

PUBERTY - ALL ABOUT BODY CHANGES

SEND LESSON OVERVIEW



This topic introduces students to the physical and emotional changes that they will go through during puberty and how they can prepare for and manage those changes.

It also explores the menstrual cycle, menstrual wellbeing and period protection, with the option to include a period pad investigation. Discussion and reflection are important elements of the activities. Therefore, this topic can be delivered at the pace necessary to meet the class needs.

WHAT YOU'LL NEED

- Puberty – All About Body Changes PowerPoint presentation
- Slide 7 of presentation printed for assessment (optional)
- Teacher SEND Guidance Page
- Puberty – what's the deal? Video: bit.ly/3oCJNBo
- Physical and Emotional Changes Activity Sheet (one per person)
- Growing & Changing - Real Teen Stories Video: bit.ly/37QVRcl
- Your Menstrual Cycle & Periods in 3 Minutes Video: bit.ly/2GbCaR0
- Menstrual Cycle Activity Sheet
- Sample packs from Always
- Investigating Pads Activity Sheet
- For the investigation (one per team): cup of water, some sharp scissors, a teaspoon and an Always Platinum pad and tampon from the sample pack

OBJECTIVE

To understand the changes that happen to male and female bodies at puberty and to explore strategies to deal with them.

OUTCOMES

- Identify the emotional and physical changes that occur at puberty.
- Understand that puberty happens at different times for everyone.
- Recognise male and female body parts.
- Understand the menstrual cycle and its role in reproduction.
- Use accurate and positive language around puberty and menstruation.
- Know about period protection.
- Know strategies to deal with the onset of puberty.

DELIVERY

The activities in this topic have been designed for delivery in sequence; the topics are not designed to be completed in one lesson. There are four activities created to encourage discussion and lengthen reflection and processing time for a complex topic. Each slide has a 'Discover Vocabulary' section; this is a non-exhaustive yet comprehensive list that covers topic-specific language the students may not have encountered before. It is recommended these vocabulary lists are explored via pre-teaching methods before engaging with the session content to assist with

comprehension of materials. Activity 4 is intended as an extension activity.

INCLUSIVITY

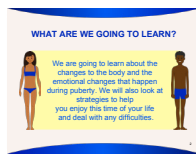
The About You programme is designed to be inclusive of all young people and all genders. When discussing changes to the adolescent body the terms 'male' and 'female' are used, whilst in other places, the resources simply refer to people and explore the wider spectrum of gender, including transgender and non-binary. You may wish to adapt the editable resources to suit your own school context. The resources are designed for low visual stress and language aimed to be decodable for early reader levels. More guidance on inclusivity and how this resource is specifically designed to meet SEND can be found in the SEND Teacher Guidance.

We recommend teaching the content to all students together, rather than separately, to ensure that everyone gets the education they need and to help promote healthy conversation between all young people and all genders. Activity 1 has gender-specific identification sheets that can assist with understanding their own bodies. Your professional judgement can be used to determine if they would benefit more from understanding their own body initially and extending this understanding to the opposite sex when appropriate.

LESSON PLAN

Setting the tone

SLIDES 2 & 3



SLIDE 2: WHAT ARE WE GOING TO LEARN

Share the purpose of the lesson with the students.

Discover Vocabulary: puberty, strategies, difficulties, emotional changes

SLIDE 3: RESPECT. THE RULES

Show students the key words on the slide:

HEAR, RESPECT, KIND, LISTEN, UNDERSTAND, SPEAK.

Remind them they will be joining in with a lesson that will cover sensitive topics that may make some people feel worried, embarrassed or anxious. They will need to be supportive and understanding to all class members. Direct learners to additional sources of support inside and outside the school.

Discuss and agree on the main rules that will be followed- these can be displayed in view as a reminder.

This lesson covers:

- Emotional and physical changes at puberty

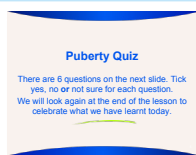
You may like to set up an anonymous question box, so that any questions students don't want to ask, or that remain unanswered at the end of a session, can be addressed in a future session.

