

Year 5 Summer 2 PSHE – Transition, Aspirations and Growing Up

Puberty Lesson Plans

PUBERTY

Children will learn:

- to identify the external genitalia and internal reproductive organs in males and females ^{SG}
- about the main physical and emotional changes during puberty (including key facts about the menstrual cycle, menstrual wellbeing, erections and wet dreams) ^{SG}
- about the importance of good personal hygiene during puberty

Children should:

- be able to describe what happens during menstruation and sperm production (physical and emotional changes)
- be able to explain how to keep clean during puberty
- know who to go to for help and support during puberty

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

Although the lesson content for Year 5 does not contain detail about sexual intercourse or reproduction 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 6. Pupils should always be reassured that they can speak to an adult in school / at home if they are worried.

Lesson A

To identify how boys' and girls' bodies change on the outside during the growing up process, and why these changes are necessary.

Resources: External body change cards (R1) / Developing body images (R2) / My Life, my changes worksheet (R3)

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
- Baseline “Draw and Write” activity - Ask pupils to draw a quick picture of a child (a stick-person is fine). 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 will be used to assess learning at the end of the unit of work on puberty.
- Remind about the term Puberty, introduced in Y4. 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. It usually starts between the ages of 9 - 15.
- Inform pupils that these changes occur because chemicals (hormones) are released in the body as you reach puberty. Explain that just like our bodies need to get used to the changes that happen at puberty, so do our brains. Hormones make the body change physically but also affect feelings. These changes are universal and completely normal. They will happen at different times for different people.
- Lay two large body outline figures on the floor in the centre of the group, label as male / female. Each child takes an External Body Change Card (R1) and reads it in turn. Pupils allocate the card to 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 image of developing male/female body (R2). Reinforce external changes, using “My life, my Changes” w/sheet (R3).
- Remind 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.
- 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.
- 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.
- Remind children about class worry box.

Lesson B To identify how boys' and girls' bodies change on the inside during the growing up process, and why these changes are necessary.

Resources: Diagrams of male + female reproductive organs (R4) / Menstruation cards (R5)

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

- Remind about external changes in puberty explored in previous lesson.
- Emphasize 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- adults can be parents, able to have children. Puberty changes allow this to happen. Ensure children understand starting a family should only ever be considered within a stable loving relationship.
- Explain that boys' / girls' bodies need to get ready to be able to reproduce – these changes happen on the inside.
- Using diagrams (R4) explain that for males:
 - When blood flows into the penis, it can cause an erection, during which the penis will become stiff and erect, standing out from the body. During puberty boys may have more frequent erections. These can happen for no reason, even when someone doesn't want to have them.
 - The testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing. These mix with a whitish sticky fluid called semen. When semen is released through the penis, this is called ejaculation. This usually happens when the penis is erect.
 - During puberty, boys may start to have wet dreams. This is when semen is released during sleep.
- Explain that these changes are natural and happen to everyone. Boys can talk about these changes with their parents, who can help.
- Using diagrams (R4) explain that for females:
 - The ovaries store hundreds of tiny eggs and during puberty they start to release them, one at a time each month. Introduce the words 'menstruation' (literally meaning a monthly event) and "period" explaining this is a special part of puberty that affects girls.
- Give a simple account of menstruation, using the female reproductive organs diagram (R4) to help illustrate it.
- Base description on the stages outlined on the Menstruation Cards (R5). Be sure that your account emphasises the fact that this is a natural part of female adult life, and a mark of good health rather than ill health. Explain that although children normally associate bleeding with being hurt, this is quite different.
- Give the children shuffled sets of the Menstruation Cards (R5). Ask them to match the pictures to the statements and then sort them all into the correct sequence.
- Remind them again that the changes happen in a different way for everyone. What happens for you is right for you.
- Ask the children in pairs to think of something that young people might be unsure or anxious about. Invite questions in turn, and invite the others to suggest answers, reassurance, or who it would be good to talk to for more help.
- Remind about class worry box.

Lesson C To understand the importance of looking after myself physically and emotionally during puberty

Resources: Menstruation cards (R5) / Boys 'n' Puberty Quiz (R6) / Personal hygiene items, eg: soap, shower gel, deodorants, shampoo, toothpaste, spot cream and face wipes, tissues, safety razors, talcum powder, tampons, sanitary towels, reusable sanitary items

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

- Discuss appropriate conduct within the lesson – sensitivity / respect
- Consider: What makes you feel embarrassed? How can you cope with embarrassment? Why might puberty body changes make you feel embarrassed?
- Explain that embarrassment can occur because puberty changes are private/personal, affecting parts of the body we don't usually talk about, and affect who we are. Reassure children and remind them that the changes and the feelings they experience are completely natural and affect everyone. A little bit of worrying is natural too.
- Recap learning about menstruation. Using sanitary products briefly explain to the whole class how these are used. Then, arrange the class into single gender groups of up to 5. Pupils complete activities: 1) Menstruation card match/sequence game (R5); 2) Menstruation Worries- children write possible worries about menstruation and responses to the worries.
- Recap learning about erections and wet dreams, then talk through vocab on Boys 'n' Puberty quiz (R6)
- In single gender groups of 5 complete Boys 'n' Puberty Quiz. Review answers and address any misconceptions.
- Debrief activities and ask a few pairs to share ideas about the guidance they would give others.
- Ask pupils: Why is keeping clean especially important for young people who are going through puberty? Take feedback, explaining puberty causes changes in young peoples' bodies. Their skin and scalp may suddenly become oily. New hair grows in different places: pubic hair, hair under their arms; and, in males, more facial and sometimes chest hair. At times, they may sweat for no reason, and feet, armpits and genitals may smell when they didn't before. These bodily changes are a normal part of becoming an adult.
- Show hygiene items and discuss the use / purpose of each one.
- Emphasize that use of hygiene products is a matter of personal choice; challenge any gender stereotyping of hygiene products/ personal grooming - discuss pressures on young people to conform to expectations, eg to remove body hair.
- Discuss changes and hygiene considerations across both genders. In groups produce 'A ten-point guide to looking after yourself during puberty', ensuring the reader has accurate facts and reassurance.
- Discuss with pupils what support networks are available to them as they go through puberty. Remind pupils that since the changes are natural and universal, it is advisable to share any concerns with their parents.
- Give pupils back baseline 'Draw and Write' activity from Lesson A (in which they drew and wrote about changes that happen as a person grows from a child to a teenager). Ask them to use a different coloured pencil to add to the original work anything they missed, correct anything they think wasn't quite right, or add explanations of why and how changes take place and the effects they may have on the person.
- Remind about class worry box.

