

MEDWAY PRIMARY PSHE EDUCATION
RELATIONSHIPS AND SEX EDUCATION

YEAR 4/5

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YEAR 4/5

TEACHER GUIDANCE

INTRODUCTION

These notes accompany lesson plans written especially for Medway schools in partnership with the PSHE Association. They have been designed to support class teachers delivering relationships and sex education (RSE), as part of the PSHE education curriculum, at key stages one and two.

From September 2019 relationships education will be statutory in all schools at key stages 1 and 2. Education about relationships is covered through many aspects of the primary PSHE curriculum (and will go beyond the contents of these lesson plans). Schools should ensure their PSHE education programme therefore includes all elements of the new statutory guidance for relationships education, which will be published for consultation in Summer 2018. Elements of sex education that are not included in the statutory guidance will remain non-statutory in primary schools but in order to safeguard pupils effectively we strongly recommend that Medway schools provide a comprehensive programme of relationships and sex education (including these lessons) as an integral part of their PSHE provision. We therefore use the term relationships and sex education (RSE), rather than relationships education, to reflect this best practice approach.

This resource pack replaces and updates the Medway lessons on puberty and moving to secondary school, published in 2015. An additional three lessons on other aspects of RSE were added in January 2018, with a further five added in June 2018.

These lessons contribute to the curriculum for PSHE education, as set out in the [PSHE Association Programme of Study for PSHE education](#). Signposted by the Department for Education, the PSHE Association's Programme of Study outlines learning opportunities in three core themes: Health & Wellbeing, Relationships, and Living in the Wider World. For a detailed overview of how these lessons link to the Programme of Study, see Appendix 2.

Primary schools must have regard to the Department for Education statutory guidance on preparing pupils for the physical and emotional changes of puberty before they experience them. For this reason, we recommend that teaching about puberty should begin in Year 4.

These guidance notes should be read carefully before teaching any of the lessons. Teachers should also refer to relevant school policies, such as policies on SRE/RSE, child protection, and safeguarding.

Preparing to teach relationships and sex education

CREATING A SAFE LEARNING ENVIRONMENT

Time should be set aside to establish a safe learning environment for both pupils and adult staff in the classroom. This helps pupils to feel comfortable about sharing feelings, exploring values and attitudes, expressing opinions, and considering the views and opinions of others without fear of negative feedback. As well as encouraging more open discussion, it helps to ensure that teachers are prepared to deal with unexpected disclosures or inappropriate comments should they occur.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion (see the Ground Rules section below)
- offer some opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- make something available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class (see the 'Ask-it Basket' section below)
- provide access to balanced information and differing views to help pupils clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)
- exercise sensitivity to the needs of individuals, as some pupils may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)

- link PSHE education with the whole-school approach to supporting pupil welfare
- make pupils aware of sources of support both inside and outside the school

Teachers should ensure that the content, approach and use of inclusive language reflect the diversity of the school community and society more widely—helping every pupil to feel valued and included in the classroom. It is good practice for these sessions to be taught in mixed-sex classes, and all pupils should learn about the changes of puberty in both males and females—recognising in an age-appropriate way that sex and gender are not binary.

As with any other lessons, positive behaviour management strategies should be employed throughout, however it may be useful to discuss how pupils might feel during the lessons before you start. Identify that these feelings might include embarrassment, or they may want to laugh. Explain that these feelings are normal and talk about strategies they can use to manage them.

GROUND RULES

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). Such ground rules support broader class rules and the school's behaviour policy. To be effective, pupils and teachers should develop ground rules together, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending them as necessary.

Examples of ground rules include:

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if you do not wish to comment

ASK-IT BASKET

An 'Ask-it Basket' question box or bag encourages pupils to ask questions with anonymity and without embarrassment. Introduce the Ask-it Basket either whilst creating the ground rules or at the beginning of each lesson. It should be accessible both during and after every lesson. The purpose of the Ask-it Basket should be explained to pupils:

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are significant issues about a pupil's safety or wellbeing that need to be shared with others—see the 'Limits of confidentiality' section below.
- Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

Tip: To ensure that pupils do not feel self-conscious about being seen to be asking a question, give each pupil a piece of paper and ask them to write down what they had for breakfast or lunch, and then add any questions they have. This means that everyone is writing at the same time. You could set some time aside at the end of each session to do this.

LIMITS OF CONFIDENTIALITY

It is important that teachers are well prepared to deal with any issues arising from the lessons. Teachers should explain to pupils in simple terms that, whilst we usually try to keep everything that's said in the room, in the room; if they were concerned about a pupil's safety or wellbeing, they would have to tell one other member of staff. If a question, behaviour, or language arises that a teacher finds concerning, this should be discussed with the designated safeguarding lead—in line with the school's safeguarding and child protection policies. Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupil's age should be addressed. There may be times when a question raised by a pupil should be referred to parents/carers (the school RSE pol-

icy should provide guidance regarding staff protocol on this). It is good practice to talk to the pupil(s) concerned before involving a parent or carer—to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child refuses or rejects talking to their parent or carer, this should be taken seriously and discussed with the head/designated safeguarding lead and acted upon in accordance with the school's confidentiality policy. It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone, including parents/carers.

Female genital mutilation (FGM)

These lessons do not address female genital mutilation (FGM). This is a separate but vitally important safeguarding issue. The summer holiday between Year 6 and Year 7 is a common time for this illegal and abusive procedure to be carried out, although it can occur at a much younger age. The PSHE Association has produced [guidance](#) on teaching about FGM and further help and advice can be obtained from the charities: [FORWARD](#) and [Freedom Charity](#).

Forced Marriage

These lessons do not discuss forced marriage. However, if discussing marriage (for example, during the Year 6 lessons on positive, healthy relationships and how a baby is made), this is a good time to flag up that marriage should be entered into freely—only if both are adults and with the agreement of both the people involved. And that if anyone ever felt they or someone else was at risk of being forced to marry, they should tell someone else they trust or seek help via a website or helpline such as [ChildLine](#) or [Freedom Charity](#).

ASSESSING PUPILS' BASELINE AND PROGRESS

Each lesson (or series of lessons) begins with a baseline assessment activity and ends with an end-point assessment activity. Baseline assessment provides an insight into the pupils' prior knowledge, understanding, skills, attitudes, beliefs and vocabulary. Moreover, the end-point activity allows teachers and pupils to demonstrate progress made from that starting point. When assessing pupils' baseline, it is important that the topic is not discussed with them beforehand, and that they are not over-prompted. The idea is to set an open-ended activity using neutral language that does not lead pupils to a particular answer—thus giving a genuine snapshot of what they are bringing to the topic before teaching anything new.

Baseline assessment activities can be done individually (useful if you wish to demonstrate individual progress), in which case before starting the activity, tell the pupils that they should work quietly on their own, without conferring. Alternatively, in some lessons you may wish to quickly gauge the group's starting point by carrying out the baseline activity through small group work or whole class discussion. In these lessons, the assessment activities are designed to be carried out individually by the pupils.

DIFFERENTIATING THE LEARNING

It is impossible to provide detailed advice on differentiating this learning for all needs and abilities, and teachers will know best the needs of their pupils in relation to accessing this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require additional support or additional challenge to further develop their thinking.

EXTENSION ACTIVITIES

Ideas are provided for extension activities. These can be provided for pupils who complete activities quickly or alternatively, can be used as a class activity to further deepen and extend pupils' learning.

SUPPORTING STAFF

Teachers should look over the lesson plans before using them in class. They may like to discuss the lessons in more detail with the school PSHE education subject lead. A staff briefing or INSET to introduce the lessons can be useful—especially when teaching these lessons for the first time. Lessons should be taught within the context of the school policies, including the SRE/RSE policies. These should be reviewed regularly, in line with curriculum updates.

SUPPORTING PARENTS AND CARERS

Many schools choose to hold a curriculum evening or workshop to introduce parents to what their child will learn in RSE lessons. Lesson activities and resource/materials being used can be included to demonstrate how RSE is taught and what pupils of different ages will learn. Many parents welcome this opportunity and it can be reassuring if they have concerns. Again, this should be introduced to parents through the context of the school policy.

SIGNPOSTING SUPPORT FOR PUPILS

In each lesson, pupils should feel able to ask for more help, advice and support if they want to. All pupils should feel they can ask a teacher in school or adult who they trust out of school (such as a parent or carer) if they have further questions.

Websites can be helpful for older pupils—the teacher should ensure they direct pupils to specific websites where information is age appropriate, monitored and accurate.

TEACHING THE Y4-5 LESSON PLANS: ADDITIONAL NOTES

PUBERTY LESSONS 1-4

It is essential to teach about puberty before pupils experience it—to ensure that their physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies, their emotions and understand how to keep themselves safe. This includes being able to tell someone about behaviour that worries them or makes them feel uncomfortable.

