

Year 4 – Sex and relationship education

Growing up and changing

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p>LESSON ONE</p> <p>Pupils learn about the way we grow and change throughout the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify changes throughout the human life cycle • understand change is on-going • understand change is individual 	<ul style="list-style-type: none"> • Pre-topic assessment activity: <ul style="list-style-type: none"> ○ Pupils add their ideas to the outlines of boys and girls: What changes as people grow up? • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Pupils show their partner a photo, object, picture or story that they have brought into school that shows them when they were younger. Pupils talk about what they were like at the time and how they have changed. <i>pairs</i> • Introductory activity: Pupils in groups are given images of one of the stages of the human life cycle (school-aged child, teenager, adult, elder) with both male and female pictures stuck to a piece of flipchart paper. Pupils jot down ideas of the things someone of this age is able to do – putting each thing on a different post-it note. <i>groups</i> • Main activity: After a while, pass the flipcharts on to the next group, to add more ideas to post-it notes. Pass the flipchart on again – pupils organise the post-it notes with all the things everybody of this age does at the top and at the bottom things only a few people do. Pass the flip chart to the next group – pupils put all the things males do on the left and things females do on the right, anything they both do can go in the middle. Give the original group back their flipchart to see how things have changed. <i>groups</i> • Closing activity: Pupils discuss why the things we can do changes throughout our lives, how people might feel about the changes and where people can get help if change feels difficult. <i>whole class</i> 	<ul style="list-style-type: none"> • A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 4, Lesson 1, Growing and changing

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<p>LESSON TWO</p> <p>Pupils learn about the physical changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults identify physical changes associated with puberty understand that everyone’s experience of puberty is different and that it begins and ends at different times 	<ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Pupils sit in a circle and in turn complete the sentence: One thing that has changed about me since I was small _____. <i>whole class</i> Introductory activity: Pupils guess the word that describes the time of our lives from when bodies change from children to young adults - ‘puberty’. Pupils discuss when they think puberty happens - anytime between 8 and 17. Ensure pupils understand it starts and ends at different times for everybody. Pupils come up with ideas to add to a Venn diagram/ labelled boys, girls, both about all the changes which happen to people at puberty. <i>whole class</i> Main activity: Pupils watch a section of the Channel 4 Living and Growing DVD (Changes, Unit 2, Programme 4 to “Next we’ll be grown-ups, maybe even mums and dads.”) Pupils discuss the video, including why the changes occur and what else needs to change before having children (emotional change, maturity, financial). <i>whole class</i> Closing activity: Pupils review what they have learned about puberty – When it happens? Why? Which changes happen to boys and which to girls? Pupils write an anonymous question about the video and puberty. <i>pairs</i> 	<ul style="list-style-type: none"> A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 4, Lesson 2, Puberty – How our bodies change Channel 4 Living and Growing DVD
<p>LESSON THREE</p> <p>Pupils learn about menstruation and wet dreams</p> <p>Pupils</p> <ul style="list-style-type: none"> can describe menstruation and wet dreams can explain effective methods for managing menstruation and wet dreams understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams 	<ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Introduce the words menstruation and wet dreams, explaining the pupils will be learning about these two physical changes that happen at puberty. <i>whole class</i> Introductory activity: Pupils explain what they think these two words mean. Use leaflets, book extracts or whiteboard material to explain menstruation and wet dreams. <i>whole class</i> Main activity: Pupils are given statements on cards about menstruation and wet dreams that might be true / false / depends. Pupils work in groups to decide and match each statement to true / false / depends. Clarify any misconceptions or statements the pupils were unsure about. <i>groups</i> Closing activity: Round - pupils complete the sentence starter: One thing I have learned about puberty is _____. <i>whole class</i> 	<ul style="list-style-type: none"> A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 4, Lesson 3, Understanding menstruation and wet dreams All Change (girls) and All Change (boys) – leaflets for pupils available for free from Leeds Public Health Resource Centre: http://www.leeds.gov.uk/phrc/Pages/Leaflets-and-posters.aspx

