



Year 2 Changing Me

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see powerpoint notes for all slides

These lessons have been adapted and confirmed by our staff to suit the needs of our children using the Jigsaw 'Changing Me' units.

Before starting the unit create a set of class ground rules for these lessons. These are then to be shared with the children before every lesson for RSE.

Explain that at various points that the children may have questions and that these can be written down rather than shared aloud to remove any embarrassment.



Lesson 1

How do things around us change?

What does change feel like?

Lesson objectives : recognise cycles of life in nature.
understand there are some changes that are outside my control and to recognise how I feel about this.

Deep dive for floor book



How do you feel when the seasons change?



Do we have any control over the changing seasons?

Make the point that some things happen and change around us that we are unable to control, e.g. the seasons change, our bodies change. Discuss how the children feel about changes they cant control.

Responses can be recorded in floor book.

Which life cycles can you see in the pictures?



Clarify for the children what a lifecycle is and how things grow and change from a baby to an adult. Ask them to think about how their bodies might change and to share how that might feel e.g exciting, scary, strange etc. Share some ideas and reinforce that things around us do change and that is okay.



Task

Choose a life cycle, you can choose one we have looked at today and draw it with labels of how it changed during the life cycle. Write a sentence explaining this and how it might feel during these changes.

*Next lesson – you can bring in a picture of someone special in your life

Display in floor book



Lesson 2

How do our faces/bodies change as we become older?
What else might change for older people?



Baby



Toddler



Adult



Elderly person

Lesson objective : 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

Draw out from the children how our bodies might change and ask them to think about what other changes might happen, e.g. bodies become slower, old people run less but might get wiser and kinder.

Make the point that change is a natural process as we get older and we have no control over it. We will all become old and all grow from a baby, to a toddler, to a child, to a teenager, to an adult to an old person.



Children's photos from home

What do you like/respect/love about this person?



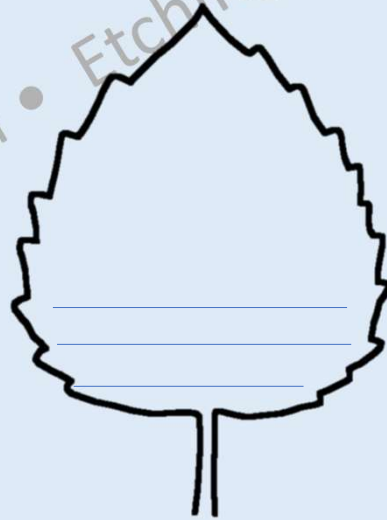
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Task

Who is special to you and why?

On your leaf template, draw a picture of someone special in your life. Write down what you like/respect/love about this person.



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Lesson 3

What were you like as a baby?

How are you different now?

How will you be different when you are grown up?

Lesson objectives: 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.

Responses for floor book.



Partner/table task.

You will have an A3 piece of paper with the headings Baby, toddler, child, teenager and adult and a selection of pictures. Your task is to sort the pictures to show which age would use it. For example, who would use a dummy?

Baby

Toddler

Child

Teenager

Adult

Ask the children what they think the connection is. Explain to the

children that, for humans, growing up takes longer than for many living things. It doesn't only mean getting bigger, but also learning and being able to do more and more

Discuss that growing up comes with a wider range of abilities, more freedom, more independence, more responsibilities and more knowledge



How will your life change as you grow up?

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Responses in floor book.



Lesson 4

- How many different body parts do you know?
- Lets play...'Simon says!'

Lesson objectives: recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, anus) and appreciate that some parts of my body are private.
-Tell you what I like/don't like about being a boy/girl

Play Simon says and reiterate how amazing our body is by being able to move!



Group discussion

- Are girls and boys always different in what they like to do?

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staff to check this activity/notes



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On two pieces of flipchart paper, draw an outline of 2 child-sized people from the class. From the outlines, ask if we can we tell whether they are boys or girls? Not really.

Use the body parts cards and invite children, one at a time, to place them as appropriate on the outlines (you will need duplicates of all the cards that are common to both genders).

Now we can tell which is which, because the bodies are different - but we don't normally see people like that! Explain that most boys are born with male body parts, and most girls with female parts (you don't need to expand on this).

Take a laundry basket or similar with a full set of girls' and boys' clothes, including underwear. Produce one item at a time and ask a child to place it where it belongs on one of the two figures. As you do this you may want to distinguish three possible functions of clothes – to keep warm, to look nice and to keep private parts private - and identify which one or more of these functions each item fulfils.

Discuss how clothes can sometimes help us to see from the outside the difference between boys and girls (though they can often be quite similar).

From earlier ask what ideas the children had about other differences in what boys and girls do and how they behave?

Gently question and challenge, to establish that none of these differences applies to all boys and girls.

Challenge gender stereotypes and establish that private body parts is one way you can differentiate boys from girls.



Lesson 5

Play 'Pass the touch'

Sitting in a circle, the adult will tap out a rhythm on the hand of the person sitting next to them. The rhythm then gets passed round the circle.

How does it feel to play this game?

Lesson objectives: -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



When do we use touch?



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Ask the children to think about when we use touch: hugs, shaking hands, games (e.g. pass the squeeze); sometimes some people might use touch to push someone out of their way, or maybe pushing in the playground. Touch can be helpful or hurtful.



What textures can you feel?

Do you like or dislike these textures?



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Prepare a feely bag (the bag contains: pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects). Ask a child to come and feel an object and ask them to describe it e.g. smooth, rough, spiky, soft, etc., and ask them to say whether they like the feel or not. Ask two or three other children to do the same and draw out again the different feel of the objects and how it feels to the person holding it. Make the point that we may or may not like the feel of something and it is good to be able to say what we think. The teacher then says that they would like to share another bag with everyone. Takes out a teddy and two pieces of material (soft material like velvet, satin or silk). The teacher explains to the children that these are two special things that they like to touch because they feel nice and soft and comforting. Ask the children to share with their partner what is their favourite thing to touch that feels nice and comforting. Share some ideas



What should you do if you experience a touch that is hurtful or frightening?



What about you?

I laugh when I am tickled

Do you?

I smile when I am hugged

Do you?

I chuckle when I feel a squeeze

And cry if I am pushed.

What about you?

I giggle when I am spun around

Do you?

I feel safe when I am cuddled

Do you?

I am soothed when my face is stroked and upset if I am pinched.

What about you?

Share the 'what about you' poem. Children to create their own sentences to make a class poem.



Lesson 6

What are you looking forward to next year?

How are you feeling about moving to a different class?

Lesson objectives: - identify what I am looking forward to when I move to my next class
- start thinking about changes I will make in my next year at school and know how to go about this



Moving on..

You are going to make a reflective table all about you. There will be four boxes you need to draw a picture and write about:

- one thing you like about being who you are
- one thing you are looking forward to about getting older
- one thing you would like to change for yourself next year and how you will go about it e.g. to get better at reading by practising more often
- explain how you feel about getting older and facing new changes



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