These lessons do not focus on personal safety, though by teaching them you are of course, helping safeguard pupils. Providing accurate information about the physical and emotional changes that take place during puberty is extremely important. By understanding their bodies and the changes they will experience, pupils will be confident in knowing how to respect and care for their own bodies. The opportunities to explore changing feelings will ensure that they are prepared for adulthood and will lay down the foundation for more complex learning on sexual and reproductive health at secondary school.

When talking about the male and female genitalia, it may be useful to highlight the [NSPCC underwear rule](#), whilst noting that this does not need to be taught in-depth in this lesson—as it should be covered in separate lessons on keeping safe.

National Curriculum links: For links to the primary science curriculum, see Appendix 3

PUBERTY: TIME TO CHANGE

The first lesson focuses on some of the external changes that happen to the body.

During the lesson, pupils will be recapping vocabulary for male and female body parts, including genitalia, previously learned in key stage one. Whilst you may highlight that children and adults sometimes use lots of different words for genitals, in this lesson you will use anatomic (scientifically correct) words. Explain to the pupils that some slang words (used to name genitalia) can be confusing and are sometimes even rude and disrespectful. Therefore, it is important to only use the anatomic words in these sessions.

For the plenary/assessment activity pupils respond to some common questions about puberty that other children they age might ask. Make sure, during the feedback to this activity, you refer pupils to where they can find additional advice, this might include:

- Home: a parent or other trusted adult
- School: a teacher or other member of staff
- Website:
 - www.childline.org.uk
 - www.nspcc.org.uk
 - www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx
 - www.kidshealth.org/kid/
 - www.bbc.co.uk/education/topics/z3xxsbk

PUBERTY: MENSTRUATION AND WET DREAMS

The second lesson focuses in more detail on some of the external and internal changes that happen to the human body. This session is slightly longer than the others, taking approximately 90 minutes to deliver in total, with approximate timings for each activity provided to allow for flexibility. You may wish to cover it in two ses-

sions—spending a whole session on female changes—and devoting another to male changes. The baseline activity could also be carried out prior to the lesson, if time is short. However you approach this lesson, it is important that all pupils learn about both female and male changes. The lesson includes learning to name male and female genitals correctly. The following gives basic definitions of the male and female external genitalia and internal reproductive organs.

External female genitalia resource: Labels and information

Pubic hair: the hair that grows above and around the genitals in young people and adults: it starts to grow during puberty.

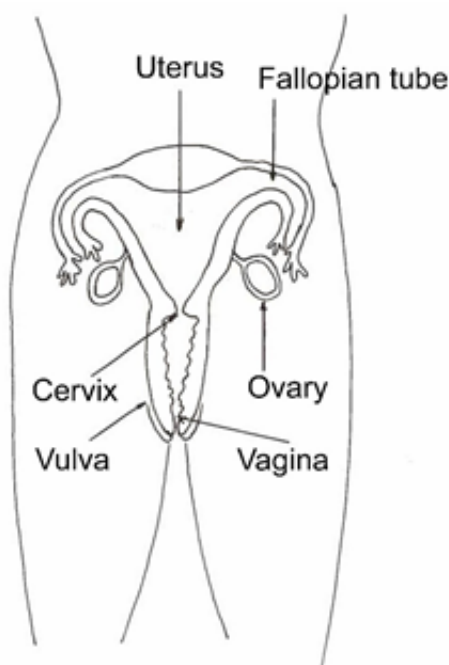
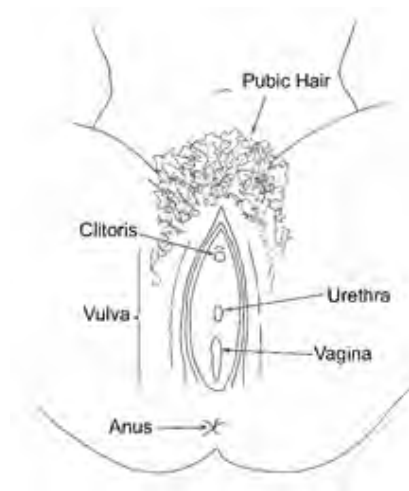
Clitoris: the small button-shaped bump above the urethra and vagina

Urethra: the opening above the vagina of a tiny tube through which urine 'wee' leaves the body

Vagina: a passageway from the uterus to the outside of the female body.

Vulva: the whole area between a female's legs. The vulva includes the opening to the vagina, the opening to the urethra, the clitoris and the folds of soft skin called labia that cover them.

Anus: the opening through which faeces (poo) leaves the body.



Internal female reproductive organs resource: Labels and information

Uterus: made of strong muscle and hollow inside, it's the size and shape of an upside-down pear and is connected to both the fallopian tubes and the inside of the vagina. This is where a baby grows until it's ready to be born.

Cervix: the small opening in the lower part of the uterus. It connects the uterus to the top of the vagina. This opening stretches wide when it's time for a baby to be born.

Ovary: there are two ovaries: one on each side of the uterus. The ovaries contain eggs or ova.

Fallopian tubes: the passageways through which an egg travels on its way to the uterus.

Vagina: a passageway from the uterus to the outside of the female body.

Vulva: the whole area between a female's legs. The vulva includes the opening to the vagina, the opening to the urethra, the clitoris and the folds of soft skin called labia that cover them. It is difficult to see from the front!

Menstruation:

- Some girls start to menstruate (have their periods) at the age of 11 or 12, others start as late as 15 or as early as 8 or 9, but that's all perfectly normal. If someone hasn't started by 17, they should probably see a doctor as there may be other medical reasons.
- Some girls and women experience painful 'cramps' before and during their period. These cramps are usually a tight pain around the area of the uterus, but usually only for the first day of their period. Painkillers and exercise can help to relieve the pain. The breasts may swell slightly and feel tender. Some women and girls may also feel tense, moody or tearful just before or during their period. This is all perfectly normal!
- The blood usually comes out slowly and can be any amount, from a few tablespoonsful to half a cupful. The flow is usually heavier for the first couple of days of the period and gets lighter until it stops. Most periods last between three and five days but can be from about two to seven days.
- Sometimes your period doesn't look or feel the way you expect. It might not even look like blood straight away. It might start with pinkish, reddish or brown discharge. This is all perfectly normal.

Erections: When a penis is not erect, blood flows in and out continuously, as it does in other areas of the body. When a male has an erection, the muscles that allow the blood to flow open up wide to allow more blood to be pumped in, while other muscles close—stopping the blood from leaving. This makes the penis become

stiff and erect and it stands out from the body. This is called an erection. When the erection is over, the muscles relax and the blood flow returns, making the penis soft again. An erection can last from a few seconds to a half-hour or more, and males can experience them any time from being a baby until they are old. Erections can happen at any time, and may happen unexpectedly. They usually happen when a male has sexy thoughts and feelings but can also happen when the bladder is full of urine, as this affects nerves at the base of the penis. Sometimes males have erections for no reason—even when they don't want to have them.

Producing sperm: The testicles make an incredible number of sperm—about one hundred million to three hundred million sperm each day. That's about two thousand sperm every second! Once produced, the sperm travel through the epididymis, growing as they go. They travel through the vas deferens (the tube from the testicle that joins the urethra below the bladder) and mix with fluid: this mixture is called semen. Semen is a cloudy, whitish, sticky fluid. Sperm leave the body when a man ejaculates.

Ejaculation: To ejaculate means to suddenly 'release' or 'to let go', and ejaculation usually happens when the penis is erect. During ejaculation, semen squirts from the opening of the urethra at the end of the penis.

Wet dreams: Boys usually start having wet dreams when they start going through puberty. Wet dreams happen when a boy is having an exciting, pleasurable or sexy dream and ejaculates semen during his sleep. When he wakes up, there may be some sticky, wet semen on his sheets or pyjamas. Wet dreams are perfectly natural for boys; moreover, a boy's first ejaculation often happens during a dream.

PUBERTY: PERSONAL HYGIENE

This lesson helps pupils to recognise the importance of personal hygiene during puberty, and to consider some of the questions young people may have about the physical changes at puberty.

During the session, you will want to include the following information:

Sanitary protection – pads and tampons: Advise pupils that it is best to have a discussion with a trusted grown-up about the best form of sanitary protection for them, although it's probably best to start off using sanitary towels/panty pads. They come in all shapes and sizes, can be reusable or disposable, and are worn outside of the body. They attach onto a pair of pants and soak up the blood, then are disposed of, or washed (if using reusables) and a new/clean one used. It is important to change them regularly to avoid leaks and bad odour. Stress the importance of hand washing and hygiene. Tampons are worn inside the body and absorb the blood in the vagina. They are made from cotton fibres pressed together, and also come in different sizes. Tampons are disposed of, and new ones should be used regularly. Again, stress the importance of hand washing and hygiene. Menstrual cups are used internally, in place of a tampon, to catch the blood. They can be emptied into the toilet, rinsed, and used again. Menstrual Sponges are also known as Sea Sponges or Sea Sponge Tampons. They are formed in the ocean, and have highly absorbent properties. Show examples of reusable protection such as cloth pads and menstrual cups as well as disposable towels and tampons, again, stress the importance of hand washing and hygiene.

