legs because they think they look better without hair.

**A girl should avoid having baths when she has a period.**

**Myth!** Keeping clean is more important than ever when you have a period, so bathing and hair washing are the right thing to do - and swimming and other forms of exercise are fine too.

**Most boys have wet dreams at some time during puberty.**

**Truth!** Wet dreams are a very common part of the way the body adjusts to new feelings and to changes like starting to produce semen. It usually settles down after a while - there's nothing wrong with it.

**Boys can always control when they get erections.**

**Myth!** As your system starts to respond in new ways, erections can happen at strange times and for no particular reason. It can be embarrassing but most people understand it's quite normal.

**Boys usually start puberty later than girls.**

**Truth!** There are huge differences between one person and another in the age at which puberty starts, but on the whole the age for boys is later than for girls. Of course some boys can start early and some girls can start late - but everyone gets there in the end.

## Changing Me

### Puberty - Truth or Myth - Ages 10-11 - Piece 2

**Masturbation (playing with yourself) is bad for you.**

**Myth!** It's absolutely normal for boys and girls to discover about their bodies and what feels nice by masturbating. Lots of people do it and it isn't bad or unhealthy, although it is a very private thing.

**A girl might have one breast bigger than the other.**

**Truth!** It's not uncommon for one breast to be slightly bigger than the other - the same is true of other body parts such as feet. Always remember there's no such thing as a 'normal' shape or size for breasts, penises or anything else - everybody's different!

**A girl can't get pregnant before she starts her periods.**

**Myth!** The release of the egg from the ovary (ovulation) happens before she has a period, so it is possible there could be an egg in the fallopian tube to be fertilised just before she has her first period. If that was the case she wouldn't know about it.

**There is an age limit for people to have sex.**

**Truth!** There are laws to protect young people from being pressured or being taken advantage of. It doesn't mean that as soon as you reach the age-limit, you'll be ready to have sex.

**You can't expect adults to understand what it feels like, going through puberty.**

**Myth!** There isn't an adult alive who hasn't been through puberty themselves, so parents, carers, teachers, uncles and aunts all probably remember very well what it felt like for them...

**It's normal to have rapid changes of mood during puberty.**

**Truth!** The hormones that cause the changes at puberty can have a big effect on your moods: up one minute and down the next. It can feel a bit out of control but it will settle down after a while. Do try to talk to the adults around you about your feelings.



## **Changing Me**

Boy Worries Cards - Ages 10-11 - Piece 2

**My penis doesn't look as big as other boys in my year.  
Does this mean that I'm not normal?**

**Why do some boys have a penis where you can see the end,  
and others don't?**

**I heard someone say that masturbation can make you gay?**

**I heard a girl say she would only ever go out with a boy who has a six-pack.  
I don't have a six-pack. Will I never get a girlfriend?**

**I am getting spots on my face. Under my arms I am sweating  
a lot more than I used to. It's a bit smelly. Should I be doing more  
to keep myself clean?**

**I'm having more wet dreams than I should and I'm worried that  
I'm not normal. It's way too embarrassing to talk to my parents about it.  
Shall I try to check if I'm normal on the internet?**

**My moods are going up and down all the time. Am I depressed?**





## **Changing Me**

Girl Worries Cards - Ages 10-11 - Piece 2

**My breasts aren't developing in the same way as my friends?  
Is there something wrong with me?**

**Someone said if you fancy a girl it means you are gay?**

**I heard a boy say he would only ever go out with a girl who had big breasts.  
My breasts are quite small. Will I never get a boyfriend?**

**My periods aren't regular. Sometimes I get longer times between them.  
It worries me there might be something wrong...**

**I am getting spots on my face. Under my arms I am sweating  
a lot more than I used to. It's a bit smelly. Should I be doing more  
to keep myself clean?**

**One of my breasts is a different shape and I'm worried there is something  
wrong. It's way too embarrassing to talk to my parents about it. Shall I try  
to check if I'm normal on the internet?**

**My moods are going up and down all the time. Am I depressed?**



## Changing Me

### PowerPoint Slide 5: My Jigsaw Journey - Ages 10-11 - Piece 2



**My Jigsaw Journey**

**Jigsaw**

Puzzle 6 - Changing Me (Pieces 1-3) Ages 10-11

Name: .....

						TINT BOX - To improve next time I...
Piece 1	I am aware of my own self image and how my body image fits into that.					
	I know how to develop my own self esteem.					
Piece 2	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.					
	I can express how I feel about the changes that will happen to me during puberty.					
Piece 3	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.					
	I recognise how I feel when I reflect on the development and birth of a baby.					

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I don't get this at all.

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

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

I missed this lesson.




### Calm me

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

### Open my mind

Slides 1-5: Point out that we are all limited in how far back our memories go, and what none of us can remember are the experiences we had before we were born. Show the PowerPoint slides of a baby developing in the womb. (If you ask them in advance, some children might be able to bring their own baby scan pictures from home.) Ask the children what parts of the body they can identify in these pictures of the tiny, growing baby (you may want to introduce the word 'foetus' at this stage).

Invite the children to consider what it must have been like for all of us when we were tiny and curled up in the womb like that. Take this further by playing the 'Baby Can...' game: with the class seated in a circle, hand out the 'Baby Can...' cards, one to each child, telling them to make sure that only they see what is on their card. There are 30 cards in all: if your class size is greater than that, ask one or two of them to work as pairs. In turn round the circle, each child reads out the statement on their card, 'When I was a baby in the womb I could...' and the rest of the class say whether they think this is true or not (perhaps by a show of hands or standing up for true and sitting for false). The holder of the card then reveals whether it is true or false - some are obvious, some are less so and may surprise them or catch them out: in those cases there is a brief explanation printed on the card, which should also be read out by way of clarification.

**Pause Point:**  Slide 6: 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

For a more systematic introduction to the main facts of the progression from conception through pregnancy to birth, use either or a combination of the following approaches:

- Animations: Male/Female Reproductive Systems
- You may be able to invite either a mother of a small baby, or a midwife, to come in and talk and answer the children's questions about the experiences of pregnancy and birth
- The resource sheet 'From Conception to Birth' gives a step by step account of the process, with the children (perhaps working in pairs) using a word bank to fill in key words. This exercise may be a useful way of consolidating the learning gained from either of the other approaches.

Does your mind feel calm and ready to learn?

What do you know about making the classroom feel safe for talking about personal matters?

Can you recognise a baby in the photo of a scan, and identify the different parts of its body?

Can you imagine what it was like, being in the womb?

Do you know what a baby in the womb can and can't do?

What are the stages by which a baby grows and develops through pregnancy?

How is a baby born?

### Let me learn

Part 1) Working individually or in pairs, let the children design and produce a set of cards for a card-sorting game, using pictures and text to present eight stages (or fewer if you prefer) on the journey from conception to birth. The Conception to Birth Card Sort template provides a model for this activity, with pictures provided for the first and last stages.

If time allows, the children could cut up their sets of cards and exchange them, to see how quickly they can sort each other's cards into the correct order.

Part 2) In a class circle ask the children to supply a word of their own to describe how they imagine the mother might be feeling when the birth is over. Use the opportunity to draw out and discuss the idea that there is likely to be a mixture of feelings: 'thrilled' and 'happy' will go alongside 'exhausted' and 'sore', 'proud' and 'loving' towards the new child may be competing with 'nervous' and 'anxious' about the new responsibilities. Ask them to consider also how the father may be feeling!

Part 3) Once these ideas have been aired in discussion, ask the children to write in their Jigsaw Journals, under the heading 'Life Begins', the thoughts and feelings they have now about the whole process by which a new life starts, and how they think they themselves may be affected by it in years to come. Remind them again that mixed feelings are very natural: it can seem amazing and miraculous, but can also seem overwhelming and a bit scary – and yet it is one of the most common and basic of all human experiences, one which we share with our earliest ancestors and with all our fellow humans in every part of the globe.

### Help me reflect

Slide 7: As in prior Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Journey resource.

Can you imagine how a new born baby's parents must feel when the birth is over?

What are your own thoughts and feelings about the process by which a new life is formed?

How might this affect you and your life in the future?

### Notes



## Changing Me

### Calm Me Script - Ages 10-11 - Piece 3

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.

