



Growing
up and
changing

Remember: these statutory relationships and health education lessons should be in line with your school's relationships and sex education policy.

Year 4 - Relationships and health education		
Growing up and changing		
Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p>LESSON ONE</p> <p>Pupils learn about the way we grow and change throughout the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify changes throughout the human life cycle understand change is on-going understand change is individual 	<ul style="list-style-type: none"> Pre-topic assessment activity: Pupils add their ideas to the outlines of boys and girls: What changes as people grow up? Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Pupils are given pictures of a younger child. Pupils talk about what it is like to be a small child and how children can change (teachers may choose to use a story instead of pictures). Then feedback. <i>Pairs, whole class</i> Introductory activity: Discuss with the class the human life cycle (ongoing change), then divide into groups. Pupils are given a set of images of all of the stages of the human life cycle (baby, toddler, school-aged child, teenager, adult, elder) and asked to put these in order. Main activity: Ideas carousel in four groups. Teacher allocates each group a school-aged child / teenager / adult / elder. Each group has a picture of a male and a female stuck onto a piece of flipchart or sugar paper. Pupils are asked to write down the things that someone at this stage of life is generally able to do (one idea per post-it note). After a few moments, each group passes their paper on to the next group, to add as many new ideas as they can. Repeat. Pupils are then asked to organise the post-it notes into a continuum (at the top show the things everybody of this age can do and at the bottom, things only a few people do). Encourage them to discuss, try to reach consensus and add any more ideas. Pass the flip chart again and ask the next group to put all the things males do on the left and things females do on the right and anything they both do in the middle. Encourage them to discuss, reach consensus and add new ideas. Finally, give the original group back their flipchart to see how things have changed. <i>Groups</i> Display flipcharts (or keep on tables and pupils stand and look) and ask each group to feed back on their original life stage and how their list has changed. <i>Groups, whole class.</i> Closing activity: Ask, why the things we can do change as we get older. (Draw out that bodies, minds and circumstances change with age and that everybody is different). Can we make any quick general rules? (Draw out that we change in different ways, at different rates, explore gender stereotypes, being an individual, assumptions about sexuality and relationships and how to get support including online). Conclude that changes are individual; everybody is different. <i>Whole class</i> 	<p>Pre-topic assessment activity</p> <ul style="list-style-type: none"> Growing up and changing assessment sheet <p>Hook activity</p> <ul style="list-style-type: none"> Being young pictures <p>Introductory activity</p> <ul style="list-style-type: none"> Human life cycle pictures <p>Other resources</p> <ul style="list-style-type: none"> Love you forever (Robert Munsch and Anthony Lewis) – optional story of a mother and son, taking us through the life-cycle.

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<p>LESSON TWO</p> <p>Pupils learn about the physical changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults identify physical changes associated with puberty understand that everyone's experience of puberty is different and that it begins and ends at different times 	<ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Pupils sit in a circle and in turn complete the sentence: One thing that changes as people grow older _____. <i>Whole class</i> Introductory activity: Pupils guess the word that describes the time of our lives from when bodies change from children to young adults ('puberty'). Pupils discuss when they think puberty happens ('anytime between 8 and 17'). Ensure pupils understand it starts and ends at different times for everybody. Pupils come up with ideas to add to a Venn diagram labelled 'boys, girls, both' about all the changes which happen to people at puberty. <i>Whole class</i> Main activity: Use a stimulus resource to recap the physical changes associated with puberty. Teacher reads extracts / shows film. Discuss why changes occur and what else needs to change before children develop into adults – draw out emotional change, maturity and financial. <i>Teachers will need to familiarise themselves with the books / leaflets beforehand and the school will have made a decision about using the word 'clitoris' - Me, Myself and I contains a diagram (page 12) useful for learning the words 'clitoris' and 'vulva'.</i> Pupils sort the changes on the worksheet 'Changes we can and cannot control' under the headings 'Can control' and 'Cannot control'. Discuss. Draw out the physical changes we cannot control, emotional changes and choices. <i>Whole class, pairs</i> Closing activity: Pupils review what they have learned about puberty – When it happens? Why? Which changes happen to boys and which to girls? (Draw out the earlier point, that everyone's experience of puberty is different and that it begins and ends at different times). Pupils write an anonymous question about puberty for teacher to collect and answer in Lesson 6 or before. <i>Whole class, individual</i> 	<p>Main activity</p> <p>Suggested stimulus resources</p> <ul style="list-style-type: none"> Me, Myself and I – Louise Spilsbury (This is puberty! page 4) Let's Talk about Sex - Robie Harris (Puberty, page 30) Let's Talk - Robie Harris (Girls Grow Up, Boys Grow Up, page 8) All Change (girls) and All Change (boys) leaflets www.sexualhealthsheffield.nhs.uk/resources www.bettyforschools.co.uk www.amaze.org – teachers click on puberty and scroll down to 'What is a Wet Dream?' (Nocturnal Emission), 'What is a Wet Dream?', 'Menstruation sensation' <p>Changes we can and cannot control worksheet</p> <p>Closing activity</p> <ul style="list-style-type: none"> My questions worksheet