Discover Vocabulary: sensitive, respect



Starter

SLIDES 4-6



SLIDES 4-6: PUBERTY QUIZ

Explain to the students they will be taking a quiz at the beginning and end of the session, to see what they might already know. They have six questions to answer (**Slide 6**), choosing yes, no or not sure.

Read the statements aloud to the students and encourage them to be honest with their answers, reassure them this is a new topic and they are not expected to know the answers. They may want to discuss in pairs, or as a group before answering.

Discover Vocabulary: puberty, period, mood swings, penis, ejaculates, hygiene



Section 1:

SLIDES 7-22

PUBERTY - WHAT TO EXPECT VIDEO

PHYSICAL AND EMOTIONAL CHANGES ACTIVITY SHEET

REAL TEEN VIDEO



PHYSICAL AND EMOTIONAL CHANGES AT PUBERTY

This section introduces students to the physical and emotional changes males and females go through during puberty. Students watch a video about the changes, then complete the activity matching the physical and emotional changes experienced during puberty, with separate male and female options.

SLIDE 8: An overview of what will be covered in this section: remind all children that puberty is not an identical journey for all, it will be different for everyone at different rates. With some SEND puberty can occur earlier; be mindful of this when mentioning ages suggested as a guide.

TODAY'S SESSION

We will look at images of both male and female body parts, talk about the changes linked to puberty and these body parts and discuss strategies to deal with the physical and emotional changes.

You will look at both male and female changes because it is important to understand how puberty affects your friends of different sexes.

MALE REPRODUCTIVE SYSTEM

This is the male reproductive system. Many of the changes experienced in puberty are linked to the body parts shown below.

MALE PHYSICAL CHANGES AT PUBERTY

As boys reach puberty, they experience many physical changes. These changes are linked to the body parts shown below.

CHANGES TO MALES

- During puberty, the penis and testis will grow larger.
- The penis will become firmer and the testis will produce sperm.
- It is a normal part of growing up to have a discharge from the penis called semen. This is made of sperm and fluid from the testis.
- Eventually, the testis will begin to produce sperm.

MALE EMOTIONAL CHANGES AT PUBERTY

Both males and females experience emotional changes during puberty.

Angry, Teary, Overwhelmed, Frustrated, Confused, Anxious

FEMALE REPRODUCTIVE SYSTEM

This is the female reproductive system. Many of the changes experienced in puberty are linked to the body parts shown below.

FEMALE PHYSICAL CHANGES AT PUBERTY

As girls reach puberty, they experience many physical changes. These changes are linked to the body parts shown below.

CHANGES TO FEMALES

- During puberty, girls will begin to menstruate. This is when the body sheds the lining of the uterus and it comes out of the vagina.
- It is a normal part of growing up to have a discharge from the vagina called menstrual fluid. This is made of blood and fluid from the uterus.
- Eventually, the uterus will begin to produce eggs.

FEMALE EMOTIONAL CHANGES AT PUBERTY

Both males and females experience emotional changes during puberty.

Angry, Teary, Overwhelmed, Frustrated, Confused, Anxious

PUBERTY - WHAT TO EXPECT

Let's watch a short video to see the information we have learnt about puberty.

SLIDE 9: Reminder of kindness rules to make everyone comfortable and an overview in case any are anxious as to how graphic the sessions will become.

SLIDE 10: The labelled male reproductive system will be shown on the board, this may cause some anxiety and embarrassment. Remind everyone this is a safe space to ask questions openly but if they have any questions they'd like to ask individually they can write them down or speak to you personally afterwards. Ask the students if they recognise any of the names before revealing the answers.

Discover Vocabulary: penis, testis or testicles, anus, bladder, prostate gland, scrotum, urethra, reproductive system

SLIDE 11: Discuss the physical changes that occur at puberty for males, explain there are emotional changes too and we will cover those shortly. Discuss that there are similarities between male and female puberty changes (see right hand side box).

Discover Vocabulary: Adam's apple, voice break/crack, muscular, erection, ejaculation, sweating/ body odor, emotions

SLIDE 12: changes to males to be discussed in more depth, to cover ejaculation and erections. Remind them this can be a random bodily function and is a normal part of growing up.