In this Puzzle, we are thinking about how we handle changes that happen in our lives and with our bodies.

Keeping your eyes closed and staying gentle and relaxed, try to move your arms above your head as slowly as you can. Always being aware of how each arm feels...are they stretching easily? Is it hard to do this slowly? Is one arm more flexible than the other?

Take your arms over your head until you can clasp your hands together and keep stretching, higher.

Where in your body can you feel the stretch? Doesn't it feel great to know your body is growing just as it is meant to?

Now very slowly, and gently lower your arms again, trying to keep them in time with each other. Place your hands in your lap and focus again on your breathing.

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I appreciate my body."

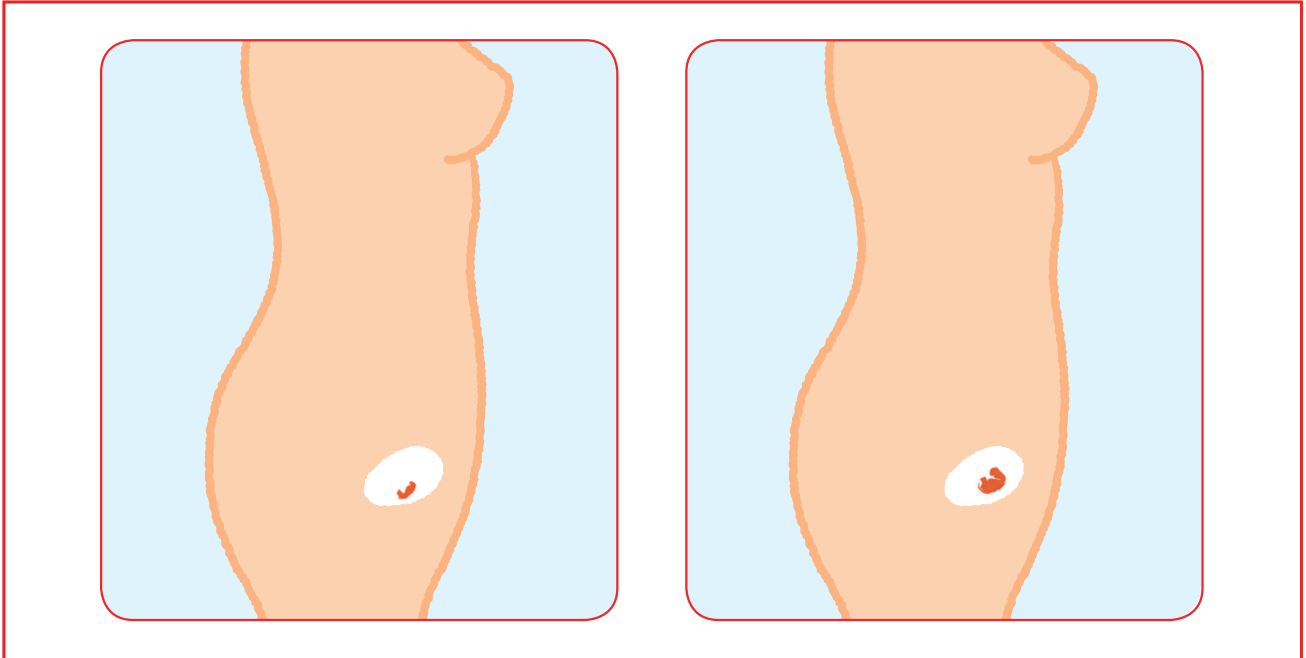
When you can no longer hear the chime, bring your awareness back into the present moment, here and now.



