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 Body Changes Lesson Plan

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| **Time** | 50-60 minutes |
| **Suitable for:** | Young people from years 4-6 |
| **Aim** | To understand key facts about puberty, including physical and emotional changes. |

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| **Outcomes:** | **By the end of this activity, participants will be able to:**   * Define what **puberty means.** * Understand that everyone will experience **puberty differently.** * Identify **key changes** which happen during puberty. * Understand key facts about **menstruation.** * Understand where **to go for help** and support around puberty and their bodies.   This session links to KS2 government statutory guidance & PSHE Association guidance. |

# **Resources required:**

* + Body Outline Worksheet
  + Menstruation cycle image
  + Period products
  + Puberty quiz statements & debrief sheet
  + Puberty Changes Facilitator Prompt sheet (if using)
  + Body Changes PowerPoint (if using)

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| **Activities and method** | | |
| **Activity** | **Description & key messages** | **Timing** |
|  | **Introduction – Creating a safe space, lesson aims, and brief reminder of last lesson.**   * Explain that we are going to talk about puberty * Create a safe space with the children- ensure that pupils understand that the classroom is a confidential space and free from judgement. * Elicit past learning by asking the children the key questions and write their answers on the board * Discuss key messages regarding gender and explaining what we mean by genitals.      * Use the slides about the internal reproductive organs to explain what we mean by reproductive organs in males and females and how the process of puberty relates to human reproduction. They’ll learn more about this in year 6.   **Key Message**   * For some people their biological sex (being male/female) does not match the gender everyone expected them to be when they were born. This is okay and we should respect how other people feel. In this lesson, we are going to talk about people’s bodies, not genders. * Everyone has private parts on their bodies. These are the areas covered by our underwear: bottom, vulva, penis (genitals) and breasts. The genitals are in between someone’s legs, and everyone has them. Sometimes these are called private parts or other nick names. It is important to know the correct words for these parts of the body to help us to tell someone if we need help, and to understand body changes experienced during puberty. * Genitals are broadly split into two types – girls, and those with a vulva, and boys, and those who have a penis and testicles. * Sometimes it can feel a bit awkward to talk about genitals because we are not used to talking about bodies and they are our private parts. However, it is not rude or wrong to understand how our bodies work and know the correct words. * Everyone’s bodies, including genitals, are slightly different. We should respect other people – not tease or laugh at those who are different to us. | **5 minutes** |
|  | **Puberty**  **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. * Keep the definition of the word puberty at the front of the room (where the children can see it) * Children can either use the body changes worksheet (body outline) or draw their own person – encourage group to keep this gender non-specific. * Children can work in pairs to come up with all the changes that might happen to someone as they experience puberty for any gender. * Offer children prompts if they are struggling with ideas and encourage children to think about changes that also might happen to emotions. * Use the slides to discuss the different changes people might experience during puberty.   **Key Questions**   * Can it feel awkward to talk about puberty? * What are some changes which happen during puberty? * Are all the changes physical? * Why do you think it is important to talk about these changes?   **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 will 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. * Some changes happen only to people with a penis, some only to people with a vulva; some happen to both. * During puberty you might start thinking about who you fancy and start thinking about sexual things. But not everyone does. * Wet dreams are when you ejaculate (release fluid containing sperm out of the penis) when you’re asleep. This happens to some people and not to others. It is normal. It’s important to clean up afterwards and change your sheets and pyjamas. * The hormones released in puberty can impact our emotions and feelings. Make sure you are kind to yourself and others. * Do things which help you feel positive. Getting enough sleep, doing some exercise, and eating healthily can also help. | **20 minutes** |
|  | **What is menstruation or a period?**  **Method**   * Facilitator explains we are going to think a bit more about menstruation or periods. * Facilitator shows the group an image of a menstrual cycle and reinforces key messages. * Facilitator then asks the group how someone might feel just before and during their period. Use key messages to debrief. * Facilitator can then show period product options.   **Key Questions**   * What is menstruation or a period? * Who has a period and why? * What can someone use to catch the period blood?   **Key Messages**   * Periods start at some point during puberty (girls, and for people with a vulva), although some people’s periods don’t start until they are 16 or 17. There’s no right or wrong age to start having periods. If they don’t start by the age of 18 then it’s good to talk with a doctor. * Periods are just one part of the menstrual cycle. A menstrual cycle starts on the day that you get your period and lasts until the day before your next one. * On average people have a period every month (but it can be longer or shorter than this) * The ovaries release an egg, and the womb lining becomes spongy and thick. If the egg isn’t fertilised by sperm, the egg disperses in the uterus and comes out through the vagina as blood. * This bleeding is known as a period and lasts 2-10 days. Period blood can be pink, brown or red and have clots in it. * Sometimes people have some signs their period is on the way, you might feel more tired, have more spots, headaches, sore breasts, upset stomach or feel a bit more emotional than usual. Everyone is different so may have some signs or none. * During your period some people get cramps which feel like a sore stomach or lower back. A warm bath, hot water bottle and keeping active can help. Any pain relief medication should only be given under adult supervision. * There are different options for catching the period blood, pick what works for you. There are pads, tampons, menstrual cups, liners and period pants. * Periods are natural and normal. They are not dirty. | **10 minutes** |
|  | **Puberty quiz.**  **Method**   * Facilitator asks the group to stand up and explains that they are going to read out a statement. If you think it is true go to one side of the room and if you think it is false, go to the other side of the room. * Facilitator then reads out statements and debriefs each one.   **Key Messages**   * Reinforce key messages already discussed in the lesson. * Please use facilitator debrief sheet for specific points. | **10 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 your school’s mentor or counsellor.   **Key Messages**   * If you have questions or need support about puberty or your body, please speak to an adult you trust. | **5 mins** |
| **Relevant differentiation to support or challenge pupils** | | |
| **Consolidation:**   * Alter to smaller groups or 1:1, with added support and guidance from LSA/TA. * Continued informal assessment of understanding throughout, through discussion and asking for responses with appropriate questioning for individuals. * Facilitator to decide whether to use Puberty Quiz or replace with further child lead question and answer session. * Ensure we are not saying ‘voice breaks’ with children who may take this literally. Using words such as ‘alter’ and ‘deepen’ can keep us away from fears that our voice will ‘break’ and ‘stop working’. Link to difference between adult and child voices and that changes to how a voice can sound can happen to anyone. * Explore ways we can look after our own emotional wellbeing during puberty – facilitator lead.   **Extension:**   * Discuss ways we can look after our own emotional wellbeing and what it means to us – children to list emotions they think could happen and how we could manage them. For example; “if we feel sad we could talk to someone”. | | |
| **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/>  **Information about periods**  <https://www.brook.org.uk/your-life/period-faqs/>  <https://www.nhs.uk/conditions/irregular-periods/> | | |