

St Michael's Lesson Outlines for Changing Me Units – Term 6

Year Group	Lesson Number	Learning Intention	Changing Me Content	Statutory Curriculum	Safeguarding
1	Piece 1 Lifecycles	start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK	Show me or Tell me - Whole class BBC Learning Clip: 9463 Frogs, discussion how did the frogs spawn turn into the frog (in what order)? Children discuss life cycles of different animals and humans and sorting these cards into the right order. Children think about themselves now and what they want to be when they grow up.	Relationship Education R1	Neglect
1	Piece 2 My changing body 1	tell you some things about me that have changed and some things about me that have stayed the same know that changes are OK and that sometimes they will happen whether I want them to or not	Children talk about things that they can do that have changed since they were a baby. What different things will they be able to do as an adult?	Relationship Education H4	Neglect
1	Piece 3 My changing body 2	know how my body has changed since I was a baby understand that growing up is natural and that everybody grows at different rates	Baby photo session. Distinguish between changes: body, appearance, abilities Individual activity, writing about how you have changed since you were a baby / little	History Curriculum changes within living memory	Neglect
1	Piece 4 Privates are Private	respect my body and understand which parts are private	Open my mind - Whole class activity using PowerPoint slides of animals, can we identify males and females? Explain to the children that some of their body parts are private and that these parts are the parts that are different in a boy and a girl and that these are private. Staff will use the correct scientific terminology, should the children ask (penis and vagina) Pictures will not be shown at this time. Help me reflect – Children discuss that the things under their swimsuit are private – review Pantosaurus	Relationship Education R4, R25, R26, R29 Science Curriculum identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Sexual Abuse FGM Physical Abuse
1	Piece 5 Growing	understand that every time I learn something new I change a little bit enjoy learning new things	Children discuss the movements that they can do now that they couldn't do as a baby	Relationship Education R5	
1	Piece 6 Moving on	tell you about changes that have happened in my life know some ways to cope with changes	Children think about some of the changes that have happened to them and what might happen moving forward	Relationship Education R6, R32, H2, H3	

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2	Piece 1 Lifecycles	recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this	Tell me or Show me - An introduction to life cycles. Discussion about life cycles. Let me learn - Draw and write individual activity to show what they know about a life cycle.	Science Curriculum notice that animals, including humans, have offspring which grow into adults	
2	Piece 2 Growing from Young to Old	tell you about the natural process of growing from young to old and understand that this is not in my control identify people I respect who are older than me	Partner activity, using PowerPoint to discuss visible changes from a baby to an elderly person. Tell me or Show me - Whole class, using the book 'My Grandpa is Amazing' by Nick Butterworth to talk about growing older. Share photos of grandparents (if any have brought them in) - could invite grandparents in too to talk about how they were when they were younger etc. Individuals draw and write activity about someone older who is special, share these with whole class. Create a positive impression of growing older.	Science Curriculum notice that animals, including humans, have offspring which grow into adults	Neglect Emotional Abuse
2	Piece 3 The Changing Me	recognise how my body has changed since I was a baby and where I am on the continuum from young to old feel proud about becoming more independent	When I was a baby I could...'; 'Now I am 6/7 years old I can...'; 'When I am grown up I will be able to...' Children discuss the book Titch Tell me or Show me - Whole class sorting activity using timeline labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' and a collection of different items. Discuss how growing and changing brings more abilities, more freedom and independence, more responsibilities, more knowledge.	Relationship Education R26, R29 Science Curriculum notice that animals, including humans, have offspring which grow into adults	Physical Abuse Neglect
2	Piece 4 Boys' and Girls'	know that some parts of my body are private tell you what I like/don't like about being a boy/girl	Open my mind - Groups of 4 discuss differences between the things girls do and the things boys do - share some ideas with whole class. Staff will use the correct scientific terminology, should the children ask (penis, testicles, vulva and vagina) however will not show pictures at this time. Reminder about Pantosaurus and privates are private Let me learn / Help me reflect - Individual draw and write activity, 'This is me, what it means to be a girl or a boy to me'.	Relationship Education R15, R19, R25, R26, R30, R31, R32	Sexual Abuse FGM Physical Abuse
2	Piece 5 Assertiveness	understand there are different types of touch and tell you which ones I like and don't like be confident to say what I like and don't like and ask for help	Connect us - circle time activity, pass the touch. Discuss when we use touch, positive and negative. Tell me or Show me - Class activity, share the poem 'What About You?' Alternatively, read the book 'Hug' by Jez Alborough. Ask the children to think about the sort of touches they like.	Relationship Education H2, H3	Personal Safety Sexual Abuse