Oily hair: Each strand of hair has its own sebaceous (oil) gland, which keeps the hair shiny and waterproof. But during puberty, when the sebaceous glands produce extra oil, it can make young people's hair look oily and greasy. Washing hair regularly can help control oily hair. Use warm water and a small amount of shampoo to work up a lather. Scrubbing or rubbing too hard doesn't get rid of oil any better and can irritate the scalp or damage the hair.

Skin and spots: Our sebaceous glands make more sebum (oil) when we start puberty: causing greasy hair and spots. The sebum can trap dirt, dead skin and germs or bacteria in our hair follicles—causing 'blackheads' and 'whiteheads'. These spots, 'zits' or 'pimples' can appear on the face, where most sebaceous glands are. They can also appear on necks, chest, back or other places. Sometimes the bacteria that live on skin make the spots inflamed and cause red lumps that we call acne. Spots are a usual and normal part of puberty, but can be upsetting and embarrassing. It is important to stress that almost everyone will get some spots at some point in their life, and that while some things such as a balanced diet can help to minimise them, nothing can guarantee someone will not get spots. The point should also be made that if someone does have spots, it does not mean that they have poor hygiene.

Sweat and body odour: Perspiration—or sweat—comes from sweat glands. During puberty, these glands not only become more active than before, but they also begin to secrete different chemicals into the sweat, caus-

ing a stronger smelling odour. Armpits might smell more than before. Feet and genitals might also have new smells. The best way to keep clean is to bathe or shower every day using a mild soap or shower gel and warm water. This will help wash away any bacteria that contribute to the smells. Wearing clean clothes, socks and underwear each day can also help to feel clean. Deodorants get rid of the odour of sweat by covering it up, and antiperspirants actually stop or dry up perspiration. They come in sticks, roll-ons, gels, sprays and creams, and are available at any pharmacy or supermarket.

Washing genitals (vulva): It is a good idea to avoid perfumed soaps, gels and antiseptics as these can affect the healthy balance of bacteria in the vagina, and cause irritation. Use plain, unperfumed soaps to wash the area around the vagina (the vulva) gently, every day. Some perfumed soaps can cause infections, irritation or itching—the vagina will clean itself inside your body with natural vaginal secretions (discharge).

Washing genitals (penis): Gently wash the penis with warm water and soap or shower gel each day when having a shower or bath. If the penis has a foreskin, it should be pulled back gently and washed underneath. If the foreskin is not washed underneath correctly, a cheesy-looking substance called smegma may begin to gather. Smegma is a natural lubricant that keeps the penis moist: it is found on the head of the penis and under the foreskin. If smegma builds up in the foreskin, it can start to smell and become a breeding ground for bacteria

Circumcision: All males are born with some loose skin covering the end of the penis, known as the foreskin. Some male babies have their foreskin removed shortly after they are born, by a doctor or a specially trained person. This process is called circumcision. Although a circumcised penis looks different from an uncircumcised penis, both work in the same way and equally well. Some circumcisions are performed for religious reasons, while others are for health reasons—to make it easier to keep the tip of the boy's penis clean. An uncircumcised penis can still be kept clean by pulling back the foreskin and gently washing the tip.

PUBERTY: EMOTIONS AND FEELINGS

This lesson focuses in more detail on some of the emotional changes that may take place during puberty and outlines some of the changes that may occur in friendships and other relationships. It teaches pupils where and how to get help and support.

Note on using the children's story: Hair in Funny Places by Babette Cole

When you read the section 'He soon began to take an interest in girls', be sure to point out that anyone can experience that feeling about anyone; someone can have crushes on people of the same sex or the opposite sex, on people who are the same age, older or younger. Reiterate that having a crush on someone is perfectly natural.

USEFUL WEBSITES

- www.childline.org.uk
- www.nspcc.org.uk
- www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx
- www.kidshealth.org/kid/
- www.bbc.co.uk/education/topics/z3xxsbk
- www.thinkuknow.co.uk/

USEFUL DOCUMENTS

- DfE statutory guidance on SRE: [Sex and Relationships Guidance](#), DfE July 2000*
- Additional guidance, published by the PSHE Association, Sex Education Forum and Brook: [Sex and Relationships Education \(SRE\) for the 21st Century](#), February 2014
- Sex Education Forum's 12 principles of effective RSE

**At time of writing we are awaiting new government regulations and statutory guidance on relationships education. We expect these to be published for consultation in Summer 2018 and that schools will be required to teach in line with this guidance from September 2019*

YEAR 4/5

LESSON PLANS

LESSON 1

TIME TO CHANGE

CONTEXT

This is the first of four lessons on the theme of puberty and change for Year 4 or 5 pupils. This session focuses on some of the external changes that happen to the body. Subsequent sessions will cover internal changes, the emotional changes associated with puberty and the importance of personal hygiene at this time.

See Teaching the Y4-5 lesson plans: Additional notes section before teaching the lesson

LEARNING OBJECTIVES

We are learning:

- about some of the physical changes experienced during puberty

INTENDED LEARNING OUTCOMES

- identify some of the physical changes that happen to bodies during puberty
- explain that puberty begins and ends at different times for different people
- use scientific vocabulary for external male and female body parts/genitalia

RESOURCES REQUIRED

- 'Ask-it Basket' and pieces of paper (see teacher guidance)
- Pencils or pens, including coloured pencils or pens
- A4 paper for:
 - baseline and end-point assessment: draw and write – 1 or 2 pieces per pupil
 - activity 4: external changes to the body during puberty – 1 piece per pair of pupils
- **Resource A: Life Stages** - large copy for display
- **Resource B: Body Parts** - each body part should be printed on A4 paper and displayed around the room (feet, mouth, penis, testicles, nipples, eyes, vulva, vagina), alternatively anatomically correct dolls can be used (if available)
- Sticky notes to write keywords on
- **Resource C: Growing Bodies** - 1 copy for each pair of pupils
- Prepared 'child speak' questions (see plenary)

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson—for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

puberty, change, grow, mature, child, teenage, adult, private parts, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam's apple

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils draw and write about the changes that happen at puberty	5-10 minutes
Definition of puberty	Play a word game with the class, to spell out the word 'puberty'. Introduce puberty.	5 minutes
Three questions	Pupils respond to key questions about puberty	10-15 minutes
Labelling male and female body parts	Pupils use Resource B: body parts to identify male and female body parts	5-10 minutes
Identifying external changes to the body	Pupils use the Resource C: Growing Bodies to identify physical changes that occur during puberty	10 minutes
Ask-it-basket	Pupils write anonymous questions about things they have learned in the lesson or related questions they have	5 minutes
Plenary and assessment	Pupils write anonymous questions about things they have learned in the lesson or related questions they have	10-15 minutes

BASELINE ASSESSMENT

CHANGES DRAW AND WRITE

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

Ask the pupils to draw a quick picture of a child (a stick-person is fine) the same age as them.

Now ask the pupils to think about the changes that will happen to that child as they develop into a teenager. Ask pupils to write the changes around their picture. Encourage them to write as many ideas as they can think of.

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe – these will be used to assess learning at the end of the unit of work on puberty.

5 - 15 MINS

5 MINS

DEFINITION OF PUBERTY

Do not share the learning objectives and outcomes with the class until this activity has been completed.

Draw seven lines or boxes on the board or flipchart to demarcate letters from a missing word. Ask the pupils to guess which letters of the alphabet make up the missing word. Give the pupils a set number of tries to guess the word. Spell out the word 'puberty'.

Say the word 'puberty' aloud to the class. Ask the class what they think is meant by 'puberty'.

Agree on a definition and display it on the whiteboard. Ensure that pupils know that puberty relates to change, growing and maturing from a child to an adult. It will be useful to display **Resource A: Life Stages** to help explain this.

For those students who may need further challenge:

Pupils requiring challenge could be given the letters in the word 'puberty' in a mixed up order and then challenged to re-organise the letters in a given short period of time to guess what they will be learning about ('puberty').

10-15 MINS

THREE QUESTIONS

Organise pupils into small groups and display the following questions. Ask pupils to discuss the answers in their groups.

Do boys and girls start puberty at the same time?

A: Usually, puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys. This wide range in ages may help to explain why some young people still look like children whereas others the same age look more like adults.

1. Will these changes happen to everyone at the same time?

A: Puberty starts when your body is ready. It's a bit like when you start to lose your milk teeth—it happens to everyone at different times.

