MEDWAY PUBLIC HEALTH DIRECTORATE

Changing and growing up

Lesson plans and resources for Year 4-5

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A BETTER MEDWAY
Easier ways to be healthy

Lesson 1: Time to change

KS2 Year 4-5

This is the first of four lessons exploring puberty, for key stage 2 pupils in Year 4 or Year 5. This lesson introduces the concept of puberty and explores some external changes that happen to the body, as well as supporting pupils to identify and label key body parts.

Learning objective	We are learning: ☑ about the physical changes that happen during puberty
Learning outcomes	☑ I can recognise what puberty is, including when and why it happens ☑ I can identify some physical changes that happen to bodies during puberty ☑ I can use scientific vocabulary for external male and female body parts, including genitalia
Resources required	☑ Box or envelope for anonymous questions ☑ **Resource 1: Body parts** (1 per group) ☑ **Resource 2: Body part labels** (1 set per group) ☑ **Resource 3: Growing bodies** (1 per group) ☑ **Resource 4: Body changes Venn diagram** (1 per group) ☑ **Resource 4a: Body changes labels – support** (1 per pupil, pair, or group requiring support)

Activity	Description	Time
Baseline assessment	Pupils draw and write about the changes that happen as someone grows from a child to a teenager.	10
Introduction	Introduce learning objective and outcomes and revisit ground rules.	5
What is puberty?	Pupils are introduced to 'puberty' and discuss its meaning.	5
When and why?	Pupils consider a scenario about puberty and answer questions.	10
Labelling body parts	Pupils match body parts with the corresponding labels.	5
External body changes	Pupils identify the external changes that happen to the body during puberty.	15
Reflection and endpoint assessment	Pupils add to their baseline assessment to demonstrate their new learning about puberty.	5
Signpost support	Pupils are reminded about who they can talk to if they have any questions or worries about puberty.	5

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively. If any safeguarding concerns arise in this lesson, these should be reported to the Designated Safeguarding Lead.

Key words

puberty, change, grow, mature, child, teenage, adult, hormones, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam's apple, larynx ('voice box')

Baseline assessment

Baseline assessment activity — 10 mins

Ask pupils to draw two quick pictures - one of a male child and one of a female child the same age as them. Now ask them to think about the changes that will happen to the children as they develop into teenagers, writing or drawing the changes around their picture. Use the following questions to guide pupils:

- What physical and emotional changes might happen?
- What might they be able to do when they are older?
- What other changes might happen?

Pupils work individually and without prompting. Remind them that drawing ability and spellings don't matter, you are just interested in their initial ideas about changing and growing. Circulate whilst pupils are working to gauge their existing knowledge, understanding and attitudes about puberty, as well as any misconceptions and gaps in understanding. Afterwards, collect the pupils' work in to review in more detail to inform future lessons. Pupils will also revisit them at the end of the unit of work on puberty to demonstrate their learning and progress.

Introduction — 10 mins

Introduce the learning objective and outcomes. Explain that today's lesson will explore what puberty is and what causes it, as well as identifying how bodies change during puberty.

Using slide 5, discuss the meaning of puberty as a class and gather pupils' ideas, ensuring that they know that puberty relates to changing, growing, and maturing from a child to an adult.

Challenge: Pupils create a definition of puberty. For example, puberty is when a person's body starts to change physically and mentally from that of a child to an adult.

Core activities

When and why? — 10 mins

Using slide 6, share the following scenario:

Layla has been learning about growing and changing at school. She has spoken to her older brother Joe about going through puberty and is wondering when it might happen to her. She asks Joe, 'Why does puberty happen?"

Ask pupils to discuss in pairs:

- When can puberty start?
- What could Joe say to Layla?

Core activities

Take feedback and discuss pupils' responses as a class. Draw out the points below, correct any misconceptions and add further information as required.

- *Between the ages of 8 and 18, most people will go through puberty. Signs of puberty might start at a young age for some people, some might start a bit later, and others will feel like it stops and starts with gaps in between.*
- *Puberty is caused by hormones - special chemicals produced by the brain. When puberty starts, hormones send messages to the body to start changing and developing into an adult.*

Labelling body parts — 5 mins

In small groups, give pupils **Resource 1: Body parts** and ask them to think back to their learning in key stage 1 and match the body parts with **Resource 2: Body part labels**.

Let pupils know that there will be two labels for body parts that cannot be seen directly in the picture, but that they should draw an arrow to where the body parts would be if they could see them.

Go through the pupils' responses using slide 8 and correct any misconceptions or errors. Explain that the vulva and vagina cannot be seen directly in the picture. The vulva is the outer part of the female genitals, an area that includes the opening of the vagina, which itself is an internal part of the female genitals (inside the body).

Body changes — 15 mins

Using **Resource 3: Growing bodies**, in small groups, ask pupils to discuss the changes they can see between the bodies before and after puberty, as well as any other changes they have heard about or noticed as someone grows up. They should record their ideas using **Resource 4: Body changes Venn diagram**, writing any changes for both females and males in the middle.

Pupil responses might include:

Females: breasts grow; waist and hips change shape, periods start.

Males: muscles increase; penis and testicles grow; voice 'breaks' (goes deeper); Adam's Apple grows.

Both: pubic and body hair grows; body produces more oil, leading to greasy hair; spots may develop; more sweat is produced – this becomes smellier/body odour develops; grow taller; voice gets deeper.

Discuss the responses as a class using slide 10 to support. Ensure pupils know that changes to the larynx or 'voice box' lead to the voice 'breaking' (going deeper) in male bodies and that this growth also means it tends to protrude from the front of the neck - known as the Adam's Apple.

Provide opportunities for pupils to ask questions about the changes they have observed. They are likely to have many questions, especially about periods/menstruation if this is the first time it has been discussed. Reassure pupils that the next two lessons will also focus on the physical changes of puberty. You might also mention that emotions can change during puberty, and that this will be addressed in a later session too.

Support: Pupils use **Resource 4a: Body changes labels – support** to match to the pictures or add to the Venn diagram.

Endpoint assessment and signposting support

Reflection and endpoint assessment

5 mins

Ask pupils to reflect on their learning in the lesson using 'three-two-one'. Pupils record three things they learned from the lesson, two things they found interesting and one question they have.

- *Three things I have learned are….*
- *Two things I found interesting are….*
- *One question I have is….*

Pupils could record their questions on separate slips of paper and add to the anonymous question box if they wish. Allow time to address these when possible, either individually or with the whole class, in this lesson or in subsequent lessons in the unit of work.

Signposting support

5 mins

Make sure pupils know that if they have questions or concerns about puberty, they can talk to a trusted adult (like a parent/carer or teacher). In addition, signpost pupils to Childline: **www.childline.org.uk** or phone 0800 1111 to talk to someone.

Extension activity

Agony aunt

Share with pupils the following question from a young person their age:

I feel a bit scared about puberty, and I'm not sure what to expect, can you help?

Ask pupils to give advice to the young person, writing their response on a postcard or as a letter.

Lesson 2: Menstruation and wet dreams

KS2 Year 4-5

This is the second of four lessons exploring puberty for key stage 2 pupils in Year 4 or Year 5. This lesson builds on pupils' learning from the first lesson, and explores in more detail some of the external and internal changes that happen to the body during puberty, including menstruation and wet dreams.

Learning objective	We are learning: ☑ about the biological changes that happen during puberty
Learning outcomes	☑ I can use scientific vocabulary to describe body parts, including genitalia ☑ I can explain what happens during menstruation (periods) ☑ I can explain what is meant by a wet dream
Resources required	☑ Box or envelope for anonymous questions ☑ **Resource 1: Female body parts, including genitalia and reproductive organs** (1 per group) ☑ **Resource 2: Female body parts, including genitalia and reproductive organs - labels** (1 per group) ☑ Resource 3: Menstrual cycle video (**available online**) ☑ **Resource 3a: Menstrual cycle – support** (1 per pupil, pair or group requiring support) ☑ **Resource 4: Male genitalia and internal reproductive organs** (1 per group) ☑ Resource 5. Wet dreams video (**available online**) ☑ **Resource 5a: Wet dreams – support** (1 per pupil, pair or group requiring support) *NB: Refer to the Teacher Support section at the end of this lesson plan, to develop subject knowledge for this lesson and for suggested explanations to support discussion.*

Activity	Description	Time
Introduction	Introduce learning objective and outcomes and revisit ground rules.	5
Baseline assessment	Pupils respond to diary entries to demonstrate their current understanding of menstruation and wet dreams.	10
Female body parts	Pupils label female genitalia and internal reproductive organs.	10
Menstruation	Pupils watch a video about the menstrual cycle and respond to questions.	10
Male body parts and wet dreams	Pupils label male genitalia and internal reproductive organs, watch a video about wet dreams and respond to questions.	15
Reflection and endpoint assessment	Pupils add to their baseline assessment to demonstrate their new learning about body parts, menstruation, and wet dreams. Pupils are reminded about who they can talk to if they have any questions or worries about puberty.	10

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.

