












Year Group: Four		Topic Title: Growing and Changing		Half Term: Summer
Aim of the unit: Understanding personal identity Puberty is part of the life cycle and the changes that occur Recognising individuality and different qualities Understanding the importance of maintaining good mental wellbeing		Links to RSE: Pupils should know: <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. 		Key Vocabulary: Puberty Life cycle Reproduction Physical Breasts Sperm Egg Pubic hair Emotional feelings sperm ovum pride proud flight fight regulated qualities values resourceful reciprocity reflective resilience respect responsibility
Lesson	Learning Challenge	Learning Outcomes	Outline of Learning Experience	Resources
1	Can I explore the human lifecycle and identify some basic facts about puberty?	Children will be able to: <ul style="list-style-type: none"> • Understand that puberty is an important stage in 	2. Growing and Changing Explain that these lessons are going to be about growing and changing, in particular how children change and grow into adults. Ask the children if they know what a lifecycle is; i.e. the stages of life, including reproduction, that a living thing goes through.	Lifecycle whiteboard summary Body Part Bingo cards Bingo Flash cards Body Changes pictures



	   	<p>the human lifecycle</p> <ul style="list-style-type: none"> Know some changes that happen during puberty 	<p>Explain that they are going to look at the stages in the human lifecycle. Display Lifecycle whiteboard summary on the whiteboard. Ask at what stage in the lifecycle do humans reproduce? Do all humans grow and change at the same rate? In which stages of the lifecycle does the body change most? Emphasise that in the 'teenager' stage a person experiences a lot of changes as they develop from a child to an adult.</p> <p>3. Define Puberty</p> <p>Check whether the pupils know what puberty is; explain that this is a special time when a child gradually grows and develops into a young adult and both their bodies and feelings change a great deal. Tell the class puberty can start at any time between the ages of 8 and 16 and the changes happen gradually over a number of years; for the rest of the lesson we are going to think about how the human body changes during puberty.</p> <p>Body Parts Bingo</p> <p>Explain that each pair will receive a Body Part Bingo card with illustrations of parts of the human body, including the private parts. (There are four different cards, ensure each pair has a different card from those sitting next to them). Discuss how the class can manage their feelings while looking at the pictures. Select and show the Bingo Flash cards one at a time, naming and discussing each one. As the children identify a body part on their bingo card they can tick it off; continue until someone shouts Bingo! (If you put the card with the picture of the head at the end they all shout Bingo! at the same time). Lead a discussion with the class, asking questions such as:</p> <p>Which are female body parts? Which are male? Which parts are both male and female? Which body parts will change during puberty? How will they change?</p> <p>Correct any misunderstandings. Explain that males and females</p>	<p>Sets of red and green coloured cards for voting Lifecycle Quiz slides Lifecycle Quiz answers Babies and Children worksheet</p>
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			<p>need their different private parts so that when they are adults they can have a baby if they choose to.</p> <p>Spot the Changes Display the Body Changes pictures on the whiteboard or print copies off for the class if easier to see. Explain that the pictures show some of the ways the body changes during puberty. Pair and share observations about what physical changes they can see in the pictures. Feedback as a whole group, highlighting changes that have not been discussed previously. Remind them to use the agreed words for the male and female body parts, which they learned in the previous activity. Try to focus the discussion on what changes they can see in the pictures, (i.e. body hair, spots on face, body shape, breasts, private parts) rather than other changes they might know about.</p> <p>Lifecycle True or False Quiz In pairs, give each pupil a pair of coloured cards: green for true and red for false. Play the role of the quiz show host, using the Lifecycle Quiz slides to go through each statement and ask pupils to vote whether they think the statement is true or false by holding up the corresponding card. Encourage the children to think about their reason(s) for deciding on true or false and check their understanding of the correct answer. Refer to the Lifecycle Quiz answers for support with answering questions.</p> <p>Closing round Introduce the talking object and do a go-round: <i>One way a person changes during puberty is...</i></p> <p>Baby Photos Ask the children if they would like to bring in a photo of themselves as a baby to show the class. The photos could then be displayed and/or used to recap this session during the next one.</p>	
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			<p>Draw and Write Lifecycles</p> <p>Explain to the class that they are going to do a draw and write activity showing two parts of the lifecycle. Using the Babies and Children worksheet, first ask the class to draw a baby and then write about what it can do; secondly, ask them to draw what they themselves look like now and describe how they've changed since they were a baby.</p>	
2	<p>Can I explore how puberty is linked to reproduction?</p>   	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Know about the physical and emotional changes that happen in puberty • Understand that children change into adults to be able to reproduce if they choose to 	<p>Introduce the learning outcomes for the lesson, ensuring that the children understand the words, physical, emotional and reproduce. Explain that in this lesson they will learn about two more important changes, which happen inside the body and enable humans to reproduce. The lesson will also explore how puberty affects our emotions and how we might feel as these changes happen.</p> <p>Puberty Card Sort</p> <p>In groups of three or four, give out a set of shuffled Puberty Sort Cards. There are eight statements and eight pictures. Groups should order the statements by number and then read them before finding the corresponding picture cards. Once the cards have been matched, go through the answers using the Puberty Card Sort whiteboard summary. The following questions can support the process:</p> <ul style="list-style-type: none"> • If someone needed advice on any of these changes, who could they ask? • Which of these changes are physical and which are emotional? • How does a female know when their period has started? • How might the menstrual products pictured help? • How does a male know that they have started to produce sperm? <p>For more guidance, refer to the Puberty Changes Teacher Guide but remember that this is an introduction to puberty so don't</p>	<p>Puberty Card Sort Puberty Card Sort whiteboard summary Body Changes worksheet Puberty Changes Teacher Guide</p>

