

# PRIMARY PUBERTY

## ALL ABOUT GROWING AND CHANGING

### LESSON OVERVIEW



This lesson introduces pupils to the physical and emotional changes that happen at puberty for males and females. It helps them recognise body parts, explores the menstrual cycle and introduces them to period protection.

The lesson could be used with pupils from Years 4 to 6. The content is in line with the Year 5 National Curriculum for England programme of study for science and the RSE, Citizenship and PSHE Association programmes of study.

#### WHAT YOU'LL NEED

- Puberty – Growing and Changing PowerPoint presentation
- Body Parts and Puberty Activity Sheet (one per person)
- Menstrual Cycle Activity Sheet (one per person)
- Investigating Pads Activity Sheet (one per team)
- Your Menstrual Cycle & Periods in 3 Minutes Video: [bit.ly/2GbCaRO](https://bit.ly/2GbCaRO)
- For the investigation (one per team): cup of water, some sharp scissors, a ruler, a teaspoon and an Always pad

#### OBJECTIVE

To learn about the changes that happen to male and female bodies at puberty, including the menstrual cycle.

#### OUTCOMES

- Identify the changes that occur to male and female bodies at puberty.
- Label male and female body parts.
- Understand the menstrual cycle.
- Know about period protection and hygiene.
- Understand the emotional changes that often occur at puberty.
- Use accurate and positive language when talking about puberty and menstruation.

#### DELIVERY

We suggest that you use the starter activity, a quiz about what happens during puberty, as an introduction. The four main activities that follow would ideally be taught in sequence. Alternatively, you could choose to deliver:

**Activity 1 alone** – as an introduction to puberty.

**Activities 2 and 3** – as a lesson focusing on the menstrual cycle.

**Activities 1 and 4** – as an overview of the physical and emotional changes that happen at puberty.

The final reflection activity encourages pupils to ask or write down questions that can either be answered during the session or returned to in a future session.

We suggest you allow around 30 minutes to deliver each of the main activities, although this will depend on your pupils' age, needs and how long you want to allow for discussion.

#### 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, for example, by altering pronouns or terminology to that which is favoured by your school or institution.

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.



# LESSON PLAN

## Setting the tone

SLIDES 2 & 3



### SLIDE 2: WHAT ARE WE GOING TO LEARN?

Share the learning objective with pupils.



### SLIDE 3: RESPECT YOUR RULES.

Show pupils several key words on the board (hear, respect, kind, listen, understand, speak). Ask them to write three positive rules they want everyone to follow when discussing sensitive topics.

As a class, share and agree on the rules you all want to observe.

Some pupils are likely to be sensitive about the subject of puberty and changes to their bodies. At this point, you could reassure pupils that it's fine if they feel a bit awkward, uncomfortable or embarrassed by some of the things you're going to talk about. Everything they're going to cover in these activities is very natural and simply part of being human.



## Starter

SLIDES 4 - 11



### SLIDE 5: GROWING AND CHANGING – WHAT DO YOU KNOW?

Introduce the quiz with slide 5.



### SLIDES 6 TO 11: GROWING AND CHANGING QUIZ

Take pupils through the questions and answers on slides 6 to 11. The answers will display on each slide with a click.

# LESSON PLAN



## Activity 1

SLIDES 12 - 24

BODY PARTS  
AND PUBERTY  
ACTIVITY SHEET

### OUR CHANGING BODIES

This activity helps pupils understand how male and female bodies change during puberty. Through discussion and learning accurate terminology, pupils will develop the confidence and knowledge to talk openly and positively about puberty.



#### SLIDE 13: OUR CHANGING BODIES

Ask pupils to think about how different parts of their body have changed as they've grown. How have their legs changed? Their arms and chest? Their hands and feet? How about their head?



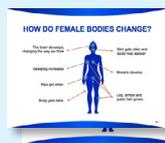
#### SLIDE 14: PUBERTY - A REMINDER

Who can remember what puberty is? See how close pupils can get to the definition they learned in the quiz. The answer will display on the slide when you click. Make sure everyone is clear about this and then click again to reveal the key questions for this activity. Why do we change during puberty? Which parts of our body change? And how do they change?



