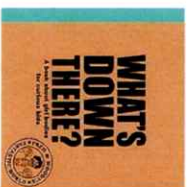


<p>Health and wellbeing:</p> <p>Growing and Changing</p>	<p><u>Health and Wellbeing: Growing and Changing</u></p> <p><u>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</u></p> <p>PSHE Association Programme of Study Refs: H30, H31, H32, H34</p> <ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty <p>Lesson Sequence:</p> <p>PRE-ASSESSMENT</p> <ol style="list-style-type: none"> 1. Identify the physical changes that happen during puberty 2. Identify the biological changes that happen during puberty 3. Recognise the importance of personal hygiene when we reach puberty 4. Recognise how our thoughts and feelings may change during puberty and have some strategies to come with this <p>POST-ASSESSMENT</p>	<p><u>Links and resources</u></p> <ul style="list-style-type: none"> • Link to class contract - How can we respect and listen to each other? • Link to values (respect/unity) and dispositions (reflective/RESILIENT). • Link to Science - life cycles/growth <p><u>READ FIRST</u></p> <p>P Changing adolescent body/Govt guidelines</p> <p>PSHE Association/Medway Teacher Guida...</p> <p>Please note: this is statutory RSE content:</p> <p><u>Lesson slides and resources</u></p> <p>W UKS2 Assessment Document</p> <p>P Medway Lesson 1</p> <p>P Medway Lesson 2</p> <p>Both Medway lessons are for one hour. Timetable changes needed to accommodate.</p> <p>P Lesson 3</p> <p>PS Lesson 3 resource 2 ,</p> <p>PS Lesson 3 resource 1</p> <p>P Lesson 4</p> <p>PS Lesson 4 resources</p>
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		<p>Addition support/SEN resources</p> <p>📺 Lesson 4 social story emotional changes ... 1</p> <p>📺 Lesson 4 social story emotional changes f...</p> <p>Puberty and your body Childline</p>
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Books to Support this Learning



📺 Puberty FACTS | Operation Ouch

Training module

Teaching about the **changing adolescent body**

Part of: Physical health and mental wellbeing

[YOUR NAME, YOUR SCHOOL]

Primary

Secondary

September 2020

Contents

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2

About this training module

This non-statutory training module supplements the [statutory guidance](#) on teaching about the changing adolescent body, which schools should read in full.

Schools can choose whether and how to follow or adapt this training module and should refer to the [Early Career Framework](#) for pedagogical guidance.

Subject leads using this presentation in training should also refer to the 'Activities and templates for trainers' section at the end.

It is not suggested that all slides in this module are used in a single training session.

What you get out of today

By the end of this training you should:

- know the statutory guidance
- know some of the ways you can teach the required knowledge
- have strategies to deal with questions that come up in class
- feel more confident teaching about the **changing adolescent body**

Teaching the new curriculum

Preparing pupils for puberty

From September 2020 schools must have regard to the **new statutory guidance** for teaching about the **changing adolescent body** as part of health education. The guidance explains how this teaching will benefit pupils.

STATUTORY GUIDANCE

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience. (p31)

5

6

Closely related topics

Changing adolescent body is closely related to the science curriculum as well as topics such as:

- Health and prevention
- Physical health and fitness
- Healthy eating
- Mental wellbeing
- Intimate and sexual relationships, including sexual health (secondary)

Therefore you should:

- **consider thematic links** across key topics and the whole school when planning and delivering lessons
- find ways to **link knowledge and vocabulary** across topics

7

Primary and secondary teaching

Some slides in this training have a **Primary** or **Secondary** label to indicate that the material is usually first introduced in that phase.

Where content is relevant to both stages of education (e.g. menstruation), this is made clear in the text.

STATUTORY GUIDANCE

Schools have flexibility to design and plan age-appropriate subject content. (p31)

Using your knowledge of your pupils and school community you should determine what it is helpful for pupils to know at each age.

8

LGBT needs and inclusion

Primary schools are enabled and encouraged to cover LGBT (lesbian, gay, bisexual and transgender) content if they consider it age appropriate to do so. Secondary schools should include LGBT content.

When doing so, schools should ensure:

- LGBT-relevant knowledge and examples are included throughout programmes of study (not one-off teaching)
- inclusive language is used, considering how individual pupils may relate to particular topics

9

Faith backgrounds

All schools must:

- ensure faith/religious background of pupils are taken into account when planning teaching, so that topics are appropriately handled
- comply with the Equality Act 2010, under which religion and belief are among the protected characteristics

STATUTORY GUIDANCE

In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance [the statutory guidance] are appropriately handled. (p12)

11

Teaching in mixed groups

Avoid segregating by gender unless there is a clear rationale for doing so in order to meet the needs of pupils (e.g. giving girls a chance to ask questions about menstruation in a female-only environment).

Ensure pupils have **opportunities to ask teachers questions in small groups** or individually if they have personal concerns about topics.

STATUTORY GUIDANCE

Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach. (p14)

10

Pupils with SEND

You will need to **plan lessons to allow all pupils to access and practise the core knowledge**, using your expertise as you normally would.

You might want to link lesson outcomes with statutory 'preparing for adulthood' outcomes for those with an education, health and care (EHC) plan. (See [SEND code of practice](#), section 8.)

STATUTORY GUIDANCE

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. (p15)

12

Teacher wellbeing and engagement

Relationships education and health education cover a wide range of topics, some of which individual teachers might find personally challenging in different ways.

It is important to feel you can ask for support or raise questions if:

- **you have personal experience** of a topic which makes teaching that content particularly challenging for you
- **you have personal views** on a topic that mean you need to discuss how you can ensure the teaching is delivered objectively

Talk to your line manager, in the first instance, if you do need support.

13

Safeguarding

14

Safeguarding (1)

Pupils may be affected by issues discussed in lessons.

Let your designated safeguarding lead or deputy and any other relevant staff, such as pastoral leads, know what you are teaching. This will enable them to identify and speak to relevant pupils, especially those who they know may have been directly impacted by issues covered in the lessons and those with adverse childhood experiences.

Teachers may need to deal with disclosures/concerns (e.g. of abuse or offending behaviour) in a way that safeguards pupils in line with school policies, especially the child protection policy.

15

Ground rules

16

Create class ground rules

Clear class ground rules can help when teaching about sensitive topics. They also support confidentiality and safeguarding of pupils.

Good practice is for ground rules to be:

- **discussed** and understood by all
- **clear** and practical
- **modelled** by the teacher
- **followed** consistently and enforced
- **updated** when needed
- **visible** in lessons (for example, posters)

17

Example ground rules

Respect privacy. We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.

Listen to others. It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.

No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.

Choose level of participation. Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

18

Introducing puberty

Teach that puberty is part of the human life cycle. It is the process of growing into an adult and becoming able to reproduce.

Explain that puberty usually starts between the ages of 8 and 14 and lasts for up to 4 years. Children will start puberty at different times. Girls usually start earlier than boys.

It is important to introduce all pupils to the idea of puberty before they are likely to start.

Teacher's reference: [Stages of puberty](#) (NHS.UK).

STATUTORY GUIDANCE

Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Primary curriculum

19

20

Hormones that affect both sexes

Teach that hormones control the changes young people go through during puberty.

Explain that some hormones ('adrenal androgens') cause the same changes to boys' and girls' bodies. These changes include:

- growth of pubic and underarm hair
- changes to sweat, making body odour more likely
- the skin to produce extra oil (sebum), which can cause spots or acne

STATUTORY GUIDANCE

Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Primary

21

Hormones that affect boys or girls

In girls, some puberty hormones travel to the ovaries (oval-shaped organs either side of the uterus) and encourage them to:

- grow and release eggs
- release 'oestrogen', which causes changes to the girl's body and prepares her for pregnancy

In boys, some puberty hormones travel to the testes and encourage them to:

- start producing sperm
- release 'testosterone', which causes changes to the boy's body

STATUTORY GUIDANCE

Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Primary

22

Changes to a girl's body in puberty

Teach that girls will usually experience:

- breast growth
- growth of their genitalia
- white vaginal discharge
- a growth spurt
- a gradual deepening of their voice
- their hips getting wider and their waist narrower
- menstruation (they will start their period)

STATUTORY GUIDANCE

Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Primary

23

The menstrual cycle

Explain to pupils of both sexes that the menstrual cycle is the process through which the body:

- thickens the lining of the uterus for pregnancy
- releases an egg (which is needed for pregnancy)

If there is no pregnancy, the body releases the lining through the vagina/cervix. This is called menstruation (or 'a period').

The average menstrual cycle is 25 to 32 days.

An average period lasts 3 to 8 days (usually about 5 days).

STATUTORY GUIDANCE

Know about menstrual wellbeing including the key facts about the menstrual cycle.

Primary

24

Menstruation (1)

Teach that menstrual blood looks different to blood from a cut. Its colour can vary (red, pink, brown or black) and it may contain lumps.

Explain that menstruation may:

- last a different number of days
- have different lengths between them
- feel and look different over time as one gets older

Teach that after a few months periods should become regular every month (but 'regular' varies from person to person).

STATUTORY GUIDANCE

Know about menstrual wellbeing including the key facts about the menstrual cycle.