			<p>feel the need to explain each change in great detail, they will learn about puberty in more detail in Years 5 and 6.</p> <p>Explaining Reproduction Explain that one of the most important differences to start inside the body during puberty is that males produce a seed, called sperm, and females produce a special kind of egg called an ovum; the sperm and egg are needed to make a baby. If adults decide to have a baby, the egg and the sperm usually join together inside the woman's body. With this age group it is not necessary to explain how the sperm gets from the man's body into the woman's body to join the egg. If pupils are interested, you could tell them that they will learn more about this in Year 6.</p> <p>Body changes In pairs at tables, give out the Body Changes worksheet. Ask the pairs to tick the male, female and everyone columns for each of the body changes. Display the worksheet on the whiteboard and take feedback from the groups, correcting any misunderstandings where necessary.</p> <p>Puberty discussion Discuss with the class why puberty can be an exciting time and that there is a lot to look forward to. On the whiteboard, make a list of positive and exciting aspects of entering puberty and growing up e.g. being given more responsibility, staying out later, getting taller, choosing what kinds of clothes/make up to wear etc.</p> <p>Review learning</p> <ul style="list-style-type: none"> • When does puberty happen? • Why do these changes happen? • Can we choose whether these changes will happen or not? 	
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			<p>Go-round Finish with a go-round: <i>One good thing about getting older is...</i></p> <p>Suggested reading: Where Willy Went by Nicolas Allan Hair in Funny Places by Babette Cole</p>	
3	<p>Can I recognise the personal values that are important to me?</p>   	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Know what values are important to them • Understand that values are reflected in our behaviours 	<p>My personal values Being by looking at the six core Newchurch values: Resilience, Respect, Resourcefulness, Responsibility, Reciprocity and Reflection. One by one, go through the posters of the core values and discuss what each one means, how the children would to define the values and the behaviours that demonstrate them.</p> <p>The children could then take each logo and illustrate ways to demonstrate the values.</p>  <p>Provide a more extensive list of values:</p> <ul style="list-style-type: none"> • adventurous 	<p>Core Values logo Diamond nine template Core value posters</p>