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<p>LESSON THREE</p> <p>Pupils learn about menstruation and wet dreams</p> <p>Pupils</p> <ul style="list-style-type: none"> • can describe menstruation and wet dreams • can explain effective methods for managing menstruation and wet dreams • understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams 	<ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Explain that we are going to look in more detail at two physical changes that occur during puberty: menstruation and wet dreams. Ask if anyone knows another word for menstruation (periods). Ask whether males and females menstruate/have periods. Ask whether males and females can get wet dreams. Introduce the words menstruation and wet dreams, explaining the pupils will be learning about these two physical changes that happen at puberty. Pupils explain what they think these two words mean. <i>Whole class</i> • Introductory activity: Explain that menstruation and wet dreams are linked to the female and male sex cells that are needed when adults make a baby. Ask what the male cell is called (sperm) and the female (ovum, egg). Use leaflets / book / extracts or whiteboard material to explain menstruation and wet dreams. <i>Whole class</i> • Main activity: Distribute the Menstruation and wet dreams card game. Ask groups to distribute cards and for one person to read out the first card. The rest of the group decide whether the statement is true / false / depends. Create three piles of cards and be ready to feedback ideas. Circulate and support groups. If necessary, explain / show groups sanitary protection but let them know we will think about this next lesson. Whole class feeds back – ask groups to identify in turn which answers they were unsure about and clarify any issues or questions around these. <i>Groups, whole class</i> • Closing activity: Round - pupils complete the sentence starter: One thing I have learned about puberty is _____. <i>Whole class</i> • Additional activity: In single sex groups ask pupils to imagine that they are advising young people about how to deal with menstruation and wet dreams. Ask them to decide how young people can deal with the practicalities of these changes. Record ideas on the Researching puberty worksheet. 	<p>Introductory activity:</p> <ul style="list-style-type: none"> • Let's Talk about Sex - Robie Harris (The travels of the egg, pages 32 – 35) • Let's Talk - Robie Harris (The travels of the sperm, page 40) • All Change (girls) and All Change (boys) leaflets www.sexualhealthsheffield.nhs.uk/resources • www.bettyforschools.co.uk • Understanding menstruation cards <p>Main activity</p> <ul style="list-style-type: none"> • Menstruation and wet dreams card game • Menstruation and wet dreams answers <p>Additional / alternative activity</p> <ul style="list-style-type: none"> • Researching puberty – wet dreams worksheet • Researching puberty – menstruation worksheet

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<p>LESSON FOUR</p> <p>Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain how changes at puberty affect body hygiene • can describe how to care for their bodies during puberty • can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming 	<ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: In groups, pupils brainstorm hygiene, teacher asks, what does hygiene mean? (<i>self-care and keeping clean</i>), why is it important? (<i>bacteria and infection</i>), why is it particularly important in puberty? (<i>sweat glands form</i>), which areas of the body need to be kept particularly clean? (<i>teeth, feet, under arms, hair, skin of face, neck and shoulders, genitals – includes under the foreskin in boys who aren't circumcised, and the vulva (external genitals) in girls, but remember, using perfumed goods, including soaps, can cause irritation as the skin is very sensitive</i>). Feedback as a class and record answers on whiteboard or on a body outline. <i>Groups, whole class</i> • Introductory activity: As a class, brainstorm the different items a girl or boy may carry / need during puberty to help with regular personal hygiene and a self-care routine, teacher records answers. In groups, pupils look at three pictures from the Personal care pictures sheet (teacher allocates the pictures). This may stimulate discussion about gender stereotypes (eg shaving and hair removal products). Ask pupils to look at each picture and discuss what it is, who uses it, why, whether everybody should use it and whether it is used by men, women or both. Repeat for up to three pictures. <i>Feedback (draw out the range of sanitary protection and environmental factors)</i>. <i>Groups, whole class</i> • Main activity: Pupils watch a video clip about period protection products or read a story or a scenario. Pairs are given the Period protection worksheet to complete together. Pairs come together in small groups; each group is given a photograph of a period product on a piece of flip chart paper (one product for each group). They write down facts about each type of protection on the flip chart paper, then pass it to the next group. Groups feedback on the different types of product. <i>Whole class, pairs, groups</i> • Closing activity: In pairs, pupils think of what advice they would give to a friend who is worried about their personal hygiene during puberty (<i>draw out the importance of being sensitive to other people's feelings</i>). Pupils fill in the period protection - true or false? worksheet either in pairs or individually. <i>Pairs, individual</i> • Optional additional activity: Explain to pupils that during puberty, there are physical as well as emotional changes and it is important to look after yourself. Pupils complete the Healthy body and mind word search. 	<p>Introductory activity</p> <ul style="list-style-type: none"> • Personal care pictures sheet <p>Main activity</p> <ul style="list-style-type: none"> • www.amaze.org. (see the amaze 'for educators' section – scroll down to 'video topics' – 'puberty' – drop down menu – 'period hygiene: - Tampons, pads and menstrual cups') - two minute clip. • www.amaze.org. – 'Menstruation Sensation' • Period protection worksheet • Period products photos <p>Closing activity</p> <ul style="list-style-type: none"> • Period protection - true or false? worksheet • Period protection teacher answer sheet <p>Optional additional activity</p> <ul style="list-style-type: none"> • Healthy body and mind word search • Healthy body and mind word search answers

