

| Lesson No. | Lesson Title | Learning Outcomes | Content | Key Vocabulary |
|------------|-------------------------------------|--|--|-----------------------------------|
| 1 | Moving house | <ul style="list-style-type: none"> ● Describe some of the changes that happen to people during their lives. ● Explain how the Learning Line can be used as a tool to help them manage change more easily. ● Suggest people who may be able to help them deal with change. | <p>Describe changes that have happen. Discuss how sometimes we don't choose changes and how some changes can be more challenging. Look at the Learning Line.</p> <p>Activity- Complete a version with something they learnt e.g. starting a new skill, learning how to use something. Discuss how to deal with change in their lives and who can support them.</p> | Learning line practice |
| 2 | My feelings are all over the place! | <ul style="list-style-type: none"> ● Name some positive and negative feelings. ● Understand how the onset of puberty can have emotional as well as physical impact. ● Suggest reasons why young people sometimes fall out with their parents. ● Take part in a role play practising how to compromise. | <p>Play a game to discuss positive and negative feelings e.g. sad/ surprised/ angry/ happy. Talk about puberty as a time when bodies and feelings change. Talk about the sorts of things teenagers and family could fall out over.</p> <p>Activity- Role-play different conflicts and how to change responses from argumentative to compromise.</p> | Compromise Hormones Puberty |

| | | | | |
|---|----------------------------------|--|--|---|
| 3 | All change! | <ul style="list-style-type: none"> ● Identify parts of the body that males and females have in common and those that are different. ● Know the correct terminology for their genitalia. ● Understand and explain why puberty happens. | <p>Explain why we have both males and females on Planet Earth. Explain we need both a male and a female to create another human being/ baby. On the outline of a male and female body, draw/write the body parts that men and women have in common, and the differences. Puberty will be defined as both physical and emotional changes.</p> <p>Activity- Look at different animals and place in age order as to when they have eggs or babies. E.g. butterflies 3-4 hours. Discuss why most people wait until they are a lot older to have children.</p> | <p>Puberty Pubic hair Eggs Sperm Penis Testicles Breasts Ovaries Womb Vagina Vulva</p> |
| 4 | Preparing for changes at puberty | <ul style="list-style-type: none"> ● Know the key facts of the menstrual cycle. ● Understand that periods are a normal part of puberty for girls. ● Identify some of the ways to cope better with periods. | <p>Ask the children who can remember from the previous puberty lesson (All Change) what happens to a boy's body when he starts puberty? (increased body hair, get bigger and taller, voice deepens, may get spots, greasy hair, testicles start to make and store sperm, may have wet dreams) and who can remember what happens to a girl's body when she starts puberty? (increased body hair, get bigger and taller including widening of hips and breast development, voice can deepen slightly, may get spots, greasy hair, eggs get released/periods/menstruation).</p> <p>Explain that we are going to learn more about wet dreams and periods, and how they can be managed. Activity 1 - What happens with periods?</p> <p>Show the clip of menstruation from the Kidshealth website to help remind the class of what they talked about in the <i>My changing body</i> lesson in Year 3/P4. View this film here.</p> <p>Allow time for any questions after. You may find it useful to refer to the <i>IWB slide showing the female internal reproductive organs</i> and the <i>Menstruation Cycle</i> image, here. (NB - the IWB resource contains a second slide showing the male internal reproductive organs. Although</p> | <p>Puberty Menstrual cycle Eggs Periods Menstruation Sanitary pads Tampons Menstruation cup Vagina Uterus Ovaries Fallopian tubes Bleed Shed</p> |