If any safeguarding concerns arise in this lesson, these should be reported to the Designated Safeguarding Lead.

Key words

internal, external, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, pads, tampons, re-useable, Adam's apple, penis, testicles, scrotum, foreskin, epididymis, bladder, anus, sperm, semen, erection, ejaculation, wet dream/nocturnal emission, pubic hair

Baseline assessment

Introduction — 5 mins

Introduce the learning objective and outcomes. Explain that today's lesson will be focussing on body parts (external and internal) and body changes in more detail, such as learning about periods and wet dreams.

Baseline assessment activity — 10 mins

Give pupils a sheet of paper and ask them to fold it in half, then on one half write 'Kelly's diary' as a heading, and on the other: 'Leo's diary'. Using slide 4, share with pupils the beginning of Kelly's diary extract about periods: *Last night I was getting ready for bed when I realised I had started my period…*

Ask pupils to answer the following questions, writing their ideas under 'Kelly's diary':

- What does Kelly mean when she says "I had started my period"
- How might Kelly have known it was her period?

Using slide 5, share with pupils the beginning of Leo's diary extract about wet dreams: *This morning I woke up and I realised I'd had a wet dream during the night….*

- What has happened to Leo and how might he know he has had a wet dream?

Pupils work individually and without prompting. Circulate whilst they are working and afterwards, take feedback to gauge their existing knowledge, understanding and attitudes about periods and wet dreams. Correct any misconceptions that have arisen, using the teacher support document where needed.

Ensure pupils know that 'starting periods' is another change that happens during puberty to female bodies, usually between 8 and 16 years old, when blood comes out from the vagina, occurring each month and generally lasting between a few days and a week, and that the scientific name for periods is menstruation. In addition, explain that wet dreams can sometimes happen during puberty to male bodies, usually between the ages of 9 and 15 years, when some white-ish fluid (semen) comes out of the penis (called ejaculation) during sleep.

Core activities

Female body parts — 10 mins

Explain to pupils that menstruation happens in a cycle, beginning inside the body in the internal reproductive organs. Using **Resource 1: Female body parts, including genitalia and reproductive organs**, ask pupils in small groups to label the pictures using **Resource 2: Female body parts, including genitalia and reproductive organs - labels**. Using slide 6 to support, ensure pupils are aware that genitalia are external (outside) and the reproductive organs are internal (inside the body).

Show pupils the correct labelling using slides 7-8 and correct any misconceptions that may have arisen.

Menstrual cycle — 10 mins

Share with pupils a video explaining the menstrual cycle, such as **this**.

Gauge pupils' understanding of the menstrual cycle by asking them to summarise, in pairs, their response to these questions:

- Why do periods happen?

  As the female body matures during puberty, menstruation starts. This is caused by hormones, and means a baby is able to grow in the uterus if an egg is fertilised.

- What happens during the menstrual cycle?

  Pupil responses might include: the lining of the uterus is shed/comes away, blood (and other tissue) leave the body through the vagina; a period lasts from a few days to about a week; the time from one period to another is usually about 28 days; when a period ends the uterus prepares to receive a fertilised egg; in the middle of the cycle an ovary releases an egg and it travels down the fallopian tubes - this is called ovulation; the lining of the uterus gets thicker to support a fertilised egg (if the egg is fertilised it will implant in the uterus, starting a pregnancy); if the egg is not fertilised it will begin to dissolve.

Explain to pupils that periods continue until menopause, the time when female hormone levels begin changing and the ovaries no longer release eggs. Menopause happens between the ages of approximately 45 and 55 years old.

Using slide 10, show pupils examples of period products such as pads and tampons and briefly explain how they are used (tell pupils that period products will be covered in more detail in the next lesson). Remind pupils about Kelly in the baseline activity and explain that if she's just started her periods, she should talk to a trusted adult to help her get a period product; a pad or period pants might work well at first.

Support: Pupils watch the video and then use **Resource 3a: Menstrual cycle – support** to order the different stages of the menstrual cycle and talk through what happens with an adult.

Core activities

Male body parts and wet dreams — 15 mins

In small groups, pupils label male genitalia using **Resource 4: Male genitalia and internal reproductive organs**, using slide 12 to support understanding.

Remind pupils of Leo's diary extract from the beginning of the lesson and share a video explaining wet dreams, such as **this**. This video refers to 'nocturnal emissions' - explain to pupils that this is another term for wet dreams. They might also hear them referred to by the scientific term 'spontaneous ejaculation'. The film also refers to vulvas getting wet and lubricated, as getting aroused during dreams can also happen to female bodies.

Gauge pupils' understanding of wet dreams by asking them to discuss in pairs:

- What is a wet dream and why do they happen?

Pupil responses might include: ejaculating semen whilst sleeping/dreaming – sometimes called a nocturnal emission, or spontaneous ejaculation; white-ish fluid comes out of the penis; a wet dream might be about something sexual or it may not be remembered. Pupils may also mention that not everyone has wet dreams, but they are common – they can happen often or just sometimes.

If not already mentioned, ensure pupils know that the onset of wet dreams is a part of the male body preparing to be able to make a baby.

Support: Pupils use **Resource 5a: Wet dreams – support**, filling in the blanks with the key words provided.

Endpoint assessment and signposting support

Reflection, endpoint assessment and signposting support — 10 mins

Check the anonymous question box and respond to any questions that have not been addressed through the lesson content. Remind pupils that if they still have questions about puberty, or they have new questions based on today's learning, they can put these in the box at any time.

Ask pupils to return to their baseline assessment activity (Kelly's and Leo's diary extracts) and, using a different colour pen, add their new learning and amend their initial ideas if necessary.

This can be used as evidence of learning and progress, and to inform further teaching.

Make sure pupils know that if they have questions or concerns about menstruation or wet dreams, they can talk to a trusted adult (like a parent/carer or teacher).

In addition, signpost pupils to Childline: **www.childline.org.uk** or phone 0800 1111 to talk to someone.

Extension activity

Extension activity

Top tips

Pupils create a list of top tips for someone experiencing their first period or wet dream.

The tips could include:

- Information on what might happen
- Advice on who they could talk to about it

Teacher support – notes and suggested explanations to support discussion

Menstruation and wet dreams

- **Menstruation** usually starts between the ages of 8 and 16 years in females.
  Before or during menstruation, some symptoms that commonly occur are:
  - ‘cramps’ (which can sometimes be painful - painkillers and exercise can help)
  - breasts that swell or feel tender
  - at times feeling tense, tearful or experiencing mood swings.

  Most periods last between three and five days but can be longer. It is common for periods to look and feel different than expected, e.g. it might not look like blood straight away - it might start with pinkish, reddish or brown discharge. The menopause is when a female stops having periods and is no longer able to get pregnant naturally. This usually happens between the ages of 45 and 55 years.

- **Erections** happen when the muscles surrounding the penis allow more blood to enter the penis and less blood to leave. This makes the penis become stiff, erect, and stand out from the body. 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 can happen at any age. Erections usually happen when males have sexual thoughts and feelings but can also happen when the bladder is full of urine and, sometimes, they happen for no reason – even when they are not wanted.

- **Sperm** is produced in the testicles which make about 100-300 million sperm each day. 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 leaves the male body (in semen) during ejaculation.

- **Ejaculation** usually happens when the penis is erect. When a male ejaculates, semen squirts from the opening of the urethra at the end of the penis.

- **Wet dreams** (also called ‘nocturnal emissions’, or ‘spontaneous ejaculation’) occur when semen is ejaculated during sleep. They often start during puberty and can happen during an exciting, pleasurable, or sexual dream. On waking, there may be sticky, wet semen on the sheets or pyjamas. Wet dreams are common in male puberty and for many, their first ejaculation will happen during a dream. However, not all will ever experience wet dreams.

Lesson 3: Personal hygiene

KS2 Year 4-5

This is the third of four lessons on the theme of puberty for key stage 2 pupils in Year 4 or Year 5. This lesson focuses on the importance of personal hygiene and explores ways to manage some of the physical changes that occur during puberty including the different products that can be used.