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<p>LESSON FIVE</p> <p>Pupils learn how puberty affects emotions and behaviour and strategies for dealing with this</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to describe how feelings and behaviour change during puberty • can devise strategies for managing these changes • understand how changes during puberty can affect relationships with other people 	<ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Explain that in the last lesson, we looked at physical changes that happen during puberty and hygiene. In this lesson, we are looking at other changes (eg emotional) and how these affect relationships – changing feelings can change lives and we need strategies to manage changes to relationships. Class circle rounds: (1) brainstorm words related to feelings and emotions, (2) complete the sentence starter: One thing I have noticed about teenagers is _____. <i>Whole class</i> • Introductory activity: Show pupils a range of objects and artefacts relating to puberty or growing up (could include keys, a Valentine’s card, bank card, magazine or book, make-up, razer, diary, cinema ticket, trainers, mirror). Pupils close their eyes, one object is taken away; pupils open their eyes and guess which object is missing or pupils take turns to pick an object. Ask the class what the object is, how it is used, who uses it and how it relates to puberty. Be guided by the pupils’ responses but use it as a chance to draw out themes relating to feelings and behaviour change. For example, the diary might relate to expressing feelings and not bottling them up or when it is a good time to tell a secret and when it’s not; the keys could be about having privacy in relation to changing bodies. <i>Whole class</i> • Main activity: Pupils are read a scenario about changing relationships. For example, “Ora’s little brother has entered their bedroom and read Ora’s private diary”. Pupils discuss how Ora might <u>feel</u> and the teacher records this in a red circle on the board. Pupils discuss what Ora might <u>do</u> if they acted on their feelings. <i>Draw out how acting on their feelings straight away might not always be the best option.</i> Pupils discuss what Ora might <u>think</u> (perhaps a short time after the event). The teacher records in an orange circle on the board. Finally, discuss what Ora might <u>do</u> if acting on their thoughts. Teacher records in the green circle. Discuss, how ‘<i>feel, think and do</i>’ is a useful framework to help with relationships. <i>Whole class</i> Pupils read the ‘Changing relationships scenarios’ in groups (the teacher can give different scenarios to different groups), writing down what each character thinks, feels and does, on the ‘Feel, think, do’ worksheet. Pupils then add their own scenarios about relationships (including online). Feedback. <i>(Teacher draws out that staying safe in relationships is a priority and online use can be both positive and negative.) Groups, whole class</i> • Closing activity: Changes during puberty affect pupils, parents, carers and others. Pupils make a list of what feelings young people / parents / carers might have and who they would go to for advice and support. Record on a class display. Pupils then write down anonymous questions (to be answered in next lesson) using the My questions worksheet. <i>Pairs, individual</i> 	<p>Introductory activity</p> <ul style="list-style-type: none"> • A range of objects and artefacts relating to puberty or growing up, for example keys, a Valentine’s card, bank card, magazine or book, make-up, razor, diary, cinema ticket, trainers, mirror. <p>Main activity</p> <ul style="list-style-type: none"> • Changing relationships scenarios • Feel, think, do worksheet <p>Closing activity</p> <ul style="list-style-type: none"> • My questions worksheet

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<p>LESSON SIX Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify sources of information, support and advice for children and young people • can use appropriate language to discuss puberty and growing up with confidence • can answer their own questions about puberty and growing up 	<p>Before this lesson, teacher develops a list of questions generated from the pupils' anonymous questions (throughout the topic, at the end of the last lesson and lesson two).</p> <ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Pupils complete a true / false quiz based on their anonymous questions. <i>Individual</i> • Introductory activity: Go through the quiz, checking the answers. <i>Whole class</i> • Main activity: Give out typed copies of any remaining questions – pupils come up with responses for the questions in groups and then the question is passed to the next group to add to the answer. By the end of the activity each group has added to the original questions. Feedback. <i>Groups, whole class</i> • Closing activity: Pupils discuss where they can find out more information about growing up and changing including using the internet (see help, advice and support box at the end of this topic). <i>Whole class</i> • Post-topic assessment activities: Pupils add to / amend their original ideas on the outlines of boys and girls: What changes as people grow up? or complete a new version Pupils complete the self-reflection sheet - Growing up and changing 	<p>Post-topic assessment activities</p> <ul style="list-style-type: none"> • Growing up and changing assessment sheet • Growing up and changing self-reflection sheet

Children's literature to support the topic	Help, advice and support
<ul style="list-style-type: none"> • 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 and changing www.bbc.co.uk/education/subjects/zqtnvew 	<ul style="list-style-type: none"> • 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 • Dove self-esteem project for girls: www.selfesteem.dove.co.uk • www.amaze.org • Common Sense Media recommends www.kidshealth.org/kid for children from the age of 9