2. Why are these changes happening?

A: Puberty is a time when someone's body begins to develop and change as they mature from being a child to an adult. During puberty, your body will grow faster than at any other time in your life—except for when you were a baby.

Take feedback from each group and discuss their responses as a class. Draw out the points above. Correct misconceptions and add further information as required.

Explain that children and adults use lots of different words for parts of the body—some pupils may have special words which they use with their families. Some words are scientifically correct and some are the common, everyday (slang) words. Some slang words can be confusing and are sometimes even rude and disrespectful. Therefore, it is important to only use the anatomic words in these lessons.

Display **Resource B: Body Parts** around the classroom. Organise the pupils to work in pairs, give each pair some sticky notes. Challenge the pupils to write the correct name for each body part and stick it on to the picture. Ensure that the male and female genitalia are included: penis, testicles, vagina, and vulva, along with the other body parts: mouth, eyes, nipples, feet/legs. Name and discuss each one in turn.

Support: Provide pre-written sticky notes for pupils to match to the pictures.

Provide copies of **Resource C: Growing Bodies**. In pairs, ask pupils to discuss the changes that they can see, then record their observations on a chart headed: girls/boys/both. Their observations can then be discussed with the class and opportunities given for pupils to ask questions about the changes they have observed—the teacher may need to draw out any misunderstandings or input further information. Ensure the pupils take note of:

- **Girls and boys:** hair – pubic and body; body producing more oil, leading to greasy hair, spots and sweat; grow taller
- **Girls:** breasts – growth and nipples darken; waist and hips change shape
- **Boys:** muscles increase; penis and testicles grow, Adam's apple, changes to the larynx or 'voice box' leads to the voice 'breaking' (going deeper)

Reference can be made at any point during the session to the fact that emotions may change during puberty, and that this will be addressed in a later session.

For those students who may need further support:

Pupils requiring support may prefer to label the body outlines with the changes they can identify, rather than making a chart; or could be provided with word labels to match to the pictures.

Explain the purpose of the ask-it-basket (see teacher guidance). Give the pupils a few minutes to record any questions they have about the previous activity. These should be completed anonymously and put into the ask-it-basket.

10-15 MINS

Explain that their questions will be responded to as soon as possible (you will need time to read the questions and consider how best to respond—some will be addressed through a quiz activity in a later lesson).

PLENARY/ASSESSMENT FOR AND OF LEARNING

Read out, or display the following 'child-speak' questions. From pupils' answers, assess and review their learning. This could be a whole class activity or in pairs.

- I've just turned 11 but nothing is happening yet. When will I start puberty?
- Why are these changes happening to me?
- I feel a bit scared about puberty, is this normal?

Clarify any misconceptions and signpost the pupils to where to get help and support in or out of school. (See teacher guidance.)

LESSON 2

MENSTRUATION AND WET DREAMS

CONTEXT

This is the second of four lessons on the theme of puberty and change for pupils in Year 4 or Year 5. In lesson 1, pupils began learning about some of the physical changes that occur during puberty. This lesson focuses in more detail, on some of the external and internal changes that happen to the human body. Subsequent sessions will cover the emotional changes associated with puberty and the importance of personal hygiene at this time.

See Teaching the Y4-5 lesson plans: Additional notes section before teaching the lesson.

LEARNING OBJECTIVES

We are learning:

- about the biological changes that happen to males and females during puberty

INTENDED LEARNING OUTCOMES

- use scientific vocabulary for external and internal male and female body parts
- explain what happens during menstruation (periods)
- explain what is meant by ejaculation and wet dreams

RESOURCES REQUIRED

- 'Ask-it-basket' and pieces of paper (see teacher guidance)
- Pencils or pens, including coloured pencils or pens
- A4 paper for baseline and end-point assessment: a) Kelly's diary and b) Ali's story – 1 or 2 pieces per pupil
- **Resource C: Growing Bodies** – 1 copy per pupil
- **Resource D: External female genitalia** - large copy for display
- **Resource D: External female genitalia** - photocopied on A4 paper – 1 for each pair of pupils
- **Resource E: Internal female reproductive organs** – large copy for display
- **Resource E: Internal female reproductive organs** - photocopied on A4 paper – 1 for each pair of pupils

- Poppy seeds and straws cut to approximately 7.5cm (optional)
 - Video on the menstrual cycle: https://www.youtube.com/watch?v=vXrQ_FhZmos
 - Different examples of sanitary protection, including pads, tampons, and reusable sanitary wear (optional – as covered in more detail in lesson 3)
 - **Resource F: Internal Male Reproductive Organs** – large copy for display
 - **Resource F: Internal Male Reproductive Organs resource** photocopied on A4 paper – 1 for each pair of pupils
 - Marbles and plums (optional)
 - Video section from 02.39 ‘What’s up down there?’ to 03.21: http://kidshealth.org/kid/grow/boy/boys_puberty.html#cat20449
 - Video: <http://www.bbc.co.uk/education/clips/z7n2hyc>
 - Collection of pictures of people of all ages from magazines and newspapers and/or
- Resource A: Life Stages** – for display

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication, and handling questions effectively.

KEY WORDS

internal, inside, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, re-useable, Adam’s apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, pubic hair

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	• Pupils complete a fictional diary extract (Kelly realises she has started her first period) • Pupils watch a short video http://www.bbc.co.uk/education/clips/z7n2hyc and suggest what is happening	5-10 minutes
Discussion: Kelly’s diary	Pupils discuss the baseline activity: Kelly’s diary	5 minutes
Labelling female body parts	Pupils label female body parts	15 minutes
Video: The menstrual cycle	Pupils watch a video about the menstrual cycle https://www.youtube.com/watch?v=vXrQ_FhZmos discuss menstruation and look at sanitary products	10 minutes
Labelling male body parts	Pupils label male body parts	10 minutes

Video: Erections and wet dreams	Pupils watch videos to learn about erections and wet dreams http://kidshealth.org/kid/grow/boy/boys_puberty.html#cat20449 and http://www.bbc.co.uk/education/clips/z7n2hyc and discuss	10-15 minutes
Ask-it-basket	Pupils write anonymous questions about the previous activities or related questions	5 minutes
Plenary and assessment	Pupils label the Life Stages resource and discuss what it means to be 'grown up'. Pupils repeat the baseline activities a) and b)	10-20 minutes

BASELINE ASSESSMENT

10-20 MINS

KELLY'S DIARY AND ALI'S STORY

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

Provide each pupil with a piece of A4 paper and ask them to fold it in half, then on one half write 'Kelly's story' as a heading, and on the other: 'Ali's story'.

There are two short activities to complete:

Activity a) Display the beginning of a diary extract:

Kelly's diary... Last night I was getting ready for bed when I realised I had started my period...

Ask the pupils to explain: 1) What has happened to Kelly? 2) How do they think she is feeling? 3) What do they think Kelly did, or should do? Pupils record their ideas under the heading 'Kelly's story'.

Activity b) Watch [this video](#) from the beginning to pause point 0.30.

Ask the pupils to explain 1) What has happened to Ali? 2) How is he feeling? 3) What should he do? Pupils record their ideas under the heading 'Ali's story'.

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe – these will be used to assess learning at the end of the lesson.

CORE ACTIVITIES

5 MINS

DISCUSSION: KELLY'S DIARY

Ask pupils to discuss the baseline activity a) Kelly's diary. Pose questions such as: What does she mean when she says she started her period? How does she know? What might be happening?

Explain that 'starting periods' is another change that happens to girls at puberty. This is when a girl or woman passes blood from her vagina for a few days each month.

Explain that the scientific name for periods is menstruation and ask if they know any other names for this, and what they already know or have heard about periods.

LABELLING FEMALE BODY PARTS

In the previous lesson, pupils labelled a simple image of the front view of the vulva. However, to fully understand female genitalia, the internal reproductive organs and menstruation, it is important that pupils are aware of the external appearance of the female.

Display **Resource C: Growing bodies for males and females**, (which pupils saw and discussed in the last lesson). Point out that it's easy to see the male sex parts/genitalia but that in females it's harder as the vulva is between the woman's legs.

Display **Resource D: External female genitalia**, name and label the different parts (see lesson notes section for labels and explanations).

Cover or delete the labels and give each pair of pupils a copy of **Resource D: External female genitalia**. Challenge them to correctly label the diagram.

Repeat the activity, but this time display **Resource E: Internal Female Reproductive Organs**, making sure the pupils know that the view is internal and from the front,

and where the uterus is in relation to the female body. Then name the different parts: uterus, fallopian tubes, ovaries, cervix, clitoris, and vagina with a simple explanation of each (see lesson notes section for labels and explanations).

Cover or delete the labels and give each pair of pupils a copy of the **Resource E: Internal Female Reproductive Organs**. Challenge them to correctly label the diagram.