SLIDE 13: emotional changes to males at puberty: explain all these emotions can be felt like a rollercoaster and in different intensities, these feelings are due to hormone changes in their body and are normal.

Discover Vocabulary: angry, frustrated, overwhelmed, confused, anxious, teary

SLIDE 14: female reproductive system: discuss the names they may have heard before in Science. You can optionally print this slide as well as slide 10 for a close up exploration.

Discover Vocabulary: urethral opening, clitoris, labia, vaginal opening, anus, fallopian tube, ovary, uterus, cervix, vagina

SLIDE 15: Discuss the other physical changes: menstruation may be an unknown word, reassure them you will cover this in depth in the next session.

Discover Vocabulary: breasts, hip widen, discharge, menstruation

SLIDE 16: a brief look at periods and menstruation: this might spark additional questions and can be useful to collect them ready for the next session to check all will be covered.

Discover Vocabulary: periods, menstruation cycle, fertilized, mature egg

SLIDE 17: discuss the emotional changes with females through puberty: encourage the observation of the similarities with the male emotional changes.

SLIDE 18: Watch the video of the changes to expect, pausing to discuss language if needed. Students may benefit from watching more than once. This should be a consolidation of what you have already learnt, there should be minimal new vocabulary that hasn't already been explored.



SLIDE 18: watch video about puberty and what it means: this should be covering what you have just discussed. The pupils may benefit from hearing it in a different way.

Discover Vocabulary: milestones, hormones, chemical messages, oestrogen, progesterone, testosterone, mood swings, unprepared, FAQs, absorbancies, body odor, odourless



SLIDE 19: dealing with the physical changes: discuss the ideas on the slide and encourage them to share any additional ideas they have.



SLIDE 20: an important slide to cover as the emotional side is often forgotten. Explain to students that the hormone changes in their body can alter their emotions, sometimes dramatically, and that this can be normal but will differ from person to person.



Activity 1: SLIDES 21-22



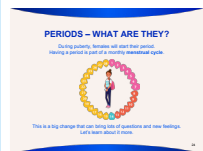
Using **Activity sheet 1**, students will cut out the descriptions of the physical and emotional changes they may experience during puberty and link them to the matching image. There is a separate sheet for males and females as it may be useful for the students to focus on the changes that will happen to their bodies first. This can be extended to explore the other sex's sheet or can be saved for a later date when puberty for their own sex is securely understood.



Section 2: SLIDES 23-34

MENSTRUAL CYCLE AND PERIODS VIDEO

MENSTRUAL CYCLE ACTIVITY SHEET

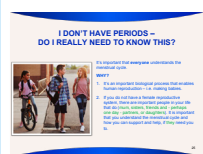


THE MENSTRUAL CYCLE

Students watch an animated video to learn about the menstrual cycle, and then apply this knowledge to a sorting activity between the changes felt physically and emotionally during menstruation.

SLIDE 24: Introduce the topic of menstruation – one of the biggest changes for females at puberty (students may benefit from explanation this is a long-term change and doesn't stop after puberty).

Discover Vocabulary: menstruation cycle, monthly



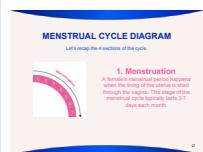
SLIDE 25: Explain to students why it's important for everyone to learn about the menstrual cycle, both as an important aspect of human biology and because those who don't have periods will be able to empathise with and support the people in their lives who do. You could ask students to give their opinions on why people who don't have periods need to know about them, if they wish to and feel comfortable. Remind students of the ground rules they set earlier if necessary.

Discover Vocabulary: biological process



SLIDE 26: Students watch the video explaining the menstrual cycle. Pausing may be beneficial for vocabulary and any questions.

Discover Vocabulary: fertility, pregnancy, ovary, uterus, endometrium (lining of uterus), fallopian tube, cramps, ovulation, bloating, emotional, tender, bloating, PMS, nausea, irritable.



SLIDE 27-30: a recap from the video on the four stages of the cycle. Discuss new vocabulary found.



Activity 2:

SLIDES 32-33:



SLIDE 31: Menstrual cycle memory game: with a partner, encourage students to use the four images as thinking clues for information they can recall from the menstrual cycle video they have just watched. Share any information they can remember with the class.