			<ul style="list-style-type: none"> ● authenticity ● commitment ● compassion ● concern for others ● consistency ● courage ● dependability <p>Ensure that the children know the meaning of these. Add them to the Newchurch core values. Do they fit within any of them?</p> <p>Ask the children to rank the core values from the most important to them to the least. It may be that they want to do a diamond nine instead as some are difficult to rank.</p> <p>What is their top personal value? The children are to be encouraged to justify their reasoning for placing the value as the top one.</p> <p>Based on their list, the children are to create their own six core values as a personal behaviour code for themselves. Against their core values, the children can set one target for them to demonstrate the value.</p>	
4	<p>Can I recognise what I am good at and reflect on my behaviours and those of others?</p> 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Know what they are good at ● Recognise when they find something difficult and develop strategies to address this ● Reflect on the range of behaviours 	<p>Standing proud</p> <p>Feeling good about myself</p> <p>Discuss feeling proud about the things we are good at and accepting that some things are more difficult but we can always continue to learn.</p> <p>Introduction – pair work interview</p> <ul style="list-style-type: none"> ● What have you done in the last few weeks that you are proud of? ● What went well? 	<p>Photo cards</p> <p>Fight or Flight resource sheet</p>

	  	<p>of self and others in response to a perceived threat</p>	<ul style="list-style-type: none"> • What did you do that made it successful? • How did it feel? <p>Fight or flight Explain that often we get angry because we feel threatened. You may need to explain what a threat means. You could explain it as 'a scary thing'.</p> <p>Look at the photocard 'scared' from the whole-school resource file to start a discussion about feeling scared. The children should talk in pairs about what it feels like when they are scared.</p> <p>Use fight or flight resource sheet and accompanying pictures – explore responses to feeling scared.</p> <p>Show the first picture and ask the children to thought shower the threats that the cave-dweller in the picture might have faced in the forest long ago. For example:</p> <ul style="list-style-type: none"> • a fire in the forest; • a rock falling down a cliff towards them; • a caveman from another tribe grabbing them and trying to take them away. <p>Use the remaining pictures and text to help children understand how the feeling part of the brain is geared up to help us respond quickly to potential threat or danger.</p> <p>The children will need a large space for the next activity. They should work in groups to work out a stylised way to represent the 'fight' or 'flight' responses to threat. You might want to add two other types of response to threat – 'freeze' (staying still in the hope that you won't be seen) or 'flock' (grouping with others as there is safety in numbers) – to make the activity more interesting.</p>	
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			<p>Examples of stylised responses might be fists up for fight, running for flight, standing very still for freeze and running to the middle of the room for flock.</p> <p>Play music as the children move around the room. Crash some cymbals or bang a drum to denote threat and then read a danger out from the list that the children thought showered earlier. The children should choose how they respond and use their own ways to show fight, flight, freeze or flock depending on the nature of the 'scary thing'.</p> <p>Explain that things are not so dangerous in the world we live in now as they were long ago, but we still have this 'early warning system' (the feeling part of our brain) and very lucky we are too because, although there aren't so many bears around, there are still times when we need to react very quickly – to run away, or perhaps even fight, so as to keep ourselves safe from danger. But we mustn't forget the thinking part of the brain. Even if our body is ready to fight or run away, it is often better to STOP AND THINK!</p> <p>Ask the children to think of some scary things that might happen to them.</p> <p>Encourage them to include events in school, for example times in the playground when they are scared of being alone or times in the classroom when perhaps they are scared that they won't be able to do their work or that they might have to read or talk in front of others.</p> <p>Ask what we would do in each situation if we used just the feeling part of our brain. For example:</p> <ul style="list-style-type: none"> • Fight – what might that look like? What would the consequences be? • Flight – what might that look like? What would the consequences be? 	
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			<p>But there is an alternative – stop and think and let the thinking part of our brain do its work.</p> <ul style="list-style-type: none">• What would the thinking response be?• What would the consequences be?	
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