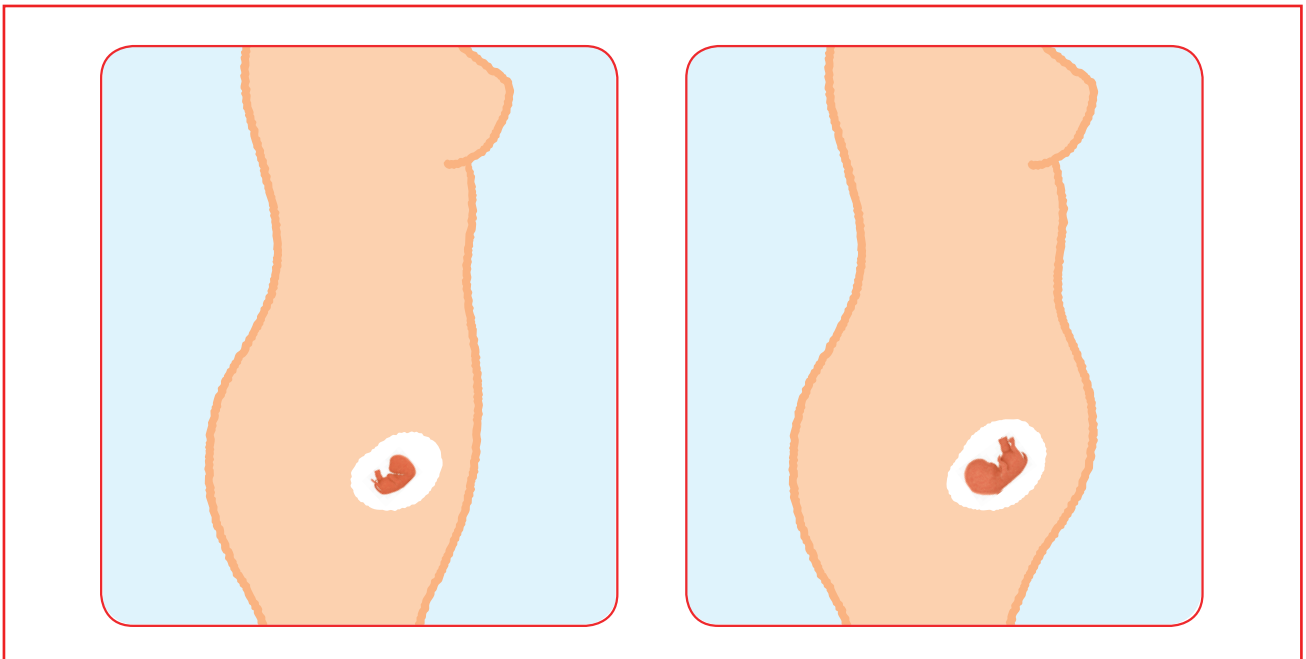
## Changing Me

### Baby Developing in the Womb PowerPoint Slides 1-5 - Ages 10-11 - Piece 3

Slide 1



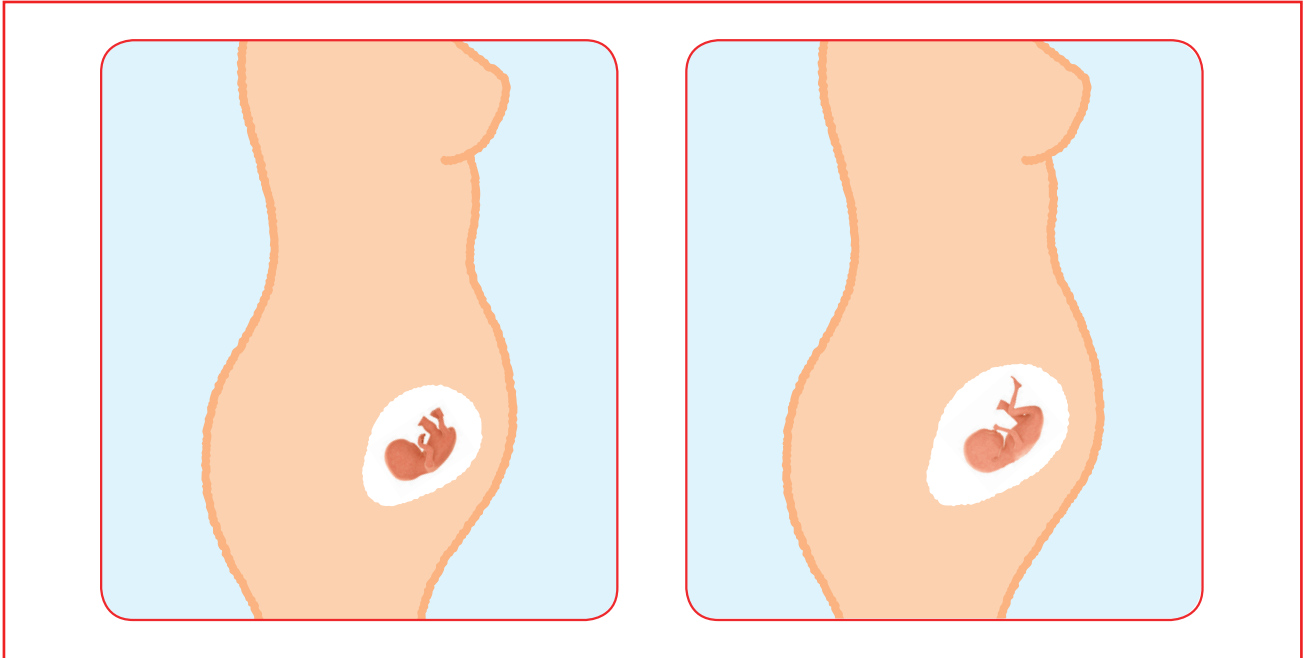
Slide 2



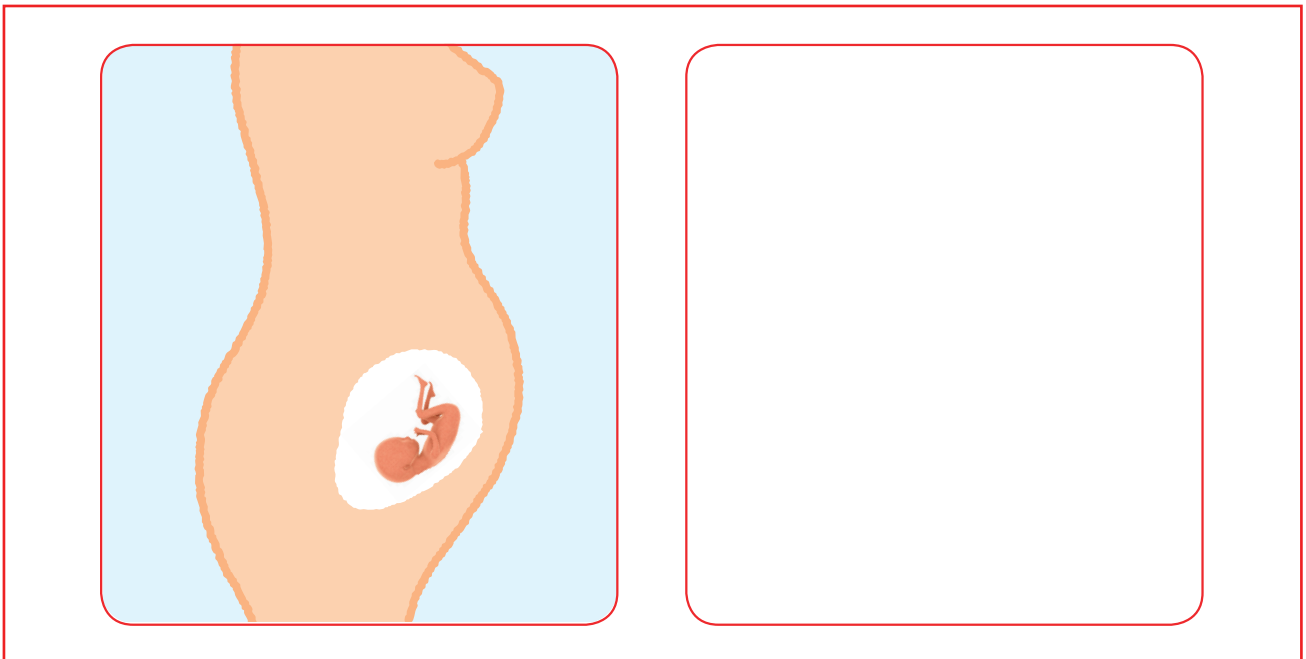
## Changing Me

### Baby Developing in the Womb PowerPoint Slides 1-5 - Ages 10-11 - Piece 3

#### Slide 3



#### Slide 4

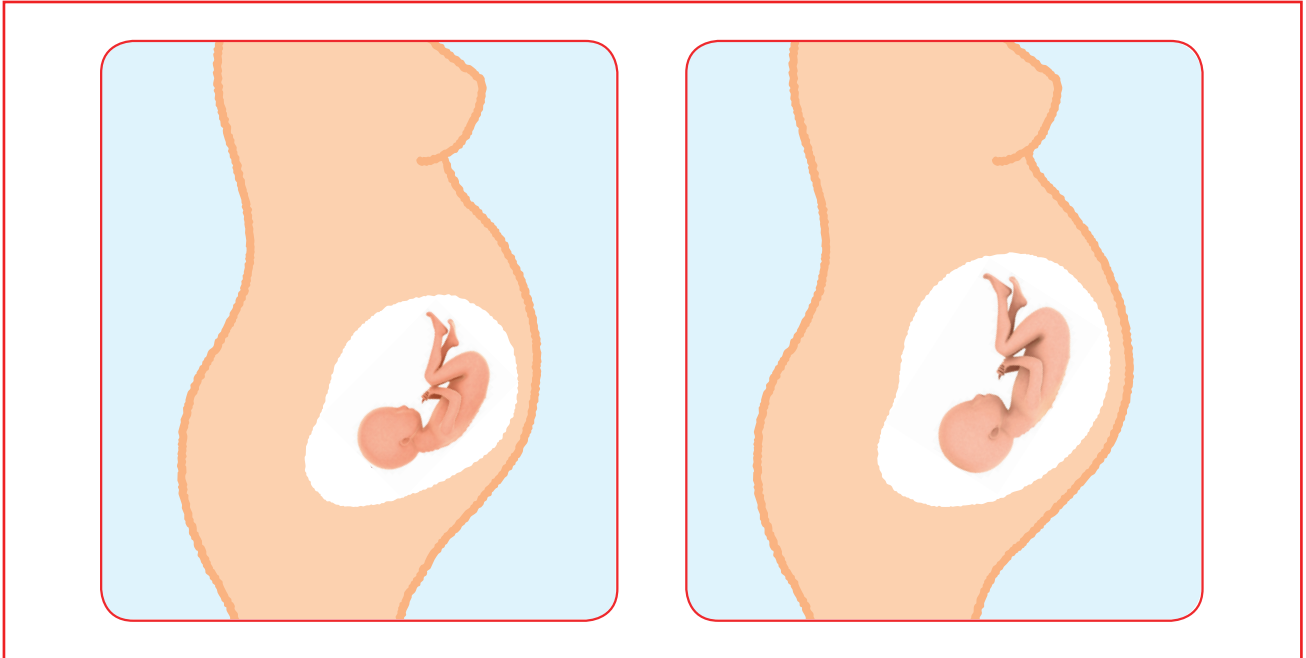




## Changing Me

### Baby Developing in the Womb PowerPoint Slides 1-5 - Ages 10-11 - Piece 3

#### Slide 5





## Changing Me

Jerrie Cat PowerPoint Slide 6 - Ages 10-11 - Piece 3



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## Changing Me

'Baby Can...' Cards - Ages 10-11 - Piece 3

When I was a baby in the womb I  
could wave my hands about  
**TRUE**

When I was a baby in the womb I  
could smile and laugh  
**FALSE**

When I was a baby in the womb I  
could kick my feet  
**TRUE**

When I was a baby in the womb I  
could breathe  
**FALSE**

When I was a baby in the womb I  
could suck my thumb  
**TRUE**

When I was a baby in the womb I  
could make gurgling noises  
**FALSE**

When I was a baby in the womb I  
could get hiccups  
**TRUE**

When I was a baby in the womb I  
could cry  
**FALSE**

When I was a baby in the womb I  
could wriggle around  
**TRUE**

When I was a baby in the womb I  
could pick my nose  
**FALSE**



## Changing Me

'Baby Can...' Cards - Ages 10-11 - Piece 3

When I was a baby in the womb I  
could go to sleep and wake up  
**TRUE**

When I was a baby in the womb I  
could bite my nails  
**FALSE**

When I was a baby in the womb I  
could have a drink  
**TRUE**  
(You would swallow some of the fluid  
you were floating in)

When I was a baby in the womb I  
could swallow food  
**FALSE**

When I was a baby in the womb I  
could stand on my head  
**TRUE**  
(You were probably head down when  
you were ready to be born)

