

Year 4

Growing Up

Key Stage 2

Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

Statutory Guidance

Health Education

Changing adolescent body (8a)

Key Stage 2 Science

- describe the life process of reproduction in some plants and animals

Health Education

Mental wellbeing (6a,6b,6c,6d,6f)

Health Education

Changing adolescent body (8a, 8b)

Menstruation (9a)

Key Stage 2 Science

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Relationships Education

Caring friendships (2b,2c,2d,2e)

Respectful relationships (3a,3b,3d,3e,3f,3h)

Online relationships (4b,4d)

Learning Intentions and Learning Outcomes

Learning Intention

To explore the human lifecycle

To identify some basic facts about puberty

Learning Outcomes

Understand that puberty is an important stage in the human lifecycle
Know some changes that happen during puberty

Learning Intention

To explore how puberty is linked to reproduction

Learning Outcomes

Know about the physical and emotional changes that happen in puberty
Understand that children change into adults to be able to reproduce if they choose to

Learning Intention

To explore respect in a range of relationships

To discuss the characteristics of healthy relationships

Learning Outcomes

Know that respect is important in all relationships including online
Explain how friendships can make people feel unhappy or uncomfortable.

Resources

[Lifecycle whiteboard summary](#)

[Body Parts Bingo cards](#)

[Bingo Flash cards](#)

[Body Changes pictures](#)

[Lifecycle Quiz slides](#)

[Lifecycle Quiz answers](#)

[Additional Activities](#)

[Babies and Children worksheet](#)

Lesson Title

Lesson 1

[Changes](#)

Lesson 2

[What is Puberty?](#)

Lesson 3

[Healthy Relationships](#)

Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart
[Puberty Card Sort](#)

[Puberty Card Sort whiteboard summary](#)

[Body Changes worksheet](#)

[Puberty Changes Teacher Guide](#)

Suggested Reading

Where Willy Went, Nicholas Allan

Hair in Funny Places, Babette Cole

[Healthy Friendships cards](#)

[Relationship pictures](#)

Online Respect and Self-Respect video

<https://www.youtube.com/watch?v=mZtXwlzllpk>

Year 4

Changes

Lesson 1

Learning Intention

To explore the human lifecycle
To identify some basic facts about puberty

Learning Outcomes

Understand that puberty is an important stage in the human lifecycle
Know some changes that happen during puberty

Resources

[Lifecycle whiteboard summary](#)

[Body Part Bingo cards](#)

[Bingo Flash cards](#)

[Body Changes pictures](#)

Sets of red and green coloured cards for voting

[Lifecycle Quiz slides](#)

[Lifecycle Quiz answers](#)

Activities

1. Group Agreement

In a circle, ask the class questions to help establish some rules for these lessons. Ensure you include the following: listen to each other; treat each other with respect (this includes no laughing at each other, no put downs, no personal questions); only say things you don't mind people knowing about.

2. Growing and Changing

Explain that these lessons are going to be about growing and changing, in particular how children change and grow into adults. Ask the children if they know what a lifecycle is; i.e. the stages of life, including reproduction, that a living thing goes through. Explain that they are going to look at the stages in the human lifecycle. Display [Lifecycle whiteboard summary](#) on the whiteboard. Ask at what stage in the lifecycle do humans reproduce? Do all humans grow and change at the same rate? In which stages of the lifecycle does the body change most? Emphasise that in the 'teenager' stage a person experiences a lot of changes as they develop from a child to an adult.

3. Define Puberty

Check whether the pupils know what puberty is; explain that this is a special time when a child gradually grows and develops into a young adult and both their bodies and feelings change a great deal. Tell the class puberty can start at any time between the ages of 8 and 16 and the changes happen gradually over a number of years; for the rest of the lesson we are going to think about how the human body changes during puberty.

