

All change!

Year: Y4

Subjects and Issues

◆Body parts ◆Feelings ◆Growing and changing ◆Puberty ◆Science ◆Relationships education ◆Reproduction ◆Periods ◆Menstruation ◆Body changes ◆Life cycles ◆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 (https://www.youtube.com/watch?v=r6oka_hqMjk)

All about getting your period (<https://www.youtube.com/watch?v=RX4NJrjxwss>)

Puberty for boys (<https://www.youtube.com/watch?v=onggxBVI4qw>)

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.

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.

Plenary

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.