

Growing Up: Changing Bodies

<p>Aim: To know how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>I can describe the changes people's bodies go through during puberty and how we can look after our changing bodies.</p>	<p>The Big Questions: What are the changes that occur in boys' and girls' bodies during puberty?</p> <p>How can we look after our changing bodies as we grow?</p>	<p>Resources: Lesson Pack</p> <p>It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.</p>
<p>Success Criteria: I can use scientific vocabulary when talking about the human body.</p> <p>I can discuss changes my body will go through and I know what to expect.</p> <p>I can explain how to look after my changing body.</p> <p>I can explain how to protect my body and stay safe.</p>	<p>Key/New Words: Reproduction, male, female, penis, vagina, breasts, testicles, testes, testosterone, hormones, sperm, shape, weight, voice change, periods, erections, wet dreams, masturbation, discharge, acne, body odour, emotions, vulva, nocturnal emissions.</p>	<p>Preparation: Changing Bodies Activity Sheet – one per child</p> <p>Fact Sheet Writing Frame – as needed</p> <p>Prompt Cards – as needed</p> <p>Small pieces of paper for children to write questions on – one per child</p> <p>White Board – one per child</p> <p>White Board Pen – one per child</p>







Prior Learning

It would be useful if children have already learnt about puberty as part of growing and changing, as well as human reproduction and male/female body parts.









Special Considerations

Be mindful of any children who may have developed early and may feel sensitive when discussing the physical changes during puberty.

Learning Sequence

	<p>Reconnecting – Puberty: Share the Big Questions on the Lesson Presentation, asking children to reflect on these quietly. Ask children to write down on a whiteboard what they already know about puberty. Take feedback, using responses as a baseline assessment of children's existing knowledge and ideas. Ask them to talk to their partner about which changes are likely to occur in both males and females during puberty. Remind them to try and use the scientific names for body parts. Ask individual children to write down any questions that they have about changes their bodies might go through during puberty (they can do this on pieces of paper, which can be placed into a 'Question Box', reviewed and answered as appropriate at the end of the session, or in a later lesson).</p>	
	<p>Reconnecting– Puberty: Encourage children to share their ideas with their talk partner.</p>	
	<p>Exploring – How Bodies (and Emotions) Can Change during Puberty: Work through the Lesson Presentation with the class. Look at pictures and labels of changes that males and females go through during puberty and stress that everyone goes through these changes in their own time; there is no right or wrong and it isn't a race!</p>	

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	Exploring – Looking after Our Changing Bodies: Ask the children to work in groups to think of some ways in which young people can look after their bodies, as they go through puberty. Share their ideas and show those on the Lesson Presentation . Explain to the children that their body is their own, they should respect their body and other people should also respect it. Explain that they should never feel that someone else has the right to see or touch their body, if they don't wish them to. Add that if they feel any concern, they should tell an adult they trust, who can give them advice and support.	
	Reflecting – Looking after Our Changing Bodies: Return to the Big Questions that children considered at the beginning of the lesson. Ask children to talk to their partner about the sorts of questions, concerns or worries a young person might have when going through puberty. Share and discuss their ideas. What advice would they give a young person who was finding puberty difficult to cope with? How will children use the information they have learnt today?	
	Consolidating – How to Look after Your Body during Puberty: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Children create their own fact sheet on the Changing Bodies Activity Sheet , using the vocabulary and suggestions in the Lesson Presentation to support them with information to include.	
	Supporting: Give suggestions to children for them to include on their fact sheet about how people can look after their changing bodies during puberty. They may also find the Prompt Cards useful. Children can use the Fact Sheet Writing Frame with illustration and text boxes already set out for them.	
	Extending: Ask children to write some statements to reassure others about puberty, starting with the sentence starter – "During puberty, it is normal to..."	
	Developing: Invite girls to look at the Always website to consolidate what they have learnt about puberty. Invite boys to look at the Childline website to consolidate what they have learnt about puberty today.	

Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

Policies:	If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
Rules:	Remind children of the class agreement or ground rules for discussion.
Expect:	Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
Procedures:	Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
Ask:	Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.
Respond:	Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
Enable:	Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.

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