For those students who may need further support:

Pupils requiring support could be given written labels to match to the diagram or repeat the group activity with adult support.

You could demonstrate the approximate size of the egg and the fallopian tubes. To do this, show pupils the poppy seeds and straws. Explain that each poppy seed is ten times bigger than a human egg.

Show a video that explains the menstrual cycle, such as here. Pause the video if required after each section to ensure that the pupils understand what is happening.

You might discuss that people sometimes say that starting periods is when a girl's body becomes able to have children. (Although it is possible for a girl to become pregnant, if she has sex, during the month before her first period starts). Although starting periods is a sign that a girl's body is preparing for adulthood, there are other aspects of growing up that means their body is not ready yet to have a baby.

Now may be a good time to show examples of sanitary pads, tampons and reusable sanitary protection (although this is covered in further detail in the next lesson). Explain how they are used, and that it is a personal choice about which to use, which should be discussed with a trusted adult at home.

For those students who may need further support:

Pupils could produce a fact-file page for a blog, website or magazine for other children their age—*What you should know about periods.*

Remind pupils that changes happen to male bodies too. Display **Resource F: Internal male reproductive organs** ensuring that pupils know the view is internal and where the organs are in relation to the male body.

Name and label the different parts: bladder, penis, urethra, foreskin, scrotum, testicle, epididymis and anus (see lesson notes section for labels and explanations). Talk about how not all penises look the same, as they can be different sizes and shapes, or may be circumcised (see lesson notes section for an explanation of circumcision).

Cover or delete the labels and give each pair of pupils a copy of **Resource F: Internal male reproductive organs**. Challenge them to correctly label the diagram.

For those students who may need further support:

Pupils requiring support may be given written labels to match to the diagram or repeat the group activity with adult support.

You may want to demonstrate the size of the testicles by showing the marbles and the plums, explaining that before puberty, each testicle is about the size of a marble and during puberty it will grow to the size of a plum.

10-15 MINS

VIDEO: ERECTIONS AND WET DREAMS

Show the following video section from 02.39 '[What's up down there?](#)' to 03.21, that explains about erections and wet dreams.

Then play [this video](#) from 0.30 to pause point 0.44. Pause the video and ask pupils: Why is Ali trying to hide the semen? What could/should he do?

Continue the video and pause at point 1.52. Ask pupils to suggest what Ali's father could explain to him. How is Ali feeling now? What would they advise someone in the same situation to do?

For those students who may need further challenge:

Pupils could produce a fact-file page for a blog, website or magazine for other children their age—What you should know about wet dreams

5 MINS

ASK-IT BASKET / ANONYMOUS QUESTIONS

Give pupils a few minutes to write any questions they have about the previous activities. These should be anonymous and put into the 'ask-it-basket'. Explain that their questions will be responded to as soon as possible (you will need time to read the questions and consider how best to respond—some will be addressed through a quiz activity in a later lesson)

10-20 MINS

PLENARY/ASSESSMENT FOR AND OF LEARNING

Make a collage of people of all ages from magazines and newspapers. Ask pupils to create a timeline and label the stages from birth to old age. Alternatively, display the **Life Stages resource**.

Ask pupils when they think that people are grown-up. Then ask what characterises each age range: when are people adults, old, or middle-aged? Finally, ask the group what they think being grown-up means. *Does going through puberty mean you are grown up?*

Draw out that puberty is a time when your body is changing, but not yet fully grown; you are not yet an adult, adults have responsibilities that teenagers and people going through puberty may not yet be ready for.

At the end of the lesson, ask pupils to go back to their baseline assessment activity (Kelly's story and Ali's story) and using a different coloured pen or pencil amend anything they now think was not quite right, or add their new learning to the sheet.

LESSON 3

PERSONAL HYGIENE

CONTEXT

This is the third of four lessons on the theme of puberty and change for pupils in Year 4 or Year 5. This lesson helps pupils to recognise the importance of personal hygiene during puberty, and consider some of the questions young people may have about the physical changes at puberty. *See Teaching the Y4-5 lesson plans: Additional notes section before teaching the lesson.*

LEARNING OBJECTIVES

We are learning:

- about the importance of personal hygiene during puberty
- to respond to questions about puberty

INTENDED LEARNING OUTCOMES

- explain how and why it is important to keep clean during puberty
- describe ways of managing physical change during puberty
- respond to questions and give advice to others about puberty

RESOURCES REQUIRED

- 'Ask-it Basket' and pieces of paper (see teacher guidance)
- Pencils or pens, including coloured pencils or pens
- A4 paper for baseline and end-point assessment – Bailey's question - 1 or 2 pieces per pupil
- Flipchart paper and marker pens for activity 2 (body outlines) – per group of pupils
- Personal hygiene items such as: soap, shower gel, a variety of deodorants, shampoo, toothpaste, spot cream and face wipes, tissues, safety razors, talcum powder, tampons, sanitary towels, reusable sanitary items (if possible make sure there are enough items for each pupil in the class)
- Non-transparent bag to put the hygiene items in
- Prepared questions for puberty quiz (including questions that have arisen in previous lessons from the Ask-it Basket / anonymous questions activities) – each question written on an A3 piece of paper
- Strips of paper for shopping list activity (see plenary)

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, periods, sanitary towel, sanitary protection, tampon, panty pad, re-useables

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils individually write a sentence, in-role as the parents of Bailey, explaining why it is important to look after your body when you reach puberty, and the reasons why.	5-15 minutes
Paired discussion: puberty and personal hygiene	Pupils discuss the question Why is keeping clean especially important for young people who are going through puberty? then feed-back to the class.	5 minutes
Personal hygiene: body outlines	Pupils draw an outline of someone going through puberty, and label the parts of the body which will need special hygiene attention, then explain why, how and how often.	10-15 minutes
Personal hygiene items	Group or class discussion of personal hygiene products.	10-15 minutes
Physical changes: puberty quiz	Pupils do a puberty quiz.	15-20 minutes
Plenary and assessment	Pupils write a personal hygiene shopping list for Bailey. Pupils repeat the baseline activity, in role as Bailey's parents.	5-15 minutes

BASELINE ASSESSMENT

DRAW AND WRITE

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

Bailey's mum and dad are explaining to Bailey that it is important to keep the body extra clean when growing up.

"Now that you are getting older Bailey, there are some things you must do to make sure you look after your body well. It is really important, especially when you start puberty."

"Why?" says Bailey

Give each pupil a piece of A4 paper and imagine they are in-role as Bailey's mum or dad. Ask them to write a sentence to explain why this is important and what Bailey should do.

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe – these will be used to assess learning at the end of the lesson

CORE ACTIVITIES

5 MINS

PAIRED DISCUSSION: PERSONAL HYGIENE AND PUBERTY

In pairs, ask pupils to discuss: **Why is keeping clean especially important for young people who are going through puberty?**

Take feedback, explaining that puberty causes all kinds of changes in young people's bodies. Their skin and scalp may suddenly become oily. New hair grows in different places: pubic hair, hair under their arms, and, in young men, facial and sometimes chest hair. At times, they may sweat for no reason, and their feet, armpits and genitals may smell when they didn't before. These bodily changes are a normal part of becoming an adult.

10-15 MINS

PERSONAL HYGIENE: BODY OUTLINES

Introduce the class to an imaginary Year 8 pupil in a local secondary school. Explain that they are going through puberty so their body is changing in all the ways we've been discussing in the previous lessons.

Organise pupils into small groups. Give each group a large sheet of paper and ask them to draw the outline of the Year 8 pupil. If they choose, they can draw a stick person with a face.

Ask them to label all the different parts of the body that the young person will need to pay special attention to now in terms of their personal hygiene.

Ask them to write next to each label *why* they need to pay particular attention to this part, *how* they should do this and *how often*.

Take feedback, and fill in any gaps in their understanding. Use the detailed information in the lesson notes section to refer to as necessary.

10-15 MINS

PERSONAL HYGIENE ITEMS

With the pupils in a circle (if possible), pass the bag containing a range of personal hygiene items (see Resources required) around the class. Pupils take turns to pick

an item from the bag. Ask them to say what they think it is, what it is used for, and who uses it.

As you discuss each item, stress that which products to use is a matter of personal choice; challenge any gender stereotyping of personal hygiene products/ personal grooming. This offers an opportunity to discuss pressures on young people to conform to certain expectations, for example to remove body hair.

Stress that pubic and other body hair is completely natural and that whether to shave or remove it is entirely up to individuals. Include examples of sanitary towels, tampons and re-useable sanitary wear—ensure that the discussion on their use is teacher-led (see lesson notes for further guidance).

For those students who may need further support:

Pupils can do this activity in a smaller group with adult support and play Kim's Game: various examples of the personal hygiene items are laid out on a table or tray and while the pupils have their eyes shut, the adult removes one item. Pupils open their eyes and notice/guess which one is missing. The group can discuss the use of the item and answer any questions that pupils have about it. Repeat until all the items have been selected and talked about.