Learning objective	We are learning: ☑ about the importance of personal hygiene during puberty
Learning outcomes	☑ I can identify body parts or areas to keep clean during puberty ☑ I can explain how to keep clean during puberty ☑ I can describe ways to manage physical changes during puberty, including the use of products
Resources required	☑ Box or envelope for anonymous questions ☑ Personal hygiene and period items such as soap, shower gel, a variety of deodorants, shampoo, toothpaste, spot cream and face wipes, tissues, tampons, pads, reusable period products (enough different items for each pupil in the class, if possible) ☑ Non-transparent bag (for hygiene and period items – 1 for whole class) ☑ Large sheet of paper (1 per small group) ☑ **Resource 1: Personal hygiene labels - support** (1 per pupil, pair, or group requiring support) ☑ **Resource 2: Hygiene questions** (1 question per pair) *NB: Refer to the Teacher Support section at the end of this lesson plan, to develop subject knowledge for this lesson and for suggested explanations to support discussion.*

Activity	Description	Time
Introduction	Introduce learning objective and outcomes and revisit ground rules.	5
Baseline assessment	To demonstrate their understanding of the importance of personal hygiene during puberty, pupils respond to a scenario in-role.	10
Body outlines	Pupils identify the body areas and parts to keep clean during puberty including why, how, and how often to do so.	15
Personal hygiene and period items	As a class, pupils explore personal hygiene and period items and identify what they are used for and by whom, in a teacher-led discussion.	10
Hygiene questions	In pairs, pupils respond to questions about personal hygiene and as a class, suggest some agreed answers.	10
Reflection, endpoint assessment and signposting support	Pupils make a list of items to manage physical changes and personal hygiene. Then, pupils add to their baseline assessment to demonstrate their new learning about personal hygiene during puberty. Pupils are reminded about who they can talk to if they have any questions or worries about puberty or personal hygiene.	10

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.

If any safeguarding concerns arise in this lesson, these should be reported to the Designated Safeguarding Lead.

Key words

hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, periods, period products, tampon, pad, re-useable

Baseline assessment

Introduction — 5 mins

Introduce the learning objective and outcomes. Explain that today's lesson will focus on learning about how to manage personal hygiene during puberty, and the products that can help someone to look after themselves and manage physical changes, such as starting their period.

Baseline assessment activity — 10 mins

Bailey is talking to their parents about puberty. They are explaining that it is important to keep the body clean when growing up:

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

"Why?" asks Bailey.

In pairs, ask pupils to imagine they are Bailey's parents and write a sentence to explain why this is important and what Bailey should do.

Try to avoid giving any prompts or ideas, so that you can gauge pupils' understanding, misconceptions, and gaps in their knowledge.

Afterwards, take feedback ensuring that pupils know that puberty causes changes in young people's bodies (ask pupils NOT to add anything at this stage to their baseline activity):

The skin and scalp may suddenly become oily. New hair grows in different places: pubic hair, hair under the arms; and, in males, more facial and sometimes chest hair as well as other body hair on the back, arms and legs. At times, bodies produce more sweat, and armpits, genitals and feet may smell when they didn't before - these bodily changes are all part of becoming an adult.

Core activities

Body outlines — 15 mins

Introduce an imaginary Year 8 pupil in a local secondary school. Explain that they are going through puberty, so their body is changing – referring to what pupils learnt in the previous lessons. In small groups, ask pupils to draw the outline of the Year 8 pupil on a large sheet of paper. Ask them to then label all the parts of the body that the young person will need to pay special attention to in terms of their personal hygiene.

Ensure all pupils are aware of all the body parts using slide 6 to support.

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.

Support: Pupils use **Resource 1: Personal hygiene labels - support** to match the descriptions to the body parts on the body outline.

Personal hygiene items

10 mins

With the pupils in a circle (if possible), pass a bag containing a range of personal hygiene and period items around the class (see Resources) and take turns to pick an item from the bag. Ask pupils to say what they think it is, what it is used for, and who uses it.

Ensure the discussion on product use is teacher-led (use slides 7-8 to support), emphasising that deciding which products to use is a matter of personal choice.

Support: In small groups with adult support, examples of the personal hygiene items are laid out on a table and while the pupils have their eyes shut, the adult removes one item. Ask pupils to open their eyes and notice/guess which one is missing. Discuss the use of the item and answer any questions that pupils have about it. Repeat until all the items have been selected.

Hygiene questions

10 mins

Allocate a question from **Resource 2: Hygiene questions** to pupils in pairs and ask them to write a response underneath the question. 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 at least two or three questions, go through each question and their responses with the class—discuss, and come up with agreed answers.

- What is personal hygiene?
  Personal hygiene is about keeping bodies and clothes clean. This becomes more important during puberty as hormones cause the body to produce more sweat and oil. Having good personal hygiene can also help to prevent infections and keep people healthy
- Can someone go swimming when they have their period?
  Yes, they can go swimming! A tampon or menstrual cup is a good period product to use whilst swimming as it is used internally (inside the body).
- How often should someone wash when going through puberty?
  It's a good idea to wash every day using soap or shower gel and warm water. This will help keep skin clean and prevent body odour. Perfumed soap/shower gel should not be used to wash genitals.
- Why is it important to change clothes regularly?
  Wearing clean clothes including fresh socks and underwear each day will help someone stay clean. It also helps to prevent body odour from sweat building up in the clothes.
- How can someone manage body odour?
  They can try to wear clean clothes every day and change if they have been very physically active and sweated more than usual, like after a P.E. lesson. Washing every day with soap or shower gel and warm water, and using a deodorant if underarm sweat is starting to smell more. Deodorants cover up the smell of sweat and antiperspirants stop or dry up sweat.

Challenge: Pupils aim to complete most or all of the questions. In addition, pupils could work in pairs to create their own questions related to personal hygiene and puberty, then attempt to answer each other's questions.

Endpoint assessment and signposting support

Reflection, endpoint assessment and signposting support — 10 mins

Check the anonymous question box and respond to any questions that have not been addressed through the lesson content. Remind pupils that if they still have questions about puberty, or they have new questions based on today's learning, they can put these in the box at any time.

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

Ask pupils to return to their baseline assessment activity (Bailey's question), and, using a different colour pen, add their new learning and amend their initial ideas if necessary. This can be used as evidence of learning and progress, and also to inform further teaching.

Make sure pupils know that if they have questions or concerns about personal hygiene during puberty, including managing periods, they can talk to a trusted adult (like a parent/carer or teacher). In addition, signpost pupils to Childline: **www.childline.org.uk** or phone 0800 1111 to talk to someone.

Extension activity

A day in the life...

Pupils write a 'day in the life' or diary entry for Bailey or someone of similar age going through puberty, logging the various moments in the day when Bailey manages their personal hygiene. Pupils could include:

- Some of the physical changes that Bailey is experiencing (sweating more and producing more oil/ body hair growth/body odour)
- The times of day when Bailey washes or keeps clean
- Products that Bailey uses to manage personal hygiene

Teacher support – notes and suggested explanations to support discussion

Personal hygiene and managing periods

To ensure a positive approach to menstruation, challenge and avoid reinforcing misconceptions about periods being unhygienic or shameful e.g. avoid using terms like 'sanitary protection' or 'feminine hygiene products'. Refer instead, as we have in the lesson, to 'menstrual/period products' etc.

- **Menstrual products** come in many different forms – show examples of all types detailed below. Pupils can discuss the best form of period product for them with a trusted adult:
  - **Pads** can be a good period product to start with. They come in many shapes and sizes, can be reusable or disposable and are worn outside the body – attached to underwear. It is important to change them regularly to avoid leaks.

- **Tampons** are worn inside the body and absorb the blood in the vagina. They are made from cotton fibres pressed together and come in different sizes. Tampons should be changed regularly, and the used tampon thrown away after use.
- **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**, also known as sea sponges, can be used in a similar way to a tampon but they are reusable. They are formed in the sea and have highly absorbent properties.
- **Period underwear/period pants** absorb menstrual blood and come in various styles. The underwear is washed and reused.

- **Oily hair** can happen during puberty when glands on the head produce extra oil. Washing hair regularly with warm water and a small amount of shampoo can help control oily hair. Scrubbing or rubbing too hard does not get rid of oil any better and can irritate the scalp or damage hair.

