

Year 4 Summer 2 PSHE – Transition, Aspirations and Growing Up

Growing and Changing Lesson Plans

Children will learn:

- some basic facts about puberty **SG**
- about strong feelings and mood swings **SG**

Children should:

- know about some emotional and physical changes that happen during puberty **SG**

Note: During these lessons, pupils will learn about the external physical changes that happen during puberty, in addition to the emotional turbulence that these changes can cause.

Although the lesson content for Year 4 does not contain detail about internal changes (eg menstruation in girls / erections and wet dreams in boys) it is possible that this may be referred to by pupils. Similarly, pupils may refer to romantic feelings / physical attraction as an emotional change. If this does happen, teachers should not dismiss pupils' comments, but should acknowledge and check pupils' understanding to ensure that no misconceptions exist. Pupils should then be informed that they will learn more about these aspects in Year 5. Pupils should always be reassured that they can speak to an adult in school / at home if they are worried.

Lesson A To understand that lots of changes happen between birth and growing up.

Resources: Baby to adult images (R1), Life stages images (R2),

Vocab: changes, birth, babies, children, teenager, adolescent, adult, puberty, development, hormones, growing up

- Discuss appropriate conduct within the lesson – sensitivity / respect
- Baseline “Draw and Write” activity - Ask 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. Teacher to note any misconceptions to be addressed. Baseline pieces to be used to assess learning at end of unit of work on puberty.
- Share images demonstrating how all animals (including humans) develop from being a baby to an adult (R1)
- Ask children to consider how they have changed since they were a baby, both physically and emotionally. Ask pupils to think of two ways they are more independent now than they were when they were younger.
- Introduce the word ‘puberty’ with 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.
- Display “Life Stages” (R2) image to help explain this.
- Organise pupils into small groups and display the following questions. Ask pupils to discuss the answers in their groups.

1. 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.

2. 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.

3. What causes these changes to happen?

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 hormones: chemicals which are released into the bloodstream to send messages to different parts of the body. 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

- Ask pupils to suggest some of the changes that will take place during puberty. Inform pupils that these changes will be explored in more detail during the next lesson.
- Remind about class worry box

Lesson B To identify how boys' and girls' bodies change on the outside during the growing up process.

Resources: Two large sugar paper body outlines / Outside body change cards (R3) / Life stages images (R2) / My Life, my changes worksheet (R4)

Vocabulary: change, puberty, control, pubic hair, voice breaking, facial hair, underarm hair, breasts, growth spurt, penis, vulva

- Discuss appropriate conduct within the lesson – sensitivity / respect
- We are going to talk about an important change which happens gradually to everybody - for you it will start sometime in the next few years and carry on into your teens.
- Emphasize that sometimes changes feel exciting and good, sometimes difficult, often a bit of both. One thing we can be sure of: there will always be changes in our lives, because living things are always changing.
- Remind about the term Puberty. Explain that it refers to the collection of changes that will gradually change your body from a child's body into an adult's body.
- Lay two large body outline figures on the floor in the centre of the group, label as male / female. Each child takes a Body Change Card (R3) and reads it in turn. Pupils allocate the card to the appropriate figure (male, female or both).
- Enjoy any humour this process generates! When complete, review the results, check understanding and distinguish again between the changes that are common to both boys and girls and those that are gender-specific.
- Show the image of developing male / female body (R2), and reinforce external changes discussed.
- Children complete 'My Life, My Changes' sheet (R4). In pairs, children discuss and agree which changes should go in the 'can control' and 'can't control' categories.
- Then each child completes their own sheet by writing the words in the appropriate spaces and personalising it.
- How do children feel about changes they cannot control? Reassurance may be needed here.
- Review answers. Ask children which of the changes they are looking forward to, and any they are worried about.
- Emphasise that the body changes happen at a different time and a different pace for each person.
- Ask the children to write down one thing they are looking forward to about growing up, and one thing that they are worried about.
- Remind that these changes are part of the process of turning from a child into an adult. Ask: what is the biggest single difference between a child and an adult? Determine that adults can be parents and are able to have children. Changes during puberty allow this to happen.

Lesson C To understand about emotional changes during puberty

Resources: Flipchart paper (one titled “Circle of Feelings”, one blank), post its

Vocab: hormones, emotions, roller coaster, up and down, frustrated, angry, moody, adolescent, advice, support, mood-swings

- Remind about the physical changes that were discussed in the previous lesson.
- Inform pupils that these changes occur because chemicals are released in the body (hormones) as you reach puberty. Explain that just like our bodies need to get used to changes that happen at puberty, so do our brains. Hormones make the body change physically but also affect 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 post-its and ask them to discuss events and associated 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 responses.
- Draw a wavy line and liken the emotional highs and lows to a “roller coaster”. Ask pupils to move the post-its onto the corresponding place on the roller coaster. Introduce and explain the term “mood-swings”
- 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.
- Remind pupils about the various avenues they have for support, and talk about some of the strategies pupils can use when they experience different feelings.
- 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** (note – draw attention to the need to be discerning in relation to information sourced online) / **Read a book about it / Something else / Nothing**
- Ask pupils to stand in the centre of the classroom. Consider some of the scenarios / feelings that have been discussed in the lesson and ask pupils to move to the label that best expresses what they think the young person should do about them. Invite individuals to explain their thinking and discuss each option in terms of effectiveness and limitations. Take each statement in turn repeating the activity.
- Give pupils back their original ‘Draw and Write’ activity from Lesson A (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.
- Remind pupils that they have the opportunity to speak to adults in school if there is anything they are concerned about – remind about the use of the worry box.