









Growing Up: Emotional Changes

<p>Aim: To know how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</p>	<p>The Big Questions: How might our thoughts and feelings change during puberty? How can we deal with difficult feelings and moods?</p>	<p>Resources: Lesson Pack</p> <p>Whiteboards and pens – class set</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 puberty and changes. I can discuss the emotional changes I might experience and I know what to expect. I know where to get help and advice if I need it.</p>	<p>Key/New Words: Puberty, male, female, emotions, feelings, hormones, sexual, sex.</p>	<p>Preparation: Emotional Changes in Puberty Problem Page Letters – as required. Problem Page Advice Activity Sheet – one per child. Problem Page Advice Activity Sheet with Sentence Starters – as required. Support During Puberty Factsheet – as required.</p>

Prior Learning

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

Learning Sequence

	<p>Reconnecting- Changing Emotions: Share the Big Questions on the Lesson Presentation, asking children to reflect upon these quietly with a talk partner.</p> <p>Ask talk partners to list a range of emotions, including difficult emotions that they think young people might experience during puberty; a time of change that can be difficult for some people. Take feedback, using responses as a baseline assessment of children's existing knowledge and ideas.</p>	
	<p>Exploring – How Emotions Can Change: Work as a class, reading through the fictional problem page letters on the Lesson Presentation. As each fictional problem page letter is read, discuss the emotions that the child is feeling, ask the children why the child might feel like that and what advice they would give the child who wrote it.</p>	
	<p>Exploring – Questions and Answers: Read through the common question and answers from the Lesson Presentation, explaining why these emotional changes happen during puberty and where children can turn to for help and support. At the end, give children the opportunity to ask any other questions that they may have, and spend some time addressing those questions. Remind children that they can ask questions anonymously through the Question Box if they prefer.</p>	
	<p>Reflecting – Think of Three...: Ask children to talk to their talk partner again about the range of emotions people might experience during puberty. Working with their partner, children think of three emotions that people might feel during this time, and three words to describe those emotions. Ask children to suggest three things that they could do to help themselves if they are confused by these emotional changes. Return to the Big Questions that children considered at the beginning of the lesson. What was the most important thing that children learnt today?</p>	
	<p>Consolidating – Giving Advice: Children choose one of the fictional letters from the Emotional Changes in Puberty Problem Page Letters and write a response on the Problem Page Advice Activity Sheet. Ask children to explain why the young person might feel this way, making reference to hormones. Children should also advise the child on what they can do to help themselves and where they can get help and support.</p>	
	<p>Supporting: Focus on one of the letters and give adult support in reading it aloud. Provide the Problem Page Advice Activity Sheet with Sentence Starters to assist children with composing their responses.</p>	
	<p>Extending: Children can compile a Support During Puberty Factsheet for any young person going through emotional difficulties during puberty. Children can use bullet points to list all the emotions people may feel and all the advice they can think of to suggest.</p>	

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



Developing: Children can learn more about hormones, developing an understanding of the different names of different hormones and what each hormone is responsible for. They can find out about medication that some people take and how diet, exercise and lifestyle can help manage hormonal changes and help the body to balance hormones.

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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