- **Spots** can occur during puberty because sebaceous glands make more sebum (oil). The sebum can trap dirt, dead skin and bacteria in hair follicles—causing 'blackheads' and 'whiteheads' on the face, neck, chest, back or other places. Sometimes the bacteria that live on skin make the spots inflamed and cause red lumps called acne. Almost everyone will get some spots at some point and it's important to emphasise that spots are not the result of poor hygiene.

- **Sweat and body odour** can increase during puberty because the sweat glands become more active and begin to secrete different chemicals into the sweat. Armpits, feet and genitals might all have new or stronger smells. Bathing or showering every day with mild soap or shower gel and warm water helps to wash away any bacteria that contribute to the smells. It is important to wear clean clothes, socks and underwear each day. Deodorants cover up the odour of sweat, and antiperspirants stop or dry up perspiration. They come in sticks, roll-ons, gels, sprays and creams.

- **Genitals (vulva)** should be washed gently with water or plain, unperfumed soaps every day. Some perfumed soaps, gels and antiseptics can cause infections, irritation or itching. The vagina will clean itself inside the body with natural vaginal secretions (discharge).

- **Genitals (penis)** should be washed gently with warm water and soap, or shower gel each day. If the penis has a foreskin, it should be pulled back gently and washed underneath, otherwise a cheesy-looking substance called smegma may begin to build up. Smegma is a natural lubricant that keeps the penis moist: it is found on the head of the penis and under the foreskin of uncircumcised penises. If smegma builds up under the foreskin, bacteria can multiply and it can start to smell or even become infected.

- **Circumcision** is when the foreskin (loose skin covering the end of the penis) is removed by a doctor, or a specially trained person (this often happens shortly after birth). Although a circumcised penis looks different from an uncircumcised penis, both work in the same way. Some circumcisions are performed for religious reasons, while others are for medical or health reasons.

Lesson 4: Emotions and feelings

KS2 Year 4-5

This is the last of four lessons on the theme of puberty for key stage 2 pupils in Year 4 or Year 5. This lesson focuses on emotional changes during puberty, and where pupils can find help and support for the physical and emotional changes experienced.

Learning objective	We are learning: ☑ about emotional changes during puberty
Learning outcomes	☑ I can identify some of the feelings experienced during puberty ☑ I can describe how and why emotions can change during puberty ☑ I can explain where to get help and support for managing puberty
Resources required	☑ Box or envelope for anonymous questions ☑ Post-it notes (several per group) ☑ **Resource 1: Storyboard - Taz's day** (1 per pair) ☑ **Resource 2: Emotions and feelings - support** (1 per pupil, pair, or group requiring support) ☑ Pupils' completed baseline assessments from Y4-5 Lesson 1

Activity	Description	Time
Introduction	Introduce learning objective and outcomes and revisit ground rules.	2
Baseline assessment	To demonstrate their current understanding of emotional changes during puberty, pupils respond to a scenario.	10
Storyboard: Taz's day	Pupils read a story about puberty and discuss the emotional changes experienced by the characters, including what causes them.	10
Feelings rollercoaster	Pupils create a list of feelings experienced during puberty and then place these on a 'feelings rollercoaster'.	10
Romantic feelings	Pupils engage in a teacher-led discussion about attraction to others.	5
Corners of support	Pupils identify different strategies for dealing with physical and emotional changes during puberty.	15
Reflection, endpoint assessment and signposting support	Pupils add to the baseline assessment from Lesson 1 to demonstrate their new learning about puberty. Pupils are reminded about who they can talk to if they have any questions or worries about puberty.	8

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.

If any safeguarding concerns arise in this lesson, these should be reported to the Designated Safeguarding Lead.

Key words

emotions, rollercoaster, up and down, frustrated, angry, moody, attraction, adolescent, advice, support

Baseline assessment

Introduction — 2-3 mins

Introduce the learning objective and outcomes. Explain that today's lesson will focus on emotional changes during puberty, including what causes them and how it might feel. The lesson will also help pupils identify how and where to get further help and support during puberty.

Baseline assessment activity — 10 mins

Using slide 4, share the following scenario with pupils:

I used to be a really happy person, but now I sometimes feel really angry or fed up about things. Lately, I've been feeling really up and down. Is this normal? Taz, age 12

Ask pupils:

- What does Taz mean by feeling 'up and down'?
- What might be causing Taz to feel like this?
- What could Taz do that might help?

Pupils respond using think-pair-share, focusing on the questions individually before pairing with another pupil to discuss their ideas. Then, take feedback from the whole class and collate pupils' ideas using a mind map or list. Emphasise that having stronger or more intense feelings, along with mood changes, are common during puberty.

Core activities

Storyboard: Taz's day — 10 mins

In pairs, pupils read **Resource 1: Taz's day**. Ask pupils to discuss the emotional changes that Taz and Rani experience, recording their responses on post-it notes (ask pupils to keep these for use in the next activity).

Pupil responses might include: feeling 'up and down', frustration, anger, upset/sad, proud, finding it hard to control feelings, feeling overwhelmed, confident, grown-up/independent, having a 'crush'/ fancying someone/having romantic feelings, confused/unsure, a mix of feelings.

Then, ask pupils 'What is causing the changes in Taz and Rani?'

For example, hormones - special chemicals in the brain - cause the emotional changes during puberty.

Describe emotional changes as the way someone feels inside that can't be seen in the same way as the physical changes. Explain that, just like bodies need to get used to changes that happen at puberty, so do brains - and this includes feelings and emotions.

Core activities

Feelings rollercoaster — 10 mins

Remind pupils of the emotional changes in Taz's day and highlight that someone going through puberty will often experience emotions more intensely or strongly than before. On the flipchart or whiteboard, draw a wavy line. Explain to pupils that these emotional highs and lows could be likened to a rollercoaster ride: one minute feeling good, happy and 'up', and then seemingly for no reason, feeling fed up, angry or 'down'. Ask pupils to come up and add their post-it 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 someone feel 'up' or 'down'.

Once completed, ask pupils to consider the feelings at the bottom of the 'feelings rollercoaster' and remind them of how Taz's Dad used to keep a diary to help him manage them. Ask pupils to suggest other ways in which Taz could manage the emotional changes he is experiencing.

Pupil responses might include: sharing his feelings with a friend or trusted adult, listening to music, carrying a stress ball or fidget toy, creating a calm space or box of calm things in his bedroom, doing a hobby or sport he enjoys.

Support: Pupils use **Resource 2 Emotions and feelings - support**. Ask pupils to look at each card and decide where on the rollercoaster they should go.

Romantic feelings — 5 mins

Explain to pupils that someone going through puberty may also notice a change in the way they feel about others. Ask pupils to recall Rani's crush from 'Taz's day'. These feelings may be about being attracted to someone, 'fancying' them or having a 'crush' on them. Discuss with pupils that people can have crushes on people they know, or people they don't know, such as someone in the media. Someone can have crushes on people of any sex (e.g. opposite/same-sex) or gender. Reiterate that having a crush on someone is typical and is part of the hormonal changes happening in the body. And that even though Rani has made the decision to tell Taz, it is something personal, rather than something for lots of people to know about.

Corners of support — 15 mins

Explain to pupils that puberty can be a really exciting time for young people as they begin their journey to becoming adults. It can sometimes be a confusing and worrying time too, with 'up and down' feelings. Mention that these stronger or more intense feelings can also affect relationships.

Ask pupils 'If someone needs help with their feelings, where could they get help and support?'

Pupil responses might include: talking to a parent or older sibling/family member, talking to adults in school, talking to friends, reading a book about puberty, keeping a feelings journal/diary, finding trusted sources of information online, such as Childline.

Write labels on A3 paper from pupils' responses on where to go for support, adding any from the above that haven't been mentioned, and creating an extra 'something else' label. 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. Take each statement in turn and invite pupils to explain their thinking:

- Taz feels 'up and down' a lot and is feeling confused about where the feelings are coming from.
- Brook is feeling worried about the physical changes that will happen during puberty.
- Faris feels angry about really small things and had an argument with his friend, upsetting both of them.
- Jules has a crush on someone in school - this is a new feeling!
- Rabiah is feeling anxious because she has just started her periods.

Challenge: Pupils also discuss each option in terms of effectiveness and also limitations, e.g. *reading a book would be useful for information but talking to someone could help them feel less worried.*

Endpoint assessment and signposting support

Reflection, endpoint assessment and signposting support — 8 mins

Give pupils a final opportunity to put any remaining questions in the anonymous question box and ensure these are addressed.