When I was a baby in the womb I  
could watch TV  
**FALSE**

When I was a baby in the womb I  
could float underwater  
**TRUE**  
(You were floating in a bag of fluid)

When I was a baby in the womb I  
could play games  
**FALSE**

When I was a baby in the womb I  
could listen to my Mum talking  
**TRUE**  
(You could hear her voice - although  
you couldn't understand it)

When I was a baby in the womb I  
could sing  
**FALSE**



## Changing Me

'Baby Can...' Cards - Ages 10-11 - Piece 3

When I was a baby in the womb  
I could hear my Mum's tummy  
rumble  
**TRUE**

When I was a baby in the womb I  
could smell the flowers  
**FALSE**

When I was a baby in the womb I  
could take in food  
**TRUE**  
(But you got nutrients through the  
cord, not by eating anything)

When I was a baby in the womb I  
could count on my fingers  
**FALSE**

When I was a baby in the womb I  
could listen to music  
**TRUE**  
(You could hear sounds from outside)

When I was a baby in the womb I  
could read a picture book  
**FALSE**

When I was a baby in the womb I  
could open my eyes  
**TRUE**

When I was a baby in the womb I  
could tell whether it was light or  
dark outside  
**FALSE**

When I was a baby in the womb I  
could have a wee  
**TRUE**  
(The fluid would pass through you and  
back out again!)

When I was a baby in the womb I  
could blow bubbles  
**FALSE**



## Changing Me

### From Conception to Birth - Ages 10-11 - Piece 3

Find the right words in the box below to fill in the gaps in the story

1. Life begins when a sperm joins with an egg in the fallopian tube and \_\_\_\_\_ it so that it starts to grow into a baby.
2. The fertilised egg starts to divide from one cell to two, then four, then eight and so on, and the growing cluster of cells travels down the tube towards the mother's \_\_\_\_\_.
3. The ball of cells settles into the soft lining of the womb, which has thickened with an extra supply of \_\_\_\_\_ to provide oxygen and food for the baby.
4. As the cells continue to divide some of them form into the tiny beginnings of the baby, and some form a fleshy plate called the \_\_\_\_\_ which attaches the baby to the wall of the womb.
5. The placenta collects oxygen and food from the mother's blood and passes them to the growing baby through the \_\_\_\_\_.
6. After a month the baby is about the size of a grain of rice; while it is very tiny the baby is called an \_\_\_\_\_.
7. For the first 12 weeks the baby grows slowly but it gradually forms all its body parts: after only 6 weeks it already has a tiny \_\_\_\_\_ which is beating.
8. While it grows the baby is kept safe and protected from bumps and knocks by floating in a bag of \_\_\_\_\_.
9. After 12 weeks the baby is fully formed and has all its essential \_\_\_\_\_ but it is still very small, about the length of your thumb.
10. After 6 months the baby is growing fast, it has begun to grow eyelashes and \_\_\_\_\_ on its head, and its mother can feel it sometimes moving and kicking.
11. In the final months of \_\_\_\_\_ the baby fattens up, has periods of waking and sleeping and can hear and react to sounds from the outside.
12. By the eighth and ninth months the baby is probably big enough to be able to survive if it was born early, and the mother has a very large, heavy \_\_\_\_\_ to carry around.
13. In the ninth month the baby is getting quite squashed and doesn't have much room to move: it settles with its \_\_\_\_\_ down ready to be born.
14. Birth begins when muscles in the womb start to press down on the baby in a series of powerful pushes called \_\_\_\_\_.
15. Over a period of several hours these contractions get stronger and more frequent, pushing the baby's head against the entrance from the womb to the vagina, which is called the \_\_\_\_\_, and gradually opening it up.
16. When the cervix is fully open the baby starts to move head first down through the vagina: this is known as the second stage of \_\_\_\_\_.



## Changing Me

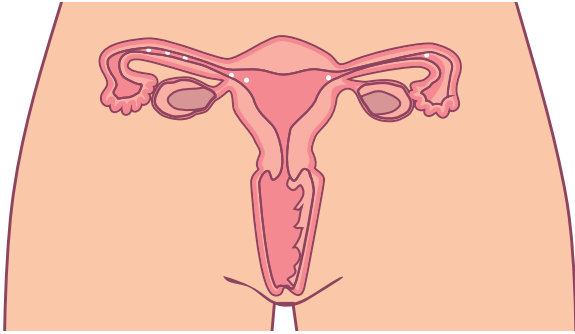
### From Conception to Birth - Ages 10-11 - Piece 3

17. Now the mother can use muscles that she can control to help the contractions and push the baby down and out of the \_\_\_\_\_: it's very hard work and a big strain for the mother and the baby.
18. Finally the baby's head is born – this is the largest part and the rest of the body quickly follows: the mother is normally helped through all of this by a specially trained nurse called a \_\_\_\_\_.
19. The baby is still attached to its mother by the cord, but once it starts breathing for itself (and crying!) the cord can be clamped and cut – the remains of it will eventually shrivel to form the baby's \_\_\_\_\_.
20. The other end of the cord is connected to the placenta, and a few more contractions help the mother to push this out; now a new, independent life has begun and mother and baby can relax and start getting to know each other. Can you add one more word to describe how you think the mother might be feeling at this stage? \_\_\_\_\_

head	body parts	umbilical cord		vaginal opening	
fertilises	labour	belly	fluid	placenta	midwife
contractions		hair	embryo	womb	belly button
cervix	pregnancy	heart	blood		

## Changing Me

### Conception to Birth Card Sort Template - Ages 10-11 - Piece 3




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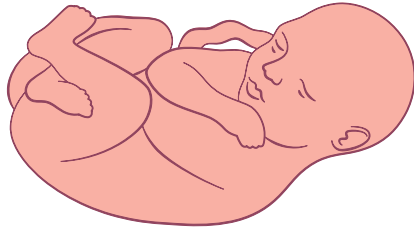
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## Changing Me

### Conception to Birth Card Sort Template - Ages 10-11 - Piece 3



## Exemplification for Ages 10-11 **Changing Me** Puzzle

These are examples of the style of answers that children may write/ and say in response to lesson (Piece) 3 in particular. The content could be different. Teachers will also need to consider the children's understanding of puberty (from Piece 2).

	WORKING TOWARDS
<p>A baby is made when an egg and sperm join. The egg settles into the woman's womb. It grows for 9 months until it is ready to be born. A woman gives birth when the baby passes through her cervix and out of her vagina and vulva.</p> <p>Growing up is scary and exciting.</p>	

Ages 10-11 expectation	WORKING AT
<p>A baby is conceived when a man's sperm fertilises a woman's egg. The embryo develops in the mother's womb. It starts off as just a single cell, but these divide and grow. The baby is joined to the mother by the umbilical cord which gives the baby the things it needs to grow. At 12 weeks the baby is fully formed but is still very small. Between 6 and 9 months the baby grows very fast until it is ready to be born. The woman gives birth when she has contractions which push the baby down her cervix and outside of her body through the vagina/vulva.</p> <p>I am happy to be getting older because one day I would like to have my own children and a husband. I think it would be exciting to have a baby but would need to be ready before I chose to have one.</p>	

	WORKING BEYOND
<p>A more detailed description than 'Working At' using a wider variety of technically accurate vocabulary and greater detail of how the baby is conceived, develops and born. e.g. The baby is joined to the mother by the umbilical cord which is connected to the baby's belly button area. The baby floats in a bag of fluid to protect it. The umbilical cord gives the baby oxygen and nutrients. At 1 month old the baby is only the size of a grain of rice.</p> <p>Giving birth looks like hard work but is worth it because a new life has been made. I think a woman must be tired after growing and giving birth to a baby, but that is balanced by the joy that she and the Dad must feel. I'm a bit scared of having a baby, but when I am older, I will probably feel differently because the happiness outweighs the pain.</p>	



## Changing Me

### PowerPoint Slide 7: My Jigsaw Journey - Ages 10-11 - Piece 3



**My Jigsaw Journey**

**Jigsaw**

Puzzle 6 - Changing Me (Pieces 1-3) Ages 10-11

Name: .....