15-20 MINS

PHYSICAL CHANGES: PUBERTY QUIZ

Have pre-prepared questions from the pupils' Ask-it Basket / anonymous questions activities. If the following questions have not been asked, you could include these also. Write each question on a piece of A3 paper and lay these out around the classroom.

- Can girls go swimming when they have their period?
- Are periods dirty?
- Are periods painful?
- Do all boys have wet dreams?
- Are erections embarrassing?

Organise pupils into pairs. Ask each pair to choose a question and write a response on the paper underneath the question. Encourage them to write a full sentence to explain their answer. Pupils can then swap questions with another pair who add an additional response (they may agree or disagree with the original response). Repeat once more. Once pupils have responded to a variety of questions, go through each question and the given responses with the class—discuss, and come up with some agreed answers.

For those students who may need further support:

Pupils could be given three response options for each question: Yes, No, Depends. They must decide which response best answers each question.

10-15 MINS

Ask pupils to think back to Bailey (baseline activity) and about the kinds of products Bailey might want to buy to prepare for puberty. If they were to make Bailey a wash-bag, what would they choose to include? Pupils can work in pairs to write a shopping list for Bailey.

At the end of the lesson, ask pupils to go back to their baseline assessment activity (Bailey's question), and using a different coloured pen or pencil amend anything they now think was not quite right, or add their new learning to the sheet.

LESSON 4

EMOTIONS AND FEELINGS

CONTEXT

This is the fourth of four lessons on the theme of puberty and change for Year 4 or 5. This lesson focuses in more detail on some of the emotional changes that may occur during puberty, including outlining some of the changes that may occur in relationships. It signposts pupils to where and how to get help and support.

See Teaching the Y4-5 lesson plans: Additional notes section before teaching the lesson.

LEARNING OBJECTIVES

We are learning:

- how and why emotions may change during puberty
- about getting appropriate help, advice and support about puberty

INTENDED LEARNING OUTCOMES

- describe how emotions and relationships may change during puberty
- explain where we can get the help and support we need in relation to puberty.

RESOURCES REQUIRED

- 'Ask-it Basket' and pieces of paper (see teacher guidance)
- Pencils or pens, including coloured pencils or pens
- A4 paper for baseline and end-point assessment: Taz's problem - 1 or 2 pieces per pupil
- Children's story: Hair in Funny Places by Babette Cole (see teacher guidance, lesson notes section)
- Flipchart paper (one piece titled 'Circle of Feelings' and one blank)
- Sticky notes
- Word or picture cards showing different feelings (for pupils requiring support)
- A4 paper with the following headings displayed on the wall in different corners/areas of the classroom – each heading written on a different piece of paper: *Talk to friends;* *Talk to a family member;* *Talk to a teacher;* *Find out from a website;* *Read a book about it;* *Something else;* *Nothing*

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

emotions, roller coaster, up and down, frustrated, angry, moody, sexy feelings, adolescent, advice, support

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils discuss Taz's problem about mood swings, and suggest things Taz can do.	5-15 minutes
Story	Teacher reads <i>Hair in Funny Places</i> by Babette Cole and class discusses the physical and emotional changes in puberty.	10 minutes
Circle of feelings	Pupils think of the different feelings and emotions a person may experience during puberty.	5-10 minutes
Feelings rollercoaster	Pupils use the previous activity to identify issues for Taz (baseline activity), and place feelings on a 'highs and lows' wavy line.	5-10 minutes
Teacher explanation: romantic feelings	Teacher-led discussion of crushes and fancying people.	5 minutes
Corners: strategies, advice, help and support	Pupils identify different strategies for dealing with feelings and issues during puberty.	10-15 minutes
(Optional) Extension activity	Pupils produce a 'toolkit' (advice sheet) for managing puberty for older pupils.	15-45 minutes
Ask-it-basket	Opportunity for pupils to submit anonymous questions they may have.	5 minutes
Plenary and assessment	Pupils take part in a Puberty relay game. Pupils add to 'Changes - draw and write' activity from Puberty Lesson 1.	10-20 minutes

BASELINE ASSESSMENT

TAZ'S PROBLEM

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

Display or read to the pupils the following:

I used to be a really happy person, but now I sometimes feel really angry or fed up about things. My mum says that since I turned 12, I've been very moody, going up and down all the time. Dad keeps telling me to snap out of it. Is this normal and how can I stop it from happening? Taz, age 12

10-20 MINS

10 MINS

Ask pupils what they think might be causing Taz to feel like this. What would they suggest Taz does?

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe – these will be used to assess learning at the end of the lesson.

CORE ACTIVITIES

STORY: HAIR IN FUNNY PLACES BY BABETTE COLE

Read the story to the class.

Have a brief discussion about the physical changes that happen to bodies during puberty, referring to the book as necessary and reminding pupils of the previous lessons on puberty and change.

Next ask the pupils to think about some of the emotional changes they read about in the book (pages 11, 13–14, 21, 24, 27–28). Record the pupils' responses on the whiteboard.

Talk about emotional changes as changes to the way we feel inside (that we can't see in the same way as the physical changes we have been discussing). Explain that just like our bodies need to get used to changes that happen at puberty, so do our brains. Talk about how a child experiencing puberty may start to look grown-up but their mind and emotions have a lot of catching up to do. Referring back to the book, ask pupils to identify what is causing the changes in the characters? (hormones). Explain that the hormones (special chemicals) make the body change physically but also affect the feelings.

5-10 MINS

CIRCLE OF FEELINGS

On a piece of flipchart paper with the title 'Circle of Feelings' written on it, draw a large circle in the middle. Give each pair a few sticky notes and ask them to discuss all the feelings that a young person might experience during puberty. Pupils write their ideas on the notes and stick them on to the Circle of Feelings. Discuss pupils' responses.

For those students who may need further support:

Provide word or picture cards showing different emotions and feelings. Ask pupils to look at each card and decide if it is an emotion that someone experiencing puberty might feel. These can be added to the Circle of Feelings.

From the circle of feelings, highlight some of the extremes of feelings young people may experience. Refer back to the baseline assessment (Taz's problem) and the extremes of feelings he is noticing as well as the characters in the story.

On a second piece of flipchart paper, draw a wavy line. Explain that these emotional highs and lows could be likened to a roller coaster ride: one minute you feel really good, happy and 'up', and then seemingly for no reason, you feel fed up and 'down'. The wavy line represents this emotional roller coaster.

Ask pupils to come up and move the sticky notes to put them onto the wavy line: either high up on the top of a wave; low down at the bottom; or halfway between— depending on whether that feeling would make you feel 'up' or 'down'. (Alternatively, read out what's written on each sticky note and ask the class where you should put it on the 'roller coaster').

Referring to the story in *Hair in Funny Places* where necessary, explain that adolescents may also notice a change in the way they feel about each other; feelings they may never have had before. These feelings can be quite overwhelming, and may be about 'fancying' someone or having a 'crush' on them.

Show the characters on pages 27–28 and describe their feeling as being tingly or having sexy feelings when they are together. They may not know why they feel like this, but it is all natural and a part of growing from a child to an adult: part of the hormonal changes that are happening in the body. Explain that boys and girls can have a crush on people they know, or people they don't know, such as pop or sports stars. Someone can have crushes on people of the same sex or the opposite sex, on people who are the same age, older or younger. Reiterate that having a crush on someone is perfectly natural.

Explain that puberty can be a really exciting time for young people as they begin their journey to becoming adults. But for some people, it can also be a confusing and worrying time, where some of the extremes of feelings they might experience can also affect other people too. Talk about some of the strategies pupils can use when they experience different feelings during puberty and explain that they can always seek help and support.

Display the following labels in different corners and sides of the classroom:

- Talk to friends
- Talk to a family member
- Talk to a teacher
- Find out from a website (see Teacher's Notes)
- Read a book about it
- Something else
- Nothing

Ask pupils to stand in the centre of the classroom. Read aloud one of the following sentences and ask them to move to the label that best expresses what they think the young person should do. Invite individuals to explain their thinking and discuss each option in terms of effectiveness and limitations. Take each statement in turn repeating the activity.

- Taz feels moody all the time and Dad has told Taz to 'snap out of it'
- Brook is feeling worried about the physical changes that will happen
- Faris feels angry about really small things and shouts at his mum which upsets her
- Jules has a crush on someone in the same class
- Rabiah is feeling anxious because she has just started her period and is at school

For those students who may need further support:

Pupils requiring additional support may prefer to do this activity in a small group with an adult supporting the discussion

15-45 MINS

HOW TO MANAGE PUBERTY (OPTIONAL)

Ask pupils to produce a 'toolkit' for ways of coping with puberty and growing up by making an advice sheet for other pupils to use. To help structure the toolkit, they could begin by brainstorming all ideas and sort them into two categories: 1) Help yourself as your body changes; 2) Help yourself as your feelings change.

