

Leighton Academy - Personal Development (SRE) - Year 5

Puberty

(Based on Christopher Winter Scheme of Work)

Week	CCL	Learning Objectives	Activities	Assessment
1/2	Speaking and Listening Science	To explore the emotional and physical changes during puberty.	<p>NB: At the discretion of the teacher and based on discussion as a class, the following lessons may take longer than one session. Lessons are split into two parts.</p> <p><i>Resources: DVD Living and Growing, Unit 2, Programme 4, Changes, Puberty changes teacher guide, pictures of male and female reproductive organs, anonymous questions template</i></p> <p>First part of the lesson - Circle Discuss ground rules for the sessions, including treating each other with respect, listening to each other, no laughing at each other, no personal comments or questions - only say things you don't mind people knowing. Children share how they have changed as they have got older - One change that has happened to me since I was small is...</p> <p>Introduction Explain that we are going to be looking at the changes that occur during puberty. Discuss that puberty is a special time of change when children grow and develop into young adults, or teenagers. Refer to the LO - ensure pupils understand the words 'physical' and 'emotional' by explaining that a physical</p>	<p>Ch. can explain the main physical and emotional changes that happen during puberty.</p> <p>Ch. can ask questions about puberty with confidence.</p>

		<p>change happens to the body and an emotional change involves feelings. Encourage children to give some examples for each.</p> <p>Open Discussion - Puberty</p> <p>Use questions to establish key facts about puberty, for example when it happens, to whom and why. Consider the following:</p> <ul style="list-style-type: none">- puberty occurs some time between the ages of 8 and 16- male and female sex hormones become very active and are responsible for growth and development during puberty- puberty changes are a normal part of growing up- each person will start puberty at a slightly different time and will develop in their own way - it's important to respect these differences- some changes happen only to males, some only to females; some happen to both- the whole process of change can take a few years. <p>In pairs ask children to discuss the question: What physical and emotional changes do you think happen during puberty? Share ideas and record them on the board. Organise into lists for changes that happen to males, females, and both.</p> <p>Use Puberty Changes Teacher Guide as a reference.</p> <p>Second part of the lesson - DVD Changes</p> <p>Tell the class that they are going to see a film about puberty and in particular about the physical and emotional changes that occur as boys and girls grow older. Explain that the DVD</p>	
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		<p>will show some drawings of male and female body parts and discuss how the pupils might manage their feelings during the film. Show <i>Living and Growing</i>, Unit 2, Programme 4, <i>Changes</i>.</p> <p>Stop the film just after the beginning of chapter 3, as the children walk away from the shop saying <i>One day we'll be grown-ups maybe even mums and dads - give you a race</i>.</p> <p>DVD Discussion Immediately after the film, ask the children to reflect in pairs on what they've seen e.g. What did they learn? Did anything surprise them? What did they like or not like about the film? Discuss the responses with the whole class. Ask if there were any changes mentioned in the film that have not been talked about so far? Check that the class understands why puberty happens. Use the Pictures of male and female reproductive organs to support the discussion if appropriate.</p> <p>Anonymous Questions Ask the pupils to write anonymous questions using the template: <i>After the lesson I wanted to know...</i> This can be used as a needs assessment and can inform future lessons. Explain that the children's questions will be answered during the next two lessons.</p> <p>Closing Round/Review</p>	
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3/4	<p>Speaking and Listening</p> <p>Science</p>	<p>To understand male and female puberty changes in more detail.</p>	<p>Resources: Pictures of male and female reproductive organs</p> <ul style="list-style-type: none"> • <i>Puberty Changes Teacher Guide</i> • <i>Menstrual Cycle animation</i> • <i>Male Pictures</i> • <i>Puberty Card Game (one set per group)</i> • <i>Puberty Card Game answer sheet</i> • <i>Puberty Card Game whiteboard summary</i> • <i>Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)</i> • <i>Selection of sanitary wear (tampons, sanitary towels, panty liners)</i> • <i>Anonymous questions from Lesson 1</i> <p>First part of the lesson - Recap</p> <p>In a circle, remind the class of the ground rules from the last lesson. Ask the pupils what they remember from the first session, reminding them that both physical and emotional changes happen during puberty. Use the Pictures of male and female reproductive organs to recap on the main body parts. Explain that in this session we will be looking at some of the main puberty changes that happen to males and females in more detail.</p> <p>NB: The class may wish to split into girls and boys for the following discussions. Alternatively, all children can be</p>	<p>Ch. understand how puberty affects the body and the emotions.</p> <p>Ch. can describe how to manage physical and emotional changes.</p>