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<p>LESSON FOUR</p> <p>Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain how changes at puberty affect body hygiene • can describe how to care for their bodies during puberty • can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming 	<ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Pupils discuss what is meant by hygiene and why it is important. <i>whole class</i> • Introductory activity: Pupils discuss why hygiene is particularly important during puberty and which areas of the body need to be kept particularly clean during puberty. <i>groups</i> • Main activity: Pupils are given a bag of items that relate to hygiene. Pupils choose an object and discuss what it is; what it is used for; who uses it; why; whether everybody should use it; whether it is used by men, women or both. <i>groups</i> • Closing activity: Pupils discuss what they would do if one of their friends or someone in their family had a hygiene problem and the importance of being sensitive to other people’s feelings. <i>pairs</i> 	<ul style="list-style-type: none"> • A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 4, Lesson 4, Changing the way we keep clean
<p>LESSON FIVE</p> <p>Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to describe how feelings and behaviour change during puberty • can devise strategies for managing these changes • understand how changes during puberty can affect relationships with other people 	<ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Round - pupils complete the sentence starter: One thing I have noticed about teenagers is_____. <i>whole class</i> • Introductory activity: Pupils are shown a range of objects and artefacts relating to puberty or growing up. (For example, keys, Valentines card, bank card, magazine or book, make-up, diary, cinema ticket, trainers, mirror). Pupils close their eyes one object is taken away; pupils open their eyes and guess which object is missing. Discuss the object and how it relates to puberty. For example, the diary might relate to not bottling up feelings or when is a good time to tell a secret and when not. <i>whole class</i> • Main activity: Pupils are given some of the different objects and complete a simple worksheet about what it is, how it relates to puberty and what advice they would give someone experiencing puberty. <i>pairs</i> • Closing activity: Pupils make a list of who they would go to for advice and support about puberty. <i>whole class</i> 	<ul style="list-style-type: none"> • A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 4, Lesson 5, Changing feelings and changing lives

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<p>LESSON SIX</p> <p>Pupils learn strategies to deal with feelings in the context of relationships</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to identify feelings and understand how they affect behaviour • can practise strategies for managing relationships and changes during puberty • can empathise with other people’s feelings in relationships, including parents and carers 	<ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Pupils brainstorm words related to feelings and emotions. <i>whole class</i> • Introductory activity: Pupils are read a scenario about change and relationships. For example, “X’s little brother has entered their bedroom and read X’s private diary”. Pupils discuss how the character might feel in this situation – record this in a red circle on the board. Pupils discuss what they might do if they acted on their feelings and record this in a green circle on the board. Discuss how acting on their feelings straight away might not always be the best option. Pupils then discuss what they might think about the situation, perhaps a short time after the event, record this in an orange circle on the board. Finally discuss what the character might do if acting on their thoughts and record this in the green circle. Discuss how feel, think, do is a useful framework to help with relationships. <i>whole class</i> • Main activity: Pupils are given example of different scenarios and repeat the feel, think, do approach. <i>pairs</i> • Closing activity: Pupils discuss when they might use ‘feel, think, do’ in their own lives. How can they stop and think before the act? For example, counting to 10. <i>whole class</i> 	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p> <p>Year 4, Lesson 6, Feeling, thinking and doing – Changing relationships</p>

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<p>LESSON SEVEN</p> <p>Pupils learn to answer each other’s questions about puberty with confidence, to seek support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify sources of information, support and advice for children and young people • can use appropriate language to discuss puberty and growing up with confidence • can answer their own questions about puberty and growing up 	<p><i>Before this lesson, develop a list of questions generated from the pupils’ anonymous questions throughout the topic.</i></p> <ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Pupils complete a true / false quiz based on their anonymous questions. <i>individual</i> • Introductory activity: Go through the quiz, checking the answers. <i>whole class</i> • Main activity: Give out typed copies of any remaining questions – pupils come up with responses for the questions. <i>pairs</i> • Closing activity: Pupils discuss where they can find out more information about growing up and changing. <i>whole class</i> • Post-topic assessment activities: <ul style="list-style-type: none"> ○ Pupils add to / amend their original ideas or complete a new version on the outlines of boys and girls: What changes as people grow up? ○ Pupils complete the self-reflection sheet – Growing up and changing 	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p> <p>Year 4, Lesson 7, Your questions answered</p>

Children’s literature to support the topic	Help, advice and support
<ul style="list-style-type: none"> • Frog in love, Max Velthuijs • What’s happening to me (girls), Susan Meredith • What’s happening to me (boys), Alex Frith • Let’s talk about girls, boys, babies, bodies, families and friends, Robie H. Haris • Love you forever, Robert Munsch • KS2 PSHE and citizenship class clips, BBC Bitesize, cartoon clips about puberty, growing up and changing www.bbc.co.uk/education/subjects/zqtnvew 	<ul style="list-style-type: none"> • Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust • ChildLine: 0800 1111 www.childline.org.uk • Dove self-esteem project for girls: www.selfesteem.dove.co.uk