5 MINS

ASK-IT BASKET

Give pupils a final opportunity to put any remaining questions in the Ask-it Basket / anonymous questions box and ensure these are picked up and addressed as soon as possible: either individually, or with the whole class.

10-20 MINS

PLENARY/ASSESSMENT FOR AND OF LEARNING

Puberty Relay: Put four pieces of sugar paper up around the room and split the class into four groups with one marker pen per group.

When you say 'Go!', the first pupil in each group runs up to the paper and writes one thing they know about puberty, then quickly runs back and gives the pen to the next pupil, who runs up and writes something different that they know about puberty on the paper.

Repeat with remaining pupils for a total of two minutes. The groups then take turns to read out their comments. The winning group is the one with the most comments written up in two minutes. Repeated comments are not counted.

Take down the sheets before pupils complete the assessment activity below. You might prefer to complete this in a separate session, following this lesson.

Give pupils back their original 'draw and write' activity from Lesson 1: Changes (in which they drew and wrote about the changes that happen as a person grows from a child to a teenager). Ask them to use a different coloured pencil to add to their original work anything they think they missed, correct anything they think wasn't quite right, or add any explanations they can of why and how those changes take place and the effects they have on the person.

These revisited 'draw and write' activities will provide evidence of pupils' progress over this series of lessons.

YEAR 4/5

RESOURCES

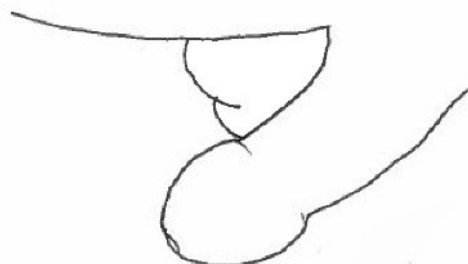
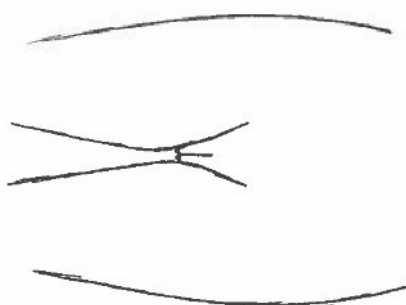
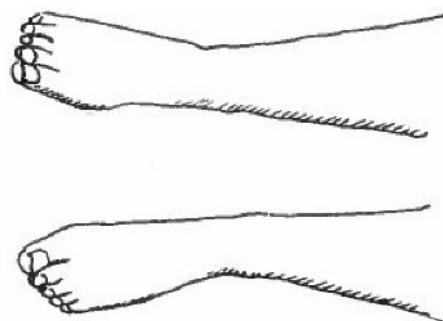
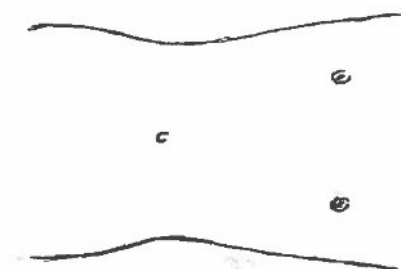
Resource A

Life stages



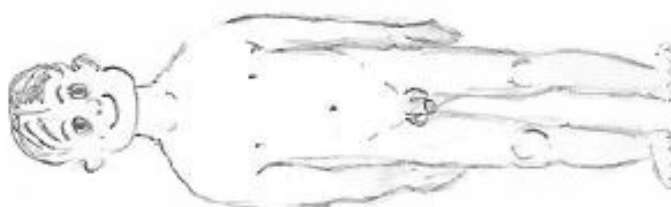
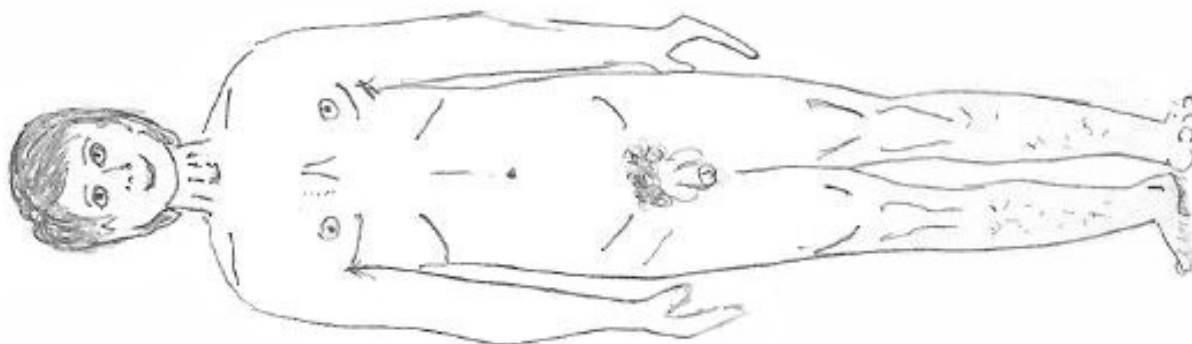
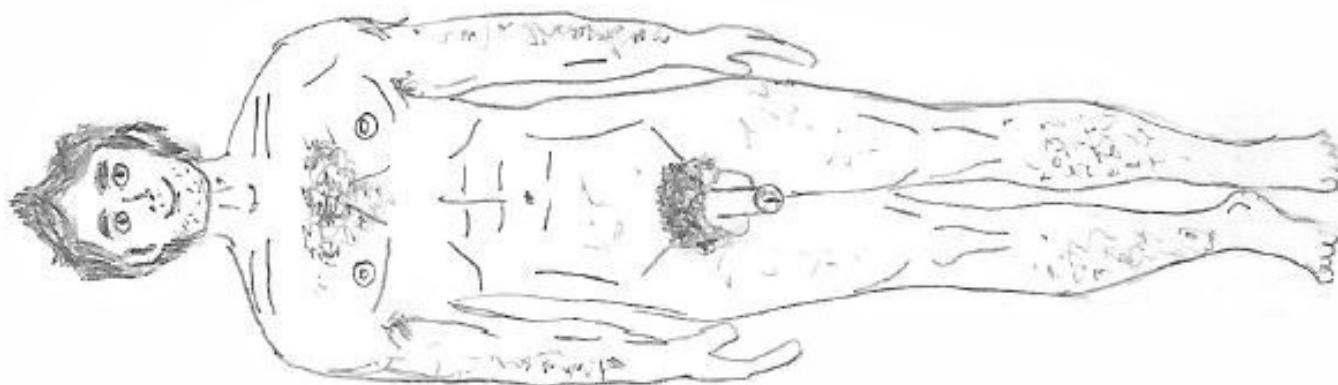
Resource B