Primary

25

Menstruation (2)

Explain that girls may experience spotting (light bleeding from the vagina). This can be a sign menstruation is about to start.

Girls may also get tender breasts before menstruation.

At any point in the menstrual cycle, they may also experience:

- mood swings or feeling emotional
- stomach cramps or bloating
- increased appetite
- spots
- vaginal discharge

STATUTORY GUIDANCE

Know about menstrual wellbeing including the key facts about the menstrual cycle.

Primary

26

Menstrual products (1)

Teach that menstrual products are designed to absorb or collect menstrual blood.

Explain that menstrual 'flow' may vary, and most girls/women will need to change their menstrual products every 3 to 4 hours.

Explain that there are different products available for different volumes of flow, and that it is important to follow instructions on products.

STATUTORY GUIDANCE

Know about menstrual wellbeing including the key facts about the menstrual cycle.

Primary

27

Menstrual products (2)

Introduce different kinds of menstrual products, including:

- pads which you stick on your underwear - only need to be changed as often as instructions recommend
- tampons (applicator/non-applicator) - used internally
- menstrual cups - used internally and can be reused
- washable period underwear - reusable

All schools in England can now access free menstrual products.

You can [read about the Periods Product Scheme](https://www.gov.uk/government/collections/period-product-scheme) on GOV.UK.

STATUTORY GUIDANCE

Know about menstrual wellbeing including the key facts about the menstrual cycle.

Primary

28

Menstrual wellbeing

Explain that period pain is common. Light exercise can help, and girls should be able to carry on with day-to-day activities.

Ensure that girls know they can speak to a parent, school nurse, teacher or GP if they:

- have pain that interferes with regular activities
- are worried their period is too heavy
- are having periods that last longer than 7 days
- have questions about menstruation (e.g. questions about the look of their menstrual blood)

You can [read more about starting periods](#) on NHS.UK.

Understanding the penis

Teach that everyone's genitalia are different (e.g. penises and testicles are different sizes).

It is normal for testicles to hang at different heights, but they should hang outside of the body. Boys should speak to a doctor if their testicles are permanently inside their body, as this may require treatment.

Some people are also circumcised (foreskin removed).

Explain that males:

- have testicles which produce sperm from puberty
- can produce sperm throughout their life

STATUTORY GUIDANCE

Know about menstrual wellbeing including the key facts about the menstrual cycle.

Primary

29

Changes to a boy's body in puberty

Teach that boys will usually experience:

- enlargement of their larynx (Adam's apple)
- their voice breaking
- muscle growth
- genitalia become bigger (testicle growth followed by penis growth)
- a growth spurt

Erections

Teach that an erection happens when vessels in the penis fill with blood.

Erections are natural and can happen:

- when someone is sexually aroused
- when the bladder is full (sometimes)
- when someone is sleeping (potentially several times a night)
- at other times, and sometimes without us knowing why

STATUTORY GUIDANCE

Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Primary

30

Primary

31

Primary

32

Ejaculation

Teach that ejaculation happens when the penis is stimulated and when someone has an orgasm and sperm is released from the head of the penis.

This can take different lengths of time. The amount and strength of the ejaculation varies.

Explain about 'wet dreams', where boys/men may have erections during their sleep and wake up having ejaculated. Teach that people should not be embarrassed about having wet dreams.

STATUTORY GUIDANCE

Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Primary

33

Emotions and behaviour

Explain that, during puberty, emotions can feel exaggerated or out of control - and this can impact on behaviour (e.g. making arguments more likely).

Teach that emotional changes can be due to fluctuating sex hormones and increased levels of cortisol (the 'stress hormone').

Teach ways to manage challenging emotions, such as:

- getting regular exercise
- getting enough sleep (at least 9 hours)
- talking to someone trusted
- waiting for a mood to settle before responding or making an important decision

STATUTORY GUIDANCE

Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Primary

34

Healthy eating during puberty

Explain that changes to the body can also affect what we feel like eating. This is linked to brain development, but it can also be linked to where a person is in their menstrual cycle.

Teach pupils that it is important that we all have a healthy diet that is rich in iron, calcium and vitamin D to support our bodies.

STATUTORY GUIDANCE

Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Primary

35

Changes in sleep cycles

Sleep is triggered by the hormone melatonin. During puberty, melatonin is released up to 2 hours later than it was before. This can affect sleep cycles (e.g. making it harder to get up in the morning).

Encourage pupils to develop a health sleep routine, for example by:

- switching off digital devices 2 hours before sleep
- switching off phones when in bed
- going to bed early to get at least 9 hours' sleep
- having a regular routine for going to bed and getting up in the morning

STATUTORY GUIDANCE

Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Primary

36

Secondary curriculum

STATUTORY GUIDANCE

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary. (p36)

37

Managing emotions and behaviour

Explain how behaviour and decisions during puberty can impact on wellbeing and chances in life.

Explore ways pupils can manage their emotions and mitigate risk, e.g. by:

- reducing impulsive decision-making
- exploring their feelings with someone they trust

Teachers may also refer to primary curriculum content on:

- changes to the body during puberty
- emotions and behaviour

STATUTORY GUIDANCE

Know the main changes which take place in males and females, and the implications for emotional and physical health.

Secondary

39

The brain during puberty

Teach that during puberty the brain is still maturing. When making decisions young people often rely on the 'amygdala', the part of the brain linked to emotions, aggression and impulses. So they are more likely to:

- take more risks than other people
- have stronger emotions or be angrier
- find it hard to express themselves
- deal with social issues

Of course, young people can still be warm, sociable and make good decisions. But sometimes they may need help with decision-making or managing their emotions.

Secondary

38

Managing sexual attraction

Explain that during puberty testosterone and oestrogen make people more interested in sex - but this doesn't mean that we are necessarily emotionally ready for it.

Remind pupils that the legal age of consent is 16. Teach the risks of engaging in sexual relationships before we are ready (e.g. STIs and pregnancy).

Explore ways in which young people can enjoy healthy, relationships with others while:

- managing feelings of sexual attraction
- avoiding risky decisions about sex

Secondary

40

STATUTORY GUIDANCE

Know the main changes which take place in males and females, and the implications for emotional and physical health.

Diversity of developing bodies

Building on primary curriculum content about changes to the adolescent body, explain that some people are born with sex organs/genitalia that are not exclusively male or female.

For example, someone can have female external genitalia, abdominal testes but no uterus.

Teach that these 'differences in sex development' (DSD) are rare.

Advise pupils that if they think they have DSD they can speak to their GP, who can refer them to a specialist health professional.

STATUTORY GUIDANCE

Know the main changes which take place in males and females, and the implications for emotional and physical health.

Secondary

41

Hygiene during puberty

Teaching about puberty provides an opportunity to tell pupils about good hygiene practices.

Explain that as our bodies go through puberty more regular washing and showering might be needed due to increased sweating and body odour. Remind pupils that deodorant is best used alongside regular washing.

STATUTORY GUIDANCE

Know the main changes which take place in males and females, and the implications for emotional and physical health.

Secondary

42

Penis hygiene

Teach pupils that it is important to practice good genital hygiene in relation to the penis.

Explain that:

- the penis needs to be kept clean
- the testicles and the pubic area should also be washed
- the foreskin should be pulled back to enable washing and removal of smegma (thick, white substance that collects under the foreskin)

STATUTORY GUIDANCE

Know the main changes which take place in males and females, and the implications for emotional and physical health.

Secondary

43

Vulva hygiene

Explain that after going to the toilet, girls should wipe from front to back to keep bacteria away from the vulva. This helps prevent cystitis.

Explain that the vagina produces clear mucus to help keep it clean, and whitish cervical discharge linked to ovulation (part of menstrual cycle). Just like inside the mouth, it is supposed to be a bit wet all of the time.

Washing normally and regularly changing period products is enough. Avoid products to keep the vagina 'clean'. They disrupt the natural balance and can lead to smelly discharge and irritation.

STATUTORY GUIDANCE

Know the main changes which take place in males and females, and the implications for emotional and physical health.

Secondary

44

Menstrual wellbeing

Menstrual conditions, such as endometriosis, can have a significant impact, both physically and mentally.

It is important that pupils understand what is 'normal' during menstruation, so they can recognise problems and seek help.

Teachers may like to revisit content about menstruation from the primary curriculum part of this presentation, so that they are able to advise pupils on when they should seek help - and who to speak to.

You can read more on menstrual conditions at: [Period problems - NHS \(www.nhs.uk\)](https://www.nhs.uk/period-problems).

STATUTORY GUIDANCE

Know the key facts about puberty, the changing adolescent body and menstrual wellbeing.

Secondary

45

Examples of good practice

46

Good practice (1)

The following are just some of the approaches you might consider when preparing to teach about the changing adolescent body.

You will need to adapt these approaches to ensure they are age appropriate and developmentally appropriate for your pupils.

Good practice

47

Good practice (2)

Ensure the content is taught at the right time so that pupils are not lacking the knowledge they need to understand their personal development, as well as that of peers and others.

Ensure LGBT-relevant knowledge and examples are included throughout teaching (not a one-off session) and use **inclusive language**, considering how individual pupils may relate to particular topics.

In this module 'girls' refers to those whose natal sex is female. Similarly, 'boys' refers to those whose natal sex is male. However, teachers should be aware of the individual needs of all pupils and **use inclusive language where possible**.

