

# Changing bodies and feelings

Year: Y5

## Subjects and Issues

- ◆ Body parts
- ◆ Feelings
- ◆ Growing and changing
- ◆ Puberty
- ◆ Science
- ◆ Relationships education
- ◆ Reproduction
- ◆ Periods
- ◆ Menstruation
- ◆ Masturbation
- ◆ Wet dreams
- ◆ Emotions
- ◆ National Curriculum science - relationships elements

**Please note before teaching this lesson: if the children haven't already been taught the puberty lesson in Y4/P5 (Sco) then we suggest that you start with the next lesson in this half-termly unit, *Growing up and Changing Bodies* and follow it with this lesson.**

## 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 previous session about 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.

## Summing up

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

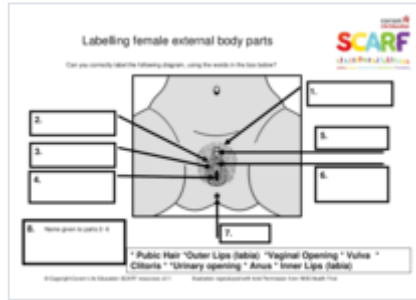
## Extension (optional)

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.



Labelling body parts - Activity sheets (a and b)- one set each

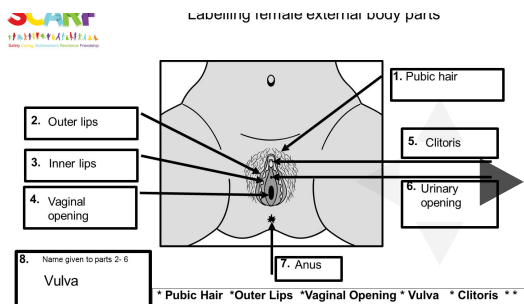


Emotions and feelings: true or false? - Activity sheet (c) - enough for working in small groups of up to 5



Emotions and feelings: true or false? - Teacher answer sheet (d)- one copy for reference

## Whiteboards



Labelling female and male external body parts

## 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).
- H36. Strategies to manage transitions between classes and key stages.