						TINT BOX - To improve next time I...
Piece 1	I am aware of my own self image and how my body image fits into that.					
	I know how to develop my own self esteem.					
Piece 2	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.					
	I can express how I feel about the changes that will happen to me during puberty.					
Piece 3	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.					
	I recognise how I feel when I reflect on the development and birth of a baby.					

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I don't get this at all.

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

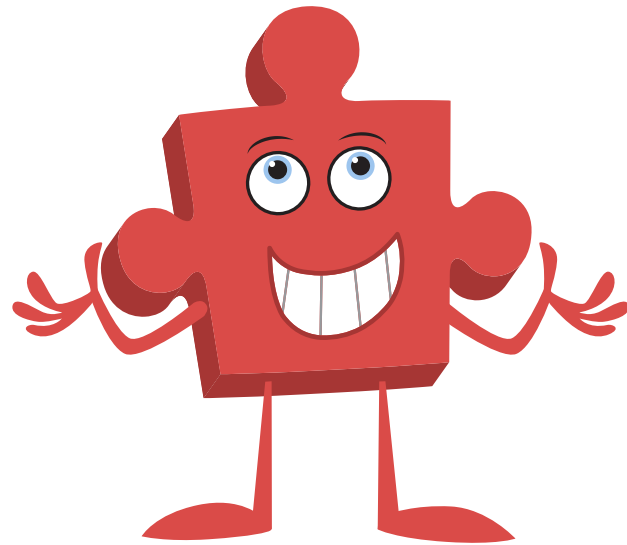
I get this and can give examples if you ask me.

I missed this lesson.



## Puzzle 6: Changing Me - Ages 10-11 - Piece 4

Boyfriends and Girlfriends	
<b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b>	<b>Please teach me to...</b> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p>
<b>Resources</b> <a href="#">Jigsaw Chime</a> <a href="#">'Calm Me' script</a> <a href="#">Jigsaw Jem</a> <a href="#">Jigsaw Jerrie Cat</a> <a href="#">Should I/ Shouldn't I? resource</a> <a href="#">Diamond 9 Cards</a> <a href="#">Jigsaw Journals</a> <a href="#">My Jigsaw Journey</a>	<b>Vocabulary</b> Attraction Relationship Pressure Love Sexting
<b>Teaching and Learning</b>  <b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
<b>Connect us</b> Play a quick game of Zoom/Ekk or Blast Off. Ask the children to discuss with a talking partner some reasons why people may want to be in a romantic relationship with a boyfriend or girlfriend. Allow 2 minutes discussion time and then share some ideas using Jigsaw Jem as the talking object. Ask what's different between having a boyfriend or girlfriend relationship and having friends who are boys and friends who are girls? From this discussion conclude that with romantic relationships there is usually a physical and romantic attraction, and that is what makes this type of relationship special.	
<b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	



### Ask me this...

Why do people want a boyfriend/girlfriend?  
How is this different from being friends?

Does your mind feel calm and ready to learn?

## Open my mind

### Diamond Nine

Divide the class into groups and give each a set of diamond nine cards. Explain that the words on the cards are to provide possible endings to the sentence 'You might want a boyfriend/girlfriend because...' Some are good reasons and some are not!

Each group then arranges the cards they have been given in a diamond formation, prioritising them from the best and most important reason at the top, to the worst and least appropriate reason at the bottom.

After the sorting exercise go to each group and ask for feedback about why they prioritised the cards as they did. Were there any differences in how the girls and boys sorted the cards? If there are, why is this? Are boys under different 'pressures' compared to girls?

Draw out that the negative reasons on the cards come from a 'pressure' to be in a romantic relationship. Ask the children where they think this pressure comes from? e.g. media, peers, social standing, popularity, etc. Is it the right thing to 'give in' to the pressure? How do we stand up for ourselves (be assertive)?

Summarise that people should decide to enter into a relationship when they feel ready to and that it is a personal choice. There is no expectation for everyone to be dating and just because others are, it doesn't mean that we have to.

## Tell me or show me

Read out the following scenario, explain to the children that this is a REAL story but the names have been changed to protect identity.

*Asha was 12 years old when she got a crush on a boy in her year called Daz. They began seeing each other after school. Sometimes they went to the movies but mostly they would spend time together at one of their houses watching Netflix or playing video games. Everyone at school knew they were an 'item'. After a couple of months, Daz started asking Asha to kiss him because he said that's what boyfriends and girlfriends were supposed to do. Asha didn't mind holding hands with him, but she wasn't sure she was ready to start kissing just yet. Daz started getting moody with her and missed few dates. A few more weeks went by and then Daz said if she really loved him could she prove her love by sending him a photo of herself in her bra and pants. She spoke to her friends who said they had heard that lots of couples sent pictures like this, and that she should do it. Asha sent a picture to Daz. It was simple and easy and she didn't really give it a lot of thought. She felt more confident that she wasn't going to lose him as a boyfriend after sending the photo. Daz started asking for more and more photos and was texting her all the time about it. What she didn't know was that Daz had shown the photos to his friends, and they had told their friends until it had spread around the whole school. Soon everyone in school knew and people she didn't even know started to call her a loser and tease her in the corridors. Daz said he wanted to break up because he couldn't be seen with a loser like her.*

Before discussing the scenario, explain that when people send messages or photos like this it is called 'sexting'. Emphasise that once something has been sent online, texted or posted on social media it can NEVER be taken back. There are also ways that people can retrieve whatever has been sent, even if it has been deleted. Also explain that Daz could be in trouble with the police because there are laws against sharing 'sexy' photos of children and young people. (Make the point the law protects both underage boys and girls, and a female could equally be prosecuted for sharing similar images of children and young people).

Briefly ask the children to discuss in pairs why Asha sent the photo and what 'pressure' she was under. Was Daz under pressure too?

Take some feedback from the pairs and discuss the 'pressures' and the importance of respect in relationships.

Finally ask the children what they would have done if they were in Asha or Daz's position? Is it easier to think of the right thing to do having had time to think about it rather than being in 'the moment'?

Is this a similar or different sort of 'pressure' compared to what we discussed earlier?

Was Daz being respectful?

Why do the children think there are laws about sharing photos, like the one Asha sent?

What would you have done?

**Let me learn**

Mix up the groups from earlier. Give each group a set of 'Should I? / Shouldn't I?' cards and ask them to sort the cards into groups, under the headings 'OK' and 'Not OK'

Some of the cards are deliberately 'nuanced' as some could be OK or not OK depending on the circumstances to promote discussion.

After the groups have finished take some feedback, and from the discussion draw out the elements of personal choice, respect (for self and others) and where to access support.

Draw the lesson to a close by asking the children to summarise what they have discovered about having a boyfriend/girlfriend today. Do they think differently about this now compared to the start of the lesson? What have they learnt about having a respectful boyfriend/girlfriend relationship with another person in the future?

Ask them to summarise their thoughts as three bullet points in their Jigsaw Journals.

**Help me reflect**

Slide 1: As with previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Journey resource.

**Notes**



## Changing Me

### Calm Me Script - Ages 10-11 - Piece 4

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.

In this Puzzle, we are thinking about how we handle changes that happen in our lives and with our bodies.

Keeping your eyes closed and staying gentle and relaxed, try to move your arms above your head as slowly as you can. Always being aware of how each arm feels...are they stretching easily? Is it hard to do this slowly? Is one arm more flexible than the other?

Take your arms over your head until you can clasp your hands together and keep stretching, higher.

Where in your body can you feel the stretch? Doesn't it feel great to know your body is growing just as it is meant to?

Now very slowly, and gently lower your arms again, trying to keep them in time with each other. Place your hands in your lap and focus again on your breathing.

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I appreciate my body."

When you can no longer hear the chime, bring your awareness back into the present moment, here and now.







