Did you know your school can get access to free period products?

The Department for Education have implemented a period product provision scheme which will ensure free products are available to students across state-maintained schools and colleges in England. To ensure your students have the support they need and access to free period products, get in touch with PHS who are supporting the scheme, by calling 01827 255500 (option 3) or drop an email to [periodproducts@phs.co.uk](mailto:periodproducts@phs.co.uk). Lil-Lets are thrilled to be also supporting this scheme and our period products make up a wide selection of the product offering too!

PUBERTY **Growing & Changing Lesson Plan**

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| **Time for session** | 50-60 minutes |
| **Suitable for:** | KS2: Years 4-5 |
| **Aim** | To begin to understand the meaning of puberty including physical and emotional changes. |

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| **Outcomes:** | **By the end of this activity, participants will be able to:**   * Understand how we all **grow & change.** * Recognise what **puberty** means. * Identify how our **feelings can change.** * Understand the importance of **keeping clean.** * Where to **get more information**/advice about growing & changing   This session links to KS2 government statutory guidance & PSHE Association guidance. |

# **Resources required:**

* + Puberty products & facilitator prompt sheet OR
  + Puberty match up game.
  + Growing & Changing Advice for a Friend Worksheets (enough for the whole group)
  + Growing & Changing PowerPoint (if using)

