Learning Objectives

• To understand the menstrual cycle.
• I understand the process of the menstrual cycle.
• I can explain some changes I will go through during puberty.
• I know who I can go to for help if I need to.

Before the lesson

Watch
• Pupil video: The menstrual cycle (woman's voice).
• Pupil video: The menstrual cycle (man's voice).
Have ready
• The question box from the end of the previous lesson.
• Paper and pencils to write new questions (see Wrapping up).
• Examples of sanitary protection.
• Teacher support: Girls: True or false quiz with answers (see Classroom resources).
• Teacher support: Boys: True or false quiz with answers (see Classroom resources).
• Link: 'Childline website' – this is an external website and we do not have control over its content – please check before showing to the children.
Print
• Activity: The menstrual cycle: diagrams (see Classroom resources) – for pupils needing support.
• Activity: Girls: True or false quiz (see Classroom resources) – one per pupil.
• Activity: Boys: True or false quiz (see Classroom resources) – one per pupil).

Attention grabber

1. Start the lesson by answering any questions that the children have put into the question box since the end of the previous lesson.

Ask a member of SLT if you are unsure of the correct way of answering questions and work to your school policy and government guidelines. If in doubt, check before you talk to your class.

2. Focus on correcting or re-visiting areas covered in the last lesson and explain if any of the questions raised are going to be covered in this lesson or the subsequent one. Also, give the children the opportunity to ask any other questions they have had since the last lesson.

Main event

1. Recap the ground rules the class agreed on for RSE lessons.

2. Explain that the class is going to look in more detail at some of the changes during puberty. To begin with, the children will focus on the changes for girls and, in particular, on periods.

3. Ask the children to work in pairs to recap some of the changes that females go through during puberty (breast development, hips widening and pubic hair growth). Ask the children to feedback and clarify as a class. Explain that these changes happen so that eventually a female can have a baby if she wants to.

4. Explain that we are going to look at what happens inside a female that will mean she can get pregnant in the future if she wants to.

5. Show the *Pupil video: The menstrual cycle.* There are two versions of the video, one with a male voice-over and the other with a female voice-over. Use the version you feel is most appropriate.

Show this on your interactive whiteboard.

6. Clarify the children's understanding and answer any questions that they may have. Children may ask how fertilisation happens. If so, explain that for an egg to be fertilised, a sperm from a male is needed and they will learn about how this happens in Year 6.

7. Explain that females need to wear some form of protection to catch the blood during their period. If you are working with single-gender groups, the girls will learn more about the types of protection (see below). At this stage, boys just need to know that girls wear sanitary towels to catch blood during their period.

For any children requiring additional support, provide them with the *Activity: Menstrual cycle diagram* for consolidation.

The next section of the lesson will vary depending on whether you have single-gender groups or mixed. Below is information each gender needs and if you have decided to teach in mixed groups you will need to cover both aspects with everyone.

Girls

Reinforce that everyone will start their period at different times and this is normal. Explain that girls usually start their periods between the ages of 9 and 13 but everyone starts at different times and it can be a bit later than this. Ask the children to complete the *Activity: Girls*: *True or false quiz* and then get them to self-mark as you give the answers (see *Teacher note: Girls*: *True or false quiz with answers*).

Ideally, sit the children in a circle all together to talk about the types of protection available and demonstrate putting a pad in place. Stress the need to change pads frequently. How often will depend on flow but it is useful for girls to get into the habit of going to the toilet to check. If there is a lot of blood on the towel, they should change it. Even with a light flow it would be advisable to change the pad every 6 – 8 hours.

Also talk about how to dispose of towels. Towels should be wrapped in the wrapper of the new

towel (if appropriate) or toilet roll and put into the special bin in public toilets or a bin. Stress that sanitary towels should never be flushed down the toilet as they can block drains.

Mention other types of protection available. Explain how the children can access sanitary products in school should they ever need to, and suggest that it is a good idea to have some sanitary products with you just in case. You could also show reusable products as an environmentally friendly alternative.

If girls don't ask, explain that other forms of protection are available such as tampons and menstrual cups. These go into the vagina and they need to be even more careful about changing regularly. Lots of girls start by using pads or period pants, but there's nothing to stop you using tampons or cups straight away and with practice they can become a good option.

Answer any questions girls have about periods and remind them about the question box.

Boys

It is nice if this section of the lesson can be delivered by a male teacher if at all possible.

Remind boys that periods are something that happen to females but there are other changes that they will go through. If boys ask about the protection girls use during a period, you could show them examples.

Ask the children to complete the *Activity: Boys*: *True or false quiz* and then get them to self-mark as you give the answers and discuss as you mark them (see *Teacher note: Boys*: *True or false quiz with answers*).

Following this activity, answer any other questions boys have related to the changes they are/will be going through, such as erections, wet dreams.

Remind them about the question box.

Key questions

- What is a period?
- How do you deal with periods?
- What changes do boys go through during puberty?

Wrapping Up

Give the children the opportunity to ask any remaining questions or to write questions down. This could be done in the same way as the previous lesson by giving everyone a piece of paper.

Remind children of who they can talk to in school if they have any questions or concerns.

Also, remind the children about the 'Childline website' and explain that it is best to use this site as it is reliable and some websites might have incorrect information on them.

Key question

- Who can you go to if you have questions about growing up?

Glossary

- menstruation/period
- ova
- fallopian tube
- womb
- lining
- towels
- reusable products (period pants, cups)
- erections
- ejaculation
- egg
- ovaries
- uterus
- bleeding
- sanitary products
- tampons
- voice breaking
- wet dreams

Assessing pupils' understanding and progress	Differentiation
Pupils with secure understanding indicated by: Understanding the changes their own gender will go through during puberty. **Pupils working at greater depth indicated by:** Understanding changes their gender and the opposite gender will go through during puberty.	**Pupils needing extra support:** May benefit from diagrams as these concepts can be confusing. **Pupils working at greater depth:** If working in single-sex groups, use some of the true or false quiz questions for the opposite gender to check understanding of changes they go through. This can be done with all children but focus on those with a better understanding so they can learn more about the opposite gender as well as their own.

© 2024 Kapow Primary