## **Changing Me**

**Diamond 9 Cards - Ages 10-11 - Piece 4**

**You are physically  
attracted to them**

**You are the only  
one in your group  
without one**

**You want to be  
treated like a  
grown-up**

**You like the  
attention they give  
you**

**You enjoy their  
company**

**You can have a laugh  
together**

**You don't want to  
look like a loser**

**You like doing things  
together**

**You want to make  
your friends envious**



## Changing Me

Should I/Shouldn't I? Cards - Ages 10-11 - Piece 4

OK

Not OK



## Changing Me

Should I/Shouldn't I? Cards - Ages 10-11 - Piece 4

**Have a  
boyfriend/  
girlfriend at the  
age of 10**

**Text 'I love  
you' to your  
boyfriend/  
girlfriend**

**Sulk until you  
get what you  
want from your  
boyfriend/  
girlfriend**

**Make fun of  
somebody's  
looks and say  
they'll never  
get a boyfriend/  
girlfriend**

**Chat to your  
parents about  
a boyfriend/  
girlfriend worry**

**Criticise yourself  
for not having  
a boyfriend/  
girlfriend**

**Send a 'sexy'  
photo or text to  
prove you love  
somebody**

**Have a  
boyfriend/  
girlfriend at the  
age of 15**

**Tell someone  
that you'll only  
go out with  
them if they do  
something you  
want**

**Chat to a  
friend about  
a boyfriend/  
girlfriend worry**

**Accept other  
people's  
compliments  
about you**

**Look online for  
advice about  
boyfriend/  
girlfriend  
problems**

**Send a horrible  
message back if  
your girlfriend/  
boyfriend sends  
you a horrible  
message**

**Be assertive if  
you don't want  
to do something  
that could hurt  
you or someone  
else**

**Try to be a  
grown up before  
you are ready**

**Not wanting  
to have a  
boyfriend/  
girlfriend**



## Changing Me

### PowerPoint Slide 1: My Jigsaw Journey - Ages 10-11 - Piece 4



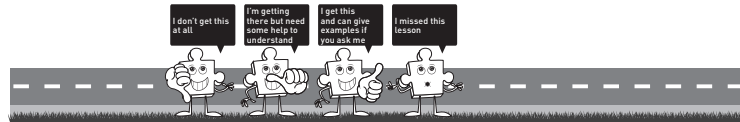
Puzzle 6 - Changing Me (Pieces 4-6)

Ages 10-11

Name .....

PSHE award ©

					TINT BOX - To improve next time I...
Piece 4	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.				
	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and I should not feel pressured into doing something I don't want to.				
Piece 5	I am aware of the importance of a positive self-esteem and what I can do to develop it.				
	I can express how I feel about my self-image and know how to challenge negative 'body talk'.				
Piece 6	I can identify what I am looking forward to and what worries me about the transition to secondary school (or moving to my next class).				
	I know how to prepare myself emotionally for the changes next year.				



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Name .....

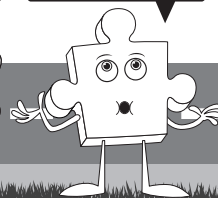
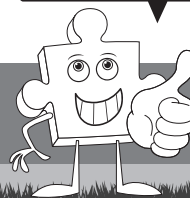
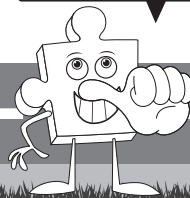
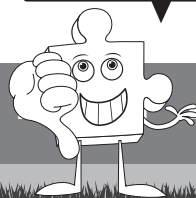
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Piece 4	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.					
	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and I should not feel pressured into doing something I don't want to.					
Piece 5	I am aware of the importance of a positive self-esteem and what I can do to develop it.					
	I can express how I feel about my self-image and know how to challenge negative 'body-talk'.					
Piece 6	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.					
	I know how to prepare myself emotionally for the changes next year.					

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

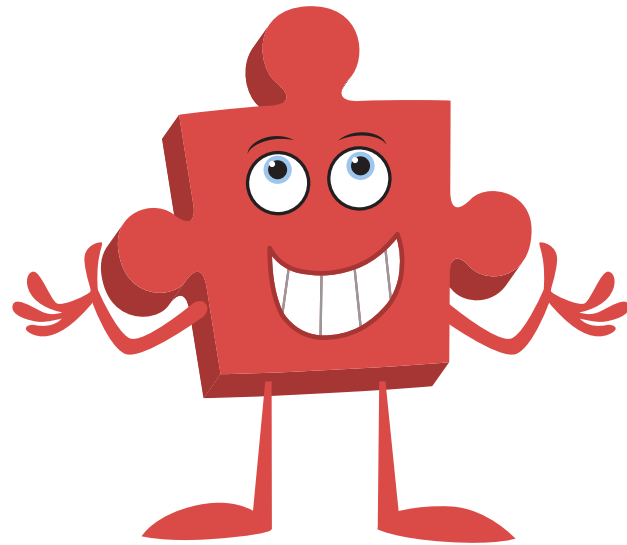
I missed this lesson





## Puzzle 6: Changing Me - Ages 10-11 - Piece 5

Real self and ideal self	
<b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b>	<b>Please teach me to...</b> be aware of the importance of a positive self-esteem and what I can do to develop it express how I feel about my self-image and know how to challenge negative 'body-talk'
<b>Resources</b> Jigsaw Jem Jigsaw Jerrie Cat Jigsaw Chime 'Calm me' script Cosmetic items: a tube of toothpaste, a hair product for men, an item of make-up PowerPoint slides 'Ideal bodies' 'Real' self/'ideal' self templates – 2 copies per child Different coloured pens Jigsaw Journals My Jigsaw Journey	<b>Vocabulary</b> Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health
<b>Teaching and Learning</b> <b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together. <b>Connect us</b> Play the advert game. With the children in the circle show the three cosmetic items. In pairs challenge the children to imagine they want to sell as many of one of these products and to make as much money as possible. In their pairs can they decide on some 'messages' or images they would include in their TV or online advert? Give 2-3 minutes for discussion, then share the children's ideas using Jigsaw Jem as the talking object. What does this game teach us about adverts and their purpose? <b>Calm me</b> 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.	
<b>Ask me this...</b>  What is the purpose of an advert? Can adverts be misleading?  Does your mind feel calm and ready to learn?	




### Open my mind

Slides 1-5: Show the children the PowerPoint presentation 'Ideal bodies'.

Ask the children how these images make them feel? From the conversation draw out that we are exposed to images of 'ideal bodies' in the media and in the shops. Use the shop mannequins as an example as these are rarely made with accurate measurements that reflect a 'real' body shape, they are designed so the clothes look attractive and hang properly in shop displays. Explain that 'body-talk' (how we look) is very common between friends, family members and we even 'body-talk' to ourselves when we look in the mirror. 'Body-talk' is used for all sort of reasons but it mostly results in people feeling that appearance is more important than other things about themselves. e.g. Those jeans make you look thinner, look how I've toned up, what do you think of my latest photo on Instagram? etc. We can choose to accept body-talk or to challenge it.

Ask the children how negative 'body-talk' could hurt somebody's feelings?

**Pause Point:** Slide 6:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Ask the children to stop and pause for 30 seconds. What are they thinking and feeling right now? They don't need to share and can keep these thoughts private.

### Tell me or show me

Hand out the Real Self / Ideal Self templates and ask the children to work in same gender pairs to write 5 words on the 'Ideal Self' figure, thinking about some of the media messages *and also about some of their own aspirations about what they want to look like when they adults.*

Then working individually, ask each child to write 5 words on the 'Real Self' figure to describe their real self-image. Ensure the children understand they won't need to share this with anyone else.

Children then cut out both parts of the Real Self' and 'Ideal' Self templates. Invite them to place them on the table showing how close the ideal self-image is to the real self-image, i.e. if these two are the same, the ideal self is placed on top of the real self-template. If the two images are very different, then children represent this by the distance between the two.

Repeat the exercise and give them a new template each, and using a different coloured pen, ask the children to write 5 words that describe their personality traits, and the type of person they want to be (not looks) on the inside of the 'Ideal Self' figure. e.g. they want to be kind, they want to be friendly. They then do the same with the 'Real Self' figure describing what they are like as a person on the inside, now. When they compare the distance this time, are the figures closer?

The teacher explains that the bigger the distance between the ideal self and the real self, the greater the possibility of self-esteem being low because we are likely to feel inadequate or not good enough, simply by comparing ourselves to the ideal we have created in our own minds, especially if we only focus on the outside appearance. Invite children to stick their images into their Jigsaw Journals.

### Let me learn

In small groups children discuss what can be done about this problem. (Help them to consider the effects of moving the real self towards the ideal self or moving the ideal self towards the real self, e.g. by keeping expectations real and by being aware of influences on us like media, friends etc.)