Good practice

48

Good practice (3)

Avoid segregating by gender unless there is a clear rationale for doing so in order to meet the needs of pupils.

Ensure pupils have **opportunities to ask teachers questions in small groups** or even individually if they have concerns about topics that relate directly to them - e.g. menstruation.

Use **medically correct language** to accurately describe human anatomy, including genitalia (e.g. vulva, vagina, penis, testicles, foreskin).

Address stigma and embarrassment associated with puberty by taking opportunities to talk about different aspects of puberty often and in different contexts within school.

Good practice

49

Good practice (4)

Give pupils **opportunities to handle relevant objects** (e.g. period products, deodorant) and to ask questions about them.

Avoid using brand names and be aware that **some cultures may not agree with certain menstrual products**.

You may want to **avoid referring to menstrual products** as 'sanitary' or 'hygiene' products as it could give the impression that periods are dirty.

Good practice

50

Share further information

Make sure pupils know the key people they can speak to at school, and that if they want to they can speak to any teacher if they have concerns or need help.

You could also make information about support organisations available in the classroom and school spaces, e.g. referencing:

- GP and other health professionals
- [NHS website](#)
- [Childline](#) - where children can get in touch on 0800 1111

In an emergency or crisis pupils should also know they can contact the [Samaritans](#) or call 999.

Good practice

51

Activities and templates for trainers

52

About these activities and templates

Subject leads can use the following templates and training activities to plan training on teaching the new curriculum topics.

You can:

- **move slides** - e.g. 'rate your confidence (before training)' - to the point in the presentation where you want to carry out that activity
- **delete slides** if you are not covering those curriculum elements at this time

53

Training activity: Rate your confidence

54

Rate your confidence (trainer notes)

Ask your colleagues to rate confidence before and after topic training using the slides in this deck.

Before training

Ask teachers to think about where they currently fit on the scale.

After training

Ask teachers to rate their confidence again and talk about changes. You might want to repeat this activity at later check ins.

If teachers still rate confidence as low, discuss ways you can develop their subject knowledge, offer peer support etc.

55

Rate your confidence (before training)

How do you feel about teaching this topic?

Not confident at all					Very confident				
1	2	3	4	5	6	7	8	9	10

56

Rate your confidence (after training)

How do you feel now? What support/information could help?

Not confident at all						Very confident			
1	2	3	4	5	6	7	8	9	10

57

Dealing with difficult questions (trainer notes)

Use the following slides in your training to help teachers:

- share concerns about questions they could be asked by pupils
- strategise ways to respond to such questions

59

Training activity: Dealing with difficult questions

58

Dealing with difficult questions (1)

What would you say?

What wouldn't you say?

[Prepare 'difficult' questions to discuss in training or give teachers a blank version to fill with their own questions]

Follow up

60

Dealing with difficult questions (2)

Pupils may well ask questions because they:

- want information
- are seeking permission - "Is it OK if I ...?"
- are trying to shock or get attention
- have related personal beliefs

Remember:

- don't feel pressured or that you have to answer straight away
- don't disclose personal information - use third-person examples, say 'some people...'
- seek advice if you need it

61

How will I teach this? (trainer notes)

Use the following slides in your training to help teachers:

- **begin to plan and resource** their lessons
- **discuss and address any issues** they anticipate in the delivery of lessons

63

Training activity: How will I teach this?

62

How will I teach this?

How will I prepare to teach this topic?

- What do I need to do?
- What resources do I need?
- Do I need external support?

How will I adapt to needs of pupils?

- What are the challenges?
- What language and concepts will pupils need support with?
- Do I need additional support in the classroom?

How will I assess pupil understanding and progress?

64

ADAPT THIS FOR YOUR OWN PRESENTATION

Any questions?

Any concerns?

What support do you need?

Additional slides for structuring training

ADAPT THIS FOR YOUR OWN PRESENTATION

XX%

[Use this format to present your own key facts and statistics - e.g. from your local authority or own monitoring. Include the source.]

Changing and growing up

Teacher guidance for key stage 1-2



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The Healthy Child Programme aims to ensure children who grow up in Medway do so in an environment that promotes health and wellbeing and allows them to thrive. Helping children to fulfil their potential is one of our most important ambitions.

One key focus of the Public Health Directorate related to this aspiration, is forging effective partnerships with local schools to improve outcomes for young people in Medway. We will work to ensure young people develop the necessary knowledge, skills and attributes to make positive health choices and negotiate challenging situations. The revised resource is available to all Medway primary schools. Should they need to, local teachers are able to access additional bespoke support, directly from the Public Health Directorate. We have worked very closely with the PSHE Association and their specialist knowledge and experience has helped shape our RSE work. We believe this refreshed resource is based on current best practice. It offers a wide range of learning opportunities, to enable Medway's young people to access the high quality learning they deserve.

James Williams
Director of Public Health
Medway Council

This guidance accompanies the Medway Public Health Directorate's primary pack: Changing and growing up, for key stages 1 and 2.

These lessons support pupils to recognise and develop positive, healthy relationships. They also prepare them for the physical and emotional changes that take place as they grow, including those that happen during puberty. The lessons should not be taught in isolation, but always as part of a planned, developmental PSHE education programme.

Please read this guidance carefully before teaching any of the lessons.

Statutory requirements

The lesson plans and accompanying guidance have been updated to reflect the Department for Education (DfE)'s statutory requirements to teach Relationships Education and Health Education at key stages 1 and 2¹. The lessons support schools to cover elements of statutory Relationships and Health Education, including the topic of puberty in years 4, 5 and 6. Parents and carers do not have the right to request to withdraw their children from the lessons on Relationships and Health education.

Note that in the DfE statutory guidance it states, 'puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset'. For this reason, the lesson plans on puberty are aimed at pupils in year 4 or year 5, so they are prepared for the changes they and their peers will experience.

In Year 6, Lesson 4 How a baby is made incorporates elements of Sex Education and has been included to provide a comprehensive programme of Relationships and Sex Education (RSE), to safeguard pupils effectively and to provide a foundation for later learning on healthy intimate relationships. While the Department for Education strongly recommends that primary schools deliver Sex Education, your school will probably judge that parents/carers have the right to request to withdraw their children from this lesson.

Supporting parents and carers

The Department for Education's statutory guidance for Relationships, Sex and Health Education requires schools to engage with parents and carers on their policy and curriculum development. Many schools choose to hold a curriculum evening or workshop to introduce parents and carers to what their child will learn in Relationships education/RSE lessons (and may also include Health education including how puberty is taught), and to reassure them if they have concerns. This can be a good opportunity to share sample lesson activities and resources to demonstrate how this content is taught and what pupils of different ages will learn. This should be introduced to parents and carers through the context of relevant school policies, including the RSE and safeguarding policies. For further support, see the PSHE Association guide to [Engaging with parents about Relationships Education](#).

Key steps to safe, effective learning

Creating a safe learning environment

A safe learning environment helps pupils to feel comfortable about sharing feelings and opinions, exploring values and attitudes, and considering the views of others, without fear of negative feedback. It also helps prepare teachers to deal with unexpected disclosures or inappropriate comments should they occur.

¹ Relationships Education is statutory in key stages 1 and 2 in all schools, and Health Education is statutory in all schools, except independent schools where PSHE education is already statutory. Sex Education is not statutory at key stages 1 and 2, although it is still recommended by DfE.

It is good practice for teachers to:

- ensure they are familiar with the school's Relationships (and sex) education policy and PSHE policy before they begin teaching
 - offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class
 - provide access to balanced information and differing views to help pupils clarify their own opinions and values (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
 - always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- Before teaching the lessons, it may be useful to discuss how pupils might feel during them. These feelings might include embarrassment, or pupils may want to laugh. Explain that these feelings are normal and talk about strategies they can use to manage them.

Ground rules

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times, or comments of a negative/hurtful nature made towards other pupils (whether intentional or not). Ground rules are most effective when they are developed by pupils and teachers together, re-visited at the start of every lesson and applied consistently in discussion and group activities.

Ensure ground rules cover:

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if someone does not wish to comment

Anonymous question box

An 'anonymous' question box or bag encourages pupils to ask questions with anonymity and without embarrassment. It can be introduced whilst agreeing the ground rules or at the beginning of each lesson. It should be accessible during and after every lesson. The purpose of the question box should be explained to pupils:

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are concerns about a pupil's safety or wellbeing that need to be shared with others – see the 'Limits of confidentiality' section below.
- Questions raised will be dealt with in the lesson if time allows or in following lesson (or in between, if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some may be answered in a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

Tip: To ensure that pupils do not feel self-conscious about being seen to ask a question, give each pupil a piece of paper and ask them to write down what they had for breakfast or lunch, and then add any questions they have. This means that everyone is writing at the same time. You could set some time aside at the end of each session to do this.

