

<b>Year Group:</b> Five		<b>Topic Title:</b> Growing and Changing		<b>Half Term:</b> Summer
<b>Aim of the unit:</b> Exploring physical and emotional changes (Puberty)  The importance of personal hygiene		<b>Links to RSE:</b> Pupils should know: <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>		<b>Key Vocabulary:</b> Puberty Physical changes Emotional changes Moods Menstruation Periods Tampons Sanitary towels Wet dreams Semen Erection Sweat Breasts Spots Pubic hair Facial hair Underarm hair Sexual feelings
Lesson	Learning Challenge	Learning Outcomes	Outline of Learning Experience	Resources
1	Can I explore the emotional and physical changes occurring in puberty?  	Children will be able to: <ul style="list-style-type: none"> <li>• Explain the main physical and emotional changes that happen during puberty</li> <li>• Ask questions about puberty with confidence</li> </ul>	Tell the class the lesson will be about the changes that occur during puberty. Explain that puberty is a special time of change when children grow and develop into young adults, or teenagers. Refer to the learning outcomes on the whiteboard and discuss what they mean. Ensure that the pupils understand the words 'physical' and 'emotional' by explaining that a physical change happens to the body and an emotional change involves feelings. Give one or two examples.  <b>Defining Puberty</b> Use questions to establish key facts about puberty, for example when it happens, to whom and why. Consider the following: <ul style="list-style-type: none"> <li>• puberty occurs some time between the ages of 8 and 16</li> </ul>	Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template

Responsibility



Respect



- each person will start puberty at a slightly different time and will develop in their own way - it's important to
- respect these differences
- male and female sex hormones become very active and are responsible for growth and development
- during puberty
- puberty changes are a normal part of growing up
- many changes happen to everyone, some only happen to females; some only happen to males
- the whole process of change can take a few years.

#### **Listing the changes**

Split the class into pairs and give each pair a Puberty Changes worksheet. Ask children to discuss the questions and list their answers: *What physical and emotional changes do you think happen during puberty?* How might people's relationships change during puberty? Share ideas and record them on the board. Organise into lists for changes that happen to males, females, and everyone. Emphasise that most of the changes happen to everyone. For help with this activity refer to the Puberty Changes Teacher Guide

#### **Body Changes**

Display the Reproductive System slides. Begin by emphasising that no two bodies look the same and that we grow and change at different rates. Highlight the body changes already discussed with the external pictures; breast development, pubic hair, body hair, muscle growth etc.

Explain that in the next lesson we will be learning more about periods and sperm production and the changes to the reproductive systems of females and males. Find out what the class already know about the following words: Ovaries, Uterus, Vagina, Penis, Testicles. Use the slides to correct any misconceptions. Explain what happens to them in puberty (i.e. that the female starts to

			<p>produce eggs in the ovaries and the male starts to produce sperm in the testicles).</p> <p><b>Pupil Questions</b> Ask the pupils to complete the Pupil Questions template: <i>After the lesson I wanted to know...</i> this can be used as a needs assessment and can inform future lessons. Try to focus their questions on puberty, using the list written on the board at the beginning of the lesson to remind them of the changes. Explain that questions will be answered in the next two lessons.</p> <p><b>Closing Round/Review</b> In pairs, discuss what they have learned in this lesson and use a go-round to close e.g. <i>One thing I learnt today was ...</i></p> <p><u>Additional activities</u> <b>Body Changes Outline</b> Draw two big body outlines on flipchart/sugar paper, one male, one female and put them in the middle of the floor or on the wall. In groups, give pupils small post-its or stickers and ask them to put the sticker on one of the body outlines where they think a puberty change takes place. Draw a heart on the body to include emotions and moods and draw a thought bubble next to the head to include thoughts, worries etc.</p>	
2	<p>Can I understand male and female puberty changes in more detail?</p> 	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Describe what happens during menstruation and sperm production</li> <li>Understand how puberty affects the reproductive</li> </ul>	<p>Refer to the learning outcomes on the whiteboard and discuss what they mean. Explain that in this session we will be looking at some of the main puberty changes how those with a uterus will start to have periods and how those with testicles will start to produce sperm.</p> <p><b>Menstruation/Periods</b> Ask questions to establish what the class understands about menstruation (periods) so far. Use the whiteboard to show an animation of the menstrual cycle which can be found at: <a href="http://kidshealth.org/teen/sexual_health/girls/menstruation.html?tracking=T_RelatedArticle">http://kidshealth.org/teen/sexual_health/girls/menstruation.html?tracking=T_RelatedArticle</a></p>	<p>Reproductive System slides Puberty Changes Teacher Guide Menstrual Cycle animation <a href="http://kidshealth.org/teen/sexual_health/girls/menstruation.html?tracking=T_RelatedArticle">http://kidshealth.org/teen/sexual_health/girls/menstruation.html?tracking=T_RelatedArticle</a> Male Changes Powerpoint Puberty Card Game (one set per group) Puberty Card Game answer sheet Puberty Card Game whiteboard</p>

