

Year 4 Scheme of work for Puberty

Objectives	Suggested Activities	Resources
<p>Lesson 1 :  <b>Growing and Changing</b></p> <p>LO: To understand the human life cycle and how the body changes</p> <p>Describe the main stages of the human life cycle.</p> <p>Describe the body changes that happen when a child grows up.</p> <p>Introduction to Puberty</p>	<p><b>Starter:</b>            Group Work            Talking about Bodies            All Our Parts            Can you name 10 parts of the body spelled with only three letters? Body parts must be common to males and females No slang (e.g. bum) No shortened words (e.g. lid is a short form of eyelid)</p> <p><b>Main session:</b></p> <p>They Tell Me I'm Going Through Puberty: ( A letter)</p> <p>Hi, I'm Chen and I'd like to tell you about what's happening to me. It seems that every day brings a new change. It's almost like I'm getting a new body!            They tell me I'm going through puberty.</p> <p>One thing that's happening is this new hair that's growing in places it's never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.</p> <p>I don't mind some of the changes I'm seeing. In fact, some things I even like. I'm taller than I was last year. I know I'm smarter just because I'm able to think and write about what I'm going through now.</p> <p>But then, there are some changes that aren't so good. Like B.O. (body odour). The first time I noticed it, I thought I had some kind of disease or something. Now I realize it's not too bad if I wash and use deodorant.</p> <p>The worst part so far is acne. I remember I was getting ready to go to a birthday party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot washcloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.</p>	<ul style="list-style-type: none"> <li>● Talking about bodies activity sheet</li> <li>● All our body parts</li> <li>● Dear Chen letter</li> <li>● Then, Now and beyond activity</li> </ul>

There's one thing I get a little embarrassed about. It's even hard for me to say this. When I was at the party the other night, I was with someone I like (and I'm not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it's normal. Is it?

They tell me I'm going through puberty. That means I have to go to school with my zits and my B.O. But, I'm taller and smarter. I think I'll survive. Do you think Chen is a female or male, or are you unsure?

Signed  
Chen.

**How will you reply?**

Dear Chen,  
Guess what? You are about to enter puberty! Congratulations. This means that...

To help you out, I am writing you a letter explaining some of the changes that will happen to people as they grow up. You should know about both males and females because...

There are lots of physical changes (changes to the body) that will happen. Some changes happen to females, some to males and some changes happen to everyone. Here is a list of some changes you can expect to see happening to you and your friends:

Females	Everyone
Males	
When we grow up, our thoughts and feelings change too! It's normal to experience:	

When we grow up, our thoughts and feelings change too! It's normal to experience:

It seems like a lot for anyone to go through, doesn't it? Puberty means a lot of change. Sometimes it's great. Sometimes it's difficult. The best thing is that we don't need to go through puberty alone. We can get help from lots of people.

Here are some people you can go to for help:

Helpers How they can help

Helpers	How they can help

I hope this letter helps you out, Chen!

From,  
Advice Corner

Now that you know more about puberty, you may find that your friends come to you for advice on all sorts of things. What will you tell your friends who ask the questions below?

Step One: Pick 3 questions you know the answer to. Write your answer in the space provided.

Step Two: Interview a parent, guardian or other supportive adult to find out how they would answer the rest of the questions. Write the adult's answers in the space provided.

- I don't like my hair because it's too oily. What suggestions do you have?
- Lately I am not getting along with my parents like I used to. What should I do?
- I feel so bad - my friends told me that I stink after gym class. What can I do?
- Sometimes I feel like I just don't fit in. What should I do?
- I have lots of pimples on my face. What should I do about them?
- Sometimes I feel happy and the next minute I feel angry. Why do I feel this way?
- All my friends seem to be going through puberty already and I'm not. I feel left out and I don't want to be treated like a little kid. What can I do?

