Learning Objectives	Before the lesson
• To recognise the physical differences between children and adults. • I understand that my body will change as I become an adult. • I understand that different changes happen to males and females. • I can identify some physical differences between child and adult bodies. • I can explain ways to look after my personal hygiene.	**Watch** • Pupil video: Introducing puberty (see Main event) **Have ready** • Presentation: People (see Main event) • Children's comments from the last activity of the previous lesson. • Samples of hygiene products to show children, such as shower gel, sponge, deodorant and shampoo. **Print** • Activity: Body changes (see Classroom resources) – one per of pupils. • Activity: Hygiene – female or male version (see Classroom resources) – one per of pupils.

Attention grabber

1. Remind the children about the ground rules for these lessons that they created at the beginning of this topic.

2. Read out some of the children's comments from the end of the previous lesson about what they think is exciting about growing up. If any of their comments warrant a discussion, take the time to do this.

3. Move on to look at the things that the children said they would find challenging. Spend some time discussing these things and allaying any fears. Stress that all adults have been through this and they can discuss worries with someone they trust.

Key questions

- What excites me about growing up?
- What might I be worried about?
- Who can I talk to?

Main event

1. Display the *Presentation: People.*

Show on your interactive whiteboard

2. Go through slides 2-10, which show images of people of different ages. For each slide ask pupils what differences and changes they notice.

3. Explain that lots of changes happen from when we are born to when we become an adult (around the age of 18 – 20). After we become an adult, the changes slow down.

4. Put the children into pairs and give each pair a copy of *Activity: Body changes*. Ask them to discuss and write down the physical differences between each stage that they can see.

Discuss these changes with the children and ensure they have noticed:

Male – height, shoulders are broader, chest is broader.

Female – height, waist is narrower, breasts develop, hips are wider.

Correct any slang or incorrect naming of the body parts throughout the discussion.

5. Display the *Pupil video: Introducing puberty* and watch it as a class.

6. Take any questions from the children following the video. Then ask them to annotate their diagrams with other physical changes that might occur that they learnt about in the video, for example, hair growth (including where) and genital changes, particularly in males. Recap the word and meaning of, 'puberty'.

7. Explain that the children might start to see some of these changes in themselves and this is totally normal. Stress that changes happen gradually over time.

8. Recap that the changes in puberty are caused by hormones in our body and these can have other effects on our hair, skin and how we smell. Explain that as we grow and develop, keeping clean becomes even more important.

Hand out the *Activity: Hygiene* to each pair of children and ask them to:

- Label or draw on the person on the left the hygiene issues someone going through puberty might experience (e.g. greasy hair, spots, smelling differently).
- Label or draw on the person on the right what someone could do to help address these issues (e.g. washing hair more often, showering frequently and using deodorant).

Explain that some changes won't be visible at all and changes in feelings and mood are all part of puberty. For example, you may notice feeling grumpy, sad or confused sometimes. Usually, these mood changes pass quite quickly but if you are worried you should talk to an adult you trust.

Key questions

- How will my body change as I grow up?
- Why is good personal hygiene important as I grow and change?
- How will I change emotionally?

Wrapping Up

1. Recap some of the key changes that happen as children grow into adults. Stress that these changes happen over a period of time and that different people will start these changes at different times and this is completely normal. Remind children that if they are worried about anything, they should talk to an adult whom they trust.

2. Explain to the children that you want them to rate how they feel about their understanding of these changes. To make this exercise anonymous, invite the children to sit at their desks and put their heads down and close their eyes. Explain that you want them to rate their understanding of the changes on a scale of 1-5, with:

- 1 being, “I am still not sure what is going to happen”.
- 5 being, “I understand and I think it is going to be OK and I know who I can talk to if I need to”.

When the children are ready, they keep their heads down and eyes closed and just show the number of fingers.

Make a note of any low scores, if a lot of children show 1, 2 or 3 fingers you may need to revisit aspects of this lesson.

Key question

- Do you understand the changes which are going to happen as you grow up?

Glossary

- change
- worries
- height
- genitals
- testicles
- waist
- chest hair
- hygiene
- exciting
- physical
- breasts
- penis
- hips
- shoulders
- puberty

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by: Understanding that they will change physically as they develop into adults.
Pupils working at greater depth indicated by: Understanding that changes are different for males and females and that male and female adults have differences.

Differentiation

Pupils needing extra support: To support them with *Activity: Body changes,* provide labels for the changes that occur. Show children the physical samples of hygiene products to show children such as shower gel, sponge, deodorant and shampoo.
Pupils working at greater depth: Ask children to write an advert or jingle to give a key message on personal hygiene.

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