	  	<p>organs</p>	<p><a href="#">tracking=T RelatedArticle</a></p> <p>Pause the animation after each section, ensuring that the class understands what has happened. Discuss the changing visuals and explain the commentary if necessary. Show the class the poppy seeds and spaghetti, which represent the approximate size of the female egg and the width of the fallopian tubes.</p> <p>Discuss how the menstrual cycle impacts on a woman's feelings and explain that just before, and during a period women can feel physical pain and discomfort and also feel tense or moody. Discuss menstrual wellbeing, showing different forms of menstruation products, explaining how they work and where to get them from.</p> <p><b>Male Changes</b></p> <p>Discuss some of the key changes that happen to boys during puberty, such as sperm production, testicles 'dropping', erections and wet dreams. Support this by referring to the Male Changes Powerpoint and use the Puberty Changes Teachers Guide to help with explanations. Discuss how these changes might impact on a boy's feelings and moods and reinforce that they are a normal part of growing up.</p> <p><b>Puberty Card Game</b></p> <p>In small groups, hand out copies of the Puberty Card Game. Ask the children to take turns to read out a card. The whole group should then try to reach a consensus on whether the statement is true, false or they don't know and place the card in the appropriate pile. Circulate and support the groups to achieve the task.</p> <p><b>Card Game Feedback</b></p> <p>With the whole class, go through the statements, checking answers and using the Puberty Card Game whiteboard summary to display the answers. Use key points from the Puberty Card Game answer sheet to reassure the class about puberty changes and discuss how these might be managed.</p>	<p>summary</p> <p>Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)</p> <p>Selection of menstrual products (tampons, sanitary towels, pant liners, reusable products)</p> <p>Pupil questions from Lesson 1</p>
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**Pupil Questions**

Refer to the pupil questions and explain which ones have been covered in this lesson. Address any outstanding issues and remaining questions.

**Closing Round/Review**

In pairs, discuss what has been covered in the lesson. Finish with a closing round: *One thing I have learnt about puberty today is ...*

**Additional activities****What is the Menstrual Cycle?**

In small groups give out the What is the Menstrual Cycle? cards. Ask the children to place the cards in a correct order to show they have understood the menstrual cycle. As a whole group sequence and discuss the pictures and correct misunderstandings. Use the Menstrual Cycle whiteboard summary to help.

**Menstruation Card Game**

This activity offers more detailed information about menstruation. In small groups give out the Menstruation Cards ask the children to read out the statements on the cards one at a time. The whole group can try to reach a consensus on whether the statement is true or false or they don't know and place the card in the appropriate pile.

Reassure the children that this is a learning activity and putting cards in the 'Don't Know' pile is okay. Circulate and support the groups to achieve the task. Use the answer sheet or the Menstruation Card Game whiteboard summary to feedback to the whole group.

Amaze.org have a range of videos to support learning about puberty. Check for age appropriateness in each case.