			Let me learn - Individual draw and write activity; 'two types of touch I like'. Help me reflect - Individual draw and write activity, 'One way I like touch is when...'		
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3	Piece 1 How babies grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals	Introduction using PowerPoint to females having babies and males having an important parenting role. Tell me or Show me - Class activity, preferably with a parent and new baby, or puppy/kitten. Consider what it would be like to have a new baby. Discuss what it needs each day, routines, caring for him/her. Let me learn - paired draw and write activity; three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown. Help me reflect - Individual draw and write, 'how have I changed since I was a baby' (especially around independence).	Relationship Curriculum H2, H3	Neglect
3	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family	Open my mind - Paired activity, 'what does a baby need to grow and survive' (both emotional and physical). Tell me or Show me - whole class discussion about how a baby starts out / where does it grow. PowerPoint to illustrate the baby growing in a womb. Let me learn - individual draw and write activity - what a baby needs to survive and live and grow. Help me reflect - Individual activity, list the 3 most important things a baby needs to survive and grow.	Relationship Curriculum R27	Neglect Poor Parenting Emotional Abuse
3	Piece 5 Family Stereotypes	start to recognise stereotypical ideas I might have about parenting and family roles express how I feel when my ideas are challenged and be willing to change my ideas sometimes	Open my mind - class activity using Task cards to think about male/female roles. Tell me or Show me - Class discussion to introduce the word 'stereotypical' and why/how roles within their families are taken. Let me learn - In groups design a pillow case for a boy/girl. Is it stereotypical? Complete the sentence: 'Our design is/is not stereotypical because...' Help me reflect - individual reflection, who does which jobs in their home?	Relationship Curriculum R1, R2, R3, R4, R18	Emotional Abuse Physical Abuse Bullying
3	Piece 6 Moving on	identify what I am looking forward to when I move to my next class start to think about changes I will make next year and know how to go about this	Focus on next steps for the year.	Relationship Curriculum H2, H3	

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4	Piece 1 Unique Me	I understand that some of my personal characteristics have come from my birth parents I appreciate that I am a truly unique human being	Class activity using the kitten/mother cards to show how some characteristics are passed on but others are unique to us. Using photos of a known adult and their parents, identify characteristics that have been passed on (eye colour etc.) Class activity using 'My Parents and Me Puzzle' to highlight for the children that some characteristics are genetic and passed to a child from their parents. Also link to grandparent characteristics as well as those that are unique. Help me reflect - Individual draw and write activity, 'Being a truly unique human being makes me feel...'	Relationship Education R1, R2, R3, R4	Neglect
4	Piece 2 Outside body changes	understand that boys' and girls' bodies change as they grow up identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings	Changes that have happened and good and bad things about change. Class activity to introduce the word puberty and changes outside the body. Class sorting activity using body cards. Reinforce puberty changes with PowerPoint. Individual reflection on what may be worrying them about growing up and what they are looking forward to. (Parents can withdraw their children from this lesson only)	Relationship Education R26, R27, H34	Sexual Abuse FGM Physical Abuse
4	Piece 3 Girls and Puberty (Girls only)	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty	Activity for girls to recap on previous learning about puberty, use 'How do I feel about Puberty Cards' as a stimulus to discussion. Whole class activity using different items to do with growing up. Introduce the word 'menstruation' and puberty in girls. Show the animation: The Female Body. Whole group activity to go through the stages of menstruation	Relationship Curriculum H34, H35	Sexual Abuse FGM Physical Abuse
4	Piece 6	identify what I am looking forward to when I move to my next class start to think about changes I will make next year and know how to go about this	Focus on next steps for the year.	Relationship Curriculum H2, H3, H4	

