

MEDWAY PRIMARY PSHE EDUCATION
RELATIONSHIPS AND SEX EDUCATION

YEAR 4/5

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

5 - 15 MINS

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 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.

Does everyone 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 in the same age group are at different physical stages in their development.

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. Puberty is caused by sex hormones: chemicals which are released into the bloodstream to send messages to different parts of the body.

10 MINS

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.

LABELLING MALE AND FEMALE BODY PARTS

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 learning the anatomical words will make sure we all understand each other 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.

10 MINS

IDENTIFYING EXTERNAL CHANGES TO THE BODY

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: females/males/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:

- **Females and Males:** *hair – pubic and body; body producing more oil, leading to greasy hair, spots and sweat; grow taller; larynx (voice box) grows and voice gets deeper*
- **Females:** *breasts – growth and nipples darken; waist and hips change shape*
- **Males:** *muscles increase; penis and testicles grow; changes to the larynx or ‘voice box’ leads to the voice ‘breaking’ (going deeper) — as the larynx grows it tends to protrude from the front of the neck — known as the Adam’s Apple.*

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.

5 MINS

ASK-IT BASKET

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.

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).

10-15 MINS

PLENARY/ASSESSMENT FOR AND OF LEARNING

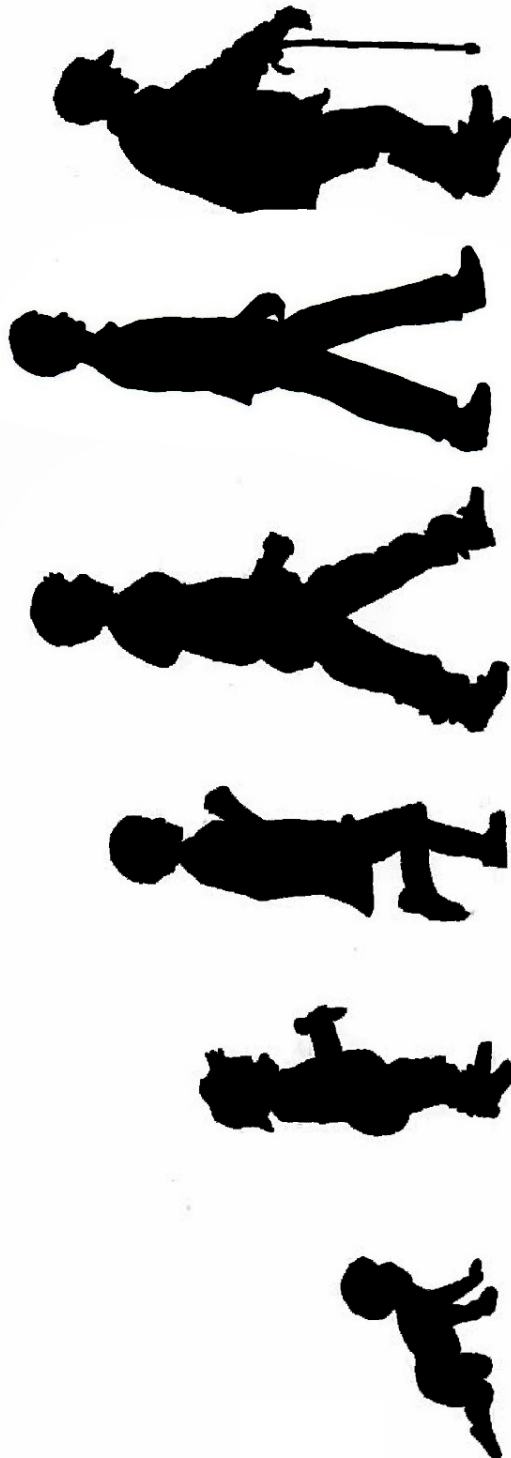
Read out, or display the following 'child-speak' questions. From pupils' answers, assess and review their learning. This could be a whole class activity or in pairs.

- 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.)

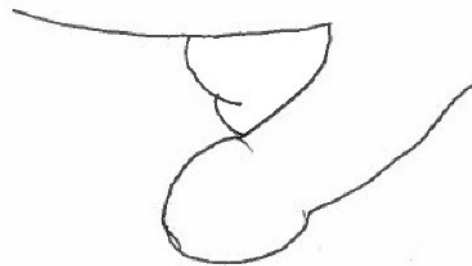
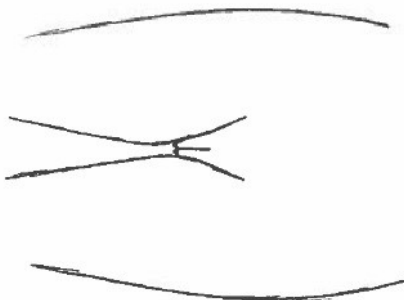
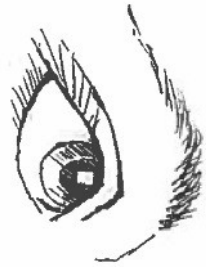
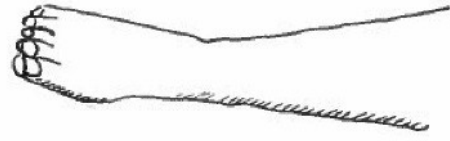
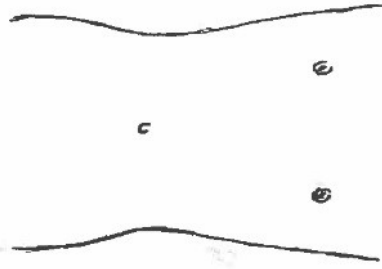
Resource A

Life stages



Resource B

Body parts



Resource C

Growing bodies

