

Learning Outcomes	Context and Experiences	Specific Resources	Subject Links
<p>Children will be able to:</p> <p>Identify parts of the body that males and females have in common and those that are different;</p> <p>Know the correct terminology for their genitalia;</p> <p>Understand and explain why puberty happens.</p>	<p>Year 6 sample lesson – Is this normal?</p> <p>This session may be best planned to be done with boys and girls at separate times. It may be considered appropriate to have male staff working with boys and female staff with girls, if possible.</p> <p>Ensure a safe and familiar location.</p> <p>To maximise the session, we will gather the 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.</p> <p>Some of the questions can be turned 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.</p> <p>NB: There will be a separate question and answer session for year 6 children where they can submit questions around transition to high school, relationships, sex, sexual orientation, gender identity, gender fluidity and any other questions or concerns about growing up. As this session will be non-statutory parents have the option to withdraw their child from this session.</p> <p>Introduction</p> <p>Thank children for their questions and explain that as many as possible will be answered within the session.</p> <p>Use an ‘ice-breaker’ activity to establish a comfortable atmosphere.</p> <p>Introduce the focus for the session – puberty.</p> <p>What does puberty mean?</p> <p>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.</p> <p>Today we are going to have chance to talk together about the different changes and challenges that happen when a person reaches puberty.</p>	<p>Question box Activity sheets</p>	<p>Body parts</p> <p>Building self-esteem</p> <p>Bullying</p> <p>Growing and changing</p> <p>Puberty</p> <p>Relationships Education</p> <p>Periods</p> <p>Menstruation</p>

	<p>Activity</p> <p>Hand out the <i>Puberty statements: true or false?</i> Activity sheets for children to discuss in pairs. Allow a few minutes for them to consider and discuss these.</p> <p>Go through the statements and address misconceptions.</p> <p>Reassure the children that most people go through puberty with little difficulty but explain that for some the time can be more challenging.</p> <p>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.</p> <p>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.</p> <p>Give out the <i>Agony Aunt letters</i> 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.</p> <p>Share some of their responses to the problems. Praise thoughtful and considerate advice.</p> <p>Emphasise that young people have the right to decide what happens to their body.</p> <p>Plenary (Conclusion to the lesson)</p> <p>Reassure the children that puberty brings changes but that they gradually occur, not all at the same time. Praise children for their mature approach to the session and check questions have been answered.</p> <p>Reiterate the people and places where help, if needed, can be sought.</p>		
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