

Is this normal?

Year: Y6

Subjects and Issues

- Body parts
- FGM
- Growing and changing
- Puberty
- Relationships education
- Periods
- Menstruation
- Body changes
- Female genital mutilation (FGM)
- Religion or belief (protected characteristic)
- Sex (protected characteristic)

Preparation and considerations before this session

Ensure a safe and familiar location.

To maximise the session, gather children's own questions about puberty. This is best done anonymously - for example, by using a question box in the classroom where pupils can write and post any questions they have on this topic without being identified. This will also help to help involve them all.

You can turn some of the questions into Agony Aunt-style letters for the children to reply to themselves, as in the Activity sheet provided. This will help to answer some of the questions in an interesting and depersonalised way.

Introduction

Thank children for their questions and explain that as many as possible will be answered within the session.

Use an 'ice-breaker activity to establish a comfortable atmosphere. One possible activity is to ask children in two equal lines to arrange themselves in order of birthday date without speaking. They could try to be quicker than the other line.

Introduce the focus for the session – puberty.



What does puberty mean?

Gather ideas and clarify that 'puberty' is the word given to the time in a person's life when their body begins to change from a child's body to an adult's body capable of reproduction. Clarify that puberty involves physical, emotional, and psychological changes.

Today we are going to have a chance to talk together about the different changes and challenges that happen when a person reaches puberty.

Activity

Hand out the *Puberty statements: true or false?* Activity sheets for children to discuss in pairs. Allow a few minutes for them to consider and discuss these.

Go through the statements and address misconceptions.

NB: Please see the *Puberty statements: true or false?* Teacher answer sheet for guidance on the answers to the questions.

Reassure the children that most people go through puberty with little difficulty but explain that for some the time can be more challenging.

With any challenge, what sort of things help people? Having a trusted person to talk things through with; being prepared; understanding that solutions can be found; feeling confident etc.

Do the children know what an Agony Aunt is? Explain that they communicate in writing with someone who writes to them with a problem. They write a letter back with advice.

Give out the *Agony Aunt letters* Activity sheet. Working individually or in pairs, the children read and record their ideas as 'Agony Aunts' to support and help a range of young people with challenging situations in puberty.

Share some of their responses to the problems. Praise thoughtful and considerate advice.

Emphasise that young people have the right to decide what happens to their body.

Who is the best person to decide what happens to a person's body? Very occasionally, young people have things done to their bodies that are criminal in this country. These crimes involve cuts made to female genitalia – the vulva - the external area around the opening to the vagina.

If you were concerned about yourself, or another young person you know, are there people you can think of who can help?

In the unlikely event of any safeguarding issues being raised during this discussion, these should be dealt with through the school's Safeguarding policy.

How can young people show respect to one another during such challenging times?

Summing up

Reassure the children that puberty brings changes but that they gradually occur, not all at the same time. You might like to share this video as a way of bringing the session to a close (please check content for suitability before sharing it with the class):

Puberty and finding out who you are

Praise children for their mature approach to the session and check questions have been answered.

Reiterate the people and places where help, if needed, can be sought.

Additional teacher guidance

Our [Puberty Glossary](#) provides appropriate wording when defining puberty and RSE-related words. It may be of particular support when answering children's questions on this subject.

Adapting lessons for learners with additional needs

Our additional [Signposting and Support page](#) provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Learning Outcomes

Children will be able to:

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.

Key Vocabulary

puberty

physical changes

emotional changes

rights

FGM

periods

mood swings

spots

voice deepening

period products

vulva

If using the film clips, the following words are also used:

Puberty and finding out who you are:

identity

manage emotions

hormones

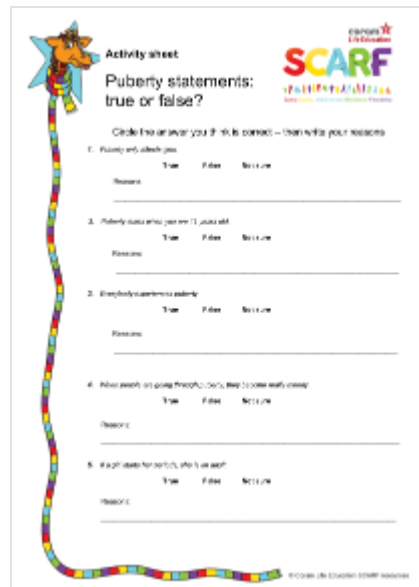
feeling funny sexually

start to have questions about sex

sexual reaction

friends

more independence



Activity sheet

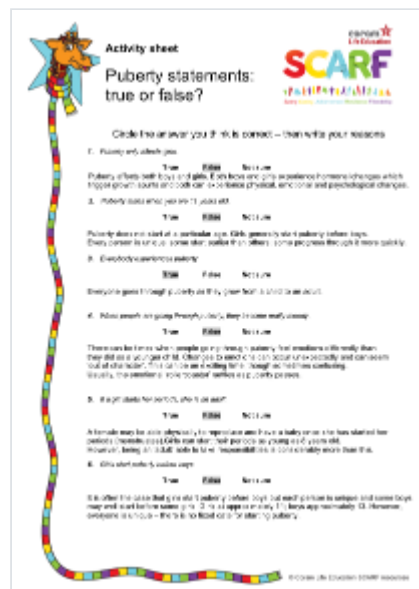
Puberty statements: true or false?

Circle the answer you think is correct – then write your reasons

- Puberty ends when you are 11 years old.
 True False Not sure
 Reasons: _____
- Puberty starts when you are 11 years old.
 True False Not sure
 Reasons: _____
- Everybody experiences puberty.
 True False Not sure
 Reasons: _____
- Pubescent boys going through puberty may become early sleepers.
 True False Not sure
 Reasons: _____
- It's a good idea for parents who's an adult.
 True False Not sure
 Reasons: _____

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Puberty Statements: True or false? Activity sheet - enough for completing individually or in pairs, as appropriate



Activity sheet

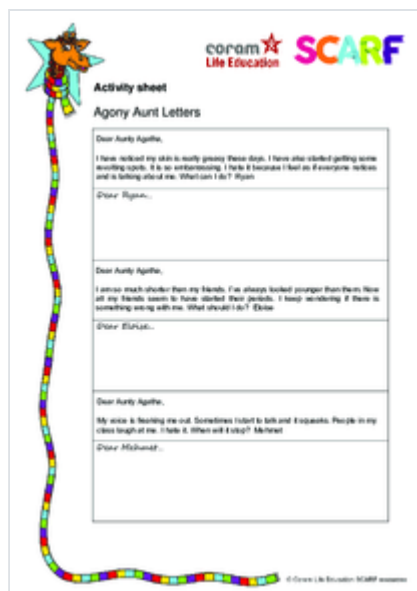
Puberty statements: true or false?

Circle the answer you think is correct – then write your reasons

- Puberty ends when you are 11 years old.
 True **False** Not sure
 Puberty usually lasts from 10 to 16 years. It's a time when your body changes in ways which trigger growth spurts and can affect your feelings, emotions and psychological changes.
- Puberty starts when you are 11 years old.
 True **False** Not sure
 Puberty doesn't start at a particular age. Girls generally start puberty earlier than boys. Every person is different, some start earlier than others, some progress through it more quickly.
- Everybody experiences puberty.
True False Not sure
 Everybody goes through puberty at 11 years old. Some start a bit earlier or later.
- Pubescent boys going through puberty may become early sleepers.
 True **False** Not sure
 There are lots of boys who struggle going through puberty, but sometimes it's really hard. They don't all go to bed at 11. Other kids might not go to bed at 11. SCARF is a puberty and adolescence support service. If you're struggling, please contact us.
- It's a good idea for parents who's an adult.
 True **False** Not sure
 As a female may be able to identify the reproductive system in a body or even a female who has started her period. It's important to talk to your parent about any changes in your body. If you're struggling, please contact us.

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Puberty statements: true or false? Teacher answers and guidance sheet - one copy, for reference



Agony Aunt Letters Activity Sheet- print enough for 1 per person or in pairs

DfE Relationships Education and Health Education statutory requirements

- **Relationships Education** **Respectful relationships** 1. 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
- **Relationships Education** **Being safe** 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- **Physical Health and Mental Wellbeing (Health Education)**
 Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- **Physical Health and Mental Wellbeing (Health Education)**
 Changing adolescent body 2. About menstrual wellbeing including the key facts about the menstrual cycle.

PSHE Association Learning Opportunities

- 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).
- H45 . That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.

National Curriculum Links

- English **Y5 & 6** **Writing - composition** Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- Science **Y5** **Animals including humans** Describe the changes as humans develop from birth to old age.
- Science **Y5** **Animals including humans** (Non-statutory guidance) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.