

Year 5

Coping with change

Lesson 1: Puberty



Lesson context and overview

This is the first of three lessons exploring the different changes that take place during puberty and how to manage them well. This lesson focuses on the different changes in more depth than Y4.

Curriculum links

Physical health and mental wellbeing: Changing adolescent body

Pupils will learn:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle.

Resources

Presentation slides

Pupil worksheets: *Puberty card sort*; *Puberty question page*

Post-its or paper for questions

Shoe box or box to deposit anonymous questions

Key vocabulary

hormones, menstruation, periods, sperm, eggs, ovaries, testicles, vagina, penis, puberty

Learning objectives

We are learning about:

- the physical and emotional changes that take place during puberty
- ways to manage these changes.

Learning outcomes

We will be able to:

- identify changes that happen during puberty and why they happen
- describe ways to manage these changes, and where to get help if needed.

Essential teaching guidance

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons. To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. Puberty teaching may cause embarrassment for some, and it is important at this stage that pupils are able to laugh and feel relaxed while exploring this topic. Friendship and/or single sex groupings within the class may help facilitate this.

Starter/baseline activity

Introduce pupils to the objectives and the key vocabulary for the lesson. Re-introduce the topic of puberty and explain to the class that the lesson we receive in Year 5 will include further information on this topic. Discuss with the class the importance of understanding what to expect during puberty, as everyone will experience it. Encourage pupils to ask questions by reassuring them that there are no silly questions, and to use the question box later on in the lesson should they wish to ask something they want to know more about.

Write the word 'Puberty' on the board (or use presentation slide 4). Ask pupils to work in pairs and discuss one fact they already know about puberty. Ensure that pupils are aware that at this point it does not matter if anything we say is incorrect. Explain that they will all be learning a number of new things and that it is easy to muddle up the changes that occur during puberty with those that only affect them personally.

Ask each pair to feed back a fact and write these on the board.

Core activities

1. Use slides 6 to 8 to recap all of the puberty changes pupils explored in Y4 and to introduce new information about puberty.

Organise pupils into small groups. Ask them to use the information from the presentation to help them complete the Puberty card sort. Pupils should discuss what they have understood from the presentation and match the information on the cards to the main subject card.

Ask groups to feed back responses, and discuss anything which needs further clarification.

2. In small groups, ask pupils to respond to the people writing to the Puberty questions site.

Ask pupils to consider the following points:

- *What would you say to advise this person?*
- *From whom or where could they get more help or information?*
- *Is this a common concern or question a young person might have?*

A display of the pupils' responses could be created, and referred to as a reminder when responding to anonymous questions.

Extension activity

Allow time for pupils to consider any questions they may have and to post these anonymously in the question box provided.

Note: If teaching staff need time for reflection on any questions before answering to ensure the clearest, most accurate and most appropriate response, please ensure pupils are aware that these will be answered the next day or during the next RHE lesson.

Plenary

Return to the starter activity and the list of facts on the board. Are there any additional facts we can now add? Ask for responses and add any new ones to the list.

Going around the class, ask pupils to give a response to the sentence 'One thing I know about puberty is...'

Assessment

Use the puberty question page activity to assess pupils' understanding of how someone might manage puberty changes, and where they might go for help. The starter and plenary activities can be used to assess existing understanding of puberty, and any progression in learning during the lesson.