#### SLIDE 15: HORMONES - THE STARTING INGREDIENT

Ask pupils if they have heard of the word 'hormones'. Explain that hormones kick-start the changes that happen to our bodies during puberty.



#### SLIDES 16 AND 17: HOW DO MALE AND FEMALE BODIES CHANGE?

Click on the dots on the slides to make the labels appear one at a time. Explain and expand on each point as appropriate. Make sure pupils are clear where the different body parts highlighted can be found.



#### SLIDE 18: WHAT'S THE SAME? WHAT'S DIFFERENT?

Recap pupils' learning from the previous two slides. Can they spot which changes are the same for males and females? What are the main differences? Give pupils an opportunity to ask questions. If a pupil asks about changes to genitals, explain that you're going to find out more about these in a minute.



#### SLIDE 19: PUBERTY AND OUR GENITALS

Explain to pupils what genitals are and why they change during puberty. If you feel it would be helpful at this point, talk to pupils about why genitals are sometimes called 'private parts' and why they are private.



#### SLIDE 20: EXTERNAL GENITALS FOR FEMALES (VULVA)

Use the illustration to make sure pupils are clear about the names of different parts of the vulva. Explain the changes that happen during puberty and allow time to answer questions. Explain that females also have internal genitals and that you're going to learn about these later.

# LESSON PLAN



## SLIDE 21: MALE GENITALS

Use the diagram to explain to the class about the different body parts that make up males' genitals. Explain the changes that happen during puberty and allow time to answer questions. Extend the discussion if you think it would be helpful at this point (e.g. you could talk about wet dreams).



## SLIDE 22: BODY PARTS – WHAT CAN YOU REMEMBER?

Give each pupil a copy of the **Body Parts and Puberty Activity Sheet**, which recaps the learning in **slides 16 to 21**. The first page shows pictures of male and female genitalia with some labels for pupils to fill in. The second page gives statements about changes that happen at puberty and asks pupils to colour boxes to show whether they apply to females, males or both.



## SLIDE 23: PUBERTY CHANGES – WHAT CAN YOU REMEMBER?

Discuss the answers from the second task on the **Body Parts and Puberty Activity Sheet**, taking time to make sure pupils are clear about each statement. You can go back to the diagrams on **slides 20 and 21** to check the answers if you need to.



## SLIDE 24: WE'VE LEARNT A LOT!

As a class, recap on what pupils have learnt in this activity.



## Activity 2

SLIDES 25 - 30

MENSTRUAL  
CYCLE ACTIVITY  
SHEET

YOUR  
MENSTRUAL  
CYCLE & PERIODS  
IN 3 MINUTES  
VIDEO

## PERIODS - WHAT'S THE DEAL?

*This activity focuses on explaining periods and the menstrual cycle.*



## SLIDE 26: LISTEN UP!

Explain to the class why it is important for everyone to understand the menstrual cycle.



## SLIDE 27: PERIODS – WHAT'S THE DEAL?

Introduce the topic of menstruation – one of the biggest changes for females at puberty. Explain that the diagram shows a female's reproductive organs and that they're going to find out more about what these do in a video.



## SLIDE 28: WHAT IS THE MENSTRUAL CYCLE?

Show pupils the video explaining the menstrual cycle. Tell them that they should focus on the facts about periods as they watch. The video mentions period products – explain that you're going to look at these in more detail later in the lesson.

# LESSON PLAN



## SLIDE 29: THE STAGES OF THE MENSTRUAL CYCLE

Recap what pupils learned from the video by talking through each stage of the cycle and explaining the key points again. Allow time to answer questions and clarify terminology.



