Learning Objectives	Before the lesson
• To understand emotional changes during puberty. • I understand that puberty may change my feelings as well as my body. • I understand that everyone is different and these differences are normal. • I know who I can talk to if I am worried about anything.	**Note** **Have ready** • The children's 'Draw and write' sheets from Lesson 3 (see 'RSE PSHE, Safety and the changing body, Year 5, Lesson 3: Puberty'). • Paper and pens (see Wrapping up). **Print** • Activity: Puberty scenarios (see Classroom resources) – one per group (see Main event).

Attention grabber

Ask the children to work with a partner and write down three things they have learnt over the last two lessons.

Move the children into groups of four and ask them to make a list of five things, then move them into groups of eight and make a list of seven things.

During each stage of this exercise, the children can use things from their existing lists or add new ones as they remember them. If time allows, increase the size of the groups until the whole class is working together.

Key question

- What do we know about puberty?

Main event

1. Explain to the children that this will be their last lesson on puberty this year.

2. Begin by addressing any questions that the children have put into the question box, or any misconceptions that came up during the 'Draw and write' activity in Lesson 3.

3. Explain that the focus of the children's learning so far has been on the physical changes the children will go through, but that there other changes that they will experience.

4. Arrange the children in groups and give each group a copy of the *Activity: Puberty*

scenarios. Invite the children to work in their groups to come up with an answer for each scenario.

If your class is experiencing particular issues you may want to add additional scenarios.

5. Once the groups have discussed their ideas and solutions to the scenarios, open the discussion of the scenarios to the whole class. Reinforce that puberty is a time of change and they will all have a mixture of feelings and experiences. Sometimes other people might act in a way that is out of character and they might themselves. It is a time when they might need to make allowances for other people. Stress that there is always someone that they can talk to if they have any concerns.

Key questions

- What other changes happen during puberty?
- Who can help with problems?

Wrapping Up

1. Repeat the 'Draw and write' activity from Lesson 3, explaining to the children that you are doing this to see how much they have learnt during these lessons.

Give each child a piece of paper and a pencil or crayon.

Read out the statements, allowing the children to draw or write their responses on their paper:

> **Statement 1** – A boy and girl aged about 13 are walking down the road. Draw a picture of the boy and the girl.
>
> **Statement 2** – The boy and girl are talking about change. Draw or write some differences you could see in the boy and girl from when they were younger.
>
> **Statement 3** – Changes can't always be seen, draw or write some other changes the boy and girl might be experiencing.

Make sure each child writes their name on their paper.

2. Once the children have completed the activity give them their first version so they can compare. Collect all the papers at the end of the lesson.

3. Remind the children that the question box is still available if they have any other questions.

Key question

- What do I know now about puberty that I didn't at the start of these lessons?

Glossary

- attraction
- change
- puberty
- feelings

Assessing pupils' understanding and progress	Differentiation
Pupils with secure understanding indicated by: Listing the range of changes they will go through during puberty. **Pupils working at greater depth indicated by:** Listing and explaining the range of changes they will go through during puberty.	**Pupils needing extra support:** Use scenarios 4 and 5 initially and provide adult support if necessary. **Pupils working at greater depth:** Extension questions are provided on some scenarios to support children in thinking about why the issues might be occurring.

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