

Changing bodies and feelings

Year: Y5

Subjects and Issues

◆ Body Image ◆ Building self-esteem ◆ Feelings ◆ Growing and changing ◆ Puberty ◆ Relationships Education (formerly SRE or RSE) ◆ Body parts (including genitalia) ◆ Reproduction ◆ Masturbation ◆ Wet Dreams ◆ Emotions ◆ National Curriculum Science - Relationships elements

NB: you may want to deliver this session in single sex groups, depending on class. You will be the best person to determine this. You can adapt the content of the session according to maturity levels and other relevant factors.

Introduction

Refer to group agreement or develop one if not already done (see Teacher Guidance for further information on this).

Ask the children what they remember from their first session on Puberty? Responses could include:

- We looked at different objects and what a person might need during puberty
- Learning about how male and female bodies develop
- What periods are
- That sometimes people commit crimes against a girl's body which involve cuts being made to her vulva (Female Genital Mutilation - FGM).

Explain that we are now going to think about puberty in a bit more detail.

Activity 1 – Labelling external body parts

Distribute the female and male external body parts (Activity sheet a & b) Ask the children to label each of the parts using the correct words provided in the box at the bottom of each sheet.

Using the *Puberty Glossary* as a guide, explain the role of each body part or how it relates to puberty. The glossary may also help to answer any further questions children may have. NB: explain that the term *vulva* is used to refer to *all* of the female external body parts - it is part 8 on the Activity sheet and doesn't have an arrow, since it's a more general area.

Activity 2 – Emotions and feelings: true or false?

Explain to the group that we are going to look at some of the thoughts and feelings or emotions that may come up when a person is going through puberty.

Spilt the class into small groups (up to 5) and distribute the *Emotions and feelings: true or false?* Activity sheet (c) to the groups. Allocate 3-4 statements to each group. Explain that they need to decide if the statements are **true** or **false**. Circulate around the groups to check for understanding as they do this activity.

Come back together and using the Teacher answer sheet for guidance, ask each group to pick a statement they think is **true** and why; ask other groups whether they thought the same. Repeat this, but this time asking them to pick a statement they think is **false** - and why; again asking other groups whether they thought the same. Continue until all statements have been covered.

Plenary

Ask the class to identify trusted adults they could talk to if they are worried about puberty or the changes happening to their body.

Extension (optional)

Pupils could ask parents/carers at home what they remember about their body changing and what worries they had, e.g. did they start puberty earlier than average or later?

Learning Outcomes

Children will be able to:

- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.