Challenge them to think of ways that they can reduce negative 'body-talk' within a friendship group. e.g. to make a commitment not to discuss how people look, to challenge a negative comment with a positive one, to use their invisible animal on their shoulder from lesson 1 etc.

Ask each group to write three ways in their Jigsaw Journal.

Summarise by sharing and praising some of the children's ideas.

How do these images make you feel?



**Help me reflect**

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

**Notes****Certificates**

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



## Changing Me

### Calm Me Script - Ages 10-11 - Piece 5

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.

In this Puzzle, we are thinking about how we handle changes that happen in our lives and with our bodies.

Keeping your eyes closed and staying gentle and relaxed, try to move your arms above your head as slowly as you can. Always being aware of how each arm feels...are they stretching easily? Is it hard to do this slowly? Is one arm more flexible than the other?

Take your arms over your head until you can clasp your hands together and keep stretching, higher.

Where in your body can you feel the stretch? Doesn't it feel great to know your body is growing just as it is meant to?

Now very slowly, and gently lower your arms again, trying to keep them in time with each other. Place your hands in your lap and focus again on your breathing.

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I appreciate my body."

When you can no longer hear the chime, bring your awareness back into the present moment, here and now.





## Changing Me

Ideal Bodies PowerPoint Slides 1-5 - Ages 10-11 - Piece 5



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## Changing Me

Ideal Bodies PowerPoint Slides 1-5 - Ages 10-11 - Piece 5



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## Changing Me

Ideal Bodies PowerPoint Slides 1-5 - Ages 10-11 - Piece 5



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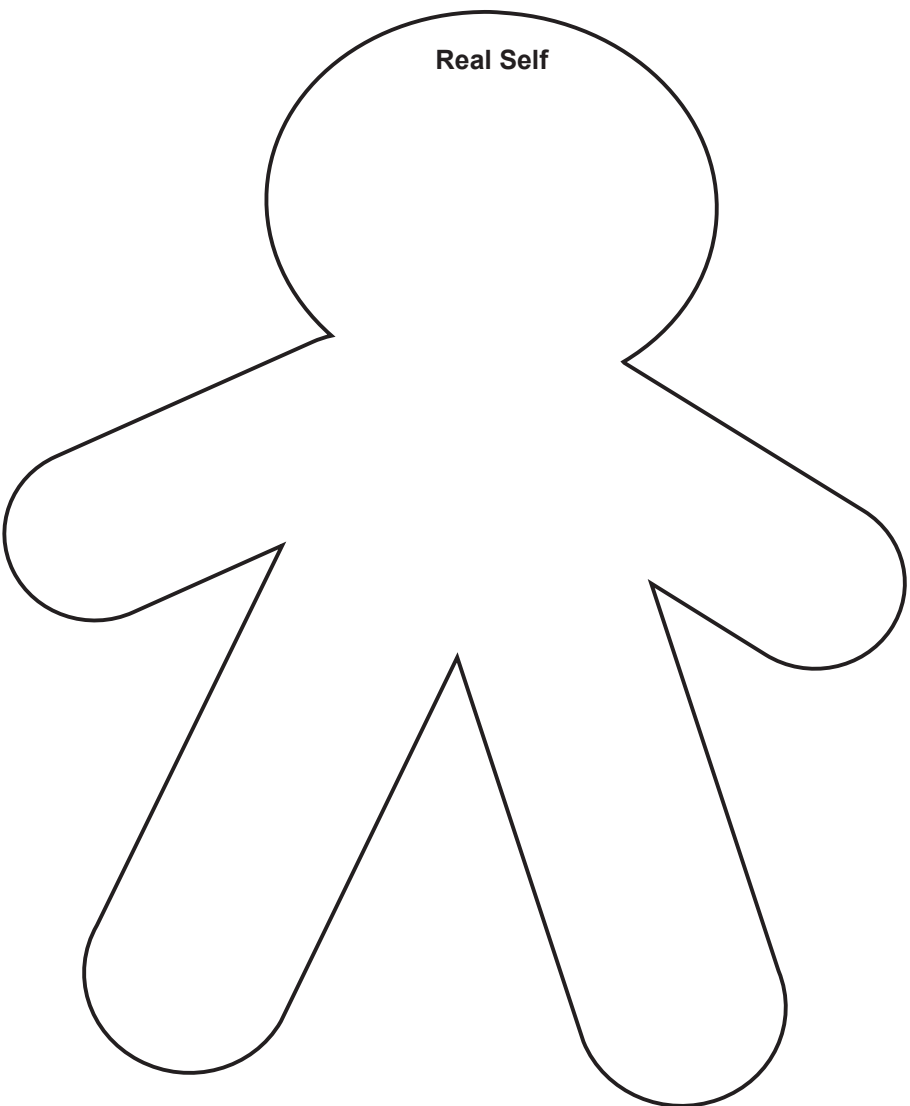
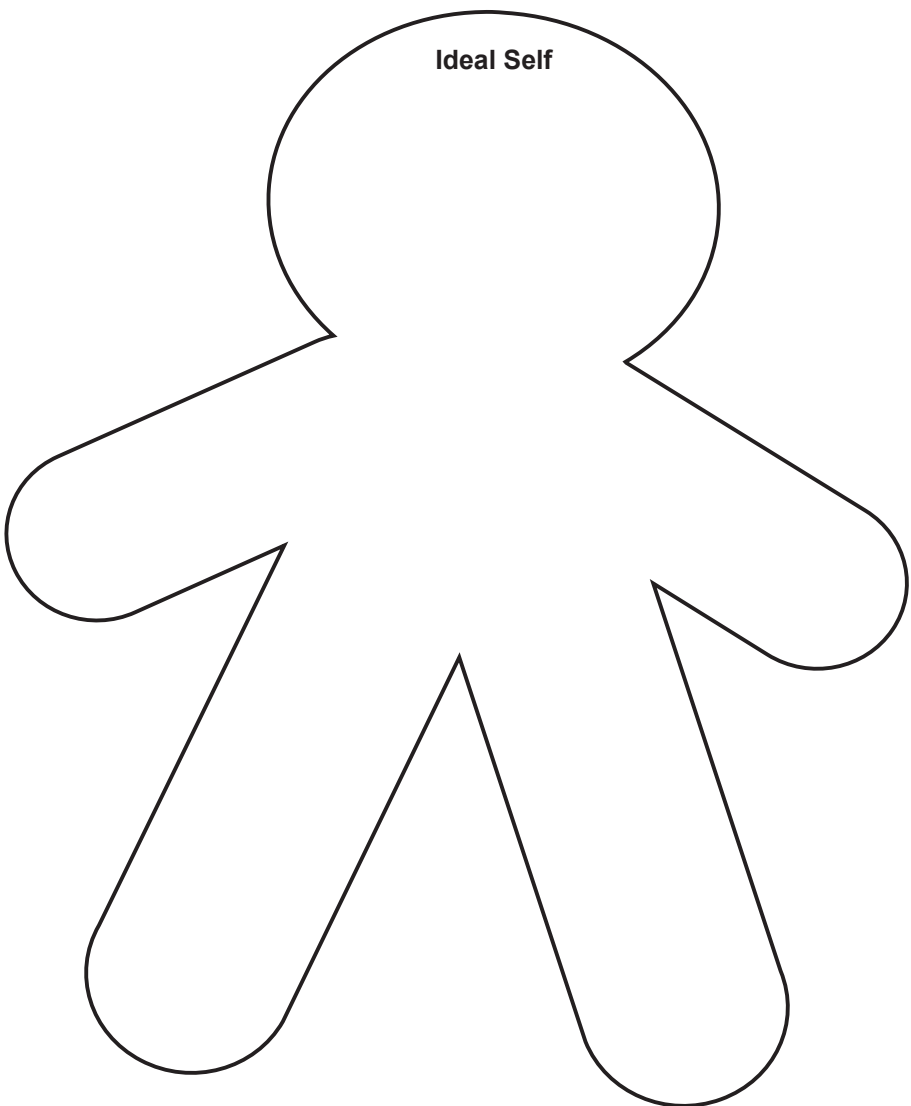
## Changing Me

Jerrie Cat PowerPoint Slide 6 - Ages 10-11 - Piece 5



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**Changing Me**  
Real Self and Ideal Self - Ages 10-11 - Piece 5





## Changing Me

### PowerPoint Slide 7: My Jigsaw Journey - Ages 10-11 - Piece 5



**My Jigsaw Journey**

**Jigsaw**

Puzzle 6 - Changing Me (Pieces 4-6) Ages 10-11

Name: .....