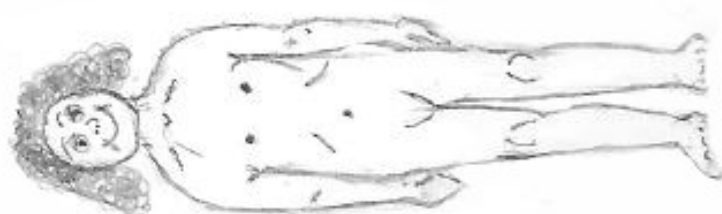
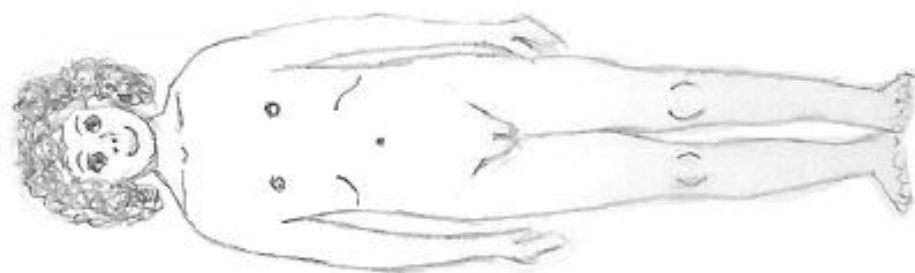
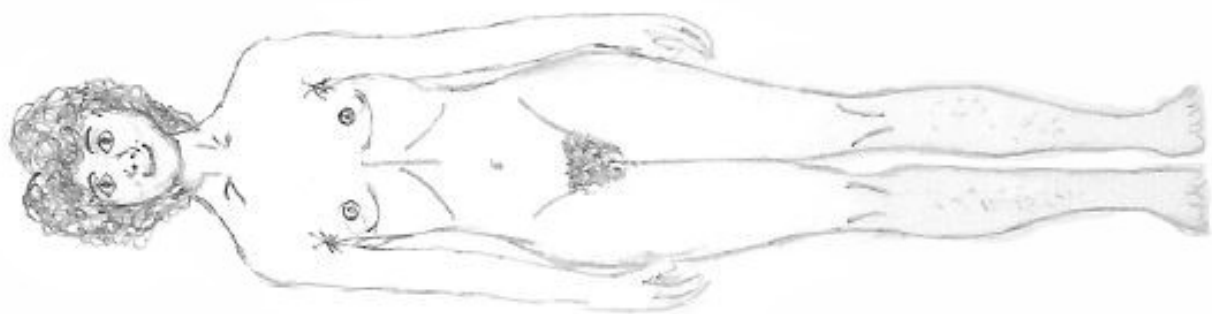
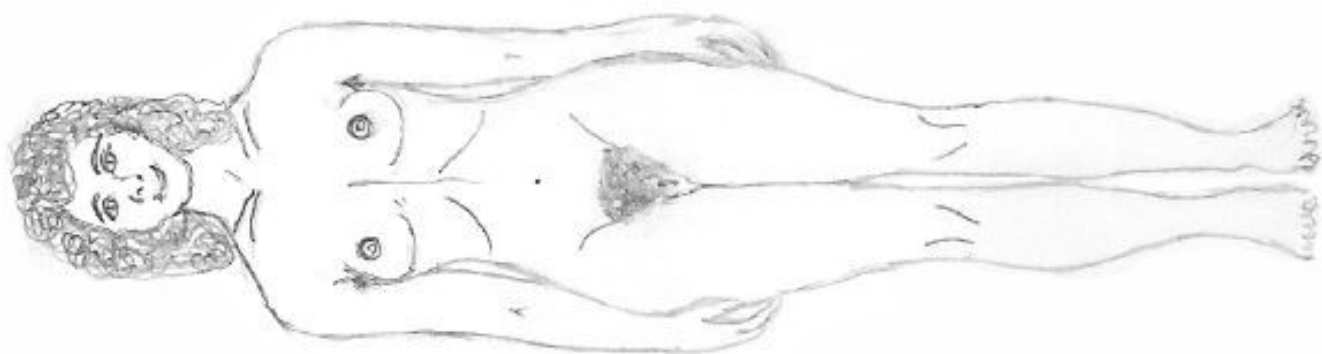
Body parts



Resource C

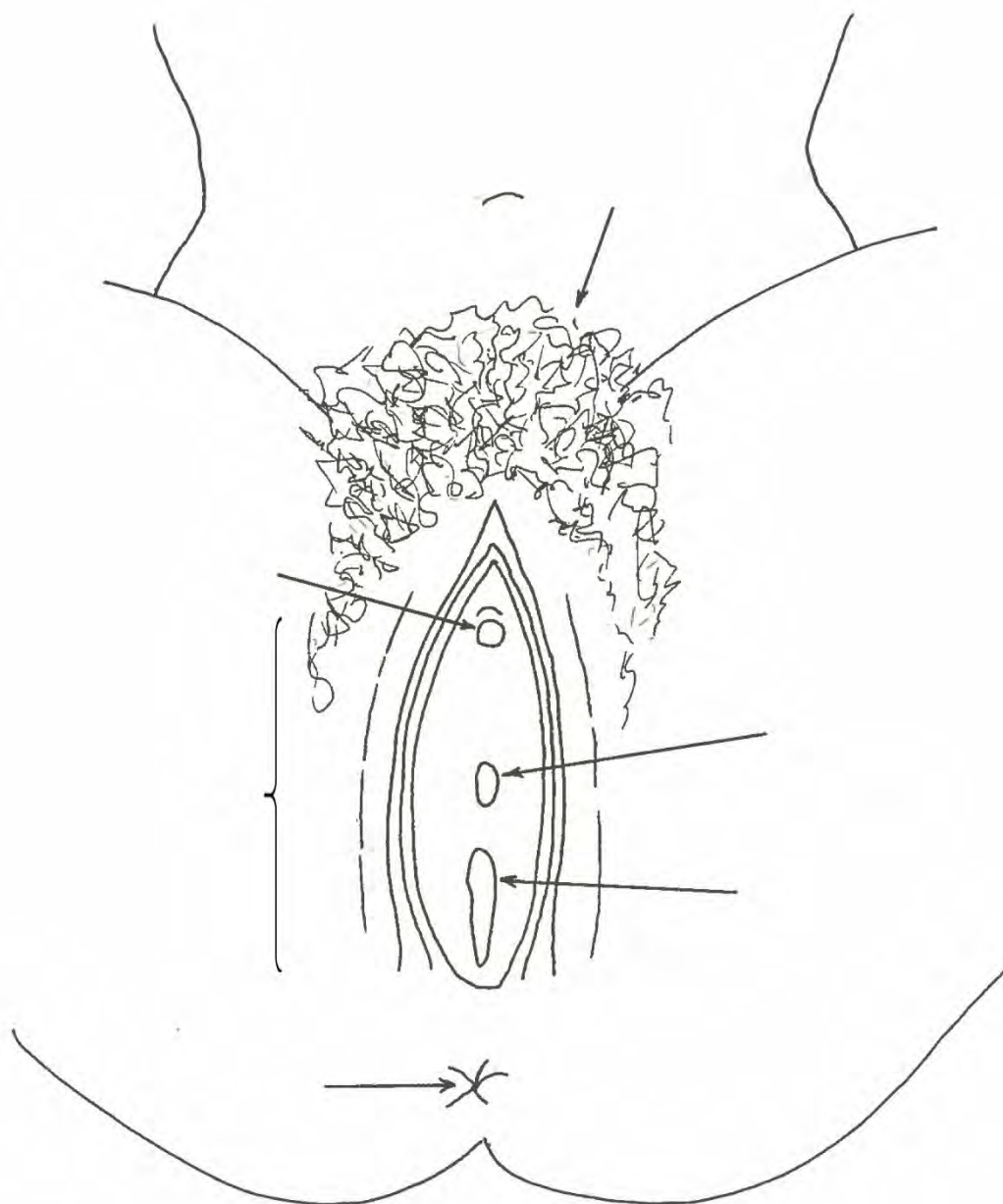
Growing bodies





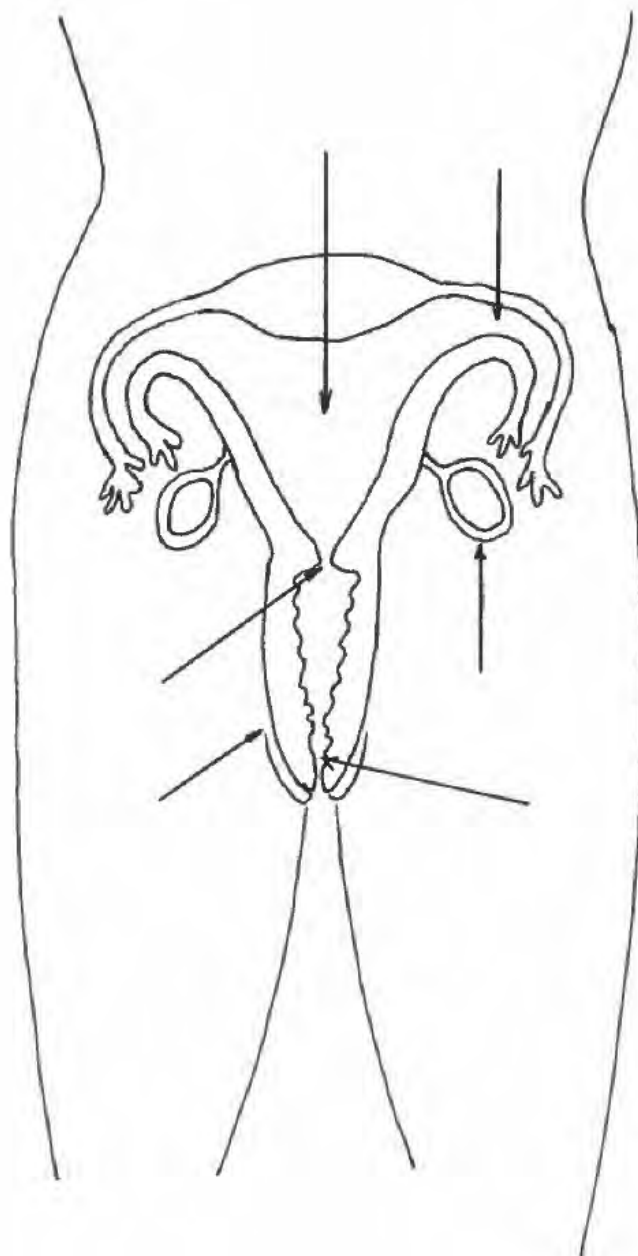
Resource D

External female genitalia



Resource E

Internal female reproductive organs



Resource F

Internal male reproductive organs