4. Body Parts Bingo

Explain that each pair will receive a [Body Part Bingo card](#) with illustrations of parts of the human body, including the private parts. (There are four different cards, ensure each pair has a different card from those sitting next to them). Discuss how the class can manage their feelings while looking at the pictures. Select and show the [Bingo Flash cards](#) one at a time, naming and discussing each one. As the children identify a body part on their bingo card they can tick it off; continue until someone shouts Bingo! (If you put the card with the picture of the head at the end they all shout Bingo! at the same time). Lead a discussion with the class, asking questions such as: Which are female body parts? Which are male? Which parts are both male and female? Which body parts will change during puberty? How will they change? Correct any misunderstandings. Explain that males and females need their different private parts so that when they are adults they can have a baby if they choose to.

Lesson 1- continued Page 2

5. Spot the Changes

Display the [Body Changes pictures](#) on the whiteboard or print copies off for the class if easier to see. Explain that the pictures show some of the ways the body changes during puberty. Pair and share observations about what physical changes they can see in the pictures. Feedback as a whole group, highlighting changes that have not been discussed previously. Remind them to use the agreed words for the male and female body parts, which they learned in the previous activity. Try to focus the discussion on what changes they can see in the pictures, (i.e. body hair, spots on face, body shape, breasts, private parts) rather than other changes they might know about.

6. Lifecycle True or False Quiz

In pairs, give each pupil a pair of coloured cards: green for true and red for false. Play the role of the quiz show host, using the [Lifecycle Quiz slides](#) to go through each statement and ask pupils to vote whether they think the statement is true or false by holding up the corresponding card. Encourage the children to think about their reason(s) for deciding on true or false and check their understanding of the correct answer. Refer to the [Lifecycle Quiz answers](#) for support with answering questions.

6. Closing round

Introduce the talking object and do a go-round: *One way a person changes during puberty is...*

Additional Activities

Baby Photos

Ask the children if they would like to bring in a photo of themselves as a baby to show the class. The photos could then be displayed and/or used to recap this session during the next one.

Draw and Write Lifecycles

Explain to the class that they are going to do a draw and write activity showing two parts of the lifecycle. Using the [Babies and Children worksheet](#), first ask the class to draw a baby and then write about what it can do; secondly, ask them to draw what they themselves look like now and describe how they've changed since they were a baby.

Lesson 2

What Is Puberty?

Learning Intention

To explore how puberty is linked to reproduction

Learning Outcomes

Know about the physical and emotional changes that happen in puberty

Understand that children change into adults to be able to reproduce if they choose to

Resources

[Puberty Card Sort](#)

[Puberty Card Sort whiteboard summary](#)

[Body Changes worksheet](#)

[Puberty Changes Teacher Guide](#)

Activities

1. Group Agreement and Re-cap

Go over the group agreement for these sessions being sure to include rules around personal information and questions. Recap learning from the previous lesson and remind pupils that puberty can happen at any time between the age of 8 and 16 and that it starts and ends at different times for everybody.

2. Introduction

Introduce the learning outcomes for this lesson, ensuring that pupils understand the words physical, emotional and reproduce. Explain that in this lesson the class will learn about two more important changes, which happen inside the body and enable humans to reproduce. The lesson will also explore how puberty affects our emotions and how we might feel as these changes happen.

3. Puberty Card Sort

In groups of three or four, give out a set of shuffled [Puberty Sort cards](#). There are eight statements and eight pictures. Groups should order the statements by number and read them before finding the corresponding picture cards. Once the cards have been matched, go through their answers using the [Puberty Card Sort whiteboard summary](#). The following questions can support the process: If someone needed advice on any of these changes, who could they ask? Which of the changes are physical and which are emotional? How does a female know when their period has started? How might the menstrual products pictured help? How does a male know that they have started to produce sperm?

For more guidance refer to the [Puberty Changes Teacher Guide](#) but remember this is an *introduction* to puberty so don't feel the need to explain each change in great detail, they will learn about puberty in more detail in Years 5 and 6.