## SLIDE 30: MENSTRUAL CYCLE ACTIVITY SHEET

Give each pupil a copy of the **Menstrual Cycle Activity Sheet**. Ask them to solve the clues in the table at the top of the page, and then find the missing words in the word search grid. If pupils need more support, click once to reveal the word bank on **slide 30** then click again to reveal the answers in the wordsearch.

Review as a class. How many answers did pupils get right?



## Activity 3

SLIDES 31 - 42

### INVESTIGATING PADS ACTIVITY SHEET

CUP OF WATER,  
SOME SHARP  
SCISSORS,  
A RULER, A  
TEASPOON AND  
AN ALWAYS PAD

## PERIOD PROTECTION AND HYGIENE

*This activity introduces pupils to different types of period protection, with a particular focus on pads as this is what females are most likely to start using when their periods begin. Pupils have an opportunity to test pads to see how they absorb fluid and take part in a quick quiz about period hygiene.*

*Before beginning this activity, you could display **slide 26** again to remind people who don't have periods why it is important that they pay attention too.*



## SLIDE 32: PERIOD PRODUCTS

Explain why females need to wear period protection to absorb menstrual fluid. To gauge pupils' prior knowledge of period products, ask if anyone recognises the pad (or towel), tampon and pantyliner in the photos.



## SLIDES 33 TO 35: PADS, TAMPONS AND PANTY LINERS

Introduce pupils to the different forms of period protection and their features. You might find it helpful to link explanations of period products to the diagrams of genitals in Activities 1 and 2. Explain that when females start their period, it's most common to use pads (towels) because they are the simplest form of period protection.

Give small groups of pupils the **Investigating Pads Activity Sheet**, an Always pad, a ruler, a cup of water, a teaspoon and some sharp scissors. Guide them through the tasks using **slide 36**.



## SLIDE 36: INVESTIGATING PADS

Display the questions from the sheet as prompts while the pupils work.

# LESSON PLAN



## SLIDE 37: HOW DOES AN ALWAYS THIN PAD WORK?

Review pupils' findings from the tasks on the **Investigating Pads Activity Sheet**. Explain that the Always pad is very absorbent because it turns liquid into gel and gel can't leak. Why would this be good during a period?



## SLIDES 38 TO 43: PERIOD HYGIENE

To introduce pupils to some basic facts about period hygiene, click through the true or false questions and answers on the slides. As with the starter quiz, pupils could hold up red or green cards if available, give a thumbs-up or down sign, or stand up if they think a statement is true.



## Activity 4

SLIDES 44 - 48

## EMOTIONAL CHANGES

*This final activity focuses on the emotional changes that happen during puberty and how to manage them.*



## SLIDE 45: EMOTIONAL CHANGES DURING PUBERTY

Explain to pupils that the changes to hormones that happen during puberty cause emotional changes and mood swings, as well as the physical changes they have learned about.



## SLIDE 46: WHAT CAN I DO TO FEEL BETTER?

Talk with pupils about the ideas on the slide for things they can do if they feel down or are struggling to deal with puberty. Can they suggest other ideas?



## SLIDE 47: TALK AND SUPPORT

Show pupils the three scenarios on the slide. Working in groups, ask them to discuss the advice they would give to each person. Review as a class and discuss the options. Make it clear to pupils that it's fine if they have all had different ideas – just being there for our friends during puberty is the most important thing.



## SLIDE 48: HELP AND ADVICE

Point pupils in the direction of other sources of help and advice, including the Always and Tampax websites. If there's time, you could give them an opportunity to carry out research in class.

## Reflection

SLIDES 49 & 50



## SLIDE 50: ANY QUESTIONS?

Recap on the different areas of puberty that pupils have covered in this lesson. Encourage them to reflect on their learning and to think of anything they're still unsure of or worried about. Give them all a slip of paper and collect in their questions at the end of the lesson. Make time to answer them all anonymously in a future lesson.

