

# All change!

Year: Y4

## Subjects and Issues

♦ Body parts ♦ Feelings ♦ Growing and changing ♦ Puberty ♦ Science ♦ Relationships education ♦ Reproduction ♦ Periods  
 ♦ Menstruation ♦ Body changes ♦ Life cycles ♦ Masturbation ♦ Emotions  
 ♦ National Curriculum science - relationships elements

## Introduction

Start by reviewing the class agreement or develop one if not already developed (see Teacher Guidance for details of setting this up).

Explain to the children that an Alien has just landed in their classroom and doesn't understand why we have both males and females on Planet Earth. Can anyone explain why we do? Amongst many suggestions, elicit the response that we need both a male and a female to reproduce and create another human being/baby.

## Activity 1 - Body parts

Show the outlines of the male and female bodies on the IWB. Split the class up into groups of up to 5 and using the *Body outlines* Activity sheet ask children to draw on all the parts of the body that men and women have **in common** in one colour, and all of the **differences** in another colour. They can choose to write the words rather than draw if preferred (ask them not to worry about the spellings at this stage). Next, ask the children to share the different body parts they have come up with during this activity. As they do this, you write these on the body outlines on the IWB for both female and male. Make sure to include:

- **Female:** vulva, (see note, below\*), vagina, ovaries, eggs, womb, clitoris, labia, breasts
- **Male:** penis, testicles, sperm, pubic hair

[\*Vulva: external parts of female genitals which are visible. This includes the clitoris, two sets of labia - the inner and the outer - and the entrance to the vagina.]

Explain that they might use different words at home to name their 'private parts' (their penis and vulva), but that these are their correct medical names and will help them if they ever need to talk to someone like a doctor about them, e.g. because they are sore. [You may find it useful to refer to the [Puberty Glossary](#) to help answer any questions regarding the function or correct medical name of a body part.]

## Activity 2 - Changing

Explain that now or in the next few years everyone in the class will start changing, does anyone know what this change is called? [puberty]

Explain that puberty is the process by which our bodies change from a child's to an adult's so that if they want to, they are able to have a baby. Puberty can be an exciting time, but for some young people it can bring a range of other feelings too. If they feel scared or worried about these changes it is important that they talk to a trusted adult.

You might find it useful to share these videos with the class as a way of introducing some of those changes. As with all videos it is recommended you watch them prior to showing them to your class to ensure they are suitable:

### Puberty for girls

### All about getting your period

### Puberty for boys

Once you have shown these videos make sure to allow for any questions the children may have, to help them make sense of what they have watched.

Note that the film clip about boys references masturbation or an increased desire for a person to touch themselves for pleasure, but the girl's version does not. To ensure equality in relation to this, we encourage you to consider explaining to the children that masturbation or an increased desire for a person to touch themselves for pleasure is a private activity that everyone can choose to do. Point out that it is normal if a person doesn't choose to do it, and normal if a person does, as long as it is done in private, e.g. bedroom or bathroom.

## Activity 3 - Starting families

Split the class into small groups of no more than 5. Using the Animal Cards ask the children to cut out the cards and then put them in order of age at which they think other animals are able to start reproducing and having babies. Once completed, read out the order and the age.

1. Butterflies (3-4 hours)
2. Mice (4 weeks)
3. Frogs (12-16 weeks)
4. Rabbits (6 months)
5. Birds (1 year)
6. Humans (8-13 years)
7. Elephants (12-15 years)

Ask the children why they think most people wait until they are a lot older to have children? Answers could include:

- Not legal to have sexual intercourse until the age of 16
- A baby needs lots of looking after
- Doesn't have enough money
- Not married
- Hasn't met a suitable partner

Explain that a baby needs lots of looking after. It is best to wait until the person is ready to take on that kind of responsibility, and it will make it easier if they have a partner to help care for their baby too. Also, a person needs to be emotionally and financially ready to have a baby as well as physically ready. Being able to provide somewhere to live helps keep the baby safe and healthy.

## Summing up

Explain that during puberty, not only does someone develop physically, but emotionally too, this helps in developing healthy relationships with those around a person, including their friends and family. This will be covered in another lesson.

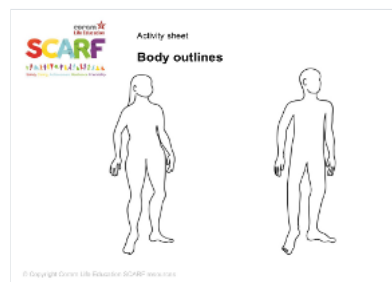
## Extension (optional)

If appropriate, as a take-home task, the children could discuss with their parent/carer or other trusted adult when they think is the best age for people to have children and why.

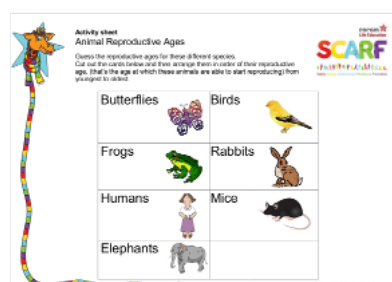
## Learning Outcomes

Children will be able to:

- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.



**Body outlines - Activity sheet** - enough for working in small groups



**Animal Cards - Ordering activity-** enough for working in small groups. Cards should be cut out for the activity

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06 Working in pairs or small groups

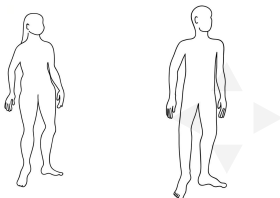
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08 Sorting Activities

17 Using correct terminology

Creating a Safe Learning Environment

## Whiteboards



Female and male outlines

## DfE Relationships Education and Health Education statutory requirements

- Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

## PSHE Association Learning Opportunities

- H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
- 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).
- H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.
- H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.