Inclusion

In the lessons, the terms 'sex' and 'gender' are not explored in depth, but language is used carefully, recognising that medical professionals observe and record a child's sex at birth based on their genitalia (though sometimes this is not clear in the case of children with differences in sex development (DSD), also referred to as intersex). We use the terms male/female and boy/girl to refer to biological sex/sex recorded at birth (for example in the lessons on puberty). However, a child may not always identify with the sex recorded at their birth. It is important to be mindful of pupils' sense of their own gender and ensure the classroom environment is inclusive and provides equality of opportunity in Relationships, Health and Sex education. It is good practice for these sessions to be taught in mixed-sex classes, and all pupils should learn about the changes of puberty in both male and female bodies — ensuring that pupils, including trans and non-binary pupils, get access to the information that is relevant to them.

Use inclusive language which recognises the different ways in which children may experience their gender identity (for example, using gender neutral terms like 'person' or 'they', where appropriate) while also making clear which biological features relate to those with male or female reproductive systems. If you have pupils who identify as non-binary or trans, it may be advisable to discuss the lesson content and approach with them and their parent(s) or carer(s) before teaching the lessons.

An inclusive approach will also avoid heteronormative assumptions and will be sensitive to those with special educational needs and disabilities (SEND), and to the religious and cultural identity of all pupils.

Children and young people with limited access to period products

'Period poverty' can be distressing for pupils, and a potential barrier to education. It can be helpful to consider as a school how to make period products accessible for all pupils. The government website contains further advice on making products available to pupils and the pros and cons of different distribution options. Note that the term 'period poverty' can be stigmatising, so should not be used in lessons or when talking to pupils.

Safeguarding and the limits of confidentiality

These lessons do not focus on personal safety, though by teaching them you are of course, helping to safeguard pupils through topics such as understanding and caring for their own bodies and how to identify and foster healthy relationships. When talking about male and female genitalia, it may be useful to highlight the NSPCC 'underwear rule' but note that this does not need to be taught in-depth in these lessons as it should be covered in separate lessons on keeping safe.

It is important to be well prepared to deal with any issues arising from the lessons. Explain to pupils in simple terms that, whilst we usually try to keep everything that's said in the room, in the room, if concerned about a pupil's safety or wellbeing, you would have to tell one other member of staff. If a question, behaviour, or language arises that you find concerning, this should be discussed with the Designated Safeguarding Lead—in line with the school's safeguarding and child protection policies. Any situation that indicates knowledge about sex or sexual activity, which is inappropriate for the pupil's age, should be addressed.

There may be times when a question raised by a pupil should be referred to parents/carers (the school RSE policy should provide guidance regarding staff protocol on this). It is good practice to talk to the pupil(s) concerned before involving a parent or carer and explain that it is in their best interests. If a child refuses or rejects talking to their parent or carer, this should be taken seriously and discussed with the Head/Designated Safeguarding Lead and acted upon in accordance with the school's confidentiality policy. Note that whilst there might sometimes be safeguarding concerns about a child struggling with their sexual orientation and gender identity, a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone, including parents/carers.

Female genital mutilation (FGM)

These lessons do not address female genital mutilation (FGM), which is a separate but important safeguarding issue. For additional information, see the [PSHE Association's lessons and guidance on teaching about FGM](#).

Forced marriage

These lessons do not discuss forced marriage. However, if discussing marriage (for example, during the Year 6 lessons on positive, healthy relationships and how a baby is made), this is a good time to flag up that marriage should be entered into freely – only if both the adults involved agree. If anyone ever felt they or someone else was at risk of being forced to marry, they should tell someone else they trust or seek help via a website or helpline such as Childline or [Freedom Charity](#).

Signposting support

In each lesson, pupils should feel able to ask for more help, advice, and support if they want to. All pupils should be supported and encouraged to ask a teacher in school or adult who they trust out of school (such as a parent or carer) if they have further questions.

Children in upper key stage 2 could be signposted to Childline: 0800 1111; www.childline.org.uk/kids

Subject knowledge

For lessons where particular subject knowledge is required, a teacher support section has been included at the end of the lesson plan, with explanations of key vocabulary and concepts. This includes:

- Years 4 and 5, lesson 2 - *Puberty: menstruation and wet dreams*
- Years 4 and 5, lesson 3 - *Puberty: personal hygiene*
- Year 6, lesson 4 - *How babies are made*

In both the years 1 and 2 lessons and the years 4 and 5 lessons, pupils learn about the genitalia including the scientific names for male and female genitalia. When teaching pupils about the female genitalia, it is important to be clear on the difference between the vagina and the vulva – two terms that are often used interchangeably. The vagina is the muscular tube that connects the cervix and uterus to the outside of the body. The vulva describes the whole female external genitalia, including the opening of the vagina, and the urethra (the opening urine comes out of). Therefore, pupils should learn that most of the vagina is inside the body, but that the opening can be seen from outside the body, within the vulva.

Each lesson begins with a baseline assessment activity to gauge pupils' prior knowledge, understanding, skills, beliefs and/or attitudes. The lessons end with an end-point assessment to allow pupils to demonstrate progress from their starting point and to inform future teaching. For further information on assessment in PSHE education, see the [PSHE Association's guides to effective assessment in PSHE education](#).

Differentiating and adapting the learning

You will know best the needs of your pupils in relation to accessing this learning. However, the lesson plans do provide ideas for how some activities can be differentiated or adapted for pupils who need further support or additional challenge. Extension activities are also provided at the end of each lesson to deepen or embed the learning, should time allow. If differentiating or adapting further for individual pupils, wherever possible ensure they are supported to access the same key learning as others, in a way that is appropriate for their needs, rather than giving them less to learn, i.e. just a selection of the key learning points.

Appendix: curriculum links

These lessons will support you to address the relevant learning opportunities included in the [PSHE Association Programme of Study](#) and the relevant content outlined in the [Department for Education statutory guidance for Relationships Education/Relationships and Sex Education \(RSE\) and Health Education](#). The table below maps where the lesson plans address this content in each key stage.

Lesson title and summary		PSHE education Programme of Study		DfE statutory RSHE guidance, key stages 1 and 2
<p>1. My special people We are learning about the special people in our lives and how we care for one another</p> <p>2. We are growing: human life cycle We are learning about how we change as we grow</p> <p>3. Everybody's body We are learning to name different parts of the body, including genitalia</p>		<p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>		<p>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>• the characteristics of friendships, including mutual respect, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>

Year 4 all, 5	Year 3
<p>1. Puberty: time to change We are learning about the physical changes that happen during puberty</p> <p>2. Puberty: menstruation and wet dreams We are learning about the biological changes that happen during puberty</p> <p>3. Puberty: personal hygiene We are learning about the importance of personal hygiene during puberty</p> <p>4. Puberty: emotions and feelings We are learning about emotional changes during puberty</p>	<p>1. What makes a good friend? We are learning about friendship, including why it is important and what makes a good friend</p> <p>2. Falling out with friends We are learning how to maintain good friendships and about solving disagreements and conflicts with peers</p>
<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>
<p>Mental wellbeing</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. 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. 	<p>Respectful relationships</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships <p>Online relationships</p> <ul style="list-style-type: none"> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <p>Being safe</p> <ul style="list-style-type: none"> about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources.

Year 6	
<p>1. Puberty: recap and review</p> <p>We are learning about the changes that happen during puberty (recap from year 4-5)</p> <p>2. Puberty: change and becoming independent</p> <p>We are learning about managing change and becoming more independent</p> <p>3. Positive and healthy relationships</p> <p>We are learning about positive, healthy relationships</p> <p>4. How babies are made</p> <p>We are learning about how a baby is made</p>	<p>In addition to recapping on the Year 4 and 5 content:</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
<p>Changing adolescent body</p> <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. 	



Time to change

Y4 Lesson 1

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7

PSHE

Personal

Social

Health

Economic

Education

Ground rules

• How can we make this a safe classroom for our PSHE lesson?

- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

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6

Ground rules

• How can we make this a safe classroom for our PSHE lesson?

(safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

- respectful listening
- no real names
- no unkind pointing or laughter
- support each other
- it is okay to 'pass'
- keep it in the room

WE ARE LEARNING TO:

identify the physical changes that happen during puberty

WE ARE LEARNING TO:

identify the physical changes that happen during puberty

- I can recognise what puberty is, including when and why it happens.
- I can identify some of the physical changes that happen to bodies during puberty.

physical changes = changes in appearances (what things look like)

10

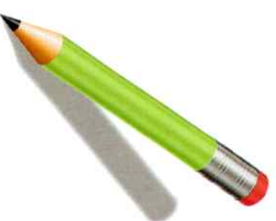
- I can use scientific vocabulary for external male and female body parts, including genitalia.

11

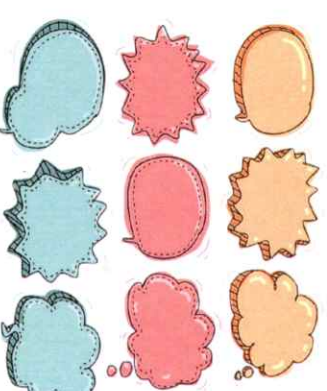
Changes

Draw two quick pictures - a male child and a female child the same age as you.

For each, write down the changes that will happen as they develop into a teenager.



What is puberty?



When and why?

Layla has been learning about growing and changing at school. She has spoken to her older brother Joe about going through puberty and is wondering when it might happen to her. She asks Joe, 'Why does puberty happen?'