<https://amaze.org/?topic=puberty>

Betty for schools have a range of lesson plans and films to support

			<p>the teaching around menstruation  <a href="https://bettyforschools.co.uk/resources/8-11-year-olds">https://bettyforschools.co.uk/resources/8-11-year-olds</a></p>	
3	<p>Can I explore the impact of puberty on the body, the importance of physical hygiene and ways to get support during puberty?</p>   	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how to stay clean during puberty</li> <li>• Describe how emotions/relationships change during puberty</li> <li>• Know how to get help and support during puberty</li> </ul>	<p><b>Kim's Game</b>  Tell the class that they are going to play a memory game and show them the bag of objects. Explain that all the objects inside the bag have something to do with puberty and growing up. Ensure that the objects relate to both physical and emotional changes.</p> <ol style="list-style-type: none"> <li>1. Take the objects out of the bag one by one, asking the class if they know what each one is. Name the objects and place them in the centre of the circle;</li> <li>2. Ask the class to briefly look at the objects and try to remember as many of them as possible;</li> <li>3. Cover the objects with a cloth and remove one of them without the class seeing what it is;</li> <li>4. Ask the children to identify which object is missing;</li> <li>5. Repeat this several times.</li> </ol> <p><b>Discussion</b>  Once the children have identified a number of the objects, discuss what some of them have to do with puberty.  Ask questions such as: <i>What is this for? Who uses it? Why might someone going through puberty use this?</i> Use the discussion to explore how people can look after their bodies and feelings during puberty. Ask the class which objects they think are really essential and which objects people might choose to use.</p> <p>Reinforce that soap and menstrual products are essential, whereas we can choose whether to use make up or hair products and also choose which types we use. Consider gender stereotypes and social pressures to look or be a certain way. Encourage the class to think about making informed, healthy choices. For help with this activity refer to the Kim's Game Teacher Guide</p> <p><b>Puberty Problem Page</b></p>	<p>Kim's Game items including: spot cream, bra, comb, deodorant, make up, shaving foam, menstrual pads, tampons, panty liners, diary, teenage magazine, mobile phone, cloth to cover items  Kim's Game Teacher Guide  Year 5 Puberty Problem Page  Year 5 Puberty Problem Page cut-outs  Year 5 Problem Page Teacher Guide  Pupil questions from Lesson 1</p>



Display the Puberty Problem Page on the whiteboard and focus on one problem to read out. Ask the whole class what advice they would give to this person. In groups of four or five, give one problem from the Year 5 Puberty Problem Page cut-outs to each group and ask them to discuss what advice they would give.

#### **Problem Page Feedback**

Ask one person from each group to read out the problem to the whole class. Then ask the group to share the advice they would give. Use the advice to discuss with the class how to manage puberty and emphasise the fact that strong feelings and emotions are a normal part of growing up. Repeat for each group and use the discussion to generate ideas about who to go to for advice and support. Reinforce that it is never okay to tease or bully other children about how their body looks or changes during puberty. For help with this activity read the Problem Page Teacher Guide.

#### **Pupil Questions**

Refer to the pupil questions and explain which ones have been covered in this lesson. Address any outstanding issues and remaining questions.

#### **Closing Round/Review**

Use a go-round using the sentence stem: *One way to get help and support during puberty is ...*

#### **Additional Activities**

##### **Pupil Questions**

Type each relevant question on to a card, distribute and ask pairs to discuss possible answers. Take whole class feedback and discuss.

##### **Kim's Game Small Group Discussion**

Give small groups one or two objects from Kim's Game. Ask groups to discuss and record:

*What is the object(s)?*

*What is it for?*

*What advice would you give to someone about using it?*

Ask each group to share their findings with the class.

**Problem Page Letters**

Give each person a puberty problem and ask them to make a list of three things they would like to say to the person. Individually write a reply to the person.

**Puberty Bingo**

Give each child a Puberty Bingo card. There are four different cards, so they can have a different one from the person sitting next to them. Make up a Kim's Game kit bag ensuring the items match those on the cards. Take the items out of the bag one at a time, naming and discussing each one. As the children identify that the item is on their bingo card they can tick it off. Leave taking the deodorant out until last, as this is the one object on all the cards. The children will then all shout *Bingo* at the same time.