Hand back pupils' baseline assessment work ('draw and write' activity) from Lesson 1, and ask them to add their new learning and amend their initial ideas if necessary, about what happens as someone grows from a child to an adult (using a different colour pen). Remind pupils to include their new learning about emotional changes from this lesson. This will provide evidence of pupils' progress over the series of lessons about puberty.

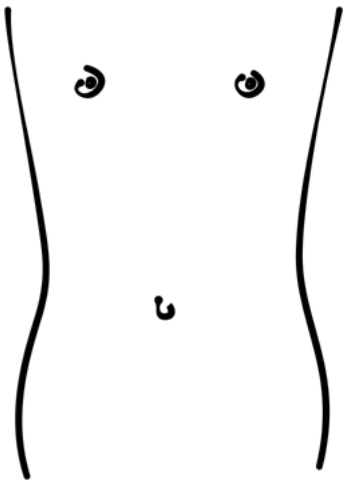
Make sure pupils know that if they have questions or concerns about emotional changes during puberty, or any topic covered in the series of lessons, they can talk to a trusted adult (like a parent/carer or teacher). In addition, signpost pupils to Childline: **www.childline.org.uk** or phone 0800 1111 to talk to someone.

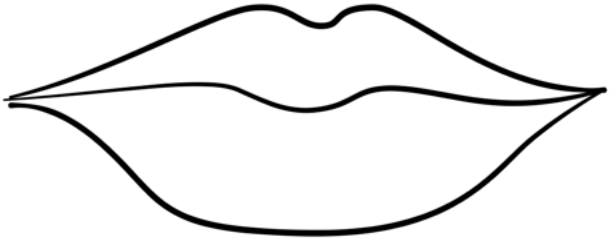
Extension activity

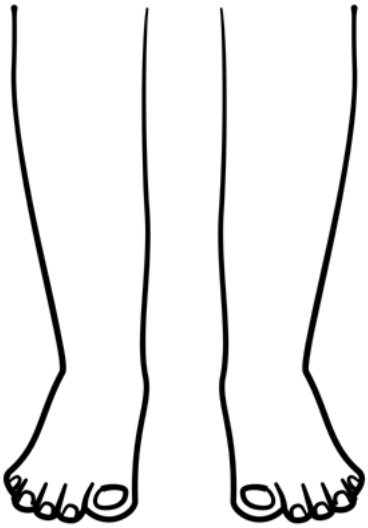
Toolkit

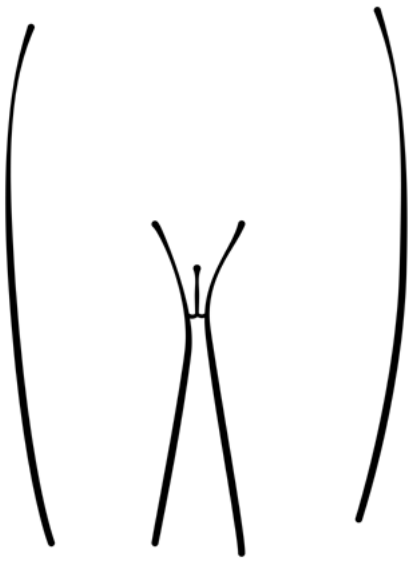
Ask pupils to produce a 'toolkit' for coping with puberty and growing up, by making an advice sheet for other pupils to use. This could include:

- Ways to help with physical changes
- Ways to help with emotional changes









Penis	testicles
vagina	vulva
mouth	eyes
nipples	legs/feet

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vagina	vulva
mouth	eyes
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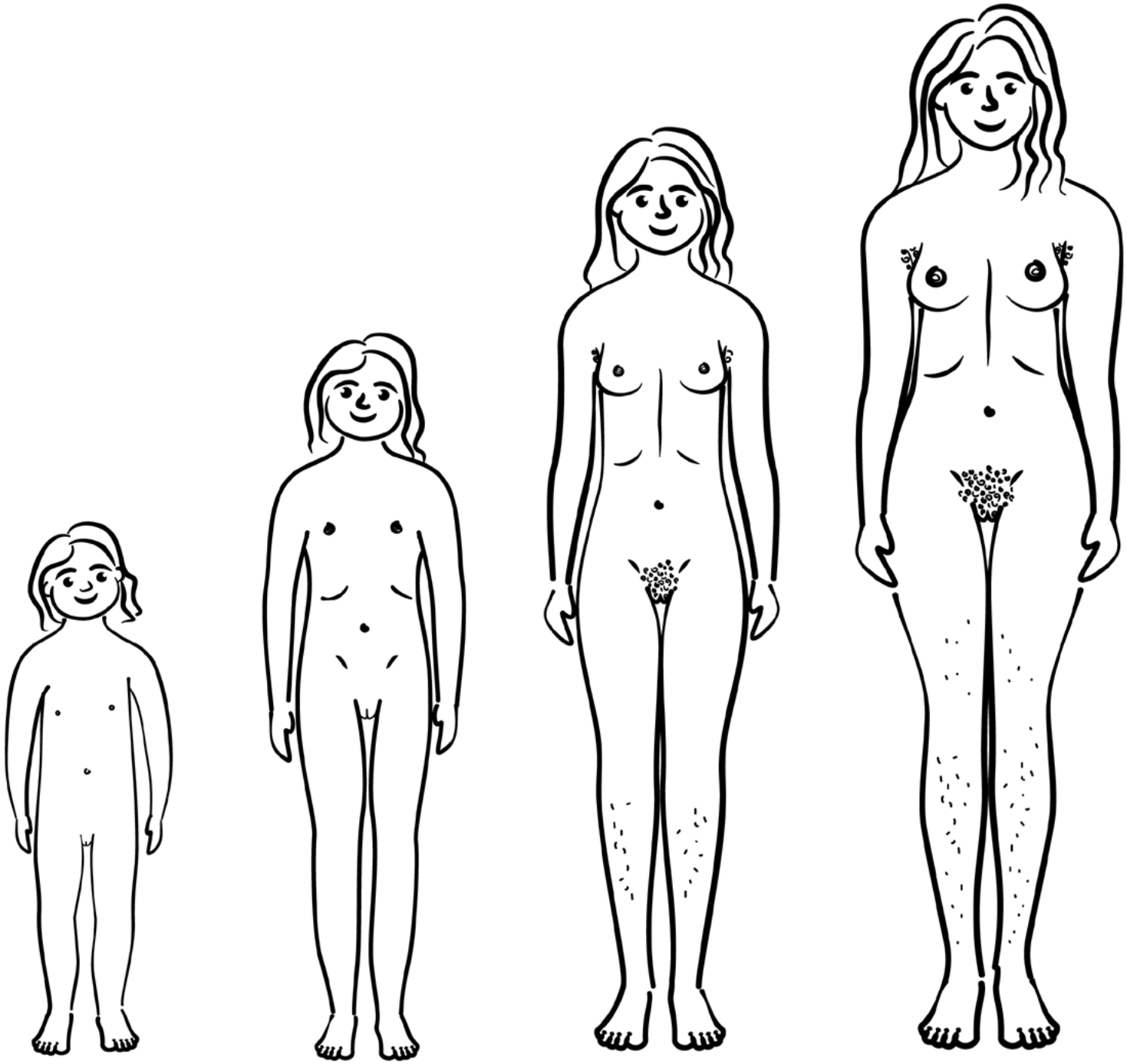
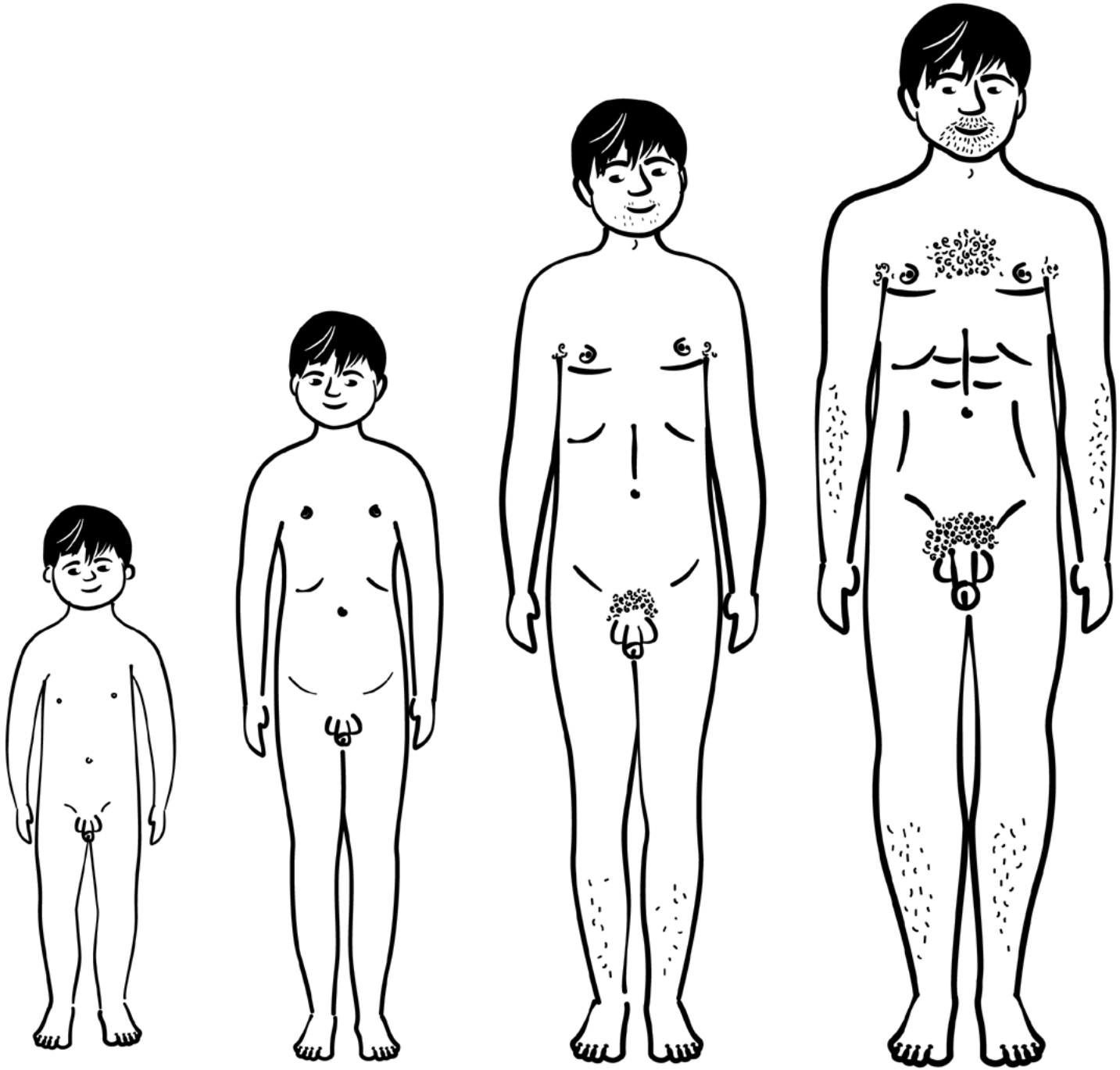
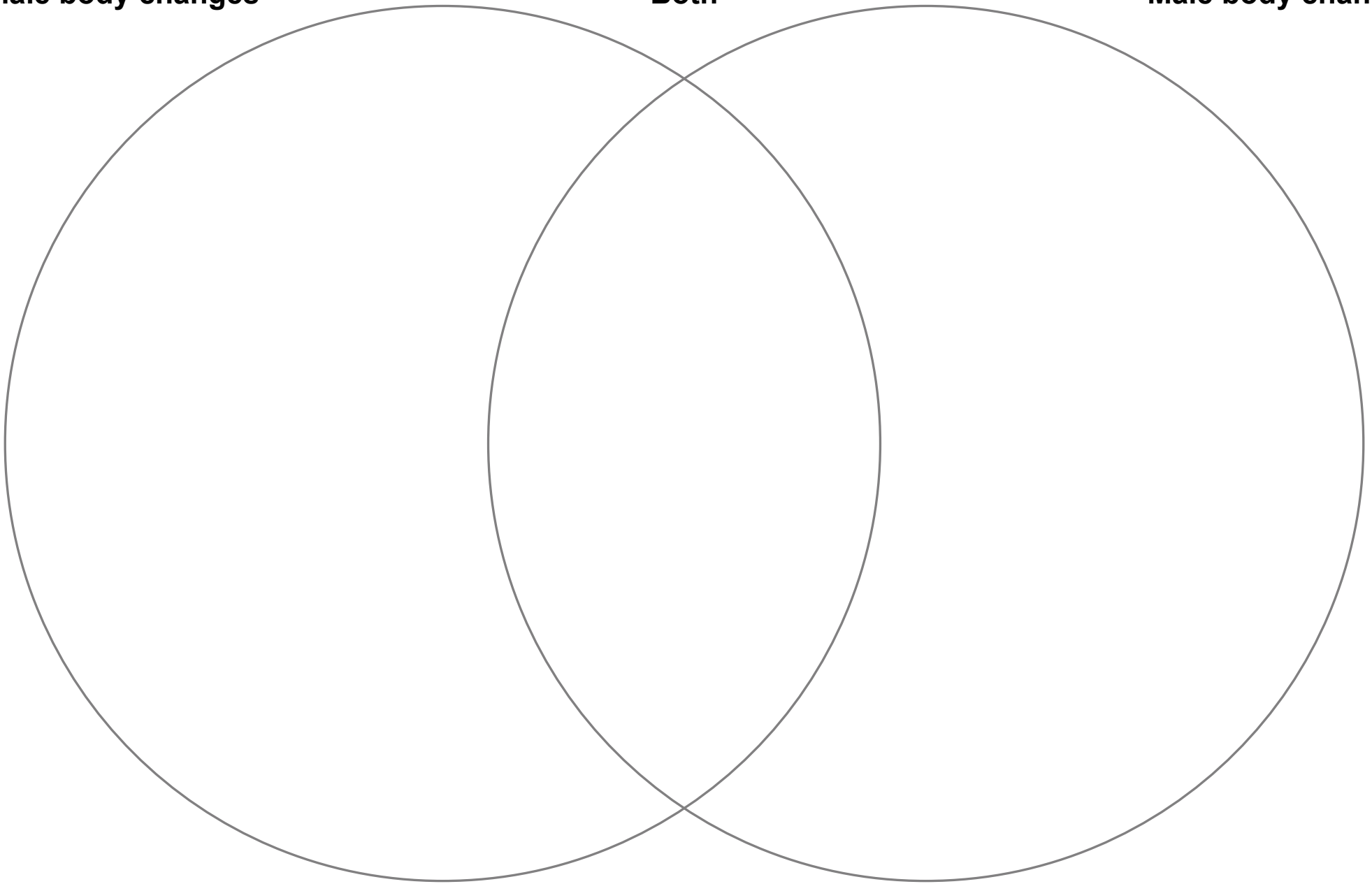