		<p>involved in both discussions to ensure that there is an understanding of changes for the opposite sex.</p> <p>Menstruation/Periods</p> <p>Ask questions to establish what the class understands about menstruation (periods) so far. Use the whiteboard to show an animation of the menstrual cycle which can be found at:</p> <p>http://www.kidshealth.org/teen/your_body/body_basics/female_repro.html</p> <p>Pause the animation after each section, ensuring that the class understands what has happened. Discuss the changing visuals and explain the commentary if necessary. Show the class the poppy seeds and spaghetti, which represent the approximate size of the female egg and the width of the fallopian tubes.</p> <p>Discuss how the menstrual cycle impacts on a woman's feelings and explain that just before, and during a period women can feel physical pain and discomfort and also feel tense or moody. At your discretion show different types of sanitary wear (tampons and pads) and explain how they work.</p> <p>Male Changes</p> <p>Discuss some of the key changes that happen to boys during puberty, such as sperm production, testicles 'dropping', erections and wet dreams. Support this by referring to the Male Pictures and use the Puberty Changes</p>	
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		<p>Teachers Guide to help with explanations. Discuss how these changes might impact on a boy's feelings and moods and reinforce that they are a normal part of growing up.</p> <p>Second part of the lesson - Puberty Card Game</p> <p>In small single sex groups, hand out copies of the Puberty Card Game. Ask the children to take turns to read out a card. The whole group should then try to reach a consensus on whether the statement is true, false or they don't know and place the card in the appropriate pile. Circulate and support the groups to achieve the task.</p> <p>Card Game Feedback</p> <p>With the whole class, go through the statements, checking answers and using the Puberty Card Game whiteboard summary to display the answers. Use key points from the Puberty Card Game answers to reassure the class about puberty changes and discuss how these might be managed.</p> <p>Anonymous Questions</p> <p>Refer to the anonymous questions and explain which ones have been covered in this lesson. Address any outstanding issues and remaining questions.</p> <p>Closing Round/Review</p> <p>In pairs, discuss what has been covered in the lesson. Finish with a closing round: One thing I have learnt about puberty today is ...</p> <p>Vocab: puberty, menstruation, periods, egg, fallopian tube,</p>	
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			<i>sanitary wear, pads, tampons, sperm, testicles, wet dream, erections</i>	
5/6	Speaking and listening Science	To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty.	<p><i>Resources:</i> · <i>Kim's Game items including: spot cream, bra, comb, deodorant, make up, shaving foam, sanitary towels, tampons, panty liners, diary, teenage magazine, mobile phone, cloth to cover items</i></p> <ul style="list-style-type: none"> · <i>Kim's Game Teacher Guide</i> · <i>Puberty Problem Page</i> · <i>Problem Page Teacher Guide</i> · <i>Anonymous questions from Lesson 1</i> <p>First part of the lesson - Recap/Introduction In a circle, remind the class of the ground rules from the last lesson. Ask the class what they remember from last week. Refer to the learning outcomes on the whiteboard and discuss what they mean. Explain that in this session we are going to focus on how young people can take care of themselves during puberty.</p> <p>Kim's Game Tell the class that they are going to play a memory game and show them the bag of objects. Explain that all the objects inside the bag have something to do with puberty and growing up. Ensure that the objects relate to both physical and emotional changes.</p>	<p>Ch. can explain how to stay clean during puberty.</p> <p>Ch. can describe how emotions change during puberty.</p> <p>Ch. know how to get help and support during puberty.</p>

		<ul style="list-style-type: none">• Take the objects out of the bag one by one, asking the class if they know what each one is. Name the objects and place them in the centre of the circle;• Ask the class to briefly look at the objects and try to remember as many of them as possible;• Cover the objects with a cloth and remove one of them without the class seeing what it is;• Ask the children to identify which object is missing;• Repeat this several times. <p>Discussion</p> <p>Once the children have identified a number of the objects, discuss what some of them have to do with puberty. Ask questions such as: <i>What is this for? Who uses it? Why might someone going through puberty use this?</i> Use the discussion to explore how people can look after their bodies and feelings during puberty. Ask the class which objects they think are really essential and which objects people might choose to use.</p> <p>Reinforce that soap and sanitary wear are essential, whereas we can choose whether to use make up or hair products and also choose which types we use. Consider gender stereotypes and social pressures to look or be a certain way. Encourage the class to think about making informed, healthy choices. For</p>	
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help with this activity refer to the *Kim's Game Teacher Guide*

Second part of the lesson - Puberty Problem Page

Model this activity by putting one of the problems from the Puberty Problem Page on the whiteboard and reading it out. Ask the whole class what advice they would give to this person. In groups of four or five, give out a problem to each group and ask them to discuss what advice they would give.

Problem Page Feedback

Ask one person from each group to read out the problem to the whole class. Then ask the group to share the advice they would give. Use the advice to discuss with the class how to manage puberty and reinforce the fact that strong feelings and emotions are a normal part of growing up. Repeat for each group and use the discussion to generate ideas about who to go to for advice and support. For help with this activity read the *Problem Page Teacher Guide*.

Anonymous Questions

Refer to the anonymous questions and explain which ones have been covered in this lesson. Address any outstanding issues and remaining questions.

			Closing Round/Review	
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Use a go-round using the sentence stem: *One way to get help and support during puberty is ...*

Vocab: puberty, hygiene, sanitary wear, deodorant

Additional ideas to support sessions 5/6

Anonymous Questions

Type each question on a card and ask pairs to discuss possible answers. Take whole class feedback and discuss.

Kim's Game Small Group Discussion

Give small groups one or two objects from Kim's Game. Ask groups to discuss and record: *What is the object(s)? What is it for? What advice would you give to someone about using it?* Ask each group to share their findings with the class.

Problem Page Letters

Give each person a puberty problem and ask them to make a list of three things they would like to say to the person. Individually write a reply to the person.

Puberty Bingo

Give each child a Puberty Bingo card. There are four different cards, so they can have a different one from the person sitting next to them. Make up a Kim's Game kit bag ensuring the items match those on the cards. Take the items out of the bag one at a time, naming and discussing each one. As the children identify that the item is on their bingo card they can tick it off. Leave taking the deodorant out until last, as this is the one object on all the cards. The children will then all shout Bingo at

once.