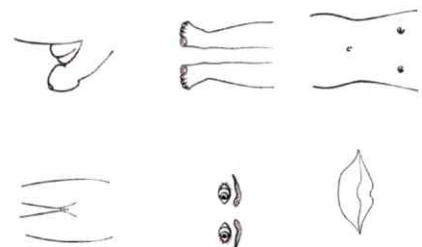
When can puberty start?

What could Joe say to Layla?

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Body parts

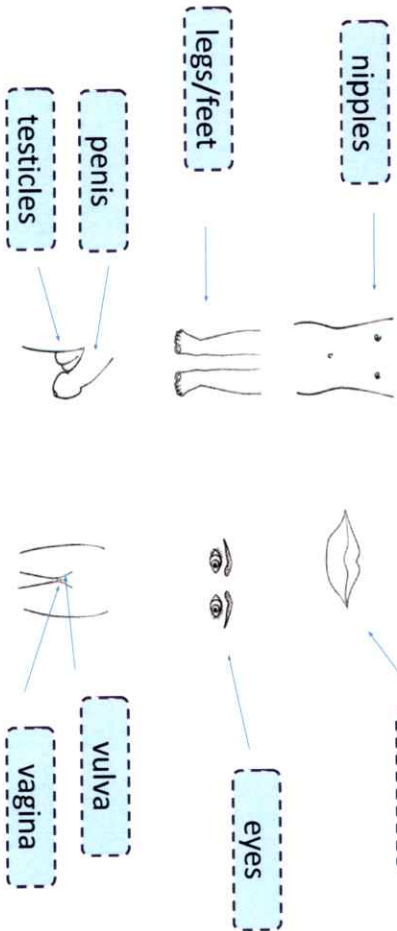
Match the body parts with the body part labels



penis	testicles
vagina	vulva
mouth	eyes
nipples	legs/feet

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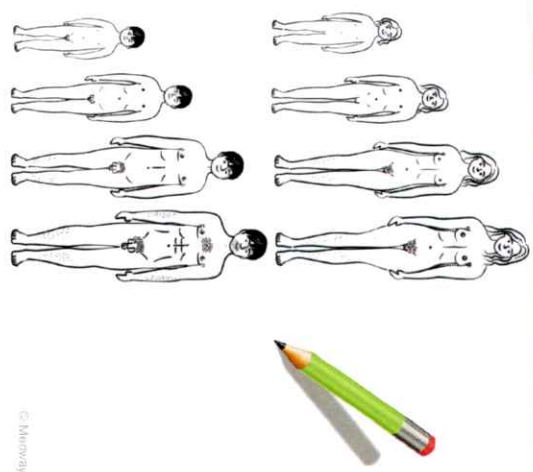
Body parts



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Body changes

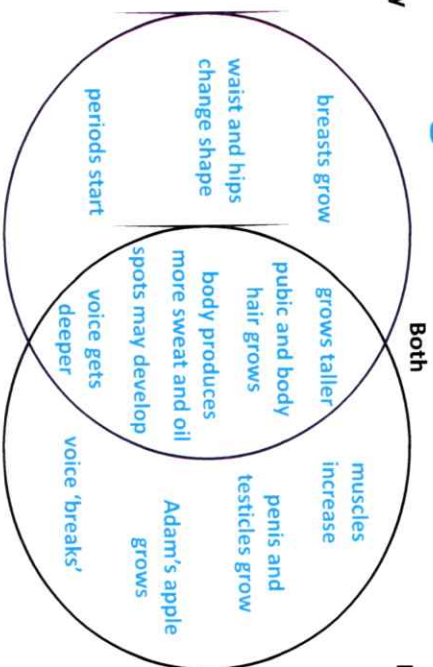
Write down the changes between the bodies before and after puberty, including any others you know about.



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Body changes

Female body changes



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Signposting support

If you have any questions or worries about puberty, it is important to speak to a trusted adult – a parent/carer or teacher at school.

www.childline.org.uk can provide support too (phone 0800 1111 to talk to someone).



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3 - 2 - 1

In today's lesson:

- 3 things I have learned are.....
- 2 things I found interesting are.....
- 1 question I have is.....

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Signposting Support

Who are your trusted adults? Who can you talk to about the issues raised in this lesson?

There are people both at school and home who you could go to:

In school – class teacher, support assistants, playtime/midday supervisors

Home – trusted adults e.g parent, older sibling, community leaders, club leaders



You can also contact
Childline on
0800 1111 or
www.childline.org.uk

More activities

Giving advice

*I'm feeling a bit scared
about puberty, and I'm not
sure what to expect....can
you help?*





Menstruation and wet dreams

Y4 Lesson 2

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7

PSHE

Personal

Social

Health

Economic

Education

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6

Ground rules

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- keep it in the room

WE ARE LEARNING TO:

identify the biological changes that happen during puberty

WE ARE LEARNING TO:

identify the physical changes that happen during puberty

biological changes = hormonal/emotional changes and the things that result from them

10

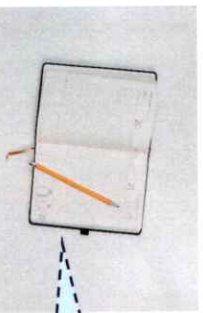
I can use scientific vocabulary to describe body parts, including genitalia.

I can explain what happens during menstruation (periods).

I can explain what is meant by a wet dream.

11

Kelly's diary

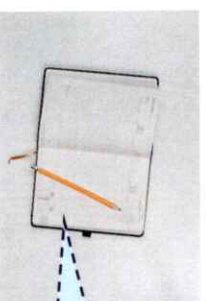


Last night I was getting ready for bed and I realised I had started my period...

- What does Kelly mean when she says, "I had started my period"?
- How might Kelly have known it was her period?



Leo's diary



This morning I woke up and I realised I'd had a wet dream in the night....

- What has happened to Leo and how might he know he's had a wet dream?



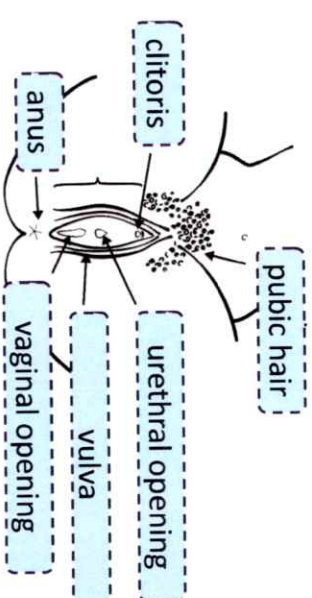
Female genitalia and reproductive organs

Match the labels to the correct part of the pictures.



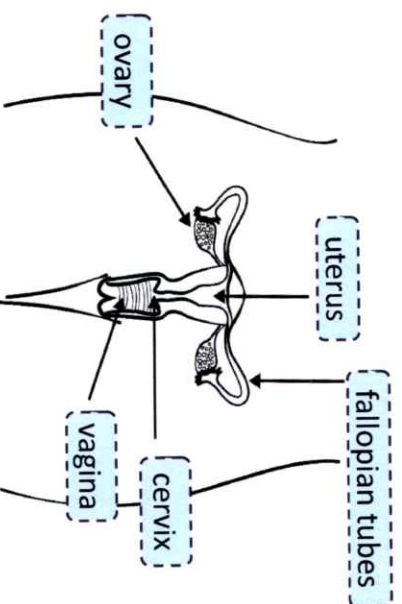
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Female genitalia



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Female reproductive organs



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Menstrual cycle

Watch the video

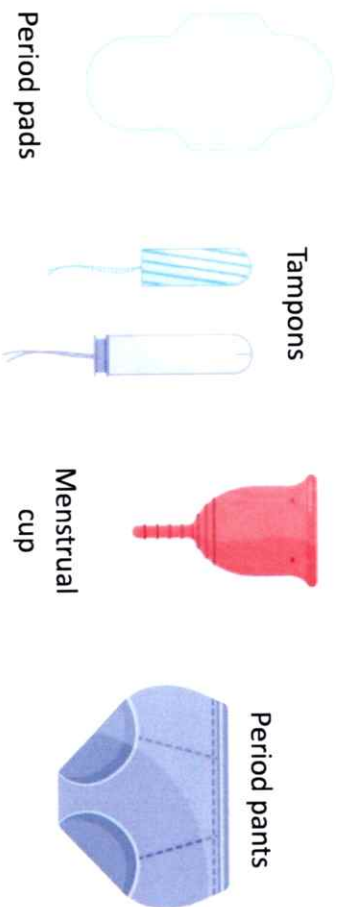


The Menstrual Cycle

- What happens during the menstrual cycle?
- Why do periods happen?

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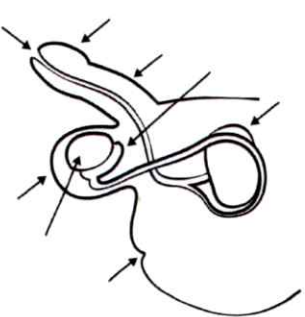
Period products



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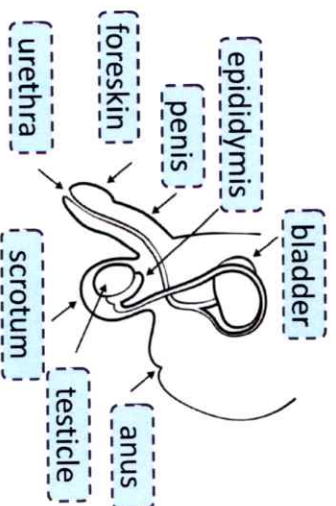
Male body parts and wet dreams

Match the labels to the correct part of the pictures.



