

# Changes

## Puberty

### Year 5 Lesson 1

Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them

Know and understand life processes common to humans, including reproduction

Know and understand about personal hygiene

#### Pre-lesson preparation & resources

Watch Sense DVD clip

SENSE Interactive; Key Stage 2 Being Healthy Section – Puberty clip

#### Read

- Teachers' Guidance – vocab, answering questions.

#### Resources

- Puberty Quiz.

#### Lesson outcomes

- To establish current knowledge and understanding of puberty, changes for girls and boys
- To develop understanding about use of correct vocabulary
- To reassure pupils that physical and emotional changes are normal, and support them to seek help, support and advice.

#### Introduction

Ground rules (see teachers' guidance)

Question Box

Assessment

Recap on year 4 work – ask pupils to identify key issues covered and how they felt about the lessons.

Acknowledge people experience mixture of emotions and feelings, some of them feel anxious, concerned, excited, interested, yucky, funny, don't want to know. Sometimes can feel all of these things. Reassure this is normal, can be confusing and contradictory. Puberty is a time of change and this is a normal reaction and response. The language and words that are used can help and hinder this confusion, so we are going to start by looking at words used for body and body functions.

# Changes

## Puberty

### Exercise:

#### 1. Vocabulary amnesty

- Ask pupils to identify all the words for male and female parts of the body (this can be written to hand in or small group work, suggest you walk around – reassure not to worry about spelling etc.)
- Put on board, one at time – grouping words which mean the same things, e.g. penis, willy, cock, sausage, winkie or vagina, money box, furry, front bottom
- Discuss nicknames and slang words for body parts and how they can be inappropriate for school and the importance of knowing the correct words
- Ask pupils to identify why it is important to know and use correct vocabulary and what can happen if they don't
- Ask pupils to use the question box to ask about any words they are still uncertain about or worried about.

#### 2. Show DVD clip on Puberty

Being Healthy  
Section  
(KS2 SENSE)  
Puberty

- Show the puberty clip.

The clip has different children talking about puberty and the changes for girls and boys (please note this includes BO, foreskin, masturbation and wet dreams).

- Stop the CD at the end of the children talking, when the narrator Fly says, "...follow me."

At this stage, rather than take questions, suggest

- Pass around the question box or paper for pupils to write any questions arising from clip, and say that the following three lessons will be covering the issue of periods, reproduction and birth.

#### Summarise

In small groups or pairs (could be single gender groups)

- Ask pupils to discuss and identify the main changes for boys and/or girls that happen during puberty
- Walk around groups, support, encourage and reassure
- Ask groups to feedback (this works well if boys' group feedback changes for girls and the girls comment and add and vice versa for the boys).

Note any wrong or incorrect understanding or confusion. You will be pleasantly surprised at how many attempt and relish using the correct vocabulary. Congratulate.

# Changes

## Puberty

### 3. Reflection



In pupil-chosen pairs

- Ask pupils to identify how they feel

Option: individually

- Draw a face to express their current feelings, use the pupils' feelings reflection form

### 4. Class Share

- Ask the class if they think it is important to be taught about puberty and correct vocabulary.
- Ask what they thought of the lesson.
- Remind them about ground rules – especially not talking to younger children and about using the question box, where it will be kept and that you will look at it before the next lesson.

### Homework/ extension

- Take home puberty quiz
- Discuss with parents how they felt and what they can remember about going through puberty
- Ask pupils to bring in from home any products that are important in keeping ourselves clean and that are used once puberty begins

# Changes

## Menstruation

### Year 5 Lesson 2

Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them.

Know and understand life processes common to humans, including reproduction.

Know and understand about personal hygiene and keeping safe.

#### Pre-lesson preparation & resources

**Watch** Sense KS2 DVD clip

Explicitly stopping at the end for the children directly sharing their ideas.

**Being Healthy (NOTE KSI)**

Section 6 Your body and Section 7 Making Babies

- Put ground rules into a big poster format for display in classroom or on whiteboard

**Read**

- Teachers' Guidance – vocab exercise (answering questions & biology – see example)

**Resources**

- Puberty quiz (if not previously used in Y5 L1)
- Puberty myths
- Puberty tray (bring in a sample of products: deodorant, aftershave, razor, tampons, pads, toothbrush, soap, flannel, spot cream, bra, comb, egg cup, tablespoon, spaghetti, pencil and sesame seeds)
- X-ray diagram of reproductive organs to show where tampon goes, ovaries and fallopian tubes
- 'What do you know' (previously used Y4 L2) and Menstruation Questions.

# Changes

## Menstruation

### Lesson outcomes

- To establish current knowledge and understanding of menstruation
- To develop understanding about use of correct vocabulary
- To reassure pupils that menstruation is normal, along with other physical and emotional changes, and support them to seek help, support & advice
- To have opportunity to work in single sex groups as appropriate.