4. Explaining Reproduction

Explain that one of the most important differences to start inside the body during puberty is that males produce a seed, called sperm, and females produce a special kind of egg, called an ovum; the sperm and egg are needed to make a baby. If adults decide to have a baby, the egg and the sperm usually join together inside the woman's body. With this age group it is not necessary to explain how the sperm gets from the man's body into the woman's body to join with the egg; if pupils are interested, you could tell them they will learn more about this in Year 6.

Lesson 2 - continued

Page 2

What Is Puberty?

5. Body Changes

In pairs at tables, give out the [Body Changes worksheet](#). Ask the pairs to tick the male, female or everyone columns for each of the body changes. Display the worksheet on the whiteboard and take feedback from the groups, correcting any misunderstandings where necessary.

6. Puberty Discussion

Discuss with the class why puberty can be an exciting time and that there is a lot to look forward to. On the whiteboard, make a list of positive and exciting aspects of entering puberty and growing up, e.g. being given more responsibility, staying out later, getting taller, choosing what kinds of clothes/make up to wear.

7. Review Learning

- When does puberty happen?
- Why do these changes happen?
- Can we choose whether these changes happen or not?

8. Go-round

Finish with a go-round: *One good thing about getting older is ...*

Additional Activities**Suggested reading:**

Where Willy Went, Nicholas Allan

Hair in Funny Places, Babette Cole

Lesson 3

Healthy Relationships

Learning Intention

To explore respect in a range of relationships
To discuss the characteristics of healthy relationships

Learning Outcomes

Know that respect is important in all relationships including online
Explain how friendships can make people feel unhappy or uncomfortable

Resources

[Healthy Friendships cards](#)

[Relationship pictures](#)

Online Respect and Self-Respect video <https://www.youtube.com/watch?v=mZtXwLzllpk>

Activities

1. Group Agreement and Re-cap

In a circle, remind the class of the ground rules for these lessons. Make sure that you include respect for others.

2. Introduction

Introduce the learning outcomes for this lesson. Explain that the class will discuss a range of relationships that people might have during their lifetime. The lesson will also explore what makes us feel good in a relationship and what makes us feel unhappy or uncomfortable.

3. What Makes a Good Friend?

Write the word 'Friendship' on the board. Ask the class why they think people choose to have friendships? In pairs, ask them to write three qualities of a good friend; give a couple of examples e.g. trust, sense of humour, kindness. Make a list of their suggestions on the whiteboard noticing which words were common to several groups. Which words do the class think are the most important qualities in a friendship? Which qualities are linked to respect? Explain that all of the words on the board could be qualities in a 'positive' or 'healthy friendship'.

4. Healthy Friendships Card Game

In small groups, hand out sets of the [Healthy Friendships cards](#). Ask the children to take turns to read out a card. The whole group can then try to reach a consensus on whether the statement is part of a healthy friendship, an unhealthy friendship or depends and place the card in the appropriate pile. Circulate and support the groups to achieve the task. As a class discuss which statements were in which pile. Did they put any of the statements in the depends pile? Is it ok for friendships to have ups and downs? What might help someone if they were in a friendship that made them feel unhappy or uncomfortable?

5. Respectful Relationships

Give each group a [Relationship picture](#) or display them on the whiteboard. Explore the different relationships that people have at different ages and discuss how respect might be important in those relationships. Do any of the pictures show relationships where people look unhappy or uncomfortable? Ask the class to consider whether any of the qualities they thought were important in a friendship would also be important in an adult relationship; it should emerge that all the qualities are valid for both.

Lesson 3- continued

Page 2

Healthy Relationships

6. Respect online

Explain that it is just as important to respect people's feelings online as it is face to face. Show the clip "Online Respect and Self-Respect" <https://www.youtube.com/watch?v=mZtXwLzIpk>

7. Go-round

If a relationship is making us feel uncomfortable or unhappy it can be good to talk to someone we trust about how we are feeling. Remind the class of people in school who can support them and of Childline. Finish with a go-round: *One person I could talk to is...*