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Male body parts and wet dreams



Wet dreams

Watch the video



What is a wet dream?

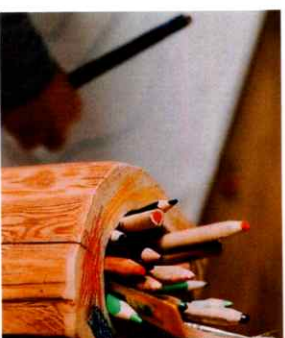
- What is a wet dream and why do they happen?

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What has been learnt?

Go back to the questions about Kelly's and Leo's diaries.

- Make any changes to your ideas if you think necessary.
 - Add your new learning from the lesson.
- Use a different colour pen or pencil



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Signposting support

If you have any questions or worries about menstruation or wet dreams, it is important to speak to a trusted adult – a parent/carer or teacher at school.

www.childline.org.uk can provide support too (phone 0800 1111 to talk to someone).



Signposting Support

Who are your trusted adults? Who can you talk to about the issues raised in this lesson?

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Home – trusted adults e.g parent, older sibling, community leaders, club leaders



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www.childline.org.uk

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More activities

Create a list of top tips for someone experiencing a period or a wet dream.

You could include:

- Information on what might happen
- Advice on different period products
- What to do if they are worried about having a period or wet dream.



Ground rules

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PSHE

Personal Social Health Economic

Education

Ground rules

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- it is okay to 'pass'
- keep it in the room

WE ARE LEARNING TO:
recognise the importance of personal hygiene when we reach puberty

What Does It Include?

Can you think what might be included in personal hygiene? Discuss.

- Brushing our teeth;
- Washing our hands;
- Wearing clean clothes;
- Showering or bathing regularly;
- Keeping fresh and clean;
- Minimising the spread of germs where we can!

What Is Personal Hygiene?

Personal Hygiene is how we look after our bodies. Keeping ourselves clean and tidy makes us feel better about ourselves and also keeps us, and those around us, healthier!



Brushing Our Teeth

It is recommended that we brush our teeth twice a day, for around 2 minutes.

We should visit the dentist every 6 months for a check up.

Brushing properly removes plaque which can cause cavities, tooth ache, gum disease and even our teeth falling out!

It also gives us lovely fresh breath!



Washing Our Hands

Washing our hands is one of the simplest ways we can keep ourselves and those around us healthy.



Think about everything your hands touch in a day...

door handles;

stair banisters;

toilet flushers.

Think about how many other people have touched these things too!

Dirtier Than a Toilet Seat!



Your pet's food and water bowls



Your bathroom taps



Your smartphone or tablet screen

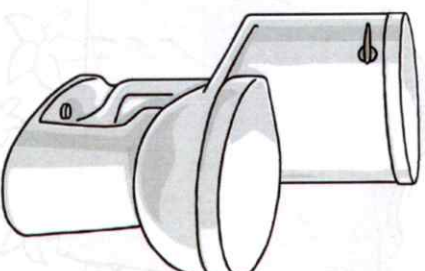


Chopping boards

All of these things were found to have more bacteria and germs than a household toilet seat!

Dirtier Than a Toilet Seat?

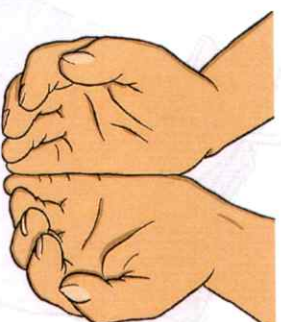
A study from a University in Arizona claimed there were things that we touch that are actually dirtier than a toilet seat!



Have a quick chat with a partner and see if you can think of anything.

Remember: think of things that people touch regularly, not things we try to avoid!

Handwashing



When we touch things we pick up germs, which we can then spread by rubbing our eyes, putting things into our mouths, etc.

We can even spread them to our friends and family without realising. Some germs can make us unwell, spreading everything from a cold to stomach bugs (and much more).

Washing our hands with clean, warm water and soap will kill off the germs and keep our hands clean.

When Should We Wash Our Hands?

Can you think of times when it's really important to wash your hands?
Discuss!

- When they are dirty;
- Before we eat or help prepare food;
- After petting animals;
- After using the toilet;
- After we sneeze, cough or blow our noses;
- Before **and** after visiting someone who is unwell.



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Showering or Bathing Regularly

As we get older and start to experience puberty it becomes important to shower and bathe more regularly.

Both boys and girls bodies change during puberty, but one of the main changes that we all experience is that our sweat glands grow and start to produce more sweat.

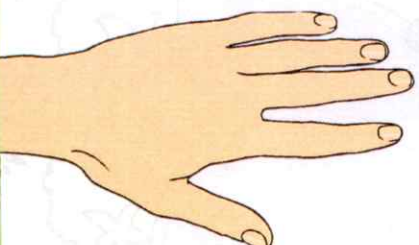


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Don't Forget About Your Nails

Can you think of times when it's really important to wash your hands?
Discuss!

- It's best to keep your nails neatly trimmed and clean.
- And try not to bite them!



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Hormones

During puberty, hormones kick in - different hormones for boys and girls - but they can both cause oily skin and more sweat. If we don't wash regularly we are more likely to get spots and have BO (body odour).

Remember, sweat doesn't smell... it is stale sweat that produces the body odour. You can keep yourself fresh by remembering to use deodorants but this is not a substitute for showers or baths!



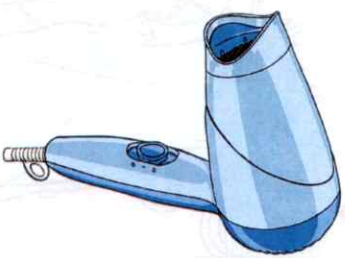
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Hair

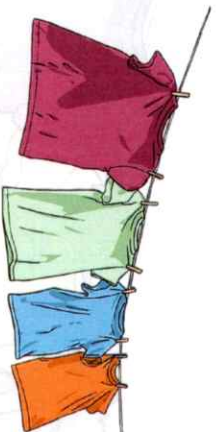
Different types of hair needs caring for in different ways. Some hair types need washing regularly whereas others don't need washing as much. Your parents will know what is the best hair care routine for your hair type.

When we wash our hair, shampoo can be used to clean our scalp. To help prevent tangles, some people also choose to use conditioner.

There are millions of products that we can use in our hair such as gels, mousse, hairspray or oils.



Clean Clothes



It is really important to wear clean clothes. If we wore the same thing all the time they would get dirty and start to smell. Even if it is the most fashionable thing you own...it will still need to be washed!

You don't need to wear fresh, clean clothes every day, but if, for example, you wear the same trousers to school for a few days - make sure that you take them off as soon as you get home and let them air out for a while!

More Hair

Another effect of puberty is the arrival of hair on other parts of our bodies.

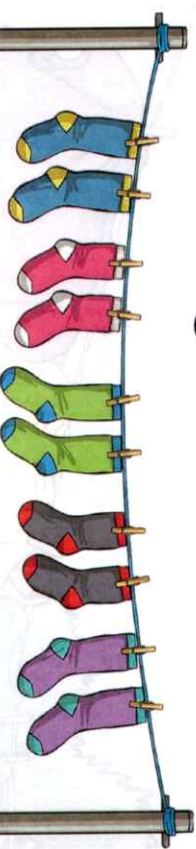
Girls

Girls notice hair beginning to grow around their pubic area and under their arms between the ages of 8 and 14. The hair on their legs may thicken.

Boys

Boys will also notice more hair beginning to grow. Mainly around the base of their penis and under their arms. Leg hair also thickens. As they get older, facial hair will grow and hair continues to grow into adulthood, on their chest and backs, etc.

Don't Forget Your Underwear!



Underwear is different. Underwear covers the parts which can get the most sweaty.

This includes socks! Our feet are covered in sweat glands and can get sweaty and smelly as we're on our feet a lot.

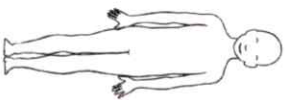
Remember to change your socks and underwear every day! And put the dirty ones in the dirty washing basket - don't leave them on your bedroom floor. Yuck!

Let's have a think:

Clean Me

Every Day

Colour the areas on your body that you need to clean every day.



Twice a Day or More

Draw what you need to clean twice a day or more.

Once a Week

Draw what you need to clean once a week.

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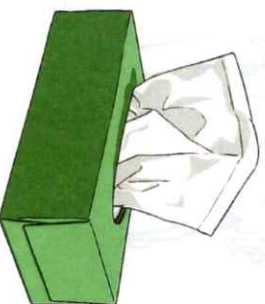
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Using a Tissue

Bring a small packet of tissues with you to school. If you have a really bad cold, they can even stay at your desk!

However:

dirty tissues must be binned or flushed down a toilet straight away;
don't share used tissues with others;
wash your hands after using a tissue.