### Introduction

Ground rules (see teachers' guidance). Display, comment on importance and it applies to today and all RSE lessons.

Question Box – thank pupils for questions, say a number will be answered today, others in the following lesson, if any require individual follow-up ask pupil to make contact.

Recap on last lesson, say going to focus on periods and menstruation today.

### Exercise:

If didn't use last lesson

#### 1. Puberty recap

- Use **puberty quiz** – rather than handing it out, ask pupils to stand, have an A area, a B area and a C area.  
Read out questions or select different pupils to read out a question  
Pupils move and stand in correct area
- Go through answer, ask pupils to give answer and why  
Refer to puberty myths, hand out to put into books.

#### 2. Puberty tray

- Display and get pupils to put out the products they have brought from home
- Discuss what they are used for and why.

Emphasise part of everyday life, everyone uses these products, draw attention to the sanitary products, ask if pupils have noticed in loos, at home?

#### **Watch out for comments, such as pads look like nappies**

- You can dip the tampon into water to show how adsorbent it is.

#### **How much blood?**

- Bring in an egg cup and tablespoon to show the amount of blood is only one egg cup/two table spoons worth.

#### **Where does tampon go?**

- Use the uterus diagram to show where the tampon goes, use the X-ray diagram to show where located in the body.

#### **How big/small?**

- Use spaghetti to show width (not length!) of fallopian tube
- Pencil dot to show size of egg released from ovary and a sesame seed to show size of sperm.

# Changes

## Menstruation

### 3. Periods

- In small groups hand out '**Periods – what do you know**' or **Menstruation Questions**

Discuss with class, inviting pupils to give answers

NB Keep focus on periods, questions about 'what is sex?' and reproduction defer to next lesson.

Ask the question why do women have periods, what is the purpose? Explain this is about being able to have a baby when the woman decides it is the right time.

Assess current knowledge and maturity, consider offering individual/small group follow-up.



#### Individual/small group support

It may be that individual pupils, especially one or two girls, would benefit from one-to-one time discussing and preparing for periods and how to manage in school. Involve parents/carers as much as possible, with the pupil's consent. Could offer to talk over and look at some resources together. Show where sanitary products are kept in toilets, what to do if not feeling well or swimming etc. Identify someone they can go to in school. Could use the menstruation card game with small group.

The school nurse may be available to do a question and answer session.

### 4. Reflection



In pupil-chosen pairs

- Ask pupils to identify how they feel, use the pupils' feelings reflection form.

### 5. Class share

- Ask the class if they think it is important be taught about periods.
- Is it important, and if so, why for boys, to know about periods?
- Ask what they thought of the lesson
- Remind them about ground rules – especially not talking to younger children and about using the question box, where it will be kept and that you will look at it before the next lesson.

# Changes

## Parent Support

### Some potential questions and issues

- Parentage of child - families who have adopted, children who have been conceived using IVF
- Teenage pregnancy issues regarding parents' age when they had children
- Same sex parenting. If a parent feels they cannot talk to their child for personal/emotional reasons, it is important to identify another person that the child could talk to and who will support them.
- School could arrange a one-to-one with the school nurse
- School should signpost parents to other services for support, e.g. Family Information Service (FIS), other health professionals, understanding your child 'parenting course'.

### Feedback from teenagers who have recently had RSE:

#### What do children want?

- Teachers should not use actual names of particular people or single out individuals
- They should be confidential
- Notice those who have gone quiet, be respectful and do not try to draw them in; they choose to be quiet for a reason. Check how they are one-to-one

# Changes

## Reproduction

### Year 5 Lesson 3

Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them

Know and understand life processes common to humans, including reproduction

Know and understand the main stages of the human life cycle

#### Pre-lesson preparation & resources

**Watch** Sense KS2 DVD clip  
Being Healthy Section 4 Sex

#### Depending on maturity and developmental level

Explicitly stopping at the end of the children directly sharing their ideas.

#### Or alternative

Being Healthy (NOTE this is KS1 SENSE)  
Section 6 Your body and Section 7 Making Babies

#### Display

Ground rules

#### Read

- Teachers' Guidance – answering questions
- Watch SENSE DVD KS2 Being Healthy Sex

#### Resources

- How is a baby made – scissors, glue and A4 paper
- Reproduction parts of the body

#### Lesson outcomes

- To know and understand the process of reproduction and how this is part of a loving relationship
- To consider words and expressions used to describe sex and relationships
- To reassure pupils that physical and emotional changes are normal, and support them to seek help, support and advice

# Changes

## Reproduction

### Introduction

Ground rules (see teachers' guidance) - Display, comment on importance and it applies to today and all RSE lessons.

Question Box – thank pupils for questions, say a number will be answered today, others in the following lesson, if any require individual follow-up ask pupil to make contact.

Recap on last lesson, say going to focus on reproduction today.

### Exercise:

#### 1. Establish current knowledge

- Ask class how are babies made.
- Ask the class about any pets that have had babies