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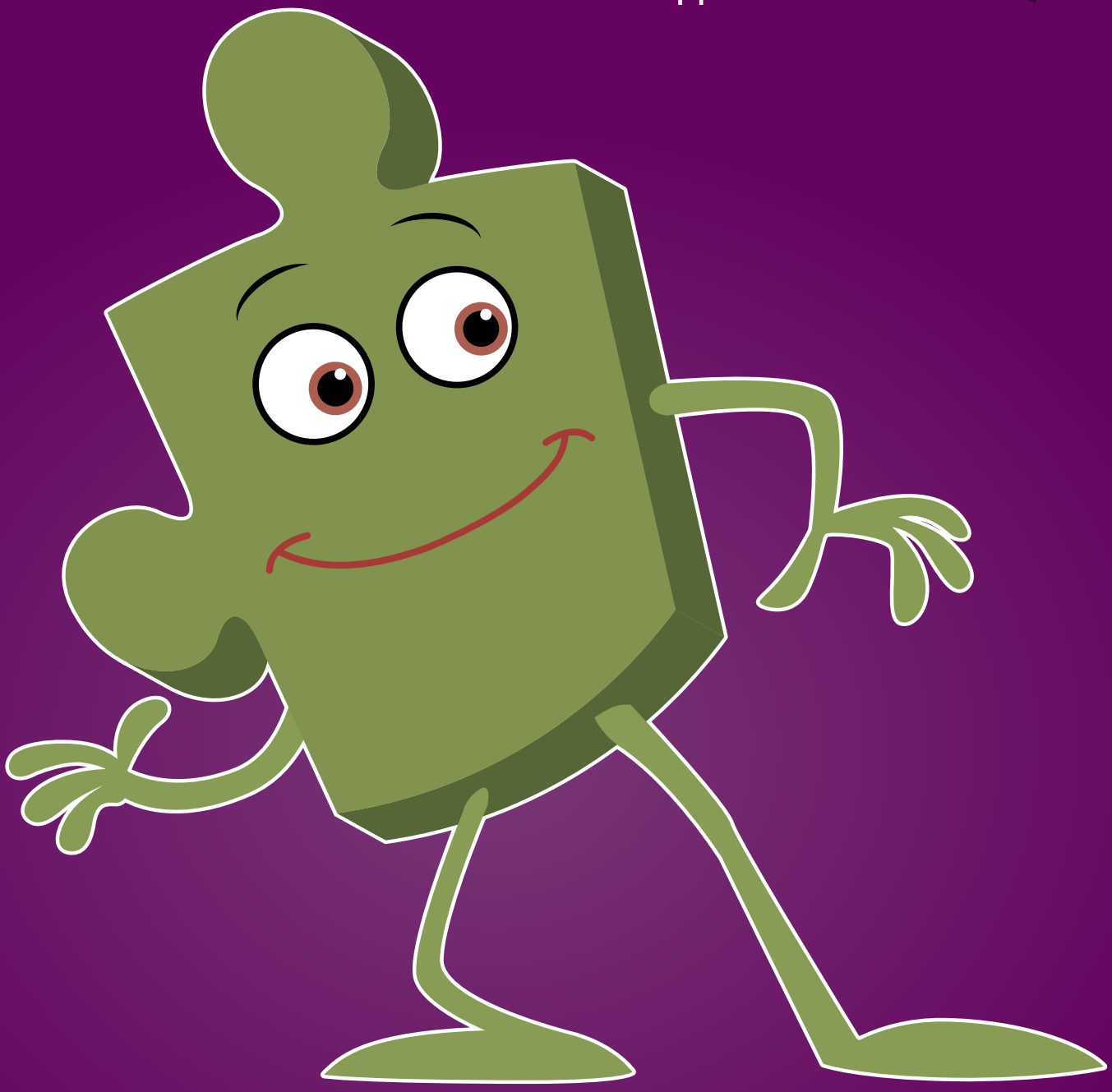

Changing Me - Ages 9-10

www.jigsawpshe.com

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Puzzle 6 - Changing Me

Puzzle Map - Ages 9-10

Puzzle Outcome

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

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	**1. Self and Body 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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Self-image cards, Emoji face classroom labels, Airbrushed images (teacher sourced), PowerPoint slide 'Self-image prompts', Frame card template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	**2. Puberty for Girls**	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint slides of male and female bodies, Animation: The Female Reproductive System, Menstruation Card Match, A range of sanitary products, The Great Growing Up Adventure resource sheet, A set of Menstruation Worries cards If available: some examples of published information leaflets about puberty, Jigsaw Jez's Private Post Box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	**3. Puberty for boys**	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty	Tennis ball, Jigsaw Chime, 'Calm Me' script, Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slide: Male organs, Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or PowerPoint presentation, If available: some examples of published information leaflets about puberty, Jigsaw Journals, Jigsaw Jez's post box, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	**4. Conception**	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways	Relationships Cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Animations: The Female Reproductive System and The Male Reproductive System, Having A Baby, Diamond 9 cards, PowerPoint slides: A Baby in the Womb, The Truth About Conception and Pregnancy card sort – statements, true/false cards, explanation cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jez's post box, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	**5. Looking Ahead 1** **Puzzle Outcome: Change Cards**	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring	Jigsaw Song sheet: 'A New Day', Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Selection of pages from teen magazines, Flip chart paper, Paper or card for card designs, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	**6. Looking Ahead 2**	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Spinning top template, Circle of Change template, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

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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.

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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.

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Changing Me
Assembly (PowerPoint Slides)

A New Day
[Changing Me]

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

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

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

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

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Changing Me
Assembly (PowerPoint Slides)

A New Day
(Changing Me)

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

CHORUS:
It's a new day,
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Today's gunna' be great!

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Reading

Having a job

Playing sport

Looking after a pet

Having a girlfriend or boyfriend

Driving a car

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Owning a mobile phone

Playing computer games

Going to university or college

Getting taller

Choosing your own clothes

Getting married

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Music and Lyrics
by Ryan Hanlon

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.

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A New Day
(Changing Me)

CHORUS:

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Music and Lyrics
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A New Day
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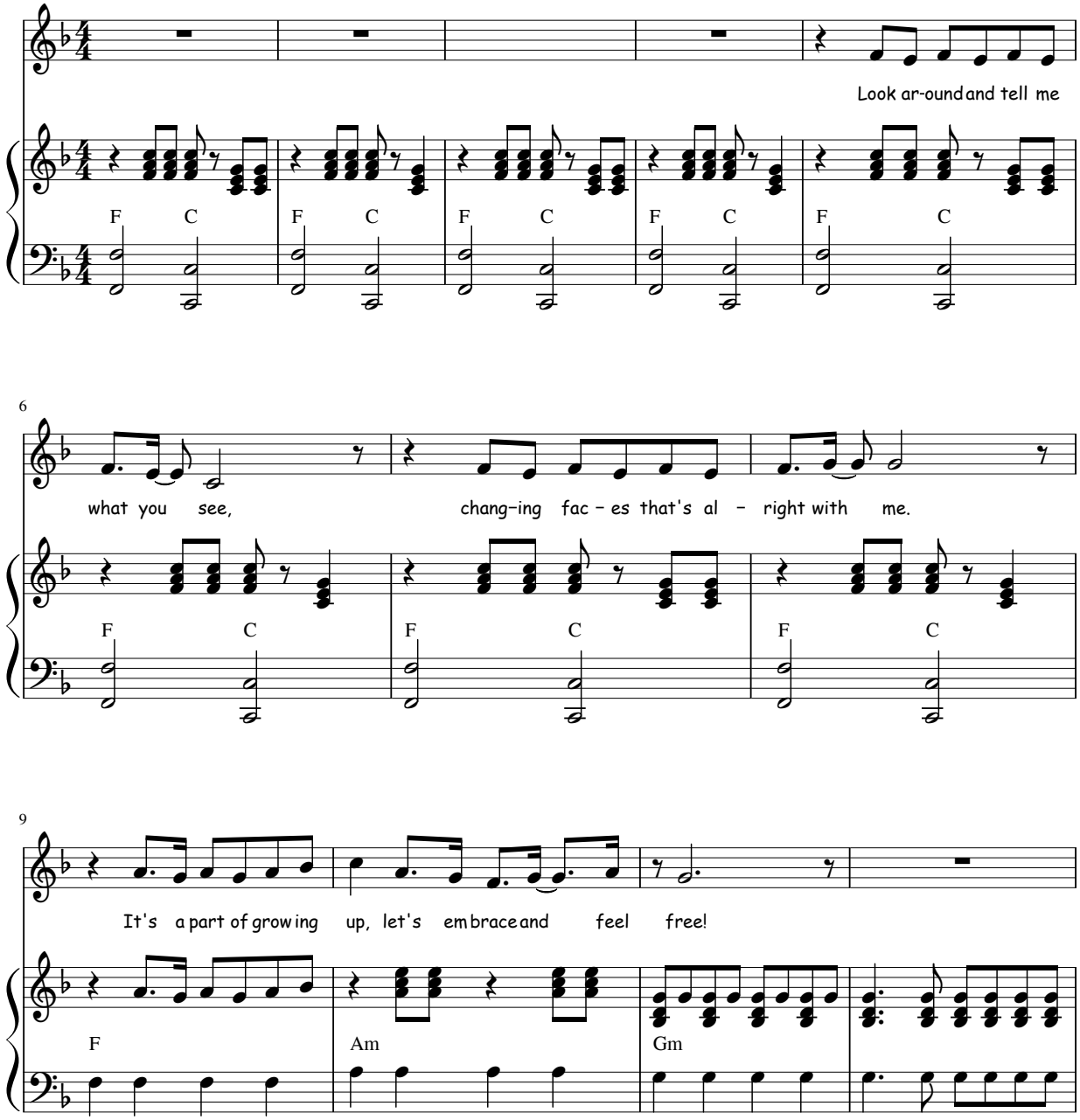
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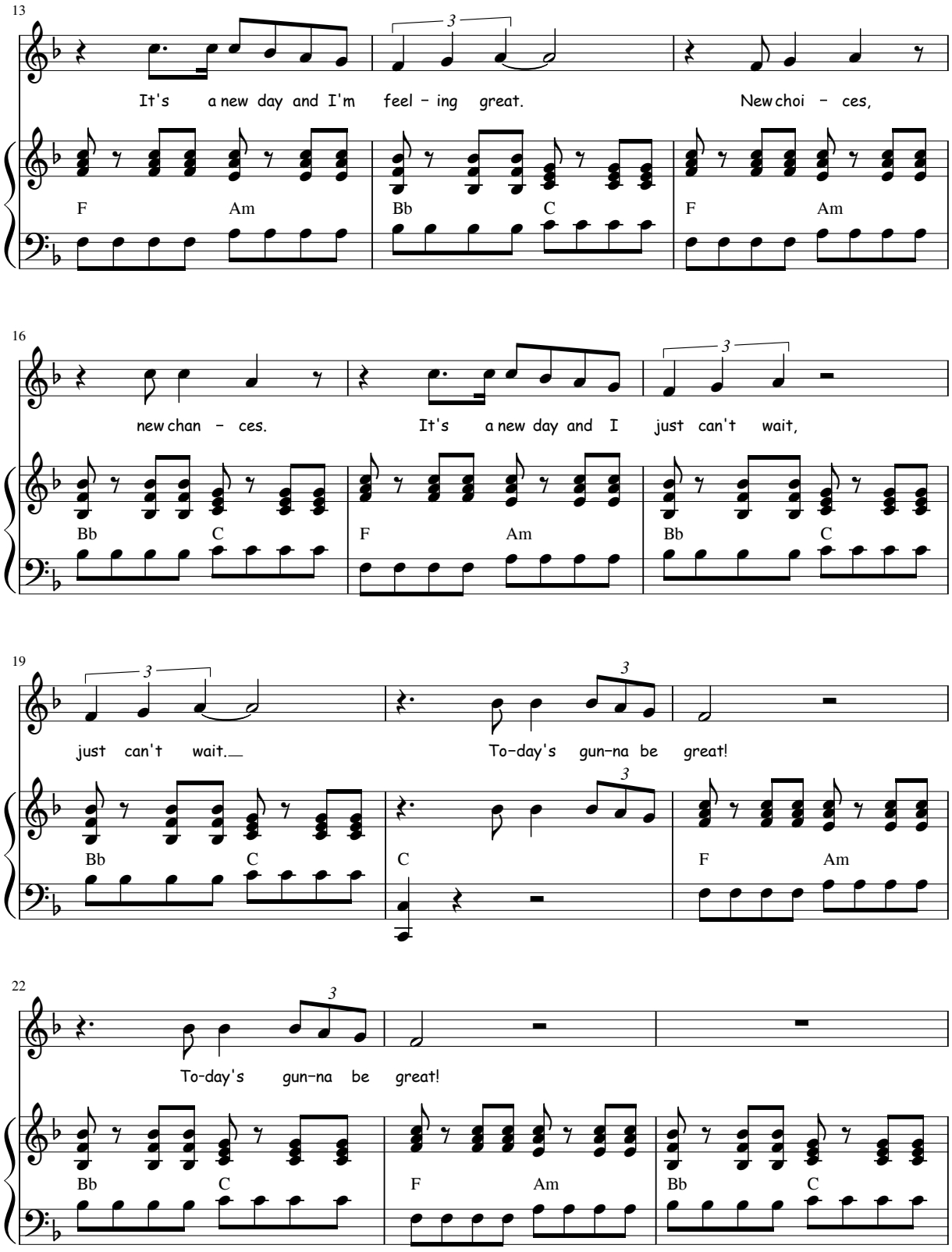
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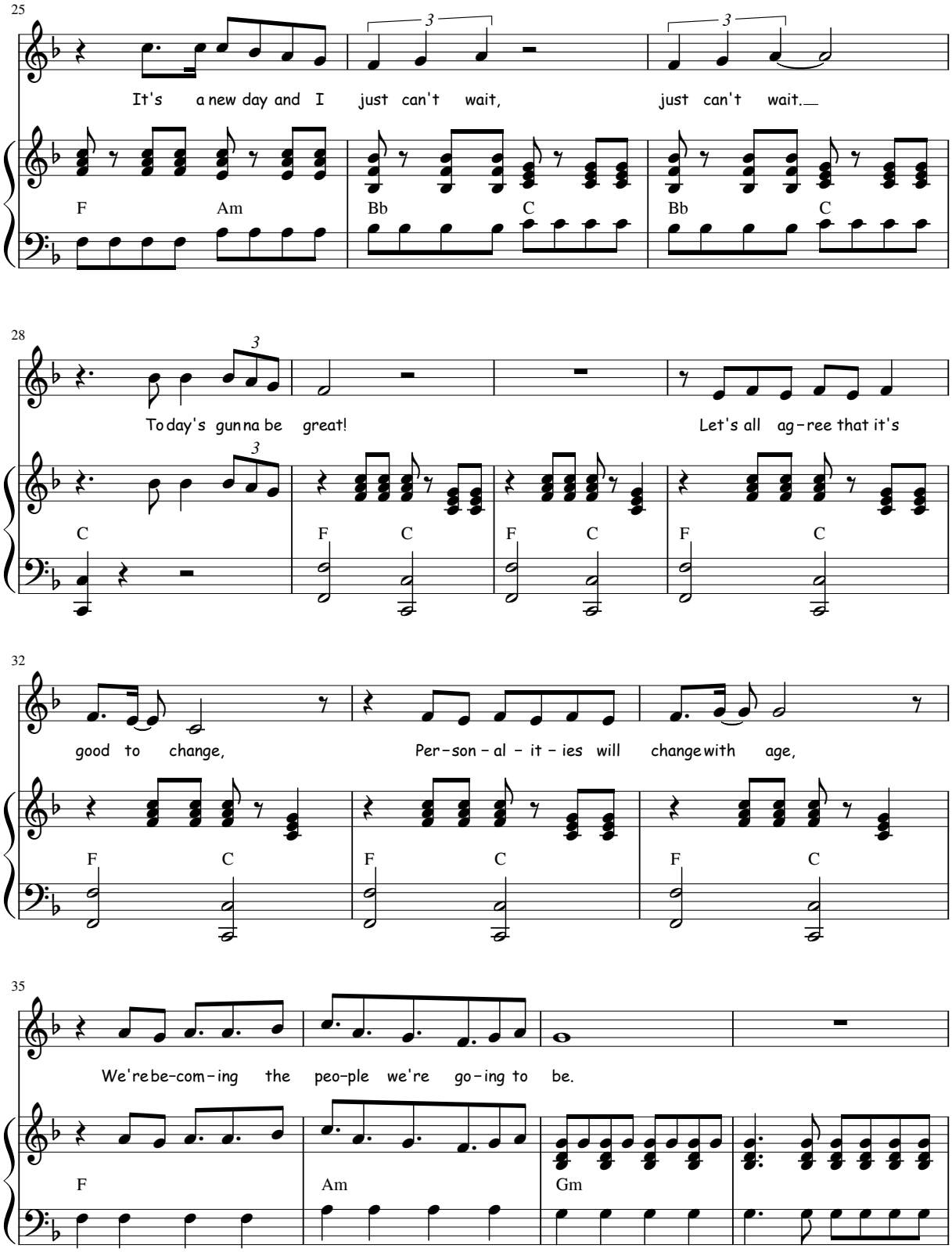
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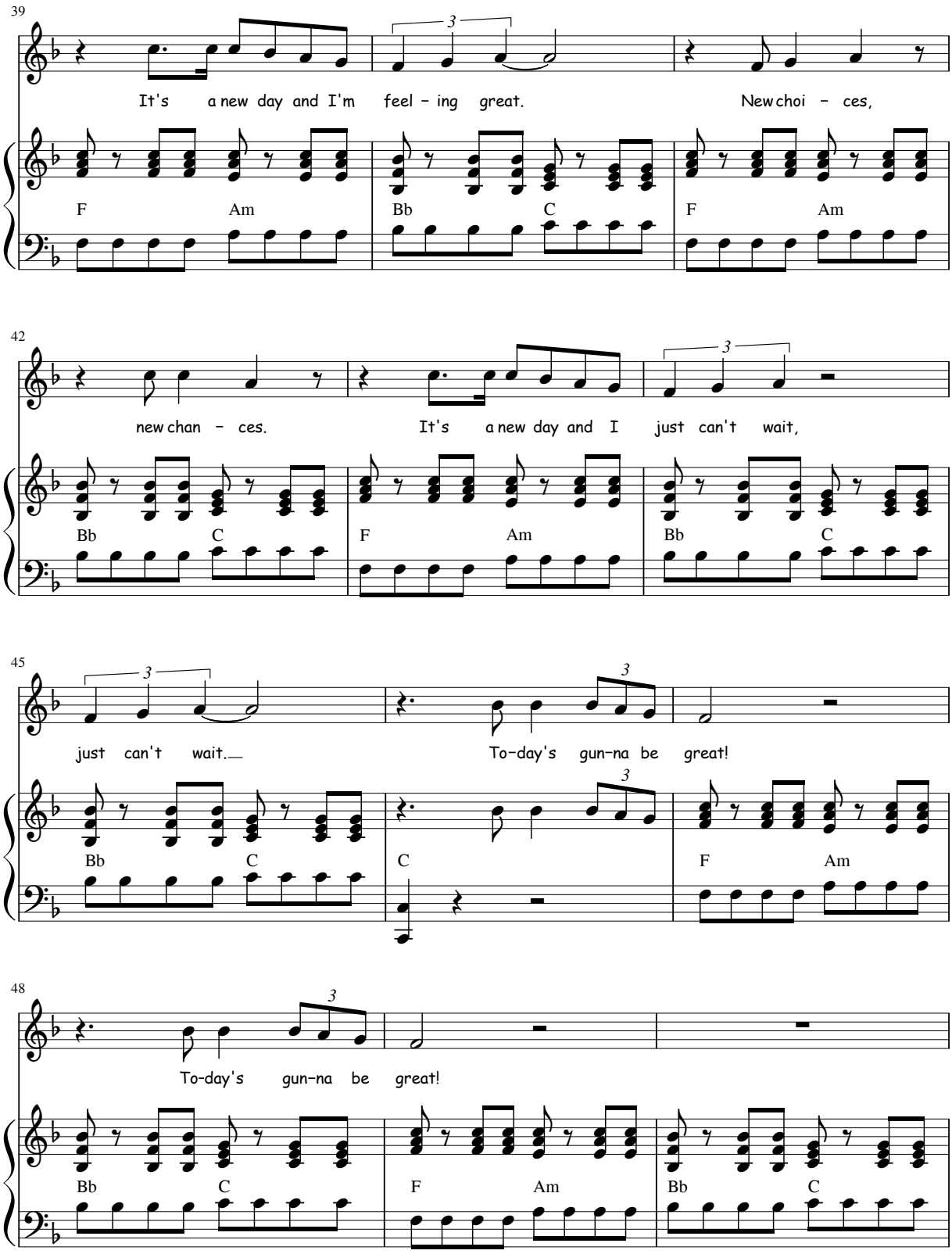
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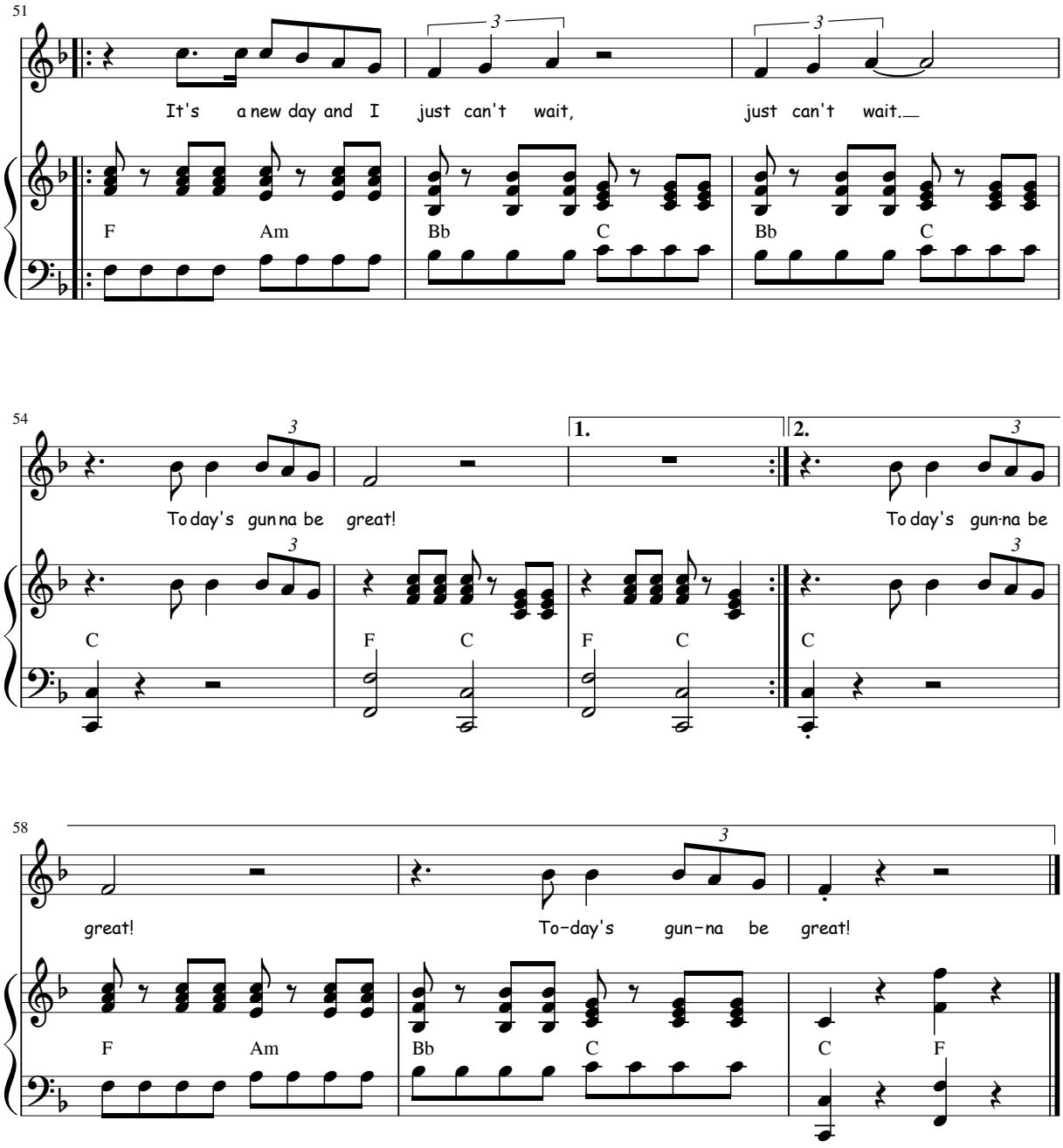
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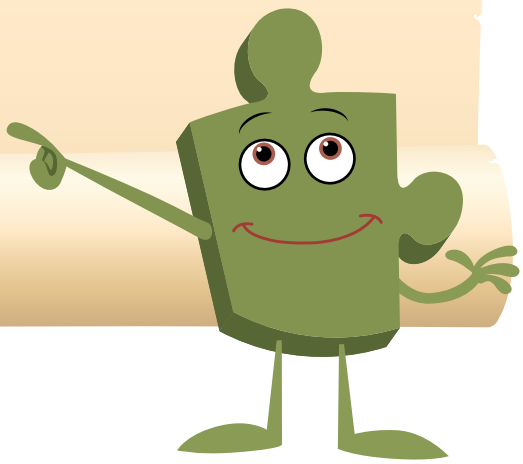
Puzzle 6

