



Brookland Junior School Overview - 'Changing Me'

Year Group	Piece Name	Pupils will be able to....	Content
6	My self image	<p>Be aware of my own self-image and how my body image fits into that</p> <p>Know how to develop my own self-esteem</p>	<p>Open my mind - Class activity using the PowerPoint image of make-up/air brushing. Discuss the terms 'real' self-image and 'ideal' self image.</p> <p>Tell me or show me - 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 not being your ideal self-image? Discussion about how this links to good/poor self-esteem.</p> <p>Let me eLarn - Individual activity sing the Self-esteem Smoothies template as a starting point, children each design an ingredients label for their self-esteem smoothie.</p> <p>Help me reflect - Individual draw and write activity. The main ingredient in my self-esteem smoothie is...</p>
6	Puberty	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p>	<p>Connect Us - Starter activity to complete the growing up bingo card. Go through these as a class.</p> <p>Open my mind - Class (stand up - sit down) activity using the Puberty flash cards to re-open children's thinking about the physical changes that occur during puberty.</p> <p>Tell me or Show me - Class activity using the PowerPoint slides showing girl to woman and boy to man and the animations of the reproductive systems to reinforce learning.</p> <p>Let me Learn - Small group sorting activity to play the Puberty Truth or Myth game, to reinforce learning and highlight any unknowns.</p> <p>Help me reflect - Individual activity to write privately and anonymously at least one question they have in their mind concerning puberty and growing up (for the post box)</p>

6	Conception	<p>Understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>Understand that sometimes people need IVF to help them have a baby</p> <p>Appreciate how amazing it is that human bodies can reproduce in these ways</p>	<p>Connect us - whole class activity using Relationships Cards to think about the types of relationships there are. Sort into different categories of relationships e.g: family, peer, working and relationships with physical attraction</p> <p>Open my mind - Small group activity to consider relationships that become a couple and decisions to have a baby Using 'Having a Baby Diamond 9 Cards' to sort most important/least important.</p> <p>Tell me or show me - Introduce the word 'conception' - the moment when a new life begins. Use the animations - The Female Reproductive System and The Male Reproductive System to look at the physical facts of how this happens. Introduce the term sexual intercourse. Show the PowerPoint slides of a baby in the womb to recap how new life grows. Let me Learn - Small group sorting activity - 'The Truth about Conception and Pregnancy' to consolidate and develop their understanding.</p> <p>Help me Reflect - Review and discuss the learning from the session. Remind them of the Private Post Box for questions.</p>
6	Babies: Conception to birth	<p>Describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p>Recognise how I feel when I reflect on the development and birth of a baby.</p>	<p>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.</p> <p>Tell me or Show me - Range of activities 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'.</p> <p>Let me Learn - Individual or paired activity to design a set of cards with the stages of the journey from conception to birth. Children can swap 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.</p> <p>Help me reflect - Individual activity to consider; What are your own thoughts and feelings about the process by which a new life is formed? How might this affect you and your life in the future?</p>

6	Boyfriends and girlfriends	<p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p>	<p>Connect Us - Partner talk - why might someone want to be in a romantic relationship with a boyfriend or girlfriend? What is the difference between this and friends? Open My Mind - In groups look at possible reasons you might want a boyfriend/girlfriend. Which are the best/worst reasons and why? Tell Me or Show me - Look at scenarios (including 'sexting') and discuss pressures. What should the people in the scenarios have done? Let Me Learn - Look at Should I/Shouldn't I cards and group them under 'ok' and 'not ok'. Discuss and summarise. Help Me Reflect - Recap and ensure understanding.</p>
6	Real self and ideal self	<p>I am aware of the importance of positive self-esteem and what I can do to develop it.</p> <p>I can express how I feel about my self image and know how to challenge negative body-image.</p>	<p>Connect us - Play the advert game. Show three cosmetic items. In pairs, challenge the children to come up with messages or images to help them sell as much of the products as possible. Share ideas. What does this teach us about adverts and their purpose? Open My Mind - Look at images of 'ideal bodies'. How does it make you feel? Discuss our exposure to these images and shop mannequins that do not represent real body shape. Discuss negative body talk and how it can hurt someone's feelings. Tell Me or Show Me - Look at real self/ideal self templates and write 5 words on each thinking about the messages from the media. What they want to look like as adults and their real self image (this does not need to be shared with other children). Repeat but describe personality traits - kind, friendly etc. Ensure understanding that if your ideal self and real self are far apart, there is a greater risk of self-esteem being low. Let Me Learn - Small group work - discuss ways to bring real and ideal self together. Help Me Reflect - Recap and ensure understanding</p>
6	The year ahead	<p>I can identify what I am looking forward to and what worries me about the transition to secondary school</p> <p>I know how to prepare myself emotionally for the changes next year</p>	<p>Connect Us - Children to say one highlight from this year and one thing they are looking forward to next year. Open My Mind - Suggest ideas in which starting a new school is like a bungee run - looking forward but maybe being held back by thoughts, feelings and ideas. Tell Me or Show Me - each child write their biggest worry about next year. Children create an alley. For those comfortable to do so, they share their worry and the children creating the alley</p>

			<p>provide ideas or reassurance.</p> <p>Let Me Learn - Reflect and record memories from current school.</p> <p>Help Me Reflect - Recap and ensure understanding</p>
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