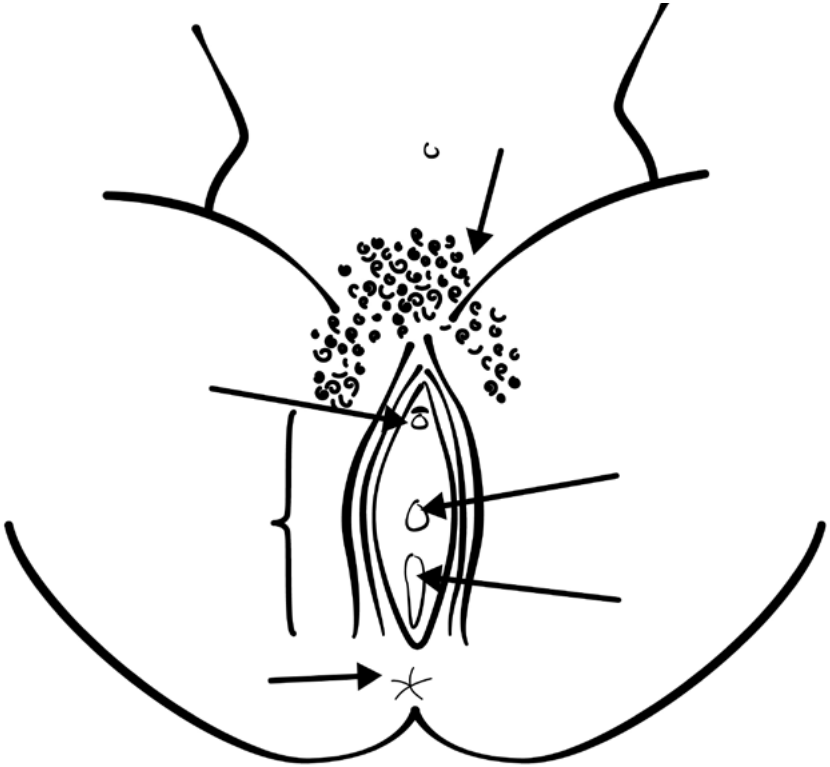
Female body changes

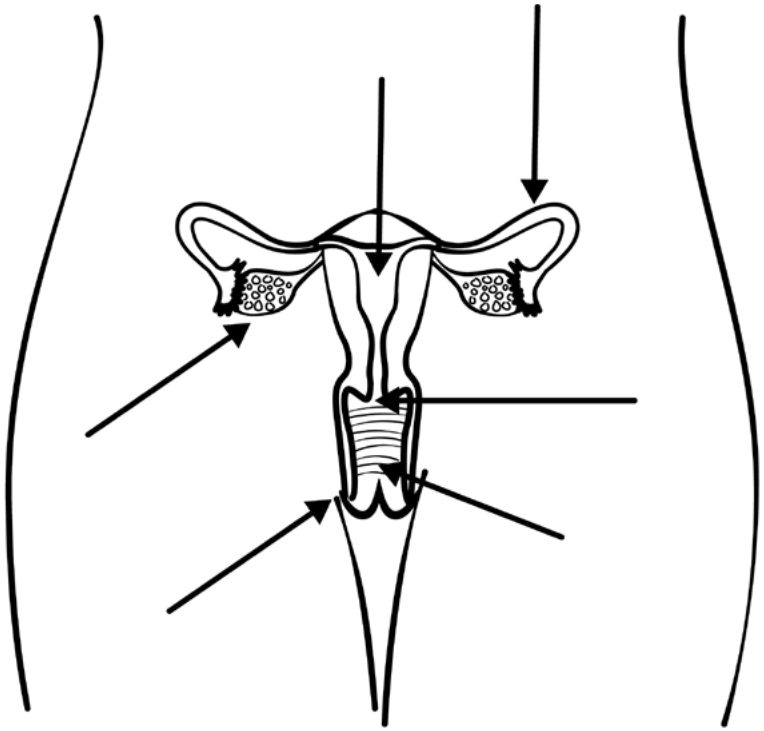
Both

Male body changes



breasts grow	body hair grows
penis and testicles grow	voice gets deeper
grow taller	voice ‘breaks’
muscles increase	waist and hips change shape
Adam’s apple grows	skin produces more oil
body produces more sweat which becomes smellier	periods start





External female body parts, including genitalia

vulva	clitoris	opening of the vagina
anus	opening of the urethra	pubic hair

Internal female reproductive organs

uterus	cervix	ovary
fallopian tubes	vagina	

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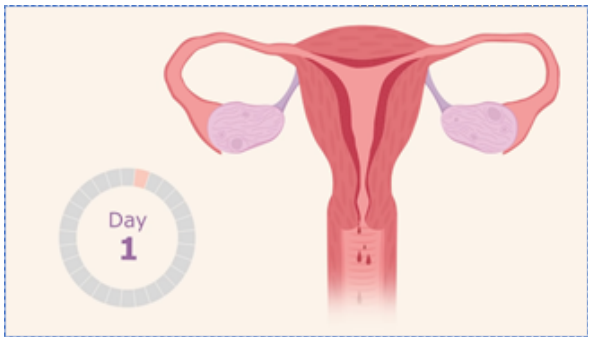
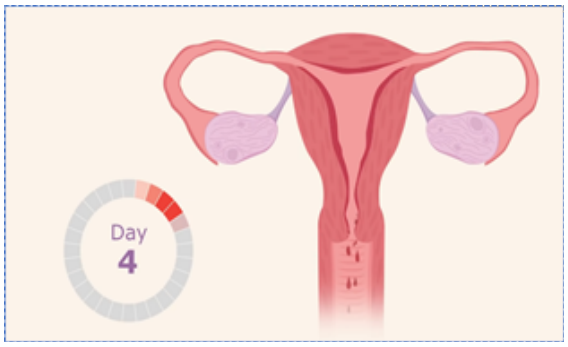

Day
1


Day
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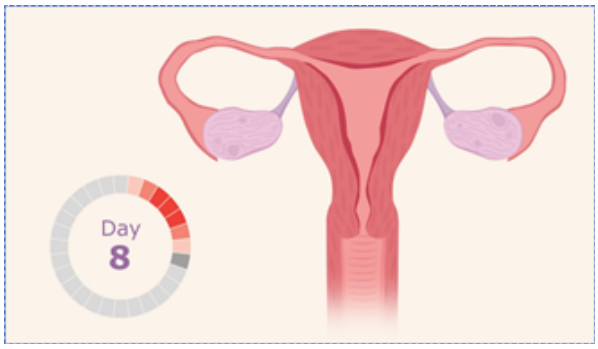
Day
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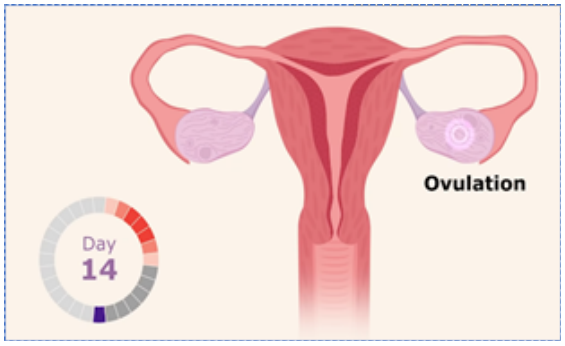
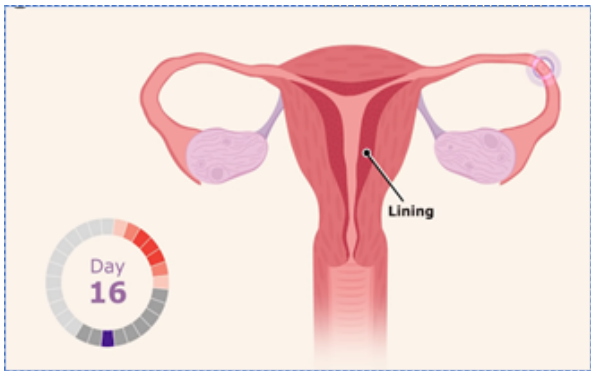
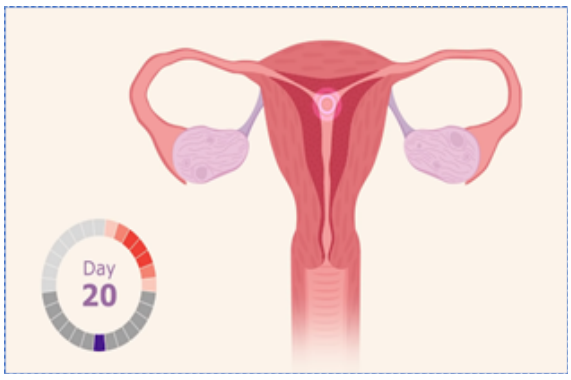
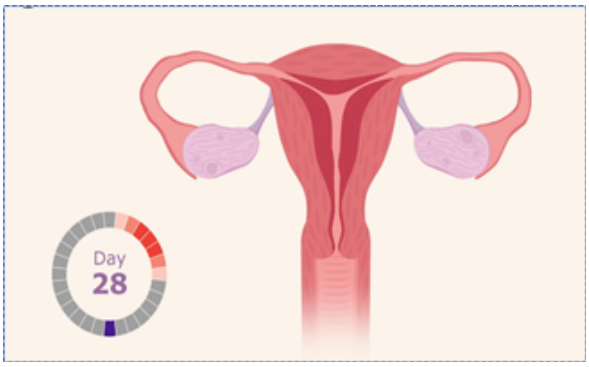
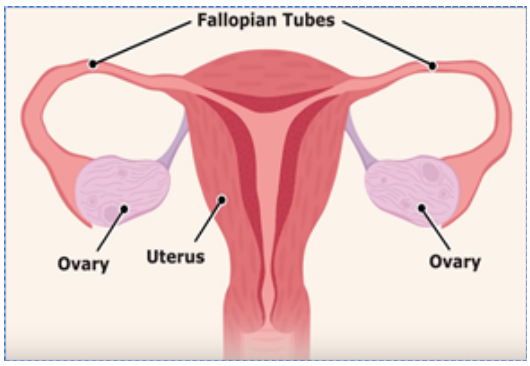
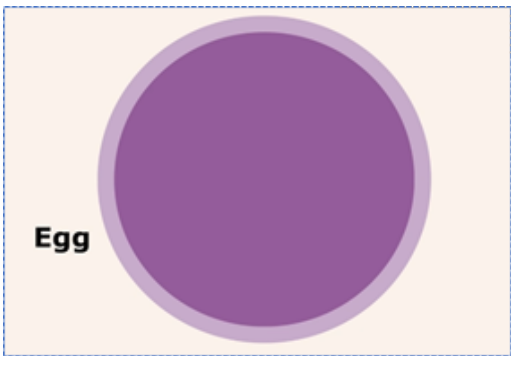