| | | | |
|--|--|---|--|
| | | <p>this is not needed for this lesson it can be used if questions about boys' internal reproductive organs arise). The Puberty Glossary may also be useful to have to hand for this section.</p> <p>Using the images of period products on the IWB or with examples of real products to show the children, ask whether anyone can remember what a girl or woman could use to protect her clothes when she is having a period? (period/menstruation pads, tampons, or maybe even menstruation cups. You can use the Puberty glossary to explain pads and tampons. Menstruation cups are plastic devices that a woman can place inside her vagina to collect period blood. See Mooncup.co.uk for more information. It needs to be emptied regularly, just the same as changing a pad or tampon on a regular basis; this is also for safety reasons associated with toxic shock syndrome). You may find it useful to know that the DfE is running a Period Product scheme where you can order a range of period products and have them delivered for free.</p> <p>Explain here the need for extra care to be taken by girls at this time of the month - regular changing of pads (or other items used to protect clothing) and to change underwear regularly.</p> <p>The <i>labelled side view of the female reproductive system</i> resource can be useful to show that girls have three holes and that period products, such as tampons and menstrual cups, go in a separate hole from the one that the wee comes out of.</p> <p>Explain, too, that the hormones (chemicals) which cause the changes at puberty also make a person's sweat glands more active. This means that the person needs to wash more regularly.</p> <p>Activity 2 – Period quiz: true or false?</p> <p>With the children working in pairs, distribute the <i>Period Quiz: true or false?</i> Activity sheet and ask the pupils to complete this. Go through</p> | |
|--|--|---|--|

| | | | |
|--|--|---|--|
| | | <p>the quiz, answering any questions that arise, or offer children the opportunity to post any questions in a Questions box or 'Ask it basket'. Explain that these questions can be answered at a later date. (See teacher guidance film clip in Resources needed area for guidance on using a question box).</p> <p>Activity 3 – Managing wet dreams - Explain that in the same way people manage the blood from a period being released from their body by using products to stop their clothes from being stained, people who have wet dreams may need to think about how they keep their nightclothes, e.g. pyjamas, and bedding clean. Explain that a wet dream is when a boy releases semen from their penis during the night while they are asleep or a girl produces some extra vaginal fluid. It is totally normal to experience them and totally normal not to. It's just the body's way of testing things out as it is changing and growing into an adult body. It's more noticeable for boys as the fluid is released externally. If this happens, it would be a good idea to think about changing their nightclothes and possibly the bedsheets so that they can be cleaned. You might like to share the <i>IWB slide showing the female and male internal reproductive organs</i> and show this film clip to your class:</p> <p>What is a wet dream? Please note: this video also refers to girls having wet dreams. You may find this article about girls and wet dreams useful for further reading. After showing the video it's important to check their learning, take any questions, and reinforce the importance of personal hygiene once puberty has started.</p> <p>Summing up - Summarise the lesson, explaining that periods are a normal part of growing up and show that it's the body's way of working as it should. Periods are nothing to be ashamed about and most of us wouldn't be here if it wasn't for eggs and periods! (Recognising that some children may be IVF babies.)</p> | |
|--|--|---|--|

| | | | | |
|---|---------------------|--|---|---|
| 5 | Secret or surprise? | <ul style="list-style-type: none"> ● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. ● Recognise how different surprises and secrets might make them feel. ● Know who they could ask for help if a secret made them feel uncomfortable or unsafe. | <p>Define the difference between 'Secret', 'Surprise' and 'Not Sure'. Discuss how secrets can make us feel safe and happy, or unsafe and uncomfortable. Describe how people feel when they are safe and unsafe. Look at scenarios to respond to and discuss what they could do. Make a list of the sort of people at school and at home they could talk to if they felt they had been told an 'unsafe' secret.</p> <p>Activity- Listen to Harold's story: are they secrets or surprises, safe or unsafe. Discuss.</p> | <p>Secret Surprise Uncomfortable Feelings</p> |
| 6 | Together | <ul style="list-style-type: none"> ● Understand that marriage is a commitment to be entered into freely and not against someone's will. | <p>Talk about well-known stories which end in marriage e.g. Sleeping Beauty, Cinderella. Discuss types of partnerships e.g. couples who choose not to get married, same gender/sex couples and civil partnerships. Explain who can get</p> | <p>Marriage Live together Civil partnership Forced marriage</p> |
| | | <ul style="list-style-type: none"> ● Recognise that marriage includes same sex and opposite sex partners. ● Know the legal age for marriage in England or Scotland. ● Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. | <p>married by law in England and Scotland. Discuss that marriage is about choice.</p> <p>Activity- think of things that are better done together and things which are better to do on their own.</p> | |