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| **Activities and method** | | |
| **Activity** | **Description & key messages** | **Timing** |
|  | **Introduction – creating a safe space & lesson aims.**  **Activity**   * Explain that we are going to talk about our bodies and puberty. * Create a safe space with the children, ensure that pupils understand that the classroom is a confidential space and free from judgement. * Please communicate the session aims with the group and key messages. | **5 minutes** |
|  | **Puberty changes bag OR Puberty Match Up Card Game**  *Based on the needs of the group, the facilitator should either complete the activity ‘Puberty Changes Bag’ OR ‘Puberty Match Up Game’*  **Method**   * Facilitator asks the group what puberty is and gives some key facts (if not covered in the introduction). * Facilitator explains to the group that we are going to think about puberty changes; some happen to some people and not to others. We are going to use a bag of items to help us. * Facilitator then hands around the bag and asks for a volunteer to pick out one item. The facilitator asks how this item relates to puberty changes and who this change happens to. * Alternatively, the facilitator can use the Puberty Match Up cards with the group and use the facilitator body changes bag instructions as a prompt to support key messages. * Continue until all the items have been picked. Facilitator then asks if there are any changes we haven’t mentioned? Can anyone think of anymore? * **Period products –** (facilitator can choose which products to include that are appropriate for the group) girls, and those with a vulva and womb start their periods during puberty. Explain that this will be covered more in years 5 and 6 but it’s good to start to know about periods now, just like other areas of our health.   **Key Questions**   * Is puberty the same for everyone? * What age does puberty happen? * What are some changes which happen during puberty?   **Key Messages**   * As you get older your body goes through a number of changes, called puberty. * Puberty is when people start to change from being a child into a young adult. * The speed of these changes can be different for everyone. * Puberty starts sometime between the ages of 7 and 16 and the process takes several years to complete. * Hormones become very active and are responsible for growth and development during puberty. Hormones are chemicals that tell [cells](https://kids.britannica.com/kids/article/cell/352933) and body parts to do certain things. * Puberty changes are a normal part of growing up. * People will start puberty at a slightly different time and will develop differently – it’s important to respect that we are all different. * Puberty is a time for new opportunities and feelings. You will have new responsibilities to take care of yourself and you may want more independence. * Periods: This happens around once a month and means blood comes from a person’s vagina for 3-8 days. They will want to use a product to catch or absorb the blood, but they can choose whichever feels best for them. * Some changes happen only to people with a penis, some only to people with a vulva; some happen to both. * The hormones released in puberty can impact our emotions and feelings. Make sure you are kind to yourself and others. * It is important to keep ourselves clean. * We should wash our bodies with warm water and unperfumed soap. We can ask our parents/carers for help with this. | **10 minutes** |
|  | **Changes to our Feelings**  **Method**   * Ask the group if they have heard about people’s feelings and emotions changing when they become a teenager. * Ask what words they might have heard of (moody, angry, sad, excited) – write these on the board, divide the words into positive (good) and negative (bad) feelings. * Reveal ideas on the slides; red broadly to represent negative feelings and green happier feelings.   **Key Questions**   * Can our feelings go up and down? * What kind of feelings can we have? * Can we make our feelings positive (better or good)?   **Key Messages**   * It is normal to have lots of different feelings, some more negative and some more positive, especially as we start to get older. It can sometimes be difficult to control or manage our feelings – and this can depend on the situation we are in. * It is important for us to talk about our feelings, especially those feelings that are very strong or go on for a long time. This can help us to feel more positive and stop the negative ones building up. * It is really important we get help from a trusted adult with feelings and emotions especially when we are feeling low, angry, scared or lonely. | **5 minutes** |
|  | **Advice for a Friend**  **Method**   * Children work in pairs to offer characters advice about when they are having negative (bad) feelings for Dino, Hoot and Bot. * Give one character per group and some pens to write on the sheet. * Ask for the groups to share their ideas about offering advice to their friends.   **Key Questions**   * What kind of feelings can we have? * How can we make ourselves and our friends feel better? * Who else can we talk to if we are feeling sad, angry or down? * Is it good to talk about growing and changing?   **Key Messages**   * The way we feel and behave might start to change as we start puberty. * It might even affect our relationships/friendships. * It’s important we understand how we are feeling and talk to someone about these feelings. * It’s ok to feel a bit up and down, that’s normal * But there are ways to help us to feel better and manage some of our negative (bad) feelings.   **Prompt ideas for teacher**  *Dino: people go through body changes (puberty) at different times, some grow quicker than others, this is normal. You shouldn’t feel left out, and the other dinos wouldn’t want you to feel like that. It’s ok to talk to your friends and parent/carer about how you are feeling.*  *Hoot: as we start to grow a bit older, we do sweat more, and when we do things like PE or sport, we will produce even more sweat. This is completely normal, but it’s really good we remember to wash after sport, and everyday. This can keep us from smelling. We can bring spare clothes to change into after sport too. We can always talk to our parent/carer about washing and keeping clean if we are unsure how.*  *Bot: our feelings might start to change as we experience puberty. We might feel sad or angry for no reason and we can’t think why. It’s normal for our mood to change but it’s good to talk to our parent/carer about how we are feeling and think of ways to lift our mood if we are feeling a bit fed up or angry. If we do storm off or slam the door; it’s also good to apologies and explain our feelings.* | **15 minutes** |
|  | **Ways to help our emotions.**  **Method**   * Ask the group to think of ways we can help ourselves and each other when we are experiencing more negative emotions. * Write out their ideas before revealing the suggestions on the slide.   **Key Questions**   * Is it ok to feel different emotions? * How can we support our friends to talk about their emotions? * Is it ok to talk about puberty?   **Key Messages**   * Remember during puberty it is not just our bodies that can change but the way we feel (our emotions) too. * We might see a change in emotions, so we might feel up and down. * There are great ways for us to manage these emotions like doing something we enjoy, talking to our friends or parents/carers, writing down how we are feeling, keeping active, being around people we care about and know they care about us. * Do things which help you feel positive. Getting enough sleep, doing some exercise, and eating healthily can also help. * It’s also good we look after our bodies – we wash them and talk to our parent/carer if we need help keeping clean. * We can talk to each other about puberty and answer each other’s questions, but if we are unsure about anything that’s ok, we can ask an adult we trust. | **5 minutes** |
|  | **Where to go for help.**  *Depending on time either complete full exercise or lead group discussion based on key messages.*    **Method**   * Facilitator hands out paper for each child. * Facilitator explains we are going to think about who we can talk to about growing and changing. * Ask each child to draw around their hand. For each digit they need to write down one place/person they can go to talk about growing and changing. * After allowing the group to finish, facilitator asks for suggestions and debriefs.   **Key Questions**   * What should we do if we have a question about growing and changing?     **Key Messages**   * Please talk to an adult you trust if you have a question about growing and changing, it’s good to talk about these changes, even before they happen. * Growing and changing is completely normal, and we might have questions along the way. * This is an opportunity to signpost children to support in school. | **5**  **minutes** |
|  | **Summary.**   * Facilitators answer any questions carefully. * Provide a short summary of today’s learning. * Ensure young people can identify someone they can talk to if this lesson raises any concerns. * Signpost to reputable organisations and the school’s mentor or counsellor. | **5 minutes** |
| **Relevant differentiation to support or challenge pupils** | | |
| **Consolidation:**   * When discussing genitals remind children that we do not need to discuss our own genitals specifically at this point, and if they have any personal questions, they can discuss this with the facilitator privately. * Discuss signposting, who the children can turn too if, for example, they want to discuss their gender identity more, or they feel that they are worried about something to do with their body. * For some children, it may be more appropriate to break down this lesson into smaller parts and to have a member of support staff run through each component individually. * For some children, it may be useful to have them list feelings in order to consolidate their idea of what a feeling is, and then introduce the situations in which these feelings are experienced, along with their behaviour at this time. After this, they could begin to think of how their body feels during certain feelings. * Some children may struggle with behaviour regulation, and it is important to point out that this is something that can be difficult to learn, and we should ask an adult for help if we need to. * It is important to be understanding to our friends if they have difficulty managing their behaviour/response to feelings.   **Extension:**   * Everyone writes down at least one question about puberty onto a post-it note and teacher draws it out of a box, the group helps to answer the question (ensure in line with topic and age/stage appropriate). | | |
| **Further resources to support and extend learning** | | |
| **What is puberty?**  <https://www.brook.org.uk/your-life/puberty/>  <https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/>  <https://www.childline.org.uk/info-advice/you-your-body/puberty/puberty-facts/>  **Support for trans and gender diverse children**  <https://mermaidsuk.org.uk/> | | |