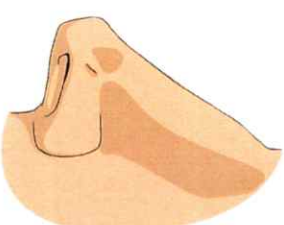
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Keep Our Noses Clean

Have you ever had a really runny nose? Or has it been really blocked and you feel like you can't breathe through it? It's a horrible feeling, but we have all been there!

The only acceptable way of dealing with this is a tissue.

Sniffing, picking, wiping with sleeves...
Yuck!



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Spreading Germs

Germs and bacteria spread. It's a fact and we can't stop it, but we can try to minimise their spread. Following the tissue rules and washing our hands are really easy ways to minimise the germs we spread.

Can you think of any other ways? Discuss

Covering our mouths when we sneeze or cough.

Not sharing water bottles, etc.

Not coming to school if you have a stomach bug and have been sick or have diarrhoea.

Try not to touch our eyes, nose and mouth too much.



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So what do we now know?



Both boys and girls bodies change during puberty, but one of the main changes that we all experience is that our sweat glands grow and start to produce more sweat.

Remember, sweat doesn't smell...it is stale sweat that produces the body odour. You can keep yourself fresh by washing daily, changing your clothes daily and using deodorant.

If we don't wash regularly we are more likely to get spots and have BO (body odour).

Personal Hygiene Quiz Answers

1. What does **body odour** mean? It is the smell that comes from your body. It is caused by the sweat glands in your skin. It is important to keep your body fresh by washing daily, changing your clothes daily and using deodorant.
2. Why is it important to wash your hands with soap and water? It is important to wash your hands with soap and water to keep your hands clean. It is important to wash your hands with soap and water before you eat, after you use the toilet, and after you have been outside.
3. What is a **stale** smell? It is a smell that is old and not fresh. It is important to keep your body fresh by washing daily, changing your clothes daily and using deodorant.
4. Why is it important to wear clean clothes and not wear the same thing all the time? It is important to wear clean clothes and not wear the same thing all the time to keep your body fresh. It is important to wear clean clothes and not wear the same thing all the time to keep your body fresh.
5. When should we wash our hands? We should wash our hands with soap and water before we eat, after we use the toilet, and after we have been outside.
6. Why is it important to bathe or shower more regularly once we start to experience puberty? It is important to bathe or shower more regularly once we start to experience puberty to keep our skin clean. It is important to bathe or shower more regularly once we start to experience puberty to keep our skin clean.
7. If we don't wash regularly, what might happen? We might get spots and have BO (body odour).

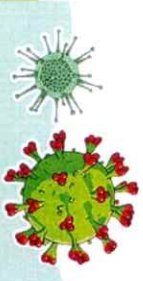
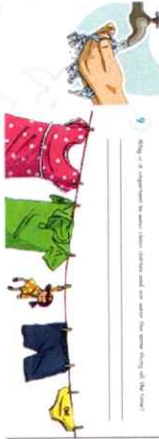
Personal Hygiene Quiz Answers

8. When we wash our hair, shampoo cleans our hair and scalp. Some people also use conditioner. What does conditioner do? Conditioner helps to protect the scalp and the hair.
9. Why is it important to wear clean clothes and not wear the same thing all the time? It is important to wear clean clothes and not wear the same thing all the time to keep your body fresh. It is important to wear clean clothes and not wear the same thing all the time to keep your body fresh.
10. How often should you change your socks and underwear? We should change our socks and underwear every day.
11. What is a **stale** smell? It is a smell that is old and not fresh. It is important to keep your body fresh by washing daily, changing your clothes daily and using deodorant.
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15. If we don't wash regularly, what might happen? We might get spots and have BO (body odour).

Personal Hygiene Quiz

Remember, hygiene is how we look after our bodies by keeping them clean and healthy. Answer the questions in this quiz to find out where you know.

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Signposting support

If you have any questions or worries about menstruation or wet dreams, it is important to speak to a trusted adult – a parent/carer or teacher at school.

www.childline.org.uk can provide support too (phone



@ Medway Council
2022



Signposting Support

Who are your trusted adults?
Who can you talk to about the issues raised in this lesson?

There are people both at **school** and **home** who you could go to:

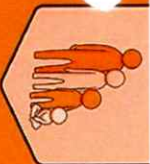
In school – class teacher, support assistants, playtime/midday supervisors
Home – trusted adults e.g parent, older sibling, community leaders, club leaders



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Changing Emotions



Ground rules

• How can we make this a safe classroom for our PSHE lesson?

- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

PSHE

Personal

Social

Health

Economic

Education

Ground rules

• How can we make this a safe classroom for our PSHE lesson?

(safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

- respectful listening
- no real names
- no unkind pointing or laughter
- support each other
- it is okay to 'pass'
- keep it in the room

WE ARE LEARNING TO:

recognise how our thoughts and feelings
may change during puberty

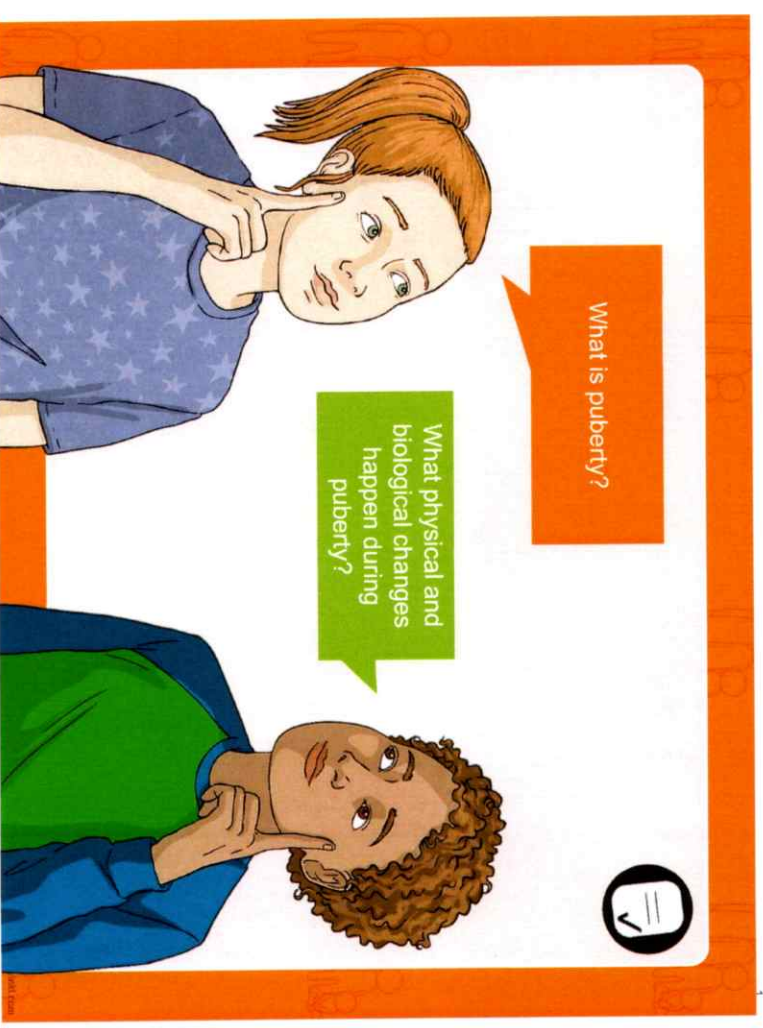
WE ARE LEARNING TO:

recognise how our thoughts and feelings
may change during puberty *and have some
strategies to deal with this*

- I can use scientific vocabulary when talking about puberty and changes.
- I can discuss the emotional changes I might experience and I know what to expect.
- I know where to get help and advice if I need it.

WE ARE LEARNING TO:

recognise how our thoughts and feelings
may change during puberty *and have some
strategies to deal with this*





What are the different changes that happen to boys and girls?

What are some of the same changes that happen to boys and girls?



Changing Emotions



Today we will be learning about how people's feelings and emotions may change as they go through puberty – a time of change in all young peoples' lives.

With your talk partner, list the range of feelings and emotions you think people might experience during puberty.

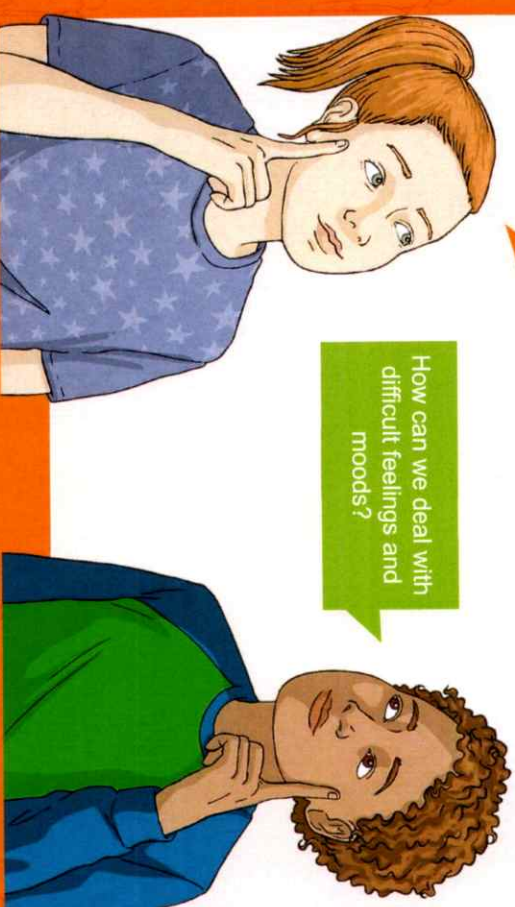


Think about why young people might be feeling these emotions.