Ovulation
Day
14

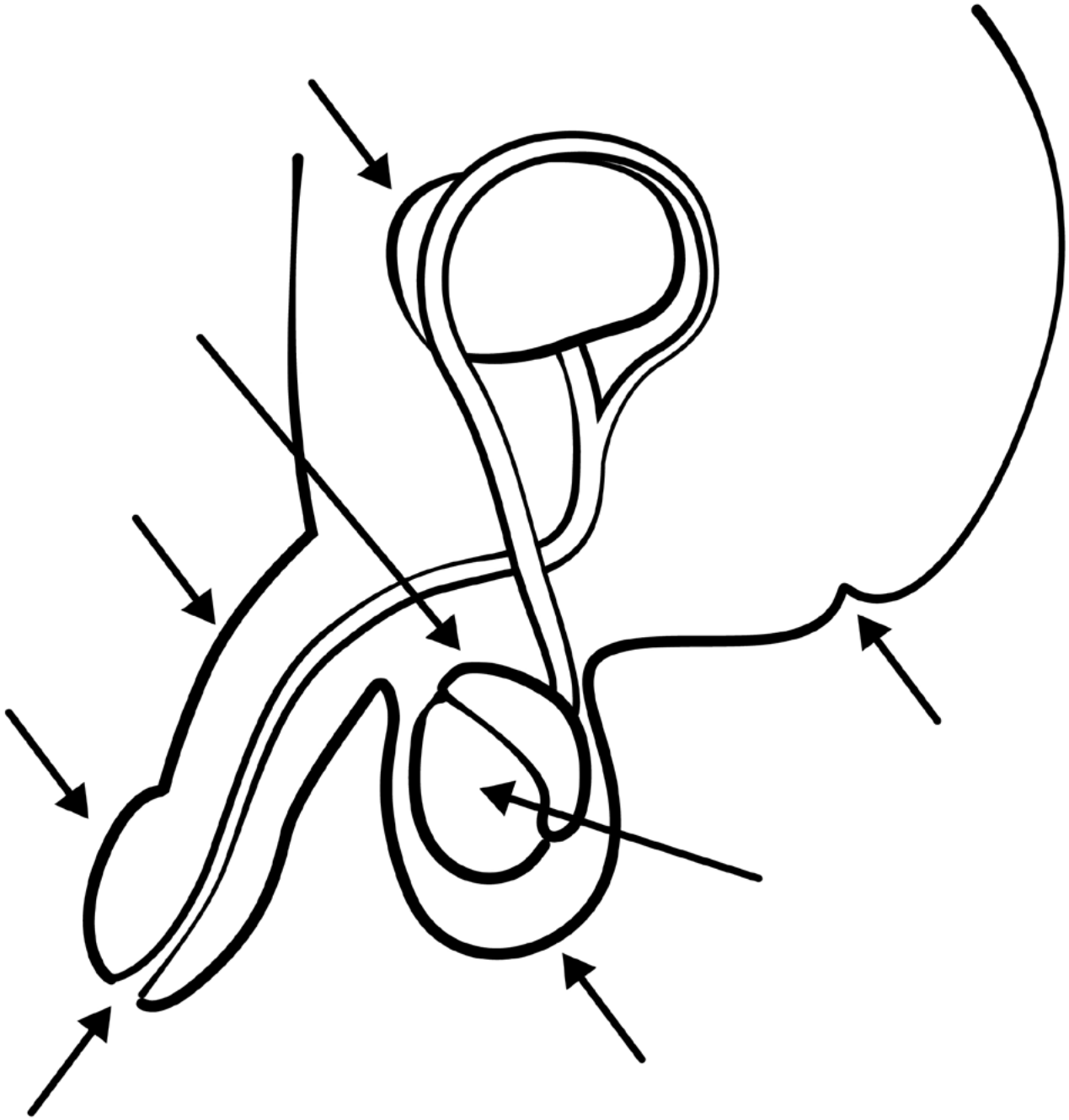

Lining
Day
16


Day
20


Day
28


Fallopian Tubes
Ovary
Uterus
Ovary


Egg



Male genitalia and internal reproductive organ labels

bladder	penis
urethra	foreskin
scrotum	anus
epididymis	testicle

Wet dreams happen at _____.

A wet dream is when _____ is ejaculated from the penis when someone is sleeping.

A wet dream is also called a _____ _____.

During puberty it's common to have a wet dream often, _____, or not at all.

sometimes	**semen**	**night**	**nocturnal**
			emission

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			emission

Hair	**Why:** During puberty, hair becomes oilier. **How:** Washing hair with warm water and shampoo. **How often:** Regularly.
Armpits	**Why:** During puberty, more sweat is made, and it can make armpits smell. **How:** Washing armpits with soap or shower gel, using deodorant and wearing clean clothes. **How often:** Every day.
Feet	**Why:** During puberty, more sweat is made and can make feet smell. **How:** Bathing or showering and wearing clean socks. **How often:** Every day.
Genitals (vulva)	**Why:** To stop secretions building up and becoming smelly, itchy or sore. **How:** Using just water or unperfumed soap to wash the area around the vulva. **How often:** Every day.
Genitals (penis and testicles)	**Why:** To stop secretions building up, which can become smelly or infected. **How:** Using plain, mild soap to wash the penis and testicles. If the penis has a foreskin, clean gently underneath. **How often:** Every day.

What is personal hygiene?

Is it OK to swim when having a period?

How often should someone wash during puberty?

Why is it important to change clothes regularly?

How can someone manage body odour?

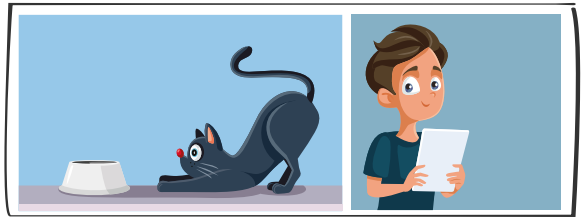
Friends Taz and Rani are talking before school. Taz is telling Rani how he has been feeling lately, "I've been feeling up and down". Rani says, "It's because of the hormones released during puberty, your body is trying to adjust to them, I think!".

Taz is working on some maths in school. He usually finds the work OK, but today can't seem to figure it out and it's making him frustrated!

At break time Taz is having fun playing basketball and scores lots of points. The other team manages to win, and suddenly Taz feels really upset. His friends tell him it doesn't matter, but Taz finds it hard to accept.

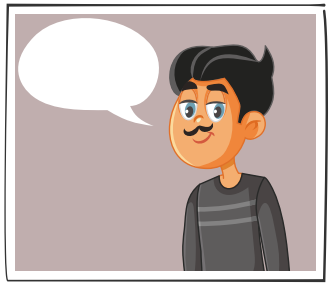
Back in class, the teacher helps Taz with a strategy for his maths work. This helps him to overcome a tricky problem and he feels really proud of himself!

Taz and Rani walk home from school together. "I had such a rollercoaster day!" says Taz. Rani agrees and tells Taz she has been having some new feelings too; she has a crush on someone in her class, "I feel giggly and excited when they're around", she says.



At home, Taz feeds the cat and starts homework, he manages the maths on his own!

Taz tries out his new hair product and starts to sing his favourite song. Taz thinks his voice is sounding different, a bit deeper than before. He feels positive about some of the changes but also uncertain - there have been lots of changes recently.



Taz tells his dad about school, and his feelings - sometimes he feels happy, confident, and proud and other times he has been feeling upset and confused. Taz's dad reassures him, "It's normal to have a mix of feelings, especially during puberty; things can feel more intense, and it can be hard to manage sometimes. When I was your age, I used to keep a diary to write down all my feelings".

Happy	Sad
Confident	Worried
Confused	Angry
Annoyed	Feeling attracted to others
Having sexual feelings	Having mood swings
Sensitive	Unsure
Embarrassed	Proud