	<p><b>Plenary</b></p> <p>Why do we develop? Puberty happens to everyone. Changing from a child to an adult is called puberty. Why are some changes difficult? Great? People react to change differently. Some changes may be listed as being both great and difficult. Feelings about change are personal. A difficult change (as identified by the students) does not have to be a problem. There are different ways to cope with change. What can we do to make change easier? Focus on our strengths (e.g., communication, standing up for ourselves and independence) that will help us with puberty. Identify support systems (i.e., family, school and community members) who can provide help/support. Are there any changes listed on the two lists that probably won't happen to people when they are developing? Identify any changes listed that are incorrect or unlikely and explain why the change is not likely. For example, students may have listed a change such as "girls are more mature than boys".</p>	
<p>Lesson 2:  <b>Coping with Puberty</b>                  LO- Know that during puberty the body changes from a child into a young adult                  Understand why the body changes in puberty                  Describe physical, emotional and social changes that occur during puberty.                  Identify some basic facts about pregnancy</p>	<p>Puberty Kit</p> <p>This activity encourages students to identify tools they can use to help with some of the more challenging aspects of puberty.</p> <p>Be familiar with the contents of the kit and the discussion points for each item, before beginning the activity. Print the complete list of items and explanations</p> <ol style="list-style-type: none"> <li>1. Pass out the items/pictures from the kit until all are distributed.</li> <li>2. Give students a few minutes to discuss their item with their neighbour.</li> <li>3. Ask one student to hold up their item or picture and share what they think the item has to do with puberty. Encourage them to guess if they are unsure. Encourage other members of the class to add their own ideas about the item.</li> <li>4. Add any information still missing, clarify any incorrect information and answer questions about each item, before going on to the next item.</li> </ol>	<p>Pictorial puberty kit</p> <p>Actual items also available for children to handle and look at eg deodorant, sanitary towels, wipes, shower gel etc.</p>

	<p><i>Students may need encouragement to see the positive aspects of puberty and growing up. Envisioning who they hope to be in the future is part of this process.</i></p> <ol style="list-style-type: none"><li>1. Handout <b>Then, Now and Beyond. Note to self.</b></li><li>2. Ask the children to complete the handout individually. They may need some prompting about using their memories to complete the Then column and using their imagination to complete the Beyond column. In the What I Look Like category, encourage them to think broadly and include aspects such as hairstyle, height, shoe size or favourite clothing.</li><li>3. When students are finished, have them share their answers with a partner or in a small group.</li><li>4. Debrief this activity by asking students: What did you learn about yourself? What do you like about the future you? Who are the people that will be part of your support system in primary/ high school</li></ol>	
<p><b>Ground Rules:</b> Sexual health education works best in classrooms where there's a mutual feeling of trust, safety and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:</p> <ul style="list-style-type: none"><li>respect each other</li><li>no personal questions</li><li>it's okay to pass</li><li>questions are welcome</li><li>use correct terms for body parts and activities</li><li>use inclusive language</li><li>listen when others are speaking</li><li>classroom discussions are confidential</li><li>speak for yourself</li><li>respect personal boundaries</li></ul> <p>we will be sensitive to diversity, and be careful about making careless remarks - It's ok to have fun.</p>		

### **Background knowledge for teachers**

As children enter puberty, they can experience feelings ranging from excitement to dread. We can help students deal with these feelings by helping them to identify the changes that will occur and the tools they have to cope with these changes. We can also encourage students to seek an adult with whom they can communicate about sexual health.

Honest, open communication between parents (or other important adults) and children through childhood and the teen years can help lay the foundation for people to mature into sexually healthy adults. Part of becoming a healthy adolescent includes understanding both the similarities and differences between males and females, and learning to accept and appreciate can help students deal with these feelings by helping them to identify the changes that will occur and the tools they have to cope with these changes. We can also encourage students to seek an adult with whom they can communicate about sexual health.

Useful website:

[hello@bettyforschools.co.uk](mailto:hello@bettyforschools.co.uk)

Children's literature to support the topic

Frog in love, Max Velthuijs

What's happening to me (girls), Susan Meredith

What's happening to me (boys), Alex Frith

Let's talk about girls, boys, babies, bodies, families and friends, Robie H. Haris

Love you forever, Robert Munsch

KS2 PSHE and citizenship class clips, BBC Bitesize, cartoon clips about puberty, growing up

Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust

ChildLine: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

Dove self-esteem project for girls: [www.selfesteem.dove.co.uk](http://www.selfesteem.dove.co.uk)