How might our thoughts and feelings change during puberty?

How can we deal with difficult feelings and moods?



How Emotions Can Change



What is puberty?

Puberty is the word used to describe the phase when a child's body starts to change as they become an adult. Apart from when you were a baby, this is the time when your body will grow the fastest.



We have already learnt about the physical changes we can expect to see during puberty, but what about the emotional changes?

How Emotions Can Change



Puberty can be a confusing - even worrying - time for many young people. That's why it is important to understand what is happening to your body and to know where to get help or advice if you need to.

It may feel like you are the only person going through these emotions and that nobody else understands how you feel, but that isn't true. Puberty happens to everyone!



How Emotions Can Change



Hi,

I'd really like some advice, please. I have been feeling angry all the time and I don't know what to do. I keep losing my temper at home with my parents and especially with my younger brother. No one understands how I feel and I just keep getting into trouble. I have also started to get really angry at school and nearly got in a fight the other day.

I don't feel like myself. I never used to get angry all the time. I feel out of control and I am worried that I will hurt someone or get into big trouble soon.

Any advice please?

How Emotions Can Change



Let's read about some children who are experiencing new or difficult emotions as their bodies change and develop.

On the following slides are some letters written to a problem page website.

Think about what advice you could give the young people who wrote these letters or what you might do if you were them.



How Emotions Can Change



Hey there,

I'm hoping someone might have some advice they can give me, as I am desperate and have no one to turn to. Lately I have been feeling really, really down. I keep crying all the time and feel so lonely. Often I don't even know why I am so down. I have started staying in more, rather than going out with my friends, just in case I cry in front of them or make them miserable, too.

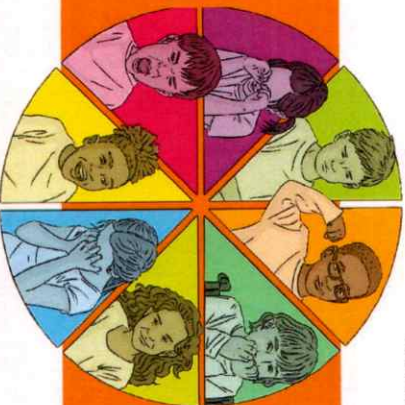
But now I feel so lonely and sad. Everyone else seems so happy. I have no real reason to be feeling down.

Why do I keep crying all the time?

How Emotions Can Change



During puberty, feelings can seem more intense and they can change rapidly. These are called mood swings. One moment, you might feel excited about something, then suddenly, something upsets you and you feel super angry!



It's normal to feel out of control of your emotions and to feel confused by them.

During puberty, you're kind of in between a child and an adult. This means you might experience conflicting emotions, stuck between wanting to be independent and grown up and wanting help - or even just a cuddle!

Questions and Answers



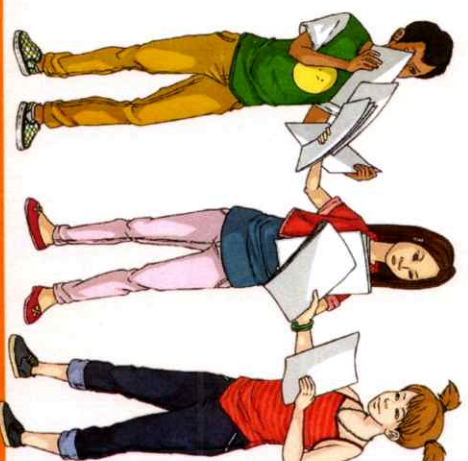
Why do these emotional changes happen?

Changing moods and strong emotions during puberty happen to everyone. They are caused partly by the many changes and challenges that happen when you are growing up; at home, at school, in your bodies and in the way you think and act. Times when there are lots of changes in your life can make you feel unsettled and unsure about yourself.

Certain hormones start to be produced during puberty to help our bodies to grow. These new hormones can make us feel different or strange. They can affect our mood as our body gets used to them.



Questions and Answers



You probably have lots of questions about how and why your emotions may change and where you can go for help.

Questions and Answers



Is it normal to feel this way?

Everyone goes through these changes. Some people will be affected by their hormones more than others and people may be affected in different ways. There is no right or wrong way to feel but it is important to remember that you are not the only person feeling the way you do. Changing emotions are a normal part of growing up.

However, just because it is normal to feel changes in your moods when you are growing up, it doesn't mean that your feelings are not important. If you are feeling like you can't cope with your strong emotions, or if you feel angry or unhappy a lot of the time, it is important that you talk to someone you trust.



How might you feel? What can you do to cope with those feelings?

Support During Puberty

Create a fact sheet, listing the different emotions young people might experience and some simple advice for each one.

Type of Emotion	What You Can Do

Giving Advice



Choose one of the problems that was sent in to the problem page website.

Think carefully about the advice you would give to that child and how you could reassure them that what they are going through is normal.

How can you explain about hormones and where will you tell them to go for support?



Questions and Answers



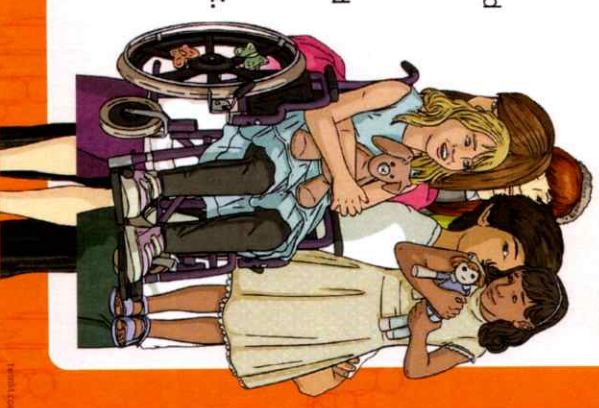
Who can you go to for help?

Talking to friends you trust can be a great idea. It will probably turn out that they have had similar feelings.

Try talking to people you live with - this could be your parents, or maybe an older brother or sister. They were your age once and probably remember going through the same emotions.

Talk to an adult at school that you can trust. They could listen to you and give advice.

Talk to health professionals, such as your doctor or nurse, or use health websites, such as the NHS, to get advice and support.



During puberty it is normal to feel out of control of your emotions and to feel confused by them.

During puberty, you're kind of in between a child and an adult. This means you might experience conflicting emotions, stuck between wanting to be independent and grown up and wanting help - or even just a cuddle!

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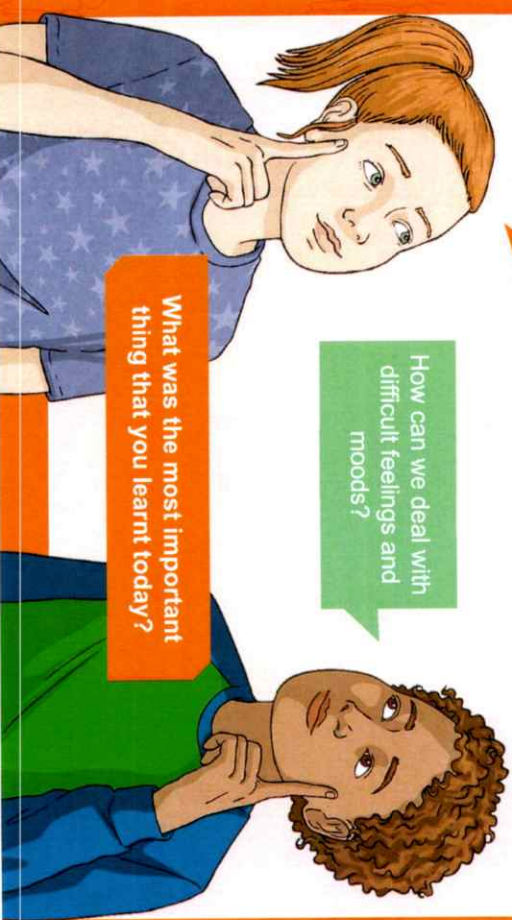


www.childline.org.uk can provide support too (phone

How might our thoughts and feelings change during puberty?

How can we deal with difficult feelings and moods?

What was the most important thing that you learnt today?



Signposting Support

Who are your trusted adults?
Who can you talk to about the issues raised in this lesson?

There are people both at **school** and **home** who you could go to:

In school – class teacher, support assistants, playtime/midday supervisors

Home – trusted adults e.g parent, older sibling, community leaders, club leaders



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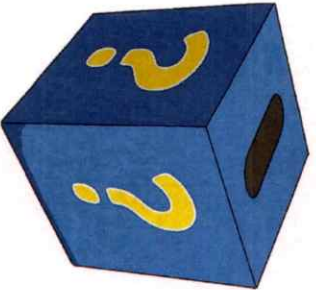
Questions and Answers



Any other questions?

Don't forget that you can write your questions down and put them in the 'Question Box' if you would prefer.

Consolidating



Reflecting