SLIDES 32-33: Using **Activity Sheet 2**, students will find a selection of feelings (one each or in group you feel are suitable for the class). They will sort the feelings on the left-hand side into physical and emotional feelings and will share three suggestions on what may help these feelings.



SLIDE 34: optional video on the different perspectives of teenagers' experiences with puberty.

Discover Vocabulary: metaphors- rollercoaster, bumpy road, smooth sailing.



Section 3:

SLIDES 32-33:

RESOURCES
SAMPLE PACKS
FROM ALWAYS

INVESTIGATION
SHEET

CUP OF WATER

SCISSORS

TEASPOON



PERIOD PROTECTION AND MENSTRUAL WELLBEING

In this part of the lesson, students learn about different period products and how to use them. They then examine how a period pad and tampon works by carrying out their own investigation.

SLIDES 36-41: Introduce students to the different forms of period protection (pads, tampons and pantyliners). Explanation of how to use and safely discard: it may be useful to explain about the sanitary resources you have in your school in the female toilets.

Discover Vocabulary: menstrual fluid, period protection, absorbent, pads, underwear, toxic shock syndrome



Activity 3:

SLIDES 42-43:



SLIDES 42-43: Use a sample pad from the Always sample packs and a tampon to carry out the investigation of how pads work. Students could work in pairs or small groups following the instructions on the **Investigating Pads Activity Sheet**.



SLIDE 44: Make sure students know that there are people that suffer from period poverty and are unable to afford the period protection they need. Ask students what they think the effects of period poverty could be. These could include loss of confidence, and missing out on school and other activities like sport and socialising with friends. Direct students to where they can go to get support or free products in school. Celebrate that Scotland is the first nation to provide period protection for free.



SLIDE 45: You could suggest websites to explore, including the Always and Tampax advice sites:

always.co.uk tampax.co.uk childline.org.uk



Section 4:

(optional)



PUBERTY AND HELPING OTHERS (OPTIONAL)

SLIDE 47: Show students the four mini case studies and ask them to discuss the advice they would give to one or more of these young people. Review as a group and discuss the best option. Students may have several suggestions, and this is fine.

Remind students about the anonymous question box where they can post questions to be answered in another session.

Discover Vocabulary: intense emotion, embarrassed

CURRICULUM LINKS

England	<p>PSHE</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>SCIENCE</p> <p>Sc1. reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle.</p>
Wales	<p>PSHE</p> <p>SHW1. Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.</p> <p>SHW2. The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.</p> <p>SHW3. Understanding how fertility, sexual function and menstrual health and well-being can change across the life course and how to find information and support when needed.</p> <p>SCIENCE</p> <p>SC1. They should be given opportunities to study the basic structure and function of some cells, tissues, organs and organ systems (including reproductive) and how they support vital life processes.</p>
Scotland	<p>PSHE</p> <p>RSP3. Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.</p> <p>RSP4. Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris.</p> <p>RSP5. Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings.</p> <p>SCIENCE</p> <p>SC2. develop their knowledge and understanding of the structure and function of organs of the body, including the senses. They learn about cells as the basic units of life, and their organisation to form familiar body systems.</p>
Northern Ireland	<p>PSHE</p> <p>PH2. Develop understanding about and strategies to manage the effects of the change of the body, mind and behaviour: puberty, body image.</p> <p>R4. Explore the implications of sexual maturation: fertility, contraception, sexual health, conception.</p> <p>SCIENCE</p> <p>SC1. Explore emotional development: the changes associated with puberty.</p>
Republic of Ireland	<p>PSHE</p> <p>PSHE 1.3 participate in informed discussions about the impact of physical, psychological and social development in adolescence</p> <p>PSHE 3.6 describe fertility, conception, pre-natal development and birth, and the particular health considerations for each</p> <p>PSHE 4.3 practise some relaxation techniques</p> <p>SCIENCE</p> <p>SC1. Describe asexual and sexual reproduction; explore patterns in the inheritance and variation of genetically controlled characteristics.</p> <p>SC2. Explain human sexual reproduction; discuss medical, ethical and societal issues.</p>