Weekly Celebration 1

This week we are celebrating people who:

Understand that everyone is unique and special



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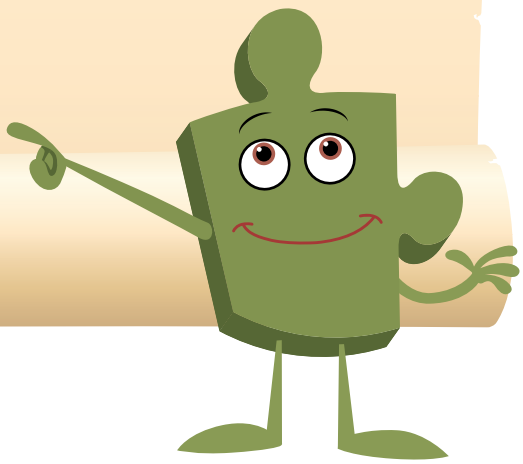
Puzzle 6

Weekly Celebration 2

This week we are celebrating people who:

Can express how they feel when change happens



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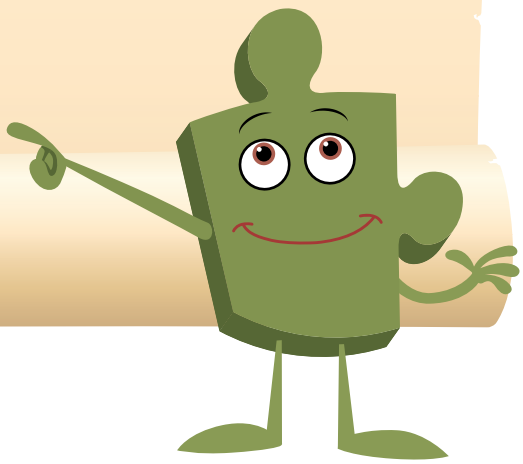
Puzzle 6

Weekly Celebration 3

This week we are celebrating people who:

Understand and respect the changes that they see in themselves



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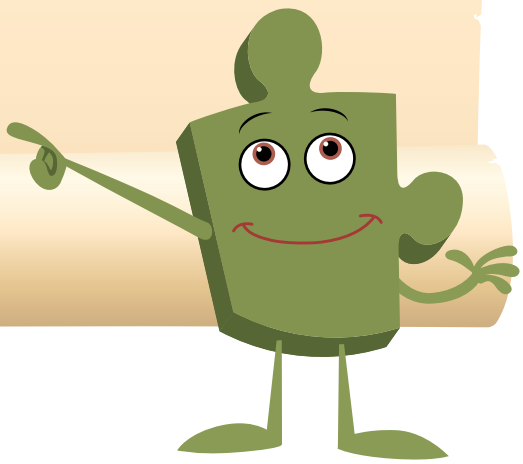
Puzzle 6

Weekly Celebration 4

This week we are celebrating people who:

Understand and respect the changes that they see in others



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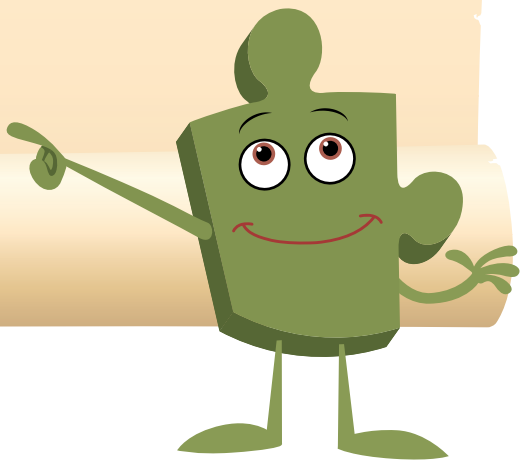
Puzzle 6

Weekly Celebration 5

This week we are celebrating people who:

Know who to ask for help if they are worried about change



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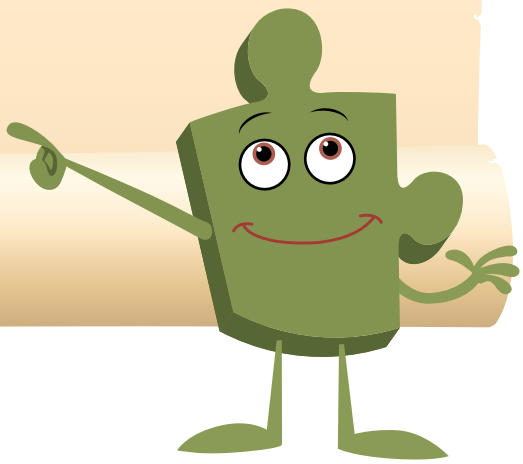
Puzzle 6

Weekly Celebration 6

This week we are celebrating people who:

Are looking forward to change



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Class Teacher's Preparation to Lead the Changing Me Puzzle with children Ages 9-10

Note: There is an optional lesson on the Jigsaw Community Area of the website that covers female gential mutilation (FGM) and breast ironing. This is age-appropriate and teachers are free to include this additional lesson (suggest after Piece 2) if they think it necessary and appropriate for their cohort.

Additional Resources needed (not including those contained within Jigsaw)

Piece 1: Source a range of images (easily available online) of celebrities, and photos that show before/after airbrushing and the use of image filters
Set up Jigsaw Jez's private post box

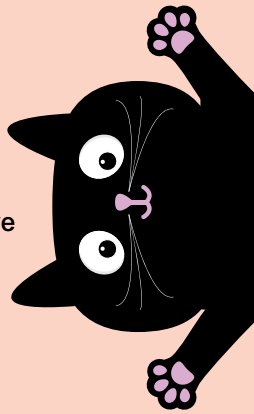
Piece 2: Source a range of different sanitary products (see lesson plan for suggestions)
If available, gather a range of published information leaflets about puberty

Piece 3: Tennis ball
Paper / pens for information leaflets

Piece 4: All resources in Jigsaw

Piece 5: Source pages from 'teen' magazines. Try to get some that are aimed at boys, and some that are aimed at girls. Printed webpages would also be an alternative source.
Flipchart paper
Paper or card for birthday card designs

Piece 6: All resources in Jigsaw



Additional planning considerations

Piece 1: Ensure enough 'My Jigsaw Journey' sheets have been printed, each child will need one showing lessons (pieces) 1-3. Print/copy one set of Emoji (happy /sad) classroom labels. Print/copy Frame card template, one per child. Print/copy one set of 'Self-image cards'. Laminated Jigsaw Charter.

Piece 2: **THIS LESSON REQUIRES AT LEAST 1.5 HOURS** Copy/print two sets of 'Menstruation card match' (one for use and the other as a spare) Copy/print 'The Great Growing Up Adventure resource, one per child. Print/copy two sets of 'Menstruation Worries cards (One for use and one spare). **FIND THE ANIMATION from the Jigsaw e-resources on your school server, or ask your Jigsaw Lead in school where it can be accessed. Teachers may also wish to take notes during this lesson as part of the summative assessment for this unit of work (Puzzle).**

Piece 3: **This lesson requires at least 1.5 hours due to its significance.** Copy/print 'Agree/Disagree classroom labels'. **FIND THE ANIMATION from the Jigsaw e-resources on your school server.** Copy/print one set of 'Puberty Points of View cards'. Copy/print 'Boys 'n' Puberty quiz, one per group. **Teachers may also wish to take notes during this lesson as part of the summative assessment for this unit of work (Puzzle).**

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Piece 4: **This lesson requires at least 1.5 hours due to its significance. Teachers may also wish to take notes during this lesson as part of the summative assessment for this unit (Puzzle)**. Print/copy 'My Jigsaw Journey' sheets, each child will need one showing lessons (pieces) 4-6. Copy/print enough 'Relationships cards' so that each child can have one. Copy/print sets of 'Having a Baby Diamond 9 cards', one set per group. Copy/print sets of 'The Truth About Conception and Pregnancy cards', one set per group.

Piece 6: Copy/print a circle of change template, one per child. Copy/print enough end of puzzle certificates and complete in advance for each child. Copy/print 'Spinning top' templates, one per group.

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Ages 9-10 sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks. They may also wish to organise this lesson so that the Tell me or show me/Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.

Additional teacher notes about the Changing Me lessons

Changing Me in the first year of implementation

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

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

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

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

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

Animations/moving diagrams

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

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

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

Post Box

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

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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 if this,

PAUSE and consider how to manage it.

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Jigsaw Summative Assessment

Tracking Pupil Progress: Ages 9-10

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

Jigsaw and Tracking Software

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

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

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

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

Please email office@janlevergroup.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.

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Ages 9-10

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	**Working towards**	**Working at**	**Working beyond**	**Teacher comments**
Puzzle 1 **Being Me in My World**		I can give some examples of people in my country who have different lives to mine. I can tell you why being part of a community is positive and why it is important that the community is a fair one.	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community. I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.	
Puzzle 2 **Celebrating Difference**		I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel. I can tell you why it is important to respect my own and other people's cultures.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation. I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/discrimination and why respect is an important value.	
Puzzle 3 **Dreams & Goals**		I can tell you about my dreams and goals and also some that young people from different cultures might have. I can tell you how I feel about my dreams and goals.	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this. I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.	

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	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 4 Healthy Me		I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives. I can tell you why my body is good the way it is.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse. I respect and value my body and health, and can consider the part this plays in maintaining my self confidence.	
Puzzle 5 Relationships		I can tell you about different types of friendship and ways these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends. I can tell you why some feelings might lead to someone using technology to harm myself or others.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this. I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.	
Puzzle 6 Changing Me		I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too. I know that I will change during puberty and I can tell you how I feel about that.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.	I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process. I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.	

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General Exemplification Guidance for teachers to assess children's work

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

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

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

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

Teacher Feedback to Pupils

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

For example:

You participated actively in this lesson.

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

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

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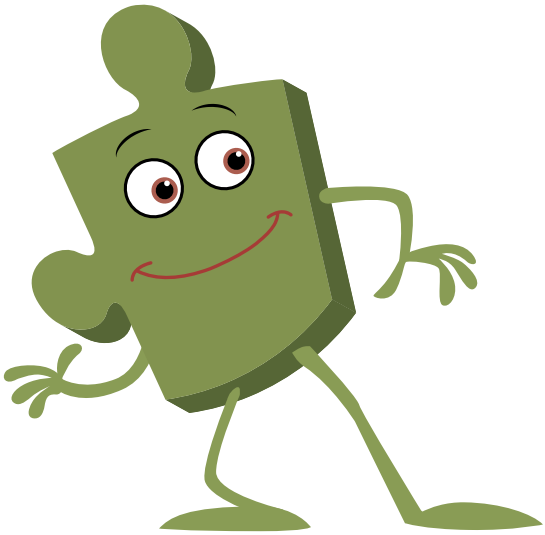
Puzzle 6: Changing Me - Ages 9-10 - Piece 1

Self-Image and Body Image	
Puzzle 6 Outcome **Tree of Change Display**	**Please teach me to…** be aware of my own self-image and how my body image fits into that know how to develop my own self esteem
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat Self-image cards Emoji face classroom labels Laminated Jigsaw Charter Airbrushed images (teacher sourced) PowerPoint slide 'Self-image prompts' Frame card template Jigsaw Journals My Jigsaw Journey	**Vocabulary** Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation



Teaching and Learning

Note

Prior to teaching this unit of work (Puzzle), please ensure you are familiar with the Jigsaw Approach. This is the introductory chapter at the beginning of your Year Group materials.

The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Charter on display.

Connect us

Label two ends of the room, one with a smiley emoji and one with a sad emoji. Using the self-image cards ask for a class consensus to place the cards near the happy face or the sad face according to their perceptions of whether that aspect of self-image is positive or negative.

This activity should generate discussion as there is no right answer.

Calm me

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

Ask me this…

Does your mind feel calm and ready to learn?

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Open my mind Slide 1: Help children question why they have these perceptions from the Connect us game and where they may have come from. Raise the issue of body image expectations and what is shared online and in social media. How real are these images and how much are they airbrushed / using filters to change the appearance? Share some images that you have sourced from online of celebrities the children know. Can they tell if these images have been altered? There are some images online that also show the 'before' and 'after' airbrushing. These are also good to show to reinforce the point that what we see online may not always be a true perception. In addition, explain that celebrities have professional teams to work on their appearance and have a lot more money to spend on clothes etc. This is unrealistic for the majority of people. Why is it then unfair to compare ourselves with what we see online or even against our friends? There is is one before/after picture included in case you find it difficult to source pictures. Ask the children if someone disliked their body image, what could images like this do to their wellbeing and self-esteem? Draw out that it could affect their mental health and physical health e.g. going on an extreme diet when it is not needed, or leading to anorexia or bulimia. Make the point that both males and females are affected by this, and that it is NOT just a 'girl thing'.	Is it fair to judge ourselves against images we see in the media or online? Is it fair to judge ourselves against our friends? What could be the consequences of your perceptions regarding self-image, from images like this? If we assume that being as thin as possible is positive, could this lead to anorexia or bulimia in some people?
Tell me or show me Slides 2-3: Using affirmations is a simple technique to help transform negative self-image into positive self-image which in turn raises self-esteem. Ensure you distance this from the children by using generic examples. On the board write an example of a negative aspect of self-image, e.g. I am heavier than I want to be. Ask the children how they could change this negative statement into a positive one to help the person feel better. e.g. "I feel healthy and like how I look". To make the negative self-talk turn to positive you have to write the affirmation as if what you want to happen is already the reality. Slide 2: Show the children the 'Self-image' picture frame template. Explain these are just some of the factors that make up our self-image. Discuss that all of us have a picture inside us of how we see ourselves. This is called 'our self-image' and only we know about it. Our friends may see some of this but we may keep some of it hidden. Slide 3: **Chest of drawers.** Explain that we are like a chest of drawers. There is some information about us we don't mind everyone knowing (top drawer), there are some aspects of ourselves we only show to chosen people (middle drawer), and there are some things about us we don't let people see (bottom drawer).	How might you turn a negative statement into a positive one?

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Let me learn

Step 1) Ask the children to work individually and to write ten words/ phrases inside the picture frame template that best describe the internal picture (self-image) they hold of themselves. Display the prompt PowerPoint slide on the board to help the children with this

Step 2) When they have done this, ask them to draw a smiley face by the words that describe the parts of themselves they are happy with and a sad face by the words that describe the aspects of themselves they are unhappy about.

Step 3) Ask them to reflect on the balance between smiley and sad faces? (Be aware that this process could be painful for some children and be ready to support them). Explain to the children that the happier they are with their self-image, the better their self-esteem will be. Also explain that our self-image doesn't remain static and can and alter with time and in response to experiences, so it is helpful to try and be mindful of our self-image and to boost it whenever we can by using positive affirmations.

Step 4) Children can work individually, or with a friend if they choose to, and take one of their self-image words that they put a sad face by and change it into a positive affirmation. Help them to understand that if they change the negative perceptions of themselves into positive i.e., they can see themselves in a more positive way, this could raise their self-esteem. If time, they can repeat this process with other sad face words.

Positive affirmations must be written in the first person, present tense, have no comparisons and describe it as if it is already the reality e.g. "I feel brilliant in my new jeans".

Ensure that every child has turned one negative into a positive by the end of the lesson, so it ends on an upbeat note with children feeling good about themselves.

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

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Changing Me

Calm Me Script - Ages 9-10 - Piece 1

This Puzzle is about learning to handle the changes that happen to us as we grow up.

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

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

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

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

Breathing like this we feel calm and gentle….

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

Continue with your relaxing breathing, in to fill the lungs…..out to feel calm and relaxed.

Then try to let your mind follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path….Can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract? All because you took one simple breath in….

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey, all the way out through the mouth.

Do this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is….we do it and usually are not even aware that we are doing it….. amazing.

For the last few breaths of this Calm Me time, let yourself accept your body just as it is and appreciate it and all it does for you.

Breathing in and silently counting 1,2,3,4,5……breathing out, silently hearing the words "I have an incredible body."

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

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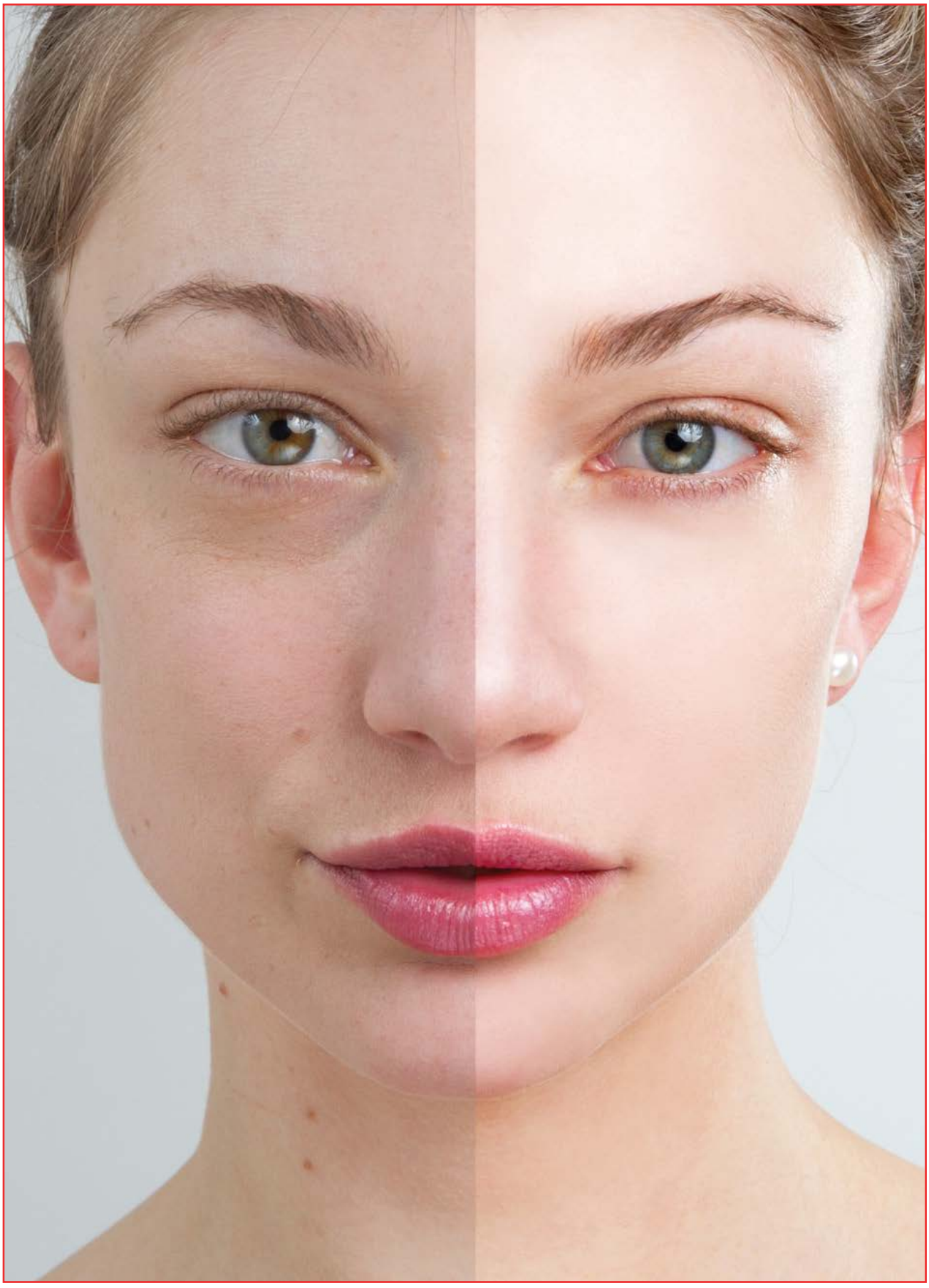
Changing Me

Airbrushed Image PowerPoint Slide 1 - Ages 9-10 - Piece 1



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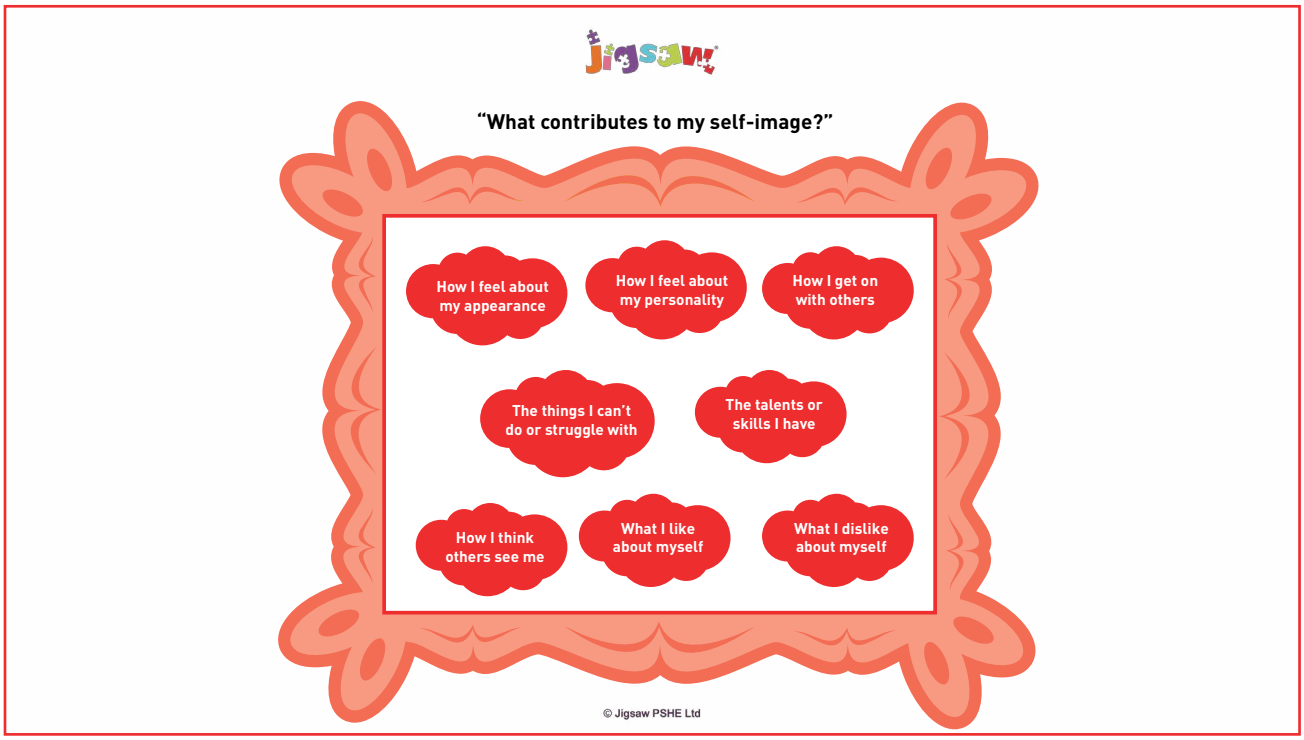
Changing Me

Self-Image Prompt PowerPoint Slide 2 - Ages 9-10 - Piece 1



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Changing Me

Chest of Drawers PowerPoint Slide 3 - Ages 9-10 - Piece 1

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Changing Me

Self-Image Faces - Ages 9-10 - Piece 1

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Changing Me

Self-Image Cards - Ages 9-10 - Piece 1

Thin	**Fat**
Tall	**Short**
Blue eyes	**Sporty**
Kind	**Humorous**
Wear glasses	**Popular**
Gets lots of 'likes' on social media	**Caring**
Generous	**Friendly**

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Changing Me

Self-Image Cards - Ages 9-10 - Piece 1

Moody	**Grumpy**
Argumentative	**Assertive**
Brave	**Timid**
Extrovert	**Introvert**
Chatty	**How many 'friends' I have online**

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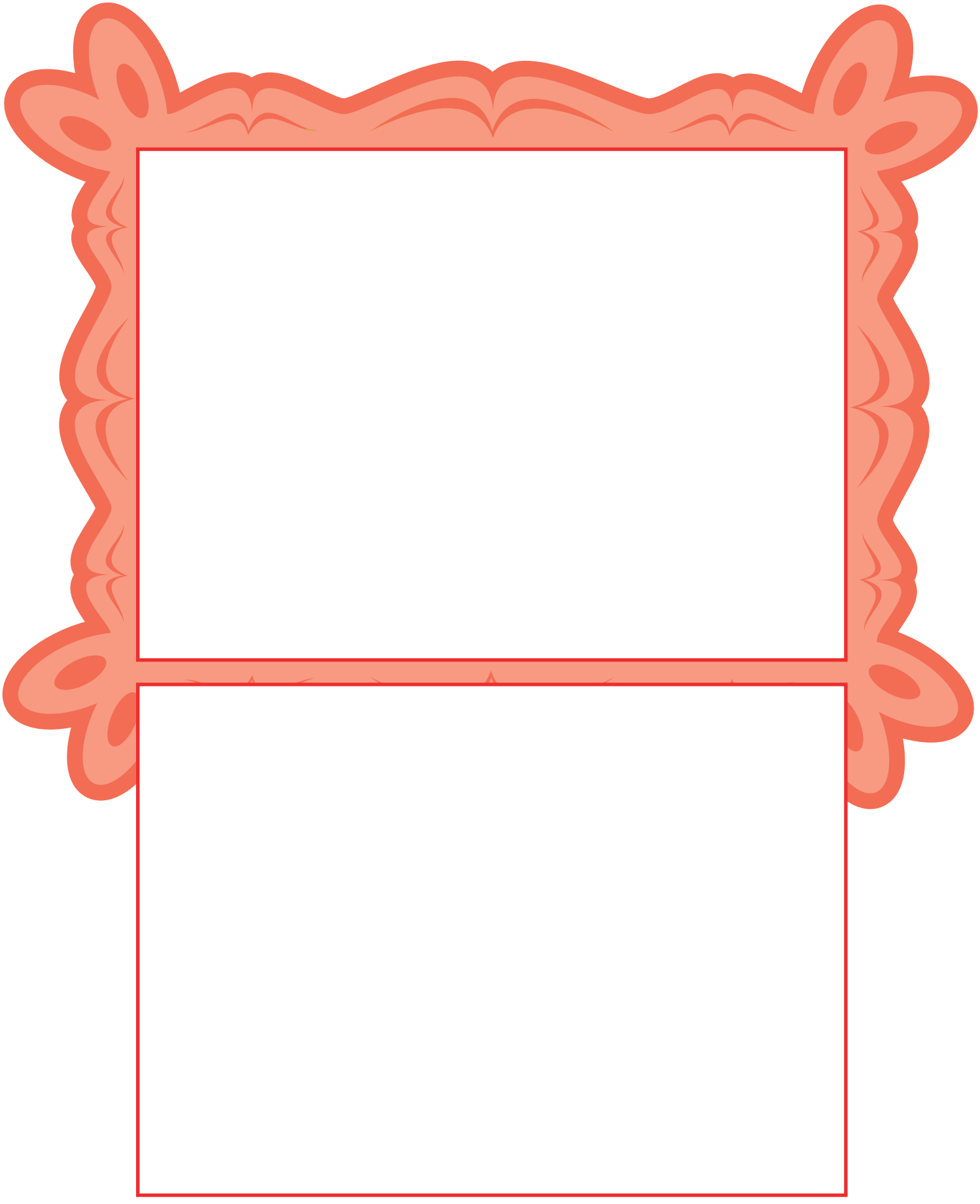
Changing Me

Self-Image Picture Frame Template - Ages 9-10 - Piece 1



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Changing Me

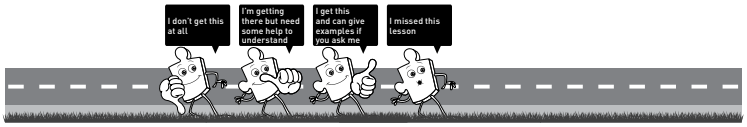
PowerPoint Slide 4: My Jigsaw Journey - Ages 9-10 - Piece 1

My Jigsaw Journey

Puzzle 6 - Changing Me (Pieces 1-3) Ages 9-10

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 a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.					
	I understand that puberty is a natural process that happens to everybody and that it will be ok for me.					
Piece 3	I can describe how boys' and girls' bodies change during puberty.					
	I can express how I feel about the changes that will happen to me during puberty.					



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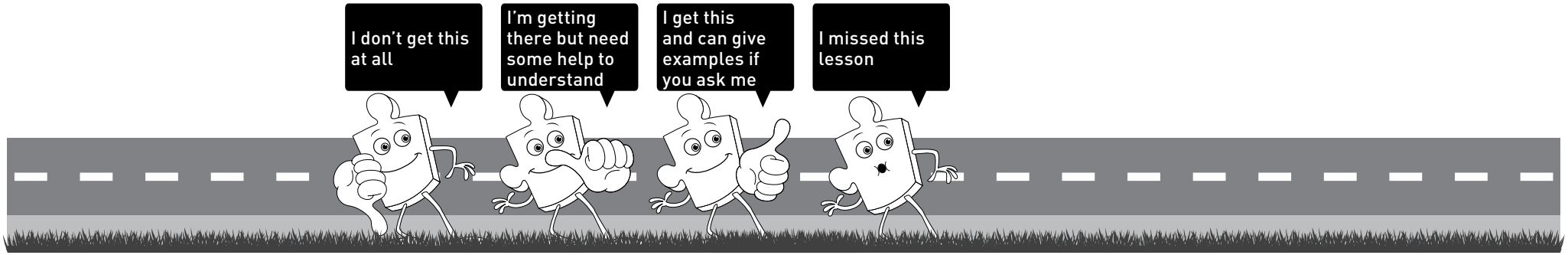
My Jigsaw Journey

Puzzle 6 - Changing Me (Pieces 1-3)

Ages 9-10

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 a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.					
	I understand that puberty is a natural process that happens to everybody and that it will be ok for me.					
Piece 3	I can describe how boys' and girls' bodies change during puberty.					
	I can express how I feel about the changes that will happen to me during puberty.					



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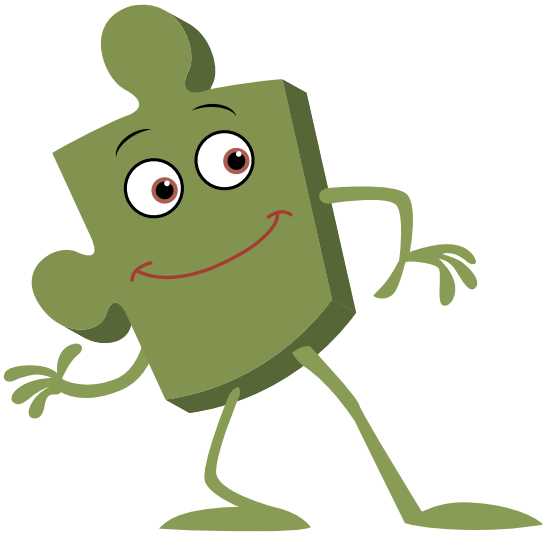
Puzzle 6: Changing Me - Ages 9-10 - Piece 2

Puberty for Girls	
Puzzle 6 Outcome **Tree of Change Display**	**Please teach me to…** explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat PowerPoint slides of male and female bodies Animation: The Female Reproductive System Menstruation Card Match A range of sanitary products The Great Growing Up Adventure resource sheet A set of Menstruation Worries cards If available: some examples of published information leaflets about puberty Jigsaw Jez's Private Post Box (teacher to make) Jigsaw Journals My Jigsaw Journey	**Vocabulary** Puberty Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus



Teaching and Learning

Note

Due to the significance of this lesson it is recommended that teachers set aside a minimum of 1.5 hours, preferably an afternoon.

This is a lesson for which you will find it helpful to have the support of a School Health Nurse, if you can arrange it. They will probably be happy to take the lead on clarifying details about menstruation and explaining and demonstrating the items of sanitary wear, and will also be able to circulate and help the groups composing their answers to the 'Menstruation worries' activity.

It would also be helpful to arrange for an additional female member of staff (teacher or classroom assistant) to support this session.

Ensure you know the policy and procedures that support any girls in your school when having a period.

Teachers may also wish to take notes within this lesson as part of the summative assessment for this unit of work (Puzzle).

The Jigsaw Charter

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

Ask me this…

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Connect us Set up a 'carousel': seat the children in two concentric circles, the inner circle facing out and the outer facing in, so that each has a discussion partner facing them. Get them to stand and move round, inner circle clockwise, outer circle anticlockwise, until you say stop. They will then be paired with a random discussion partner. In their pairs, ask them to discuss this question: 'What kind of thing makes you feel embarrassed?' Encourage them to think of a kind of situation rather than a specific incident. Allow time for each to comment on this, then get them to stand and move round one, clockwise and anticlockwise respectively. With their new discussion partner, they talk about how they respond to embarrassment: what are the physical effects, how does it make you behave? Allow time, then move them round once more and with this partner talk about how we can cope with embarrassment, how you can help yourself to feel less embarrassed or to show your embarrassment less. Bring the whole class into one circle and ask them briefly to share some of the thoughts that came up during this exercise. It may or may not arise naturally, but steer the discussion towards puberty and the reasons why we can feel embarrassed about some of the changes and experiences of puberty: because they are private and personal, they affect parts of the body we don't usually talk about, they affect who we are in a fundamental way. Take the chance to reassure the children and remind them that the changes and the feelings they experience are completely natural and part of a life cycle that affects everyone: the changes are natural, and a little bit of worrying is natural too. If space is an issue, this activity can still be done by asking the children to move randomly around the classroom and when you say stop, to pair with the person nearest to them each time.	What makes you feel embarrassed? How do you respond to embarrassment? How can you cope with embarrassment? Why might changes to your body at puberty make you feel embarrassed?
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?

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Open my mind/Tell me or show me

Sides 1-4: Ask the children what are the main ingredients for making a baby?

Show the PowerPoint 'Male and Female Bodies' with pictures of sperm (remember these are full of messages about what the father is like) and egg (ovum) (remember this is full of messages about what the mother is like).

Use the PowerPoint slides and the **Jigsaw Animation: The Female Reproductive System** (available from the Jigsaw Community Area) to recap where these come from inside the body. You have a choice of two animations, one with subtitles and one without. It is up to you which animation you use with your class based on your professional judgement. Many teachers like to show the whole animation then ask the children to explain it; some prefer to pause the animation at key points for questioning and clarification. Again, use your professional judgement as to which method will be more responsive to the needs of your class. Note the animation does not show the word vulva. You can use this as a discussion point so that children are reminded about the difference between the vulva and the vagina.

Teach the children how the female body prepares to have a baby and how this results in menstruation/monthly periods.

A suggested script follows:

- *When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.*
- *A female's reproductive system has five main parts (refer to the animation). The vulva isn't labelled in the animation, but that is the name for the outside parts of a woman's private parts (genitals).*
- *Once a month, the woman's oestrogen levels rise in her ovaries and one of the tiny eggs (ova) stored there is released. It passes into the fallopian tube and then into the womb/ uterus. Oestrogen is a hormone (chemical) in the woman's ovaries. The oestrogen also causes the womb/uterus lining to thicken getting it ready with an extra supply of blood in case the woman becomes pregnant with a baby.*
- *If sexual intercourse happens between a man and a woman, the man's sperm is released into the woman's vagina and they travel up through the cervix. (At this point you can explain that having a baby is a choice, and that some people choose to have protected sex and to stop the sperm and egg from meeting. You don't need to go into details about contraception, but simply say there are different ways that protected sex can happen and they will learn about this when they are older and ready for this information).*
- *If the egg (ovum) meets a sperm, the egg will be fertilised and a baby will start to grow. This is called conception. The baby at this point is called an embryo.*
- *If an egg is fertilised it settles into this soft lining of the womb/uterus and the embryo develops into a baby.*
- *If an egg (ovum) isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina and vulva. This is what is called 'having a period'.*
- *Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/ woman's body is working as it should.*
- *The same cycle (the menstrual cycle) repeats itself once a month. The exact number of days between periods is different for every woman, but it is usually between 21 and 35 days.*
- *Girls and women need to soak up the blood (menstrual flow) as it comes out of the vagina/vulva. They can use an absorbent towel which they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly.*
- *The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth, or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop.*

Can you remember the facts about menstruation?

Do you know what sanitary products look like and how they are used?

What questions or worries do you think girls a bit younger than you might have when they think about puberty?

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Let me learn

Part 1) Using the range of sanitary products, (tampons with and without applicators, pads with and without wings, pads of varying sizes, colours and shapes), briefly explain to the whole class how these are used.

Part 2) Then, arrange the class into single gender groups and operate a carousel of activities as follows:

a. Menstruation card match/sequence game: children match the text to the pictures and work out the sequence.

b. The Great Growing Up Adventure: children to complete the worksheet

c. Menstruation Worries: children to write responses to the worries on the cards

d. Exploration of sanitary products and writing any questions they have about puberty and conception for Jigsaw Jez's Post Box: children to write questions

Groups move around after 10-15 minutes per activity.

Bring the class back together and de-brief each of the activities.

With the whole class in a circle, ask a few pairs to share their ideas about the Menstruation Worries questions and the guidance they would give. Invite others to discuss and make constructive suggestions.

Finish by reminding them that whenever they have questions of their own, they can slip them into Jigsaw Jez's Private Post Box (or similar box/bag that the class might already use) and they will be answered.

Help me reflect

Slide 5: As in previous Pieces (lessons), ask the children to review their learning using the My Jigsaw Journey resource.

Notes

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Changing Me

Calm Me Script - Ages 9-10 - Piece 2

This Puzzle is about learning to handle the changes that happen to us as we grow up.

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

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

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

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

Breathing like this we feel calm and gentle….

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

Continue with your relaxing breathing, in to fill the lungs…..out to feel calm and relaxed.

Then try to let your mind follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path….Can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract? All because you took one simple breath in….

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey, all the way out through the mouth.

Do this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is….we do it and usually are not even aware that we are doing it….. amazing.

For the last few breaths of this Calm Me time, let yourself accept your body just as it is and appreciate it and all it does for you.

Breathing in and silently counting 1,2,3,4,5……breathing out, silently hearing the words "I have an incredible body."

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

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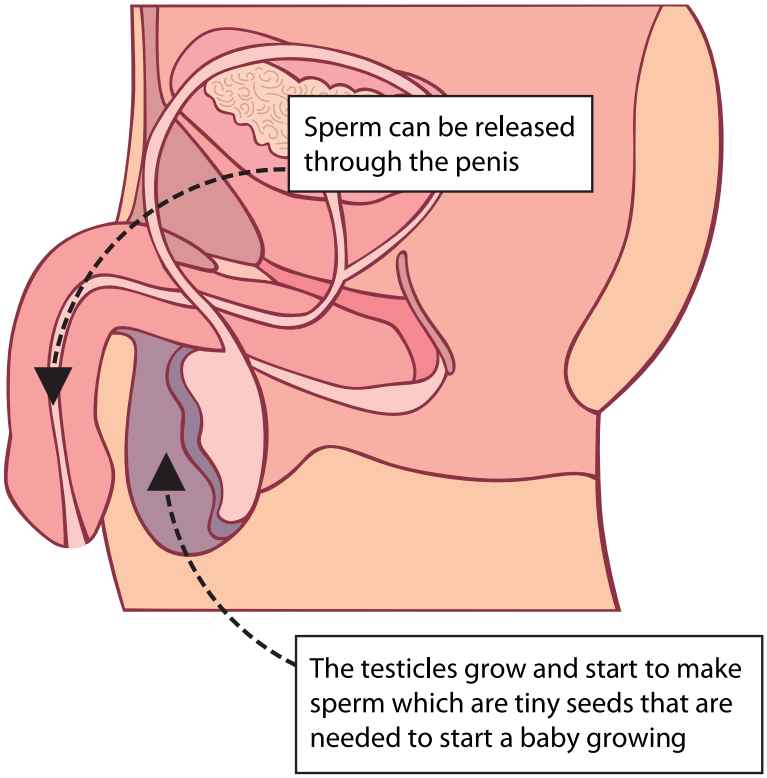
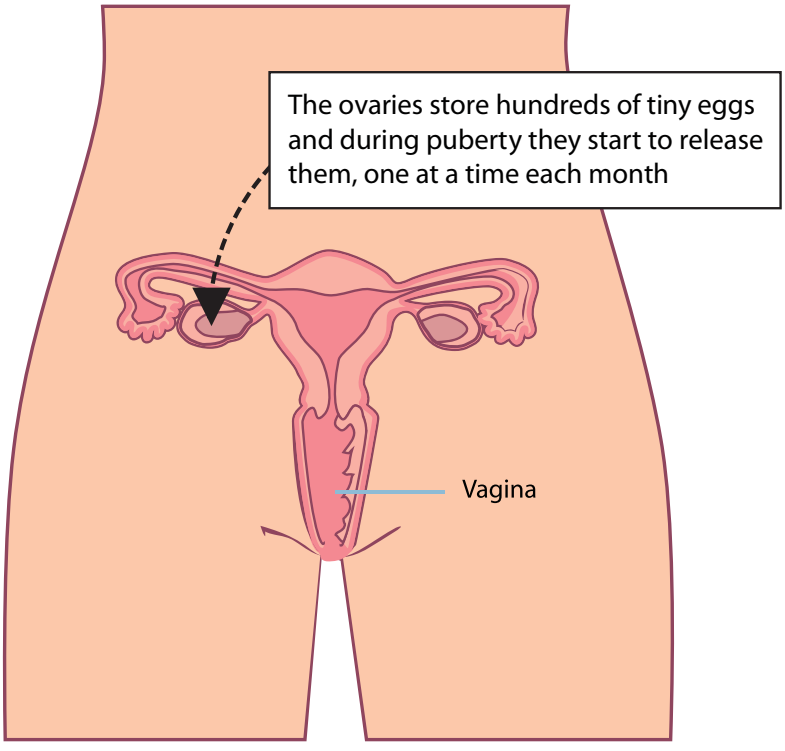
Changing Me

Changes on the Inside PowerPoint Slides 1-4 - Ages 9-10 - Piece 2





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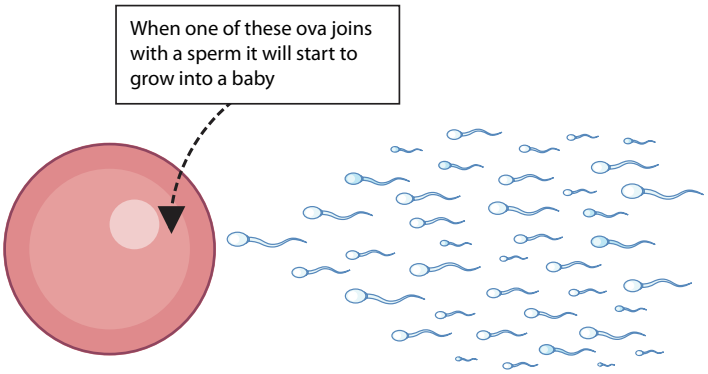
Changing Me

Changes on the Inside PowerPoint Slides 1-4 - Ages 9-10 - Piece 2



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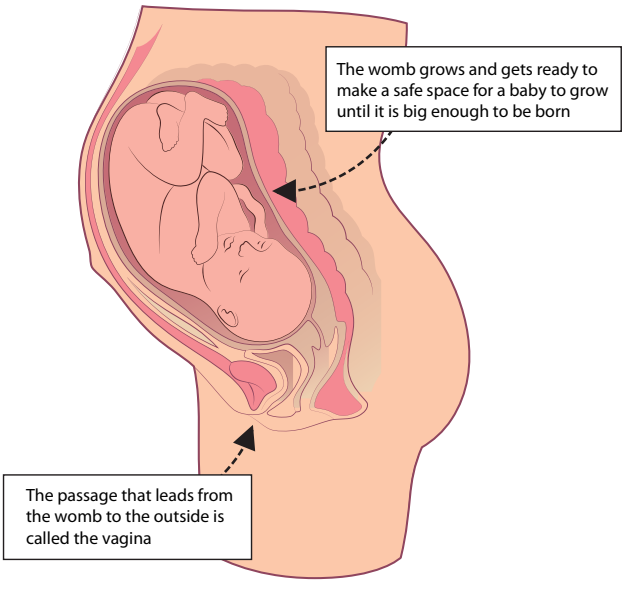

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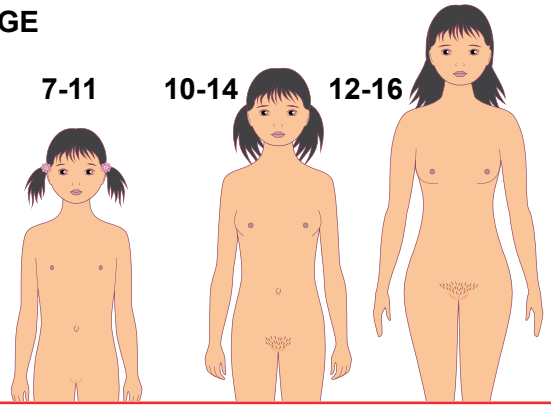
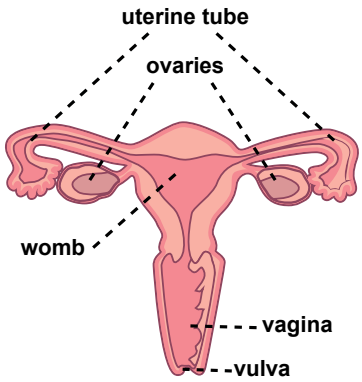
Changing Me

Menstruation Cards Sort/Sequence - Ages 9-10 - Piece 2

AGE

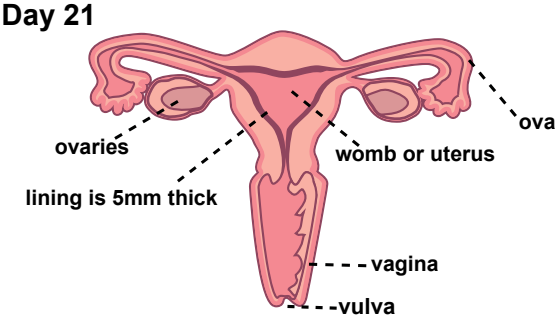


A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.



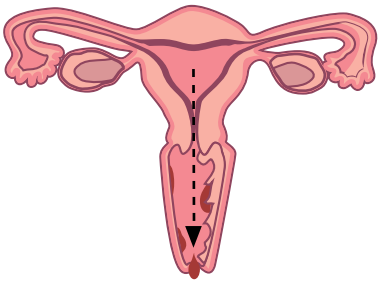
Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.

Day 21



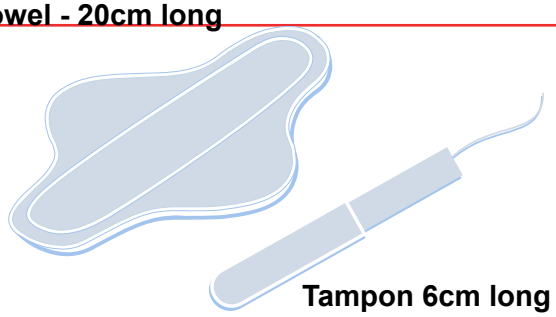
However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.

Menstrual Flow



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

Towel - 20cm long



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

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

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Changing Me

The Great Growing Up Adventure - Ages 9-10 - Piece 2

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

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

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

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

When they are needed these seeds are released through the .....

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

Stored inside these are lots of tiny .....

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

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

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

Ovaries	Sperm	Vagina	Testicles	Eggs	Womb	Penis

I feel great about growing up because...

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

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Changing Me

Mentruation Worries - Ages 9-10 - Piece 2

My Mum has told me what to expect when my periods start, but I'm worried what will happen if they start while I am at school. I won't know who to talk to or how to get the stuff I need, and it could be really embarrassing.

I am a really keen swimmer and I also do a lot of dancing and other sports. It bothers me that when my periods start they'll interfere with all my activities and I won't be able to do what I want when I want.

Help! I've been told that when your periods start they go on until you are in your fifties. Am I really going to be bleeding for all that time?

Some of my friends say they would rather use tampons than pads or towels when their periods start. But I don't like the idea of putting something inside myself - and doesn't it mean that you're not a virgin any more?

I'm scared about my period starting because my big sister gets bad period pains and they make her really grumpy. Is there anything I can do to make sure I don't have the same kind of problems?

I hate the idea of my periods starting because it all sounds so yucky and messy. I think it'll be embarrassing because everyone will know I've got my period.

I think I could cope with having a period at home, but at school... where would I put the used tampons as I don't see any bins in the girls toilets for our year group?

What if I need to change a sanitary pad/towel during a lesson?

Won't everyone know that's why I am going to the toilet? I would feel embarrassed.

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Changing Me

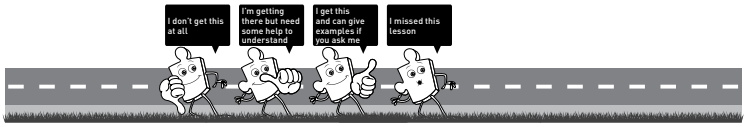
PowerPoint Slide 5: My Jigsaw Journey - Ages 9-10 - Piece 2

My Jigsaw Journey

Puzzle 6 - Changing Me (Pieces 1-3) Ages 9-10

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 a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.					
	I understand that puberty is a natural process that happens to everybody and that it will be ok for me.					
Piece 3	I can describe how boys' and girls' bodies change during puberty.					
	I can express how I feel about the changes that will happen to me during puberty.					



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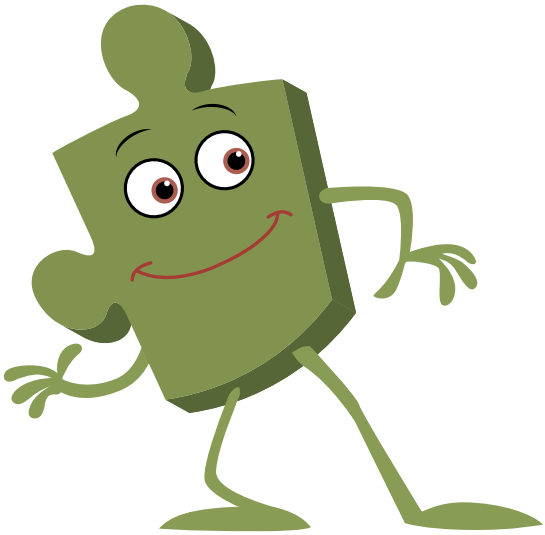
Puzzle 6: Changing Me - Ages 9-10 - Piece 3

	Puberty for Boys
Puzzle 6 Outcome **Tree of Change Display**	**Please teach me to…** describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
Resources Jigsaw Jez Jigsaw Jerrie Cat Tennis ball Jigsaw Chime 'Calm Me' script Puberty: Points of View statements Agree and Disagree labels Animation: The Male Reproductive System PowerPoint slide: Male organs Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards Materials as necessary to produce a colourful information leaflet or PowerPoint presentation If available: some examples of published information leaflets about puberty Jigsaw Journals Jigsaw Jez's post box My Jigsaw Journey	**Vocabulary** Puberty Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones



Teaching and Learning

Note

Remember to look in Jigsaw Jez's post box prior to this lesson so you can address any of the children's concerns or questions.

Due to the significance of this lesson it is advised that teachers allow at least 1.5 hours and preferably more time to teach this lesson. Teachers may also wish to take notes during this lesson as part of the summative assessment for this Puzzle (unit of work).

After the lesson, (perhaps later in the same week) teachers may wish to provide for single gender groups to spend time with a member of staff of the same gender so they can ask more personal questions.

The Jigsaw Charter

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

Ask me this…

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Connect us With the class standing in a circle, bounce a tennis ball to one child and ask them as they catch it to call out one change that happens (to either gender) at puberty. They then bounce the ball across to another child to repeat the process. Continue, including as many children as possible, until ideas start to dry up. If space is an issue this game can also be played as word 'ping-pong.' Get children to face each other in pairs. The teacher chooses one child in the class to start, who names a change. This then 'ping-pong's to their partner who says a different change. This 'ping-pongs' to the next pair, and so on until it has travelled around the class or the ideas have dried up.	How many of the changes that happen at puberty can you think of?
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?
Open my mind Use a continuum exercise to discuss the statements listed on the 'Puberty: Points of View' sheet - or devise other similar statements to address any needs of your class that may have arisen from the previous lesson or from Jigsaw Jez's post box. Place the 'Agree' and 'Disagree' labels at opposite ends of the room and explain to the class that you are going to present a number of statements. As they hear each statement they should go and stand anywhere on the line between the two labels to indicate where their personal opinion lies, between the two extremes of strongly agree or strongly disagree. You can read out each statement in turn or display them on the whiteboard. Make sure the children understand there are no right or wrong answers - these are genuinely matters of opinion about which different people will have very different views; in fact, it would be very boring if everybody thought the same thing. Once they have taken up their positions for each statement, invite one or two at different points on the continuum to explain why they are standing where they are, and try to ensure that the spread of possible views is represented. Note that with the statement about fancying people, it is important to introduce the idea that for some people normality will mean fancying their own gender, and that who we 'fancy' is a very personal thing and is normal for that person. Be prepared to explain the words, gay, lesbian, bi-sexual and transgender (in simple terms) if they have not arisen previously, as the children may ask about these words and need clarification. Ensure that when explaining transgender, if asked, emphasise this is about a person's gender (not being comfortable with the gender they were born with) and is not to do with who they fancy or being gay/lesbian.	What do you think about some sensitive issues relating to puberty? How do your views compare with other people's views?

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Tell me or show me

Slide 1: Using the PowerPoint slide of the male genitalia, ensure all the children understand the male reproductive system.

Use the animation: The Male Reproductive System to reinforce this. As with the animation used in the prior session, there are different versions (with or without subtitles) that the teacher can select from using their professional judgement about what is appropriate for their class. Teachers can show the whole animation and then ask questions afterwards, or may choose to pause the animation at key points, to clarify and question at regular intervals. Animations are available on the Jigsaw Community Area (website).

A suggested script is below:

- *When a boy reaches puberty, his testicles start making more of a hormone called testosterone. This hormone is responsible for the changes to the boy's body at puberty. Puberty usually starts around the age of 12, but for some boys it can be earlier and for some much later. Whatever is the right time for that boy's body.*
- *At puberty the boy's testicles grow in size and start making sperm. The boy's penis may also get bigger. Body changes on the outside include growing facial hair, and thicker hair (pubic) on the body (under the arms, around the testicles), and sometimes on the chest, arms and legs. Boys may also get taller; their voice will get deeper because of changes in their Adam's apple (larynx) and they will become more muscular. Like the rest of puberty, these changes are individual, and not all boys develop in the same way at the same time, so we should try not to compare ourselves with what is happening to friends.*
- *The boy's sexual organs have 5 main parts (refer to the animation). It may also be helpful here to explain that the animation shows a circumcised penis (where the foreskin has been removed for medical or other reasons), and some boys have a circumcised penis. Other boys still have the foreskin which means the top part of the penis isn't so visible. Emphasise that whatever is normal for them, is normal for them. It is also worth saying that there is no such thing as an 'average sized' penis. Every man's is different.*
- *The boy's testes are held in bags of skin called the scrotum. Inside the testes there are many tiny tubes which make the sperm. At puberty the testes start to make millions of sperm every day. These sperm carry the messages (genes) about his characteristics and are necessary to fertilise an egg to create a baby.*
- *The sperm are stored in the epididymis. When a man becomes sexually excited the spongy tissue inside his penis fills with blood and it becomes erect (stiff). This happens so the penis can enter the vagina during sexual intercourse.*
- *When having sexual intercourse (making love) the sperm are mixed with a special fluid called semen that give the sperm energy and keep them healthy. The semen containing the sperm then passes out of the penis which is called an ejaculation.*
- *It is quite normal for boys and men to get 'wet dreams' at night where a tiny amount of the sperm and semen stored in the epididymis leaks out. This can also be another sign that puberty has started and is nothing to worry about.*
- *During sexual intercourse, the sperm enter the woman's vagina and swim to meet the egg to create a baby. As discussed last time, people can choose to have sex so that the sperm and egg don't meet, this is called protected sex and there are different ways this can happen, which you will learn about when you are ready to know about this.*

Quiz

With the children in mixed groups of about 4, give each group a copy of the Boys 'n' Puberty Quiz - either present this on paper and ask them to draw lines to connect each word or term with its appropriate definition, or cut it up into a set of cards and get them to match up words and definitions.

Once the groups have had time to complete it, review the answers with the whole class and explain and clarify things as necessary. Make sure, of course, that the children clearly understand that all these changes and experiences are universal and completely natural, but also that the timing of them varies widely from one person to another.

Can you identify the correct words to describe changes that happen to boys during puberty?

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Let me learn

In pairs, ask the children to draft an information leaflet or PowerPoint presentation for children aged 7 - 9. The title is 'Puberty – It happens to us all', with the sub-title 'A ten-point guide to the things you shouldn't worry about'.

They need to add 10 questions or concerns that they think boys and girls of that age might have about puberty. They should then decide what information or guidance they need to give to ensure the reader has both accurate facts and reassurance. They can also use the information from the previous lesson to help. They can decide on a style of presentation that will be attractive and appealing, and design and produce the final product. This could be a single page A4 or A3 factsheet, a folded A4 or tri-fold style leaflet, or, if you have the resources and the children are sufficiently familiar with the medium, it could be presented as a PowerPoint.

(Clearly, this could become quite an extended piece of work, and you will need to determine the time you can allow for completing it, either as part of this lesson or at another time. As with all activities of this kind, it's important not to allow style to dominate over content: the children will enjoy producing something that looks attractive and striking, but what matters is the thought that goes into choosing the issues they decide to include and the way they explain and comment on them.)

Before completing this lesson bring the class back together and invite the children to share what they have produced and compare notes on the kind of questions and topics they have chosen to address. Finish by making the point that there are various professionally-produced booklets and leaflets of this kind - some of which, you may be able to point out, are available in school or from the doctors. They can be a useful way of finding things out for yourself but it's also good to know who you can talk to if there's anything you're unsure about: ask the children to suggest who they think would be helpful and approachable to talk to about personal issues.

Complete the session by addressing any further concerns or questions from Jigsaw Jez's post box. Remind them again that Jigsaw Jez's private post box in the classroom is one way of getting answers to their questions.

Help me reflect

Slide 2: As with previous lessons (Pieces), ask the children to reflect on their learning using the My Jigsaw Journey resource.

What questions or worries do you think girls and boys a bit younger than you might have when they think about puberty?

What information and guidance could you give to help them and reassure them?

Notes

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Changing Me

Calm Me Script - Ages 9-10 - Piece 3

Note to teacher: It is quite tricky to learn to follow the path of the breath so you may like to repeat the exercise every week for this Puzzle, perhaps adding some soft music while children practise the process.

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

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

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

Breathing like this we feel calm and gentle….

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

Continue with your relaxing breathing, in to fill the lungs…..out to feel calm and relaxed.

Then try to let your mind follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path….can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract? All because you took one simple breath in….

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey.

Practise this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is….we do it and usually are not even aware that we are doing it….. amazing.

Now think about how your body will change as it grows into puberty and gets ready to be an adult.

Notice how this makes you feel, and silently tell yourself everything is changing in your body just as it should do and you will handle the changes perfectly.

(Give time to let this sink in and reinforce changes in puberty are normal and natural and nothing to worry about. There are always people to help you.)

For the last few breaths of this Calm Me time, let yourself accept your body just as it is and appreciate it and all it does for you. Growing up is a natural process and we can all handle it.

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

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

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Changing Me

Puberty: Points of View - Ages 9-10 - Piece 3

When it comes to puberty, boys have less to worry about than girls

It's better to be an early starter on puberty than a late starter

If you have a worry about how your body is changing, it's easier to talk to your friends than your parents or carers

Age 10 is too young for boys and girls to start going out together

The thought of having babies when I'm older is very scary

If there's something you want to know but are embarrassed to ask about, you can always get reliable information on the internet

It's normal to start fancying people as you get older

When boys grow up they have to learn to be less emotional than girls

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Agree

Disagree

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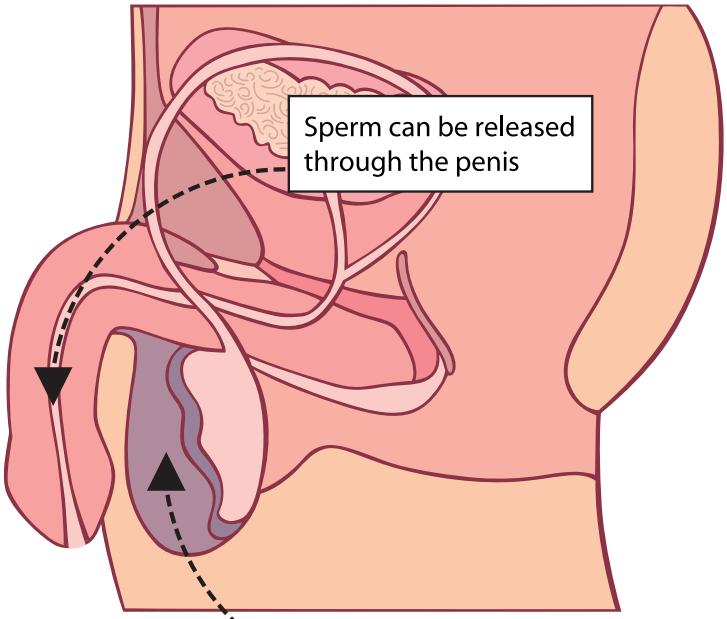
Changing Me

Male Organs PowerPoint Slide 1 - Ages 9-10 - Piece 3



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Changing Me

Boys 'n' Puberty Quiz - Ages 9-10 - Piece 3

Sperm	Two balls of tiny coiled tubes where sperm are made - they hang between a man's legs in a bag of skin called the scrotum
Semen	The release of semen from a boy's or man's body while he is asleep at night - it's a normal part of sexual development
Testicles or Testes	The voice box in the throat: for a boy this gets bigger at puberty and his voice becomes deeper
Erection	Chemicals in the bloodstream which tell various organs in the body when and how to change during puberty
Ejaculation	A period of rapid growth which can happen for boys and girls some time during puberty - can mean growing out of shoes and clothes very quickly
Wet dream	Tiny cells made in a man's testicles: if one joins with a woman's egg it will start to grow into a baby
Larynx	When a man or boy's penis fills with blood and goes hard, usually because he's feeling sexually excited, but, when growing up, it can happen for no particular reason
Facial Hair	A milky liquid in which the sperm are mixed when they are released from a man's body through the penis
Growth Spurt	Hair that starts growing on a boy's face during puberty - if not shaved, it will grow into a moustache and beard
Hormones	The release of sperm and semen through the penis - it goes with a climax of nice feelings called an orgasm

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Changing Me

PowerPoint Slide 2: My Jigsaw Journey - Ages 9-10 - Piece 3

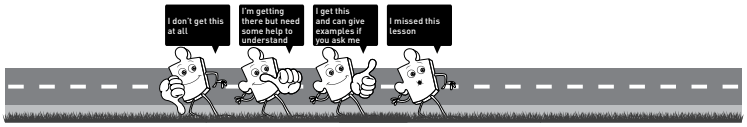
My Jigsaw Journey

Puzzle 6 - Changing Me (Pieces 1-3)

Ages 9-10

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 a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.					
	I understand that puberty is a natural process that happens to everybody and that it will be ok for me.					
Piece 3	I can describe how boys' and girls' bodies change during puberty.					
	I can express how I feel about the changes that will happen to me during puberty.					



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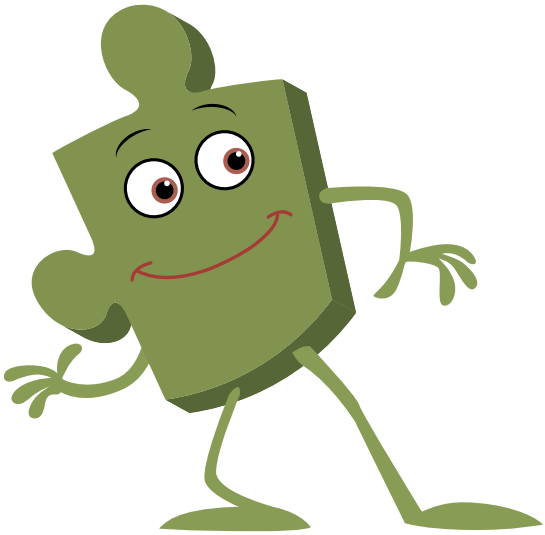
Puzzle 6: Changing Me - Ages Ages 9-10 - Piece 4

Conception	
Puzzle 6 Outcome **Tree of Change Display**	**Please teach me to…** understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
Resources Relationships Cards Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat Animations: The Female Reproductive System and The Male Reproductive System Having A Baby Diamond 9 cards PowerPoint slides: A Baby in the Womb The Truth About Conception and Pregnancy card sort – statements, true/ false cards, explanation cards Jigsaw Journals My Jigsaw Journey Jigsaw Jez's post box	**Vocabulary** Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord Contraception Fertility treatment (IVF)



Teaching and Learning

Note

Teachers may wish to take notes during this lesson as part of the summative assessment for this unit of work (Puzzle).

Teachers should also consider allowing at least 1.5 hours (ideally more) for this lesson, due to its essential content, and to allow plenty of time for discussion.

Teachers should also visit Jigsaw Jez's post box prior to the lesson so that any of the children's questions or concerns can be included.

The Jigsaw Charter

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

Ask me this…

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Connect us Shuffle the Relationships Cards and give one to each child - make clear that the card does not need to correspond to their own gender. Ask them to circulate, compare their card with others' and pair up with someone whose card makes a pair with their own. Point out that some have more than one possible match (e.g. mother/daughter or mother/ son) and some pairs will have the same word on both cards (e.g. best friend/best friend). You may want to note that 'Boyfriend' and 'Girlfriend', 'Father and 'Mother' are deliberately doubled up so that if any children want to, they can match up Boyfriend/Boyfriend or Girlfriend/Girlfriend, Mother/Mother or Father/Father, that relates to their own particular family experiences. (Remember that there could a variety of reasons for having two mums or two dads and we should not assume this is always about sexuality. e.g. parents who have separated and have new partners; children with adopted parents and birth parents. When all are paired up, allocate each corner of the room to a different category of relationship: Family Relationships, Peer Relationships (may need explaining), Working Relationships and Relationships with Physical Attraction. Ask the pairs to go and stand in the corner that best fits the kind of relationship on their cards. Draw attention to the variety of different kinds of relationship that make up our lives, and to the fact that all these relationships can vary also in terms of how good or bad, happy or unhappy they are.	What are the different kinds of relationships we have with the people around us?
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?
Open my mind With the children in small groups, explain that we are going to focus on relationships that involve physical attraction. Point out that often these relationships become very close and loving, and people may choose to be in a 'couple'. Some of these couples may decide they want to make a life together, may get married, and may decide to start a new family, but not all. These are all personal choices. Give each group a set of the Having a Baby Diamond 9 cards. Give them the sentence stem 'Before a couple decides to have a baby, they should…', and ask them to set out the 9 cards in a diamond shape placing them in order of priority so that what they think is the most important consideration is at the top, working down to those they think are least important or irrelevant. Allow time to complete this and then compare notes around the class, asking the groups to explain and justify their priorities, and emphasising what a big, life-changing step it is to take responsibility for bringing a new life into the world. The exercise may prompt discussion of various significant issues such as whether teenagers can be good parents, whether some pregnancies are unplanned, whether people with disabilities should have a family, whether parents need to be married, how a single parent can bring up a child, whether it is right for same sex couples to bring up children, people in arranged marriages, adoption etc. Allow children to express their views: where necessary, challenge: ask them to explain, or put forward, an alternative view - but always be aware of factors in the children's own backgrounds and quickly challenge any tendency to stigmatise or condemn. Summarise that there are many different types of relationships in the adult world and they are not all as straightforward as we might assume. The care and responsibility for any baby/child that results from a relationship should be paramount whatever the circumstances.	What are the important things a couple should consider before deciding to have a baby? Does everyone agree on what the right circumstances are for bringing up a child?

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Pause Point: Slide 1: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and pause. Ask them to close their eyes (if they are comfortable to do so) and to focus on what they are thinking and feeling right now. They don't have to share their thoughts. Pause for about 20-30 seconds. **Tell me or show me** Slide 2-6: Introduce the word 'Conception' - the moment when a new life begins. Re-show the animations: The Female Reproductive System and The Male Reproductive System to recap on the physical facts of how this happens and also to illustrate how the wonder of a new life grows out of the closest and most loving and private part of the couple's own relationship, sexual intercourse. Allow time for the children to ask questions, discuss and clarify any points they wish. You may wish to revisit Jigsaw Jez's Private post box at this point if further questions or concerns have been raised. Show the PowerPoint slides of a baby in the womb to recap. We want all children to feel valued and included so we cannot make a judgement about one form of conception over another, and there is a possibility that some children in the class know they were not conceived in the 'usual' way. The essence of this lesson is that children understand the biology and feel included no matter how they were conceived. Whilst sexual intercourse is the way the sperm fertilises the egg in many cases, there are occasions when this might not be possible e.g. medical reasons or same-gender relationships. So, ask the children if all babies are conceived in this way? Teachers can explain as much as they discern to be appropriate according to the nature of the children's response to this question and the age and stage of the cohort of children. It is perfectly acceptable to say that when sexual intercourse isn't possible to conceive a baby, doctors can help people to have a baby perhaps through egg donation, artificial insemination, surrogacy, or IVF. Or people can choose to adopt. At this age it is important to clarify in simple terms what they may have already heard about these subjects without burdening them with too much detail. Awareness of the existence of these things is what matters and the chance to correct any misunderstandings they have. Ensuring all children feel included is paramount. **Let me learn** Step 1) With the children grouped in the same working groups as before, use the card sort activity 'The Truth About Conception and Pregnancy' to consolidate and develop their understanding. First, give each group a set of the statement cards and the True and False cards: ask them to discuss each statement and identify it as true or false according to their understanding. Step 2) Then hand out the cards with the detailed explanations and ask them to match these to the statements they refer to; use them to check whether they correctly identified the true and false statements. Review and discuss the results of the activity with the whole class. It will raise a number of issues that may not have come up before, including important topics such as contraception and the availability of fertility treatments. As always, remind them of Jez's post box for the questions they're still not sure about, or that may occur to them later. **Help me reflect** Slide 7: As in prior Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Journey resource.	How is a new baby made, and how does this grow out of the parents' love for each other? What else do you need to know about how a baby is formed and starts to grow in the womb? Can people make love and not have a baby? What happens if a couple wants a baby but find they can't have one?

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Changing Me

Calm Me Script - Ages 9-10 - Piece 4

Note to teacher: It is quite tricky to learn to follow the path of the breath so you may like to repeat the exercise every week for this Puzzle, perhaps adding some soft music while children practise the process.

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

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

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

Breathing like this we feel calm and gentle….

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

Continue with your relaxing breathing, in to fill the lungs…..out to feel calm and relaxed.

Then try to let your mind follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path….can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract? All because you took one simple breath in….

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey.

Practise this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is….we do it and usually are not even aware that we are doing it….. amazing.

Now think about how your body will change as it grows into puberty and gets ready to be an adult.

Notice how this makes you feel, and silently tell yourself everything is changing in your body just as it should do and you will handle the changes perfectly.

(Give time to let this sink in and reinforce changes in puberty are normal and natural and nothing to worry about. There are always people to help you.)

For the last few breaths of this Calm Me time, let yourself accept your body just as it is and appreciate it and all it does for you. Growing up is a natural process and we can all handle it.

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

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

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Changing Me

Jerrie Cat PowerPoint Slide 1 - Ages 9-10 - Piece 4

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Changing Me

Relationships Cards - Ages 9-10 - Piece 4

Mother	Daughter
Father	Son
Aunt	Nephew
Uncle	Niece
Brother	Sister
Boyfriend	Girlfriend
Boyfriend	Girlfriend
Best Friend	Best Friend
Classmate	Classmate
Mother	Team Mate
Father	Team Mate

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Be in a settled, loving relationship

Have plenty of money

Be married to each other

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Be over 20 years old

Be ready to put the baby's needs before their own

Both be fit and healthy

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Both agree on the right way to bring up a child

Have a house to live in

Be prepared for one of them to stay at home and look after the baby

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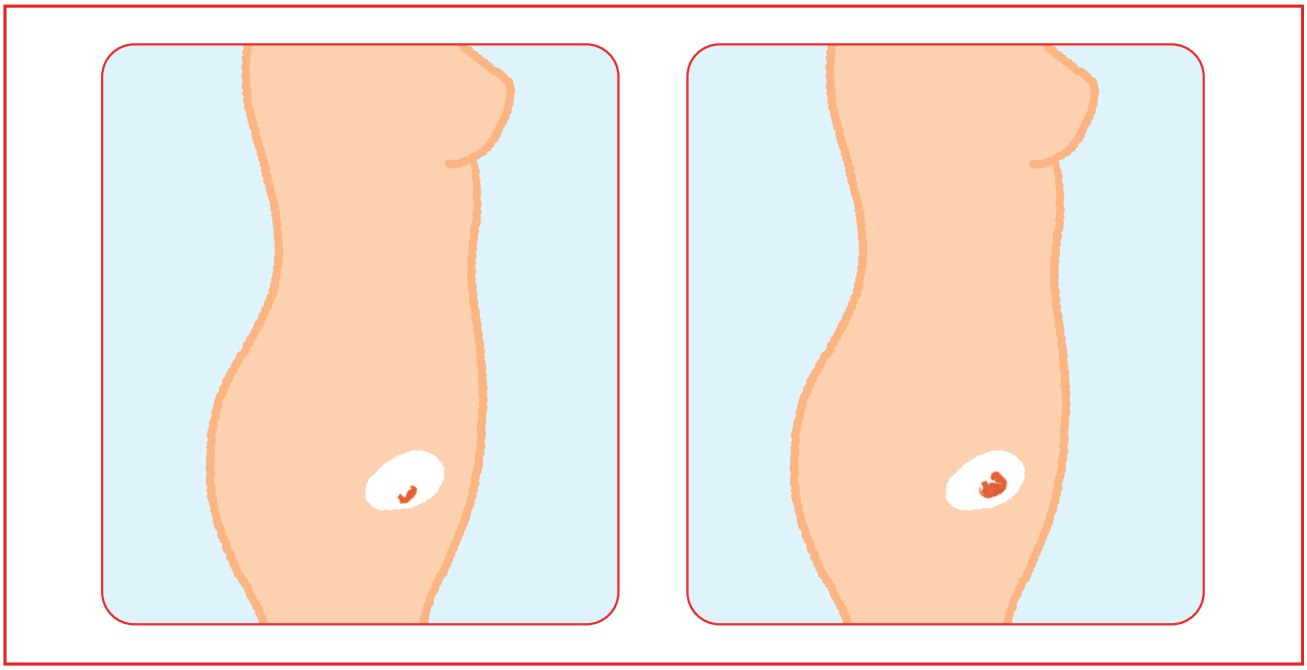
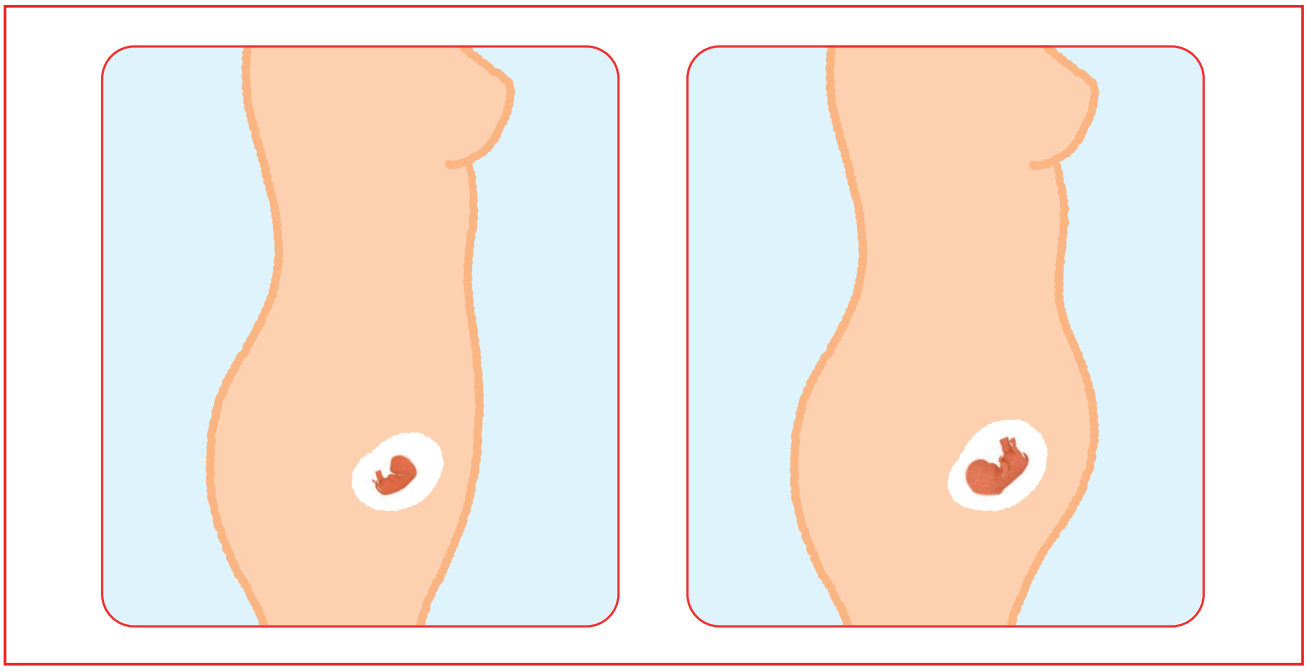
Changing Me

A Baby in the Womb PowerPoint Slides 2-6 - Ages 9-10 - Piece 4

Slide 2



Slide 3



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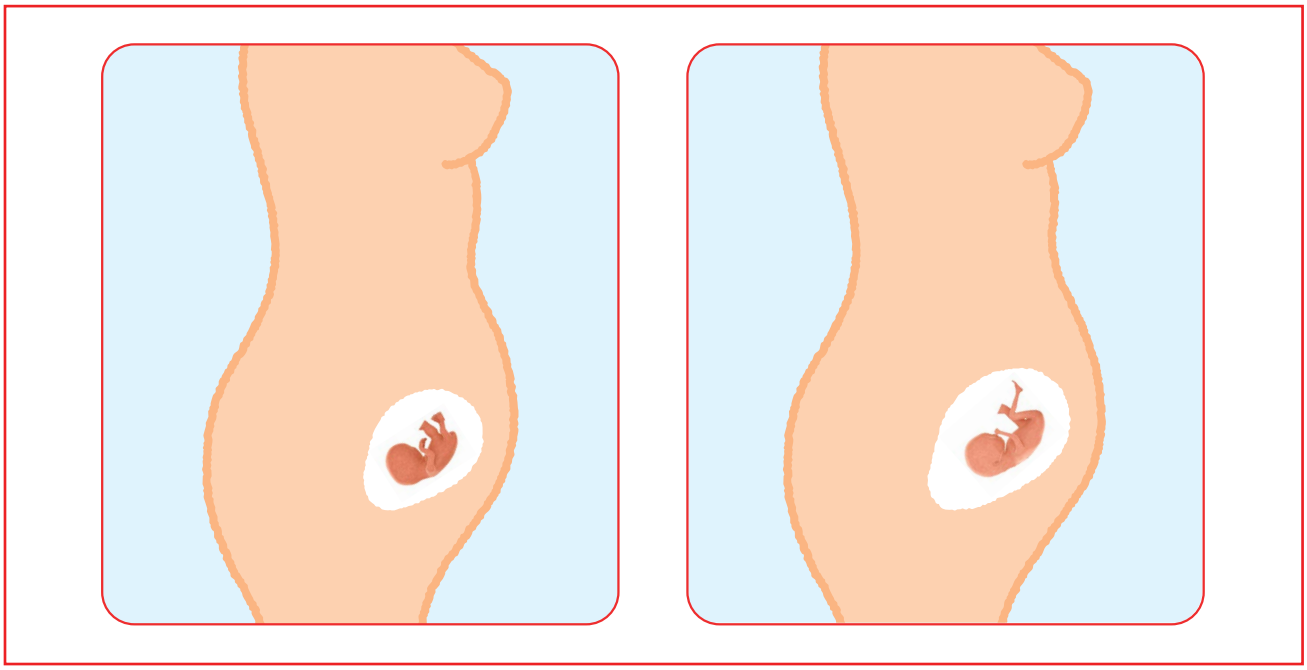
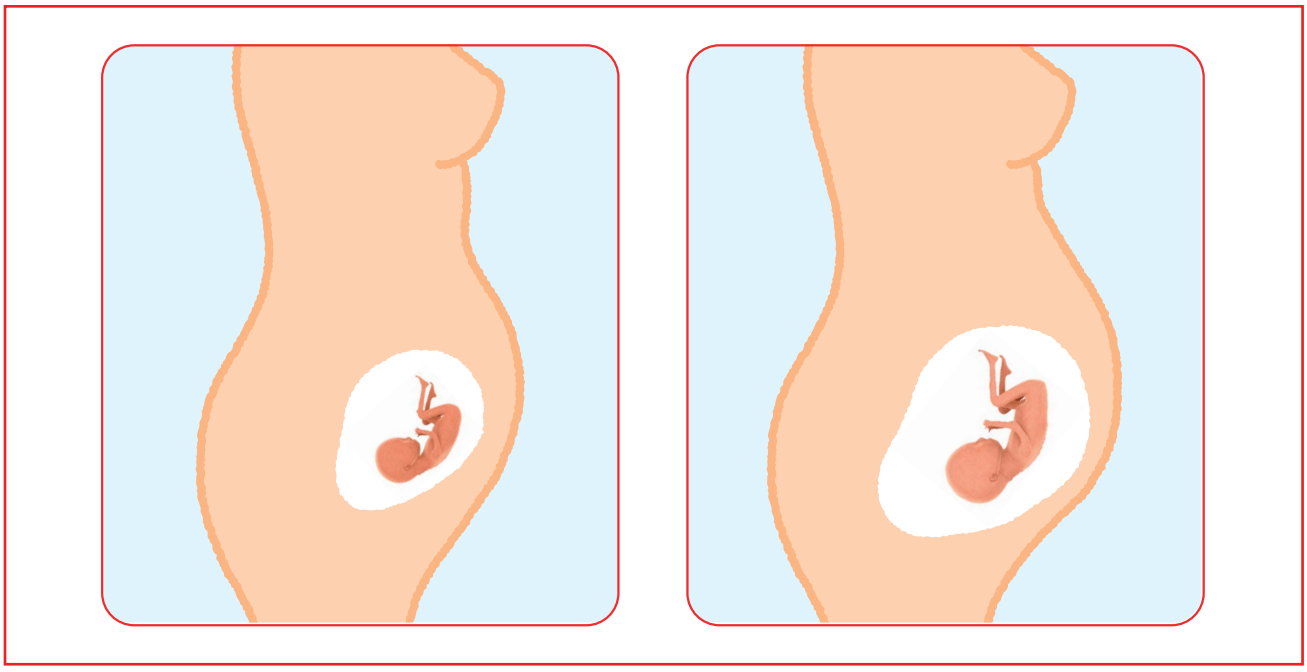
Changing Me

A Baby in the Womb PowerPoint Slides 2-6 - Ages 9-10 - Piece 4

Slide 4



Slide 5



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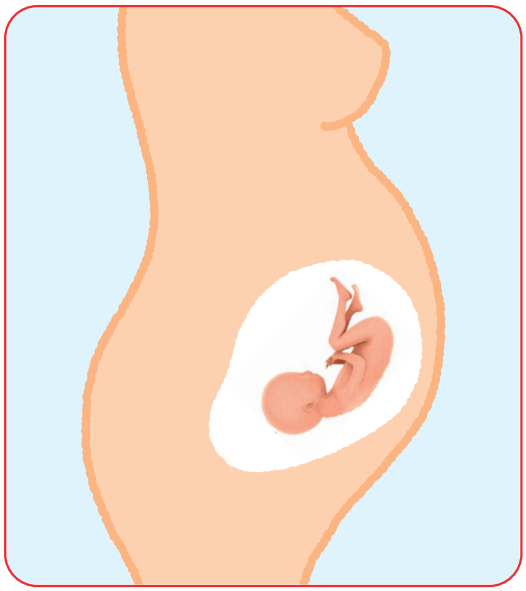
Changing Me

A Baby in the Womb PowerPoint Slides 2-6 - Ages 9-10 - Piece 4

Slide 6



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Changing Me

The Truth About Conception and Pregnancy - Ages 9-10 - Piece 4

If a couple makes love, it doesn't necessarily mean they will have a baby.	**True**	If people want to make love but not start a baby they can use various forms of contraception to stop the sperm and the egg meeting. Also, there are many days each month when there is no egg in the fallopian tube for the sperm to fertilise, and even when fertilised the egg might not successfully implant itself in the womb.
Fertilisation happens when the sperm meet the egg in the vagina.	**False**	Fertilisation normally happens in the fallopian tube, which carries the egg from the ovary towards the womb. If the egg is not fertilised when it reaches the womb it dies and passes out through the vagina, along with the extra womb lining that is not needed.
One of the first signs to tell a woman she is pregnant is that her periods stop.	**True**	The extra womb lining needs to stay in place as the embryo (the tiny growing baby) is implanted in it, so a woman does not have periods when she is pregnant. She may notice other changes, like starting to feel a bit sick at certain times of day. A doctor can test her urine to show whether she is pregnant, or she can buy a kit to do this for herself at home.
If two sperm fertilise one egg, it will form identical twins.	**False**	Only one sperm can fertilise an egg, then the egg seals itself to keep other sperm out. Identical twins are formed when one fertilised egg splits into two completely separate cells and each one grows into a baby - they are identical because they come from the same sperm and the same egg. If there are two eggs and each is fertilised by a different sperm they will form non-identical twins.
The baby is attached in the womb by a cord through which it gets oxygen and food from the mother.	**True**	A baby in the womb can't eat or breathe in the way we do, so the umbilical cord lets it collect the oxygen and nutrients that it needs from the mother's blood - so she is eating and breathing for the baby as well. Your belly button is where the cord was attached to you when you were in your mother's womb.
A woman can't have a baby unless she has sexual intercourse with a man.	**False**	If there are medical reasons that prevent a couple from having a baby in the usual way, there are things that doctors nowadays can do to help. Sperm can be artificially placed in the woman's vagina, or an egg can be taken and fertilised with sperm outside the body and then implanted in the womb. This is called IVF.

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Changing Me

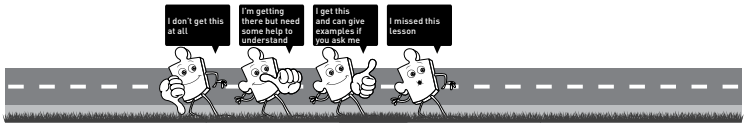
PowerPoint Slide 7: My Jigsaw Journey - Ages 9-10 - Piece 4

My Jigsaw Journey

Puzzle 6 - Changing Me (Pieces 4-6) Ages 9-10

Name .....

						TINT BOX - To improve next time I...
Piece 4	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby.					
	I appreciate how amazing it is that human bodies can reproduce in these ways.					
Piece 5	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).					
	I am confident that I can cope with the changes that growing up will bring.					
Piece 6	I can identify what I am looking forward to when I move to my next class.					
	I can start to think about changes I will make next year and know how to go about this.					



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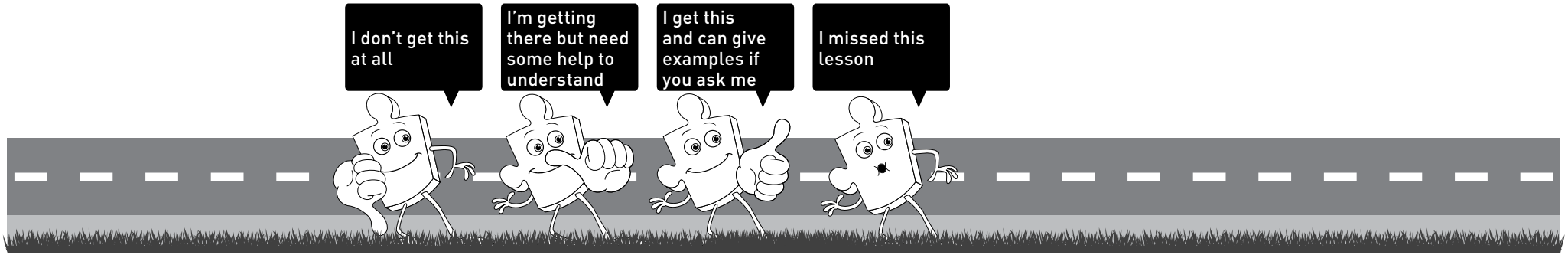
My Jigsaw Journey

Puzzle 6 - Changing Me (Pieces 4-6)

Ages 9-10

Name .....

						TINT BOX - To improve next time I...
Piece 4	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby.					
	I appreciate how amazing it is that human bodies can reproduce in these ways.					
Piece 5	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).					
	I am confident that I can cope with the changes that growing up will bring.					
Piece 6	I can identify what I am looking forward to when I move to my next class.					
	I can start to think about changes I will make next year and know how to go about this.					



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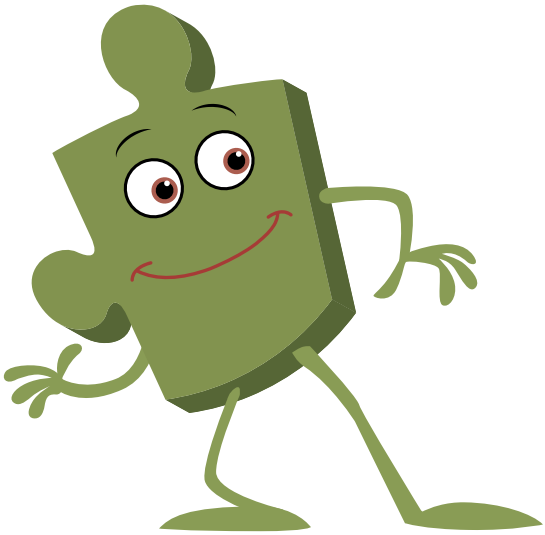
Puzzle 6: Changing Me - Ages 9-10 - Piece 5

Looking Ahead 1	
Puzzle 6 Outcome **Tree of Change Display**	**Please teach me to…** identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) be confident that I can cope with the changes that growing up will bring
Resources Jigsaw Song sheet: 'A New Day' Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat Selection of pages from teen magazines Flip chart paper Paper or card for card designs Jigsaw Journals My Jigsaw Journey	**Vocabulary** Teenager Milestone Perceptions Puberty Responsibilities



Teaching and Learning	Ask me this…
The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us Slide 1: Listen to or sing the Jigsaw Song: 'A New Day' and ask the children to briefly discuss in talk partners how this song relates to them becoming a teenager in a few years time. Share some of their ideas.	
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime	Does your mind feel calm and ready to learn?
Open my mind In small groups, children examine a selection of pages from teen magazines and discuss. What are these magazines telling us about how the publisher (who wants to sell as many as they can) sees what being a teenager is like? What is the perception of teenagers shown in the magazines? Is this accurate? Share some ideas using Jigsaw Jez as the 'talking object' around the circle.	What do these magazines show us about what life is like as a teenager? Is this accurate?

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Tell me or show me

Ask the children to sort the pages (or parts of pages) into those they think reflect reality and those they think are unrealistic.

Each group chooses one page and say why they think it best reflects what being a teenager means to them.

Using this page as the centrepiece, the groups make a graffiti wall (statements, words or phrases surrounding the page) on a piece of flip chart paper to show their perceptions of being a teenager. Ask them to include both positive and negative perceptions.

Allow approximately ten minutes and then share the completed graffiti walls with the class.

During the debrief, ensure you challenge where necessary, so that children have a realistic and positive outlook on becoming a teenager.

Sometimes teenagers may experience challenging and difficult times, e.g. when bodies are changing during puberty, but ensure children know that this process of growing up through these years is normal, manageable and fun.

Help children understand that growing up brings increased responsibilities.

To complete this activity each group identifies the responsibilities that will come with at least three aspects they have written on their flipchart,

e.g. if they have written 'I am looking forward to staying out later with my friends', the accompanying responsibility might be 'I will make sure my parents know where I am, who I am with and that I am safe'.

When discussing relationships make sure they know that the age of consent for sexual intercourse is 16 (in the UK), but that they are not obliged to have sex just because they are 16. International schools will need to include the age of consent appropriate for their setting.

Let me learn

Invite children to design a birthday card, (for someone aged 13, 14, 15 or 16). As this is likely to be an extended activity the children will complete at another time, ask them to concentrate on the instructions below first, rather than starting with the decoration.

Inside their card, ask the children to think about what advice they would give to the recipient about coping with the changes in becoming a teenager, and to write this as three bullet points of advice with a positive message underneath.

These cards can be the class contribution to the End of Puzzle Outcome as agreed with your Jigsaw Subject Lead prior to starting this unit of work (Puzzle).

Help me reflect

Slide 2: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

How are the magazines presented?

What messages might be being given about teenagers?

What responsibilities might you begin to have as you become older?

Notes

Certificates

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

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Changing Me

Calm Me Script - Ages 9-10 - Piece 5

Sometimes when changes start to happen to us it can feel a bit scary. It is important to talk to someone you trust if this happens. You can also help the scary feelings to calm down by listening to your breathing. So let's practise that now.

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

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

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

Breathing like this we feel calm and gentle….

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

Continue with your relaxing breathing, in to fill the lungs…..out to feel calm and relaxed.

Then try to let your mind, follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path….can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract? All because you took one simple breath in….

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey.

Practise this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is….we do it and usually are not even aware that we are doing it….. amazing.

For a few minutes, while we are sitting peacefully, I invite you to think about YOUR body and what it does for you. What do you appreciate most about it every day? Do you show it appreciation? Do you look after it well with rest, exercise, healthy food and plenty of water?

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

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

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Changing Me

A New Day - PowerPoint Slide 1 - Ages 9-10 - Piece 5

A New Day
(Changing Me)

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

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

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

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

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

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Changing Me

PowerPoint Slide 2: My Jigsaw Journey - Ages 9-10 - Piece 5

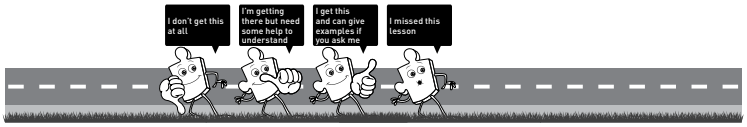
My Jigsaw Journey

Puzzle 6 - Changing Me (Pieces 4-6)

Ages 9-10

Name .....

						TINT BOX - To improve next time I...
Piece 4	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby.					
	I appreciate how amazing it is that human bodies can reproduce in these ways.					
Piece 5	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).					
	I am confident that I can cope with the changes that growing up will bring.					
Piece 6	I can identify what I am looking forward to when I move to my next class.					
	I can start to think about changes I will make next year and know how to go about this.					



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Puzzle 6: Changing Me - Ages 9-10 - Piece 6

Looking Ahead 2	
Puzzle 6 Outcome **Tree of Change Display**	**Please teach me to…** identify what I am looking forward to when I move to my next class to think about changes I will make next year and know how to go about this
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat Spinning top template Circle of Change template Jigsaw Journals My Jigsaw Journey Certificates	**Vocabulary** Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious

Teaching and Learning	Ask me this…
Note Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals. As a result, teachers may wish to consider giving this lesson slightly more curriculum time, and/or choose to do the Tell me or show me/Let me learn part of the lesson with the teacher(s) working with groups of children in turn. Teachers will also need to consider work from earlier Pieces (lessons) on puberty and conception, in making an overall summative judgement. Ensure you have checked Jigsaw Jez's post box for any unanswered questions prior to this lesson.	
The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us Play Whispers. The teacher starts the game with the phrase: 'One of the magic moments in the next school year for you will be…' (Teacher completes this relevant to something that will happen in this year group e.g. residential trip, special play, prom) When the whisper has been all the way around, tell the children the original sentence as a means of creating a positive outlook towards moving into another school year.	
Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Does your mind feel calm and ready to learn?`
Open my mind Sitting in the circle, using Jigsaw Jez as the talking object, children complete the stem sentence: 'One thing I am really looking forward to next year in school is…' Make a list of these ideas on flipchart or the whiteboard.	What are you looking forward to in the next school year?)

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

Tell me or show me/Let me learn

Spinning tops

Working in groups of four the children agree on four changes they are looking forward to but maybe a little scared of when in the next academic year. Taking the spinning top cube template, they draw or write each of these changes on the four sides of the cube. This is then cut out and made into a spinning top using a pencil as the spindle. The group then plays the game taking it in turns to spin the top. Whichever change lands uppermost, the group thinks of a way to best manage that change. Keep playing the game until each of the changes has been discussed. This should lead to a range of suggestions of how to manage the change.

If time, groups could swap spinning tops so that they consider a range of different changes.

Each child then needs to focus on one of the changes from their spinning top and, drawing on the ideas shared in the group, works through that change, writing the process on a Circle of Change template. Confer with talking partner if needs be. Stick the Circle of Change into their Jigsaw Journal.

Teachers can use the prompt questions as an aid for teacher assessment during this activity.

How do you feel about getting older?

How do you feel about puberty?

What sort of feelings might you experience at puberty/times of change?

How can you manage these?

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.

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Changing Me

Calm Me Script - Ages 9-10 - Piece 6

Sometimes when changes start to happen to us it can feel a bit scary. It is important to talk to someone you trust if this happens. You can also help the scary feelings to calm down by listening to your breathing. So let's practise that now.

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

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

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

Breathing like this we feel calm and gentle….

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

Continue with your relaxing breathing, in to fill the lungs…..out to feel calm and relaxed.

Then try to let your mind, follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path….can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract? All because you took one simple breath in….

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey.

Practise this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is….we do it and usually are not even aware that we are doing it….. amazing.

For a few minutes, while we are sitting peacefully, I invite you to think about YOUR body and what it does for you. What do you appreciate most about it every day? Do you show it appreciation? Do you look after it well with rest, exercise, healthy food and plenty of water?

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

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

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Changing Me

Jerrie Cat PowerPoint Slide 1 - Ages 9-10 - Piece 6

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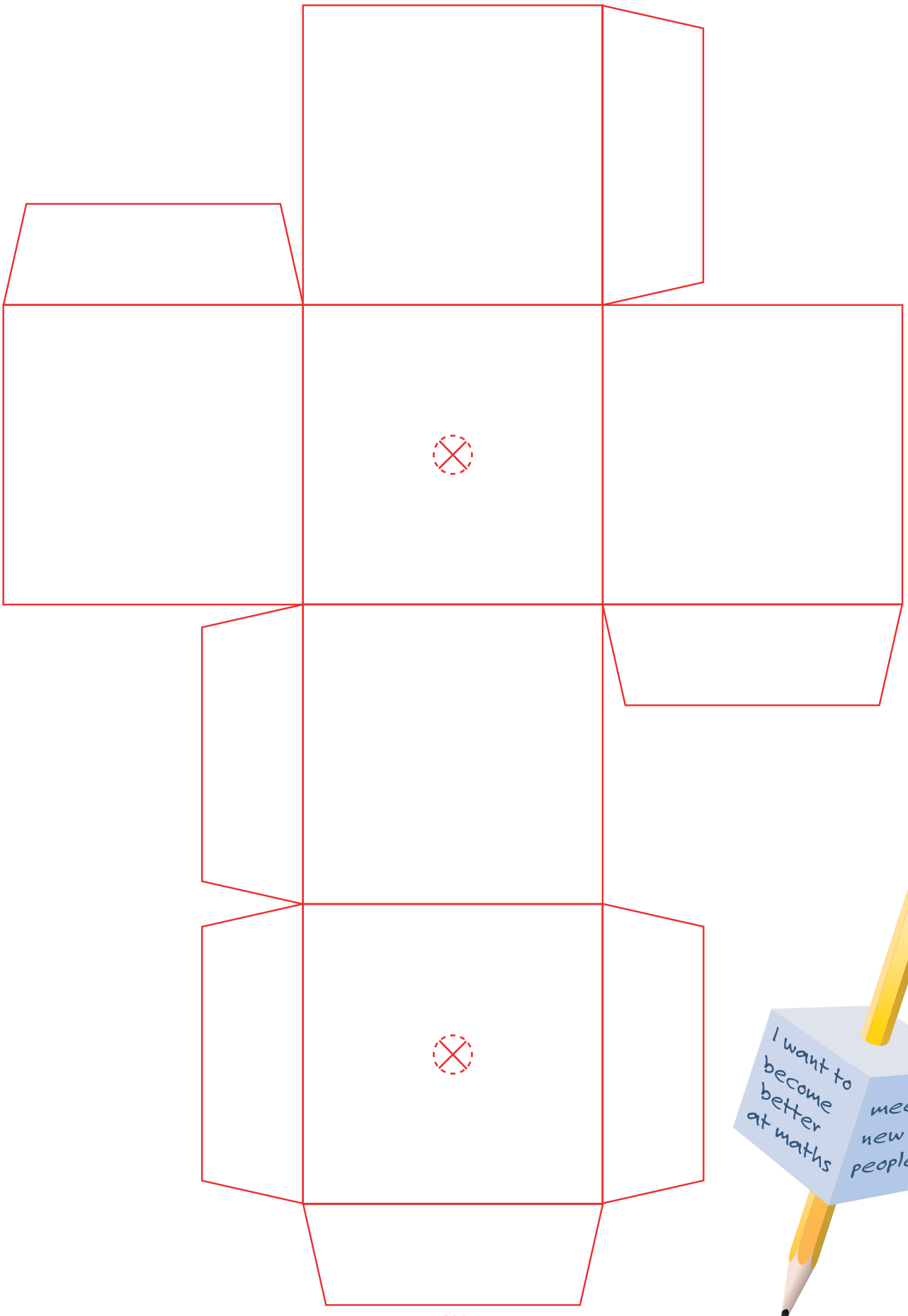
Changing Me

Spinning Top Template - Ages 9-10 - Piece 6



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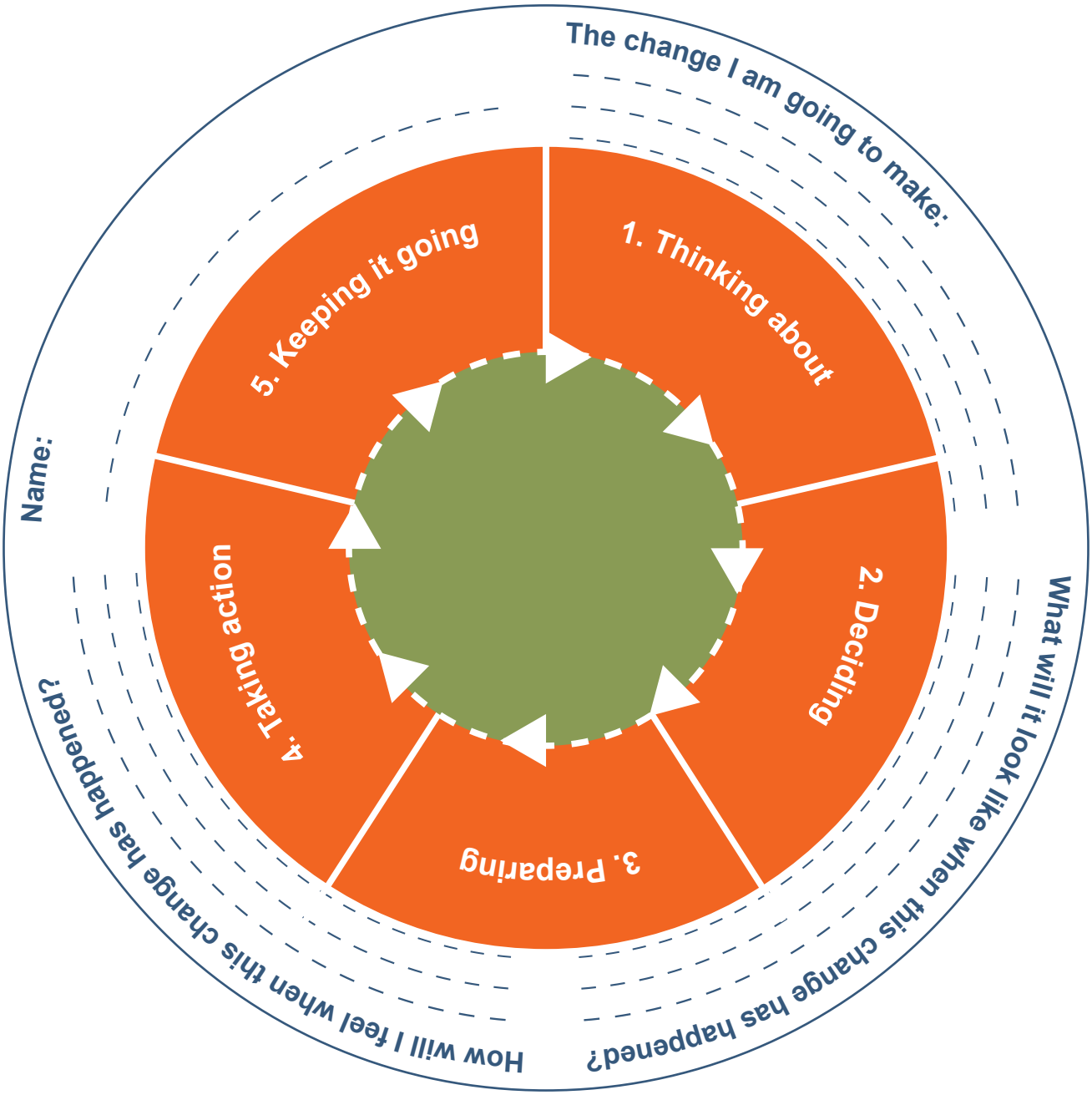
Changing Me

The Circle of Change - Ages 9-10 - Piece 6



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Changing Me

PowerPoint Slide 2: My Jigsaw Journey - Ages 9-10 - Piece 6

My Jigsaw Journey

Puzzle 6 - Changing Me (Pieces 4-6)

Ages 9-10

Name .....

						TINT BOX - To improve next time I...
Piece 4	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby.					
	I appreciate how amazing it is that human bodies can reproduce in these ways.					
Piece 5	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).					
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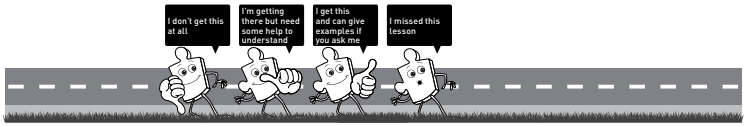

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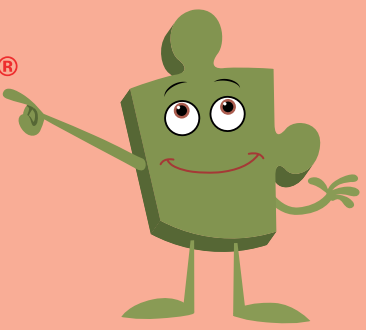


Changing Me

Well done!

.....

Please feel proud that you have learnt to:

.....

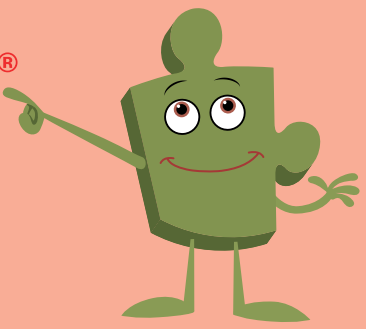
I am especially pleased that you:

.....

I am proud that I can:

.....

Signed:..... Date:.....



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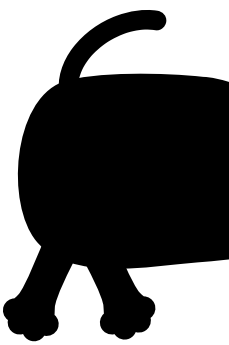
Exemplification for Ages 9-10 Changing Me Puzzle

These are examples of the style of answers that children may write/ and say in response to lesson (Piece) 6 in particular. The content could be different. Teachers will also need to consider the children's understanding of puberty and conception (from Pieces/lessons 2-4).

	WORKING TOWARDS
Girls start to have periods at puberty. This can sometimes make them feel grumpy or sad. I am not worried about the changes that are going to happen at puberty.	

Ages 9-10 expectation	WORKING AT
A girl's body becomes a woman at puberty because her ovaries start working and producing eggs. She also starts having periods (menstruating) because her body is now capable of having a baby. Boys also go through puberty. They start producing sperm and their body develops into a man. If a man and woman have unprotected sex, then a baby might be conceived if the egg and sperm join and fertilisation happens. If it does the embryo settles into the woman's uterus and develops into a baby. Unfertilised eggs pass out of the body when a woman has her period and the womb lining is shed. It is important to keep myself clean during puberty and make sure that when I have a period that I change my sanitary products regularly. I also know that I can talk to my Dad if I am worried about anything. I can't change puberty, it's going to happen. I'm not worried about developing at different speeds from my friends because it's natural for people to develop differently and at different rates.	

	WORKING BEYOND
Boys puberty starts when there is an increase in the male hormone testosterone. This starts changing the boy on the outside and the inside. On the outside he will get taller and develop the body of a man. His voice will break because his larynx changes. He will also start to develop body (pubic) hair in different places and facial hair. His testicles will mature and will start producing sperm and he might experience wet dreams. It might be worrying for a boy going through puberty because there might be a lot of body changes going on at once, which can be confusing. He will also start to feel attracted to other people and there might be pressure to start dating because his body is starting to mature and is ready to make a baby. (Similarly, detailed description and language needed relating to female puberty). People also compare themselves with others and that can cause anxiety especially when there is so much on social media about how to look and act. This might be very difficult during puberty because people will be concerned about how their body is developing and look to others for comparison. I know I can discuss puberty with my Dad or get some leaflets from the doctor if I start to get worried about anything. Knowing what is ahead will also help me feel less anxious.	



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