## Additional resources

Period pad product demo guide: [nationalschoolpartnership.com/wp-content/uploads/2020/11/About-You\\_Product-Demo-PADS.pdf](https://nationalschoolpartnership.com/wp-content/uploads/2020/11/About-You_Product-Demo-PADS.pdf)

## CURRICULUM LINKS

<p><b>Curriculum links: England</b></p>	<p><b>RSE</b> Changing adolescent body Pupils should know</p> <ul style="list-style-type: none"> <li>• Key facts about puberty, the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> <p><b>PSHE</b> <b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females. <b>H31.</b> 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). <b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. <b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty.</p> <p><b>CITIZENSHIP</b> Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> <li>• Pupils should be taught to recognise, as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</li> </ul> <p>Developing a healthy, safer lifestyle. Pupils should be taught about how the body changes as they approach puberty.</p> <p><b>SCIENCE</b> Animals including humans (Year 5)</p> <ul style="list-style-type: none"> <li>• Pupils should be taught to describe the changes as humans develop to old age.</li> </ul>
<p><b>Curriculum links: Wales</b></p>	<p><b>PERSONAL AND SOCIAL EDUCATION – KS2</b> <b>Health and emotional well-being</b> Health, growth and change Learners should be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Take increasing responsibility for keeping the mind and body safe and healthy.</li> <li>• Feel positive about themselves and be sensitive towards the feelings of others and to understand:</li> <li>• The reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth.</li> <li>• The range of their own and others’ feelings and emotions.</li> </ul> <p><b>SEXUAL AND RELATIONSHIP EDUCATION – KS2</b> <b>SRE should help 7 to 11-year-olds to understand:</b></p> <ul style="list-style-type: none"> <li>• The reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth.</li> <li>• The range of their own and others’ feelings and emotions.</li> </ul>

## CURRICULUM LINKS

<b>Curriculum links: Scotland</b>	<p><b>SCIENCE - SECOND LEVEL</b> <b>Body systems and cells</b> Experiences and outcomes:</p> <ul style="list-style-type: none"><li>• By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. <b>(SCN 2-12a)</b></li></ul> <p><b>PSE - SECOND LEVEL</b> <b>Relationships, sexual health and parenthood</b> Physical changes Experiences and outcomes:</p> <ul style="list-style-type: none"><li>• I recognise that how my body changes can affect how I feel about myself and how I may behave. <b>(HWB 2-47a)</b></li><li>• I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. <b>(HWB 2-48a)</b></li></ul>
<b>Curriculum links: Northern Ireland</b>	<p><b>PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING - KS2</b> <b>Strand 1 - Personal understanding and health</b> Children should have opportunities to explore: Health, growth and change</p> <ul style="list-style-type: none"><li>• Understanding the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene.</li><li>• Recognising what shapes positive mental health.</li><li>• Understanding that bacteria and viruses affect health and that risks can decrease when basic routines are followed.</li><li>• Knowing how the body grows and develops.</li><li>• Being aware of the physical and emotional changes that take place during puberty*.</li></ul> <p><i>* Decisions about whether or not these topics are taught should be agreed with parents and governors.</i></p> <p><b>THE WORLD AROUND US – KS2</b> <b>Science and technology</b></p> <ul style="list-style-type: none"><li>• Where the major organs are located in the body.</li><li>• Obvious changes that occur in lifecycles.</li></ul>

## CURRICULUM LINKS

### Curriculum links: The Republic of Ireland

#### **SOCIAL, PERSONAL & HEALTH EDUCATION – FIFTH AND SIXTH CLASSES**

##### **Myself – knowing about my body**

- Identify and discuss the physical and other changes that occur in males and females with the onset of puberty and understand that these take place at different rates for everyone.
- Recognise the importance of treating his/her body and that of others with dignity and respect.
- Understand the reproductive system of both male and female adults.

##### **Myself – growing and changing**

- Identify and discuss the changes that are experienced in growing from child to adult.
- Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express.

#### **SCIENCE – FIFTH AND SIXTH CLASSES**

##### **Living things – human life**

- Develop an understanding of the reproductive systems of both male and female and of the physical changes taking place in both male and female during growth to adulthood.