					TINT BOX - To improve next time I...
<b>Piece 4</b>	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.				
	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and I should not feel pressured into doing something I don't want to.				
<b>Piece 5</b>	I am aware of the importance of a positive self-esteem and what I can do to develop it.				
	I can express how I feel about my self-image and know how to challenge negative 'body talk'.				
<b>Piece 6</b>	I can identify what I am looking forward to and what worries me about the transition to secondary school (or moving to my next class).				
	I know how to prepare myself emotionally for the changes next year.				

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I don't get this at all.

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

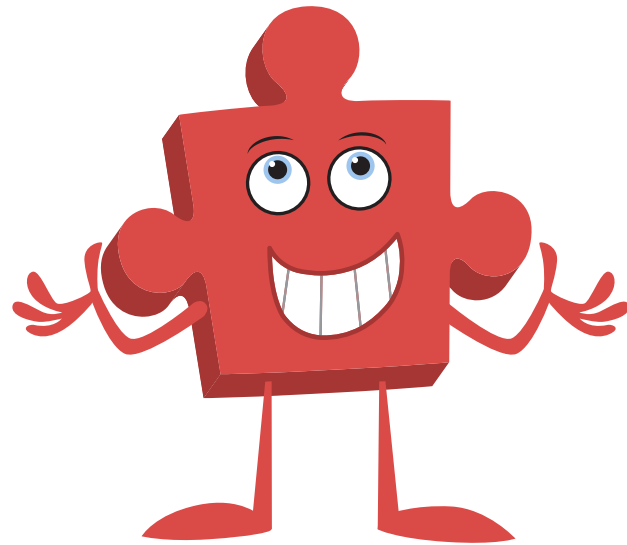
I get this and can give examples if you ask me.

I missed this lesson.



## Puzzle 6: Changing Me - Ages 10-11 - Piece 6

The Year Ahead	
<b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b>	<b>Please teach me to...</b> identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class know how to prepare myself emotionally for the changes next year
<b>Resources</b> Jigsaw Jem Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script PowerPoint slide – Bungee run Paper and pens Optional: Blank T-shirts Optional: Fabric pens Jigsaw Journals My Jigsaw Journey Certificates	<b>Vocabulary</b> Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement
<b>Teaching and Learning</b>  <b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
<b>Connect us</b> Pass Jigsaw Jem around the circle and ask the children to name one highlight from this year and one thing they are looking forward to next year. If this is the children's last year in primary school (it won't be for all depending on the school), teachers may also like to add an additional question about a highlight from the children's experience at primary school. If there is time, play the children's favourite Connect us game.	
<b>Calm me</b> 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 Charter.	
<b>Open my mind</b> Slide 1: Show the PowerPoint slide of an inflatable bungee run and, in talking partners, ask the children to suggest ways in which the bungee run is a symbol of them starting their next year in school. (In some schools, children will be moving to secondary education, if this applicable, make this question appropriate to changing school). What could the bungee run mean? (They are looking forward but maybe are being held back by some fears or concerns like the bungee cord around their waist.)	



### Ask me this...

What are you looking forward to next year in school?

Does your mind feel calm and ready to learn?

What fears or worries might you be holding back?

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

Play 'Bin the worry' game. Each child has a piece of paper and a pen. Invite them to write their biggest worry about the next school year on their paper. (Make sure they know they will be asked to share these as this may make a difference about what they choose to write.)

Working in groups of six, children take it in turns to journey through 'solutions alley'. Each group arranges itself in two lines, with pairs facing each other. In turn, each child stands at one end of 'solutions alley' with their worry written on paper, and asks the others to suggest solutions for that worry - "Please can you help me bin this worry". As the child slowly walks through the alley, the members of their group in turn offer a solution to their worry. When they get to the end of the alley, they consider the suggestions; if they have found a possible solution they can choose to 'bin the worry' by screwing up the worry and putting it in the bin. If no adequate solution seems to have been found, this can be opened to the rest of the class for suggestions (as long as the child agrees). It may be necessary for the teacher/pastoral care worker to follow this up if a concern hasn't been addressed.

### **Let me learn**

Option 1) If this is the children's last year in primary school, it is a 'tradition' in some schools for the children to get a piece of their uniform signed. If this is what you do in your school, ask the children to also include reflections on their best moments and memories. Put them in groups so they can reflect together and remind each other. Also ask them to include some of the things they are looking forward to next year.

Option 2) If your children are not moving to a different school, or you do not permit children to get their uniform signed, still ask them to share their memories about the current school year in groups. Ask them to design a t-shirt on paper that reflects these moments on the BACK. On the FRONT can they design something that reflects what they are looking forward to. Teachers may wish to allow the children to create their t-shirts for real on blank t-shirts and fabric pens as an option, if resources and time are available.

Share the children's ideas and celebrate.

Change the atmosphere of the room using the Jigsaw chime and a breathing technique to help children enter a reflective state. Ask them to visualise three things they are most looking forward to about their next year in school and to be aware of the positive emotions attached to those things.

Gently bring them out of the reflection using the Jigsaw Chime.

The children's designs can be the class contribution to the End of Puzzle Outcome as agreed with your Jigsaw Lead prior to starting this unit (Puzzle).

### **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.

### **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 10-11 - Piece 6

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.

In this Puzzle, we are thinking about how we handle changes that happen in our lives and with our bodies.

Keeping your eyes closed and staying gentle and relaxed, try to move your arms above your head as slowly as you can. Always being aware of how each arm feels...are they stretching easily? Is it hard to do this slowly? Is one arm more flexible than the other?

Take your arms over your head until you can clasp your hands together and keep stretching, higher.

Where in your body can you feel the stretch? Doesn't it feel great to know your body is growing just as it is meant to?

Now very slowly, and gently lower your arms again, trying to keep them in time with each other. Place your hands in your lap and focus again on your breathing.

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I appreciate my body."

When you can no longer hear the chime, bring your awareness back into the present moment, here and now.



## Changing Me

Bungee Run PowerPoint Slide 1 - Ages 10-11 - Piece 6



Photop courtesy of urthstripe: Flickr



## Changing Me

### PowerPoint Slide 2: My Jigsaw Journey - Ages 10-11 - Piece 6



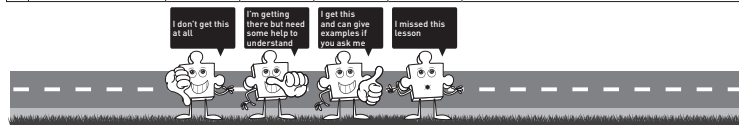
Puzzle 6 - Changing Me (Pieces 4-6)

Ages 10-11

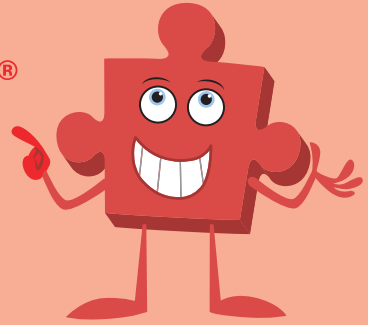
Name .....

PSHE award ©

					TINT BOX - To improve next time I...
Piece 4	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.				
	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and I should not feel pressured into doing something I don't want to.				
Piece 5	I am aware of the importance of a positive self-esteem and what I can do to develop it.				
	I can express how I feel about my self-image and know how to challenge negative 'body talk'.				
Piece 6	I can identify what I am looking forward to and what worries me about the transition to secondary school (or moving to my next class).				
	I know how to prepare myself emotionally for the changes next year.				



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## Changing Me

Well done!



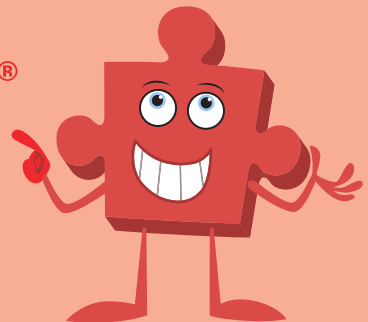
Please feel proud that you have learnt to:



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: .....