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5	Piece 1 Self-Image and Body Image	be aware of my own self-image and how my body image fits into that know how to develop my own self esteem	Individual activity to explore how we see ourselves (self-image), using the inside of the self-image picture frame card. Discuss links between self-image and self-esteem. Group activity using the 'Gingerbread person image' to create someone with high self-esteem. Let me learn - Whole class discussion to consider how we can turn a negative statement into a positive one using affirmations (distance this with generic examples)	Relationship Curriculum R1, R4, R15, R25, R26, R27, H5, H6, H10, H18	
5	Piece 2 Puberty for Girls	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	Discuss what makes you feel embarrassed and what happens emotionally and physically when you are embarrassed? Open my mind and Tell me or Show me – Watch the animation 'The Female Body'. Whole class look different sanitary products and how they are used. Single gender groups moving around four different activities (sorting, discussing, agony aunt, and writing/drawing).	Relationship Curriculum H2, H3, H4, H34, H35	Sexual Abuse FGM Physical Abuse
5	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty	Activity to recap on changes that happen to us as we grow and go through puberty. Whole class activity using a continuum exercise to discuss the statements listed on the 'Puberty: Points of View' sheet. Using the PowerPoint slides of the male body. Use the animation: The Male Body' to reinforce this.	Relationship Curriculum H2, H3, H4, H34, H35 Science Curriculum Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Sexual Abuse FGM Physical Abuse
5	Piece 5 Looking Ahead	identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities be confident that I can cope with the changes that growing up will bring	Look together at the changes that will happen and what to do to keep myself safe	Relationship Curriculum R7, R8, R9, R13, R16, R19 Science Curriculum describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Emotional Abuse Sexual Abuse
5	Piece 6 Looking ahead	identify what I am looking forward to when I move to my next class to think about changes I will make	Focus on next steps for the year.	Relationship Curriculum R6	

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6	Piece 1 My Self Image	aware of my own self-image and how my body image fits into that know how to develop my own self-esteem	Discuss the terms 'real' self-image and 'ideal' self-image Individual activity to consider words associated with 'real self-image', using the self-image template. Highlight words that are associated with body image. Repeat for 'ideal self-image'. What problems are there is not being your ideal self-image? Discussion about how this links to good / poor self-esteem.	Relationship Curriculum H1, R27,	
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty	Activity using the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty. Review of the Female/Male Body to reinforce learning.	Relationship Curriculum H2, H3, H4, H34, H35	Sexual Abuse FGM Physical Abuse
6	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive	Single gender activity reminding of the key facts of puberty focusing on trust, respect and consideration	Relationship Curriculum H2, H3, H4, H34, H35, R1, R4,	Sexual Abuse FGM Physical Abuse
6	Piece 4 Babies - Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby	Open my mind - Class discussion to consider a baby developing. Use the PowerPoint of the baby developing in the womb. Play true / false card game, 'Baby Can...' Tell me or Show me - Range of activates to choose from to go through development from conception to birth: Animations: Male/Female Reproductive Systems; invite a parent of a small baby who will answer questions about being pregnant and birth; resource sheet 'From Conception to Birth' Let me learn - Individual or paired activity to design a set of cards with eight (or fewer) stages of the journey from conception to birth. Children can swop cards and try each other's out. Class discussion to discuss words of how a parent feels when they have a baby (physically and emotionally). Help me reflect - Individual activity to consider; What are your own thoughts and feelings about the process by which a new life is formed? And, How might this affect you and your life in the future? (Parents can withdraw their children from this lesson only)	Relationship Curriculum R7, R8, R9, R13, R19	Sexual Abuse FGM Physical Abuse
6	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of	Open my mind - Class mind mapping activity for the word 'independence'. Tell me or Show me - Small group activity using birthday cards (aimed at 13 year olds) to discuss perceptions (negative and positive aspects) of being a teenager. Class discussion to draw out key aspects and to reiterate that with additional 'rights' come responsibilities.	Relationship Curriculum R15, R16, H2, H3, H6	Child Sexual Exploitation Sexual Abuse Physical Abuse

		becoming a teenager and am confident that I can cope with this	Let me learn - Small group activity using the 'holding hands' cards to discuss what physical attraction is. Help me reflect - Individual writing activity to reflect on ways to cope with growing up.		
6	Piece 6 Looking ahead	identify what I am looking forward to when I move to my next class to think about changes I will make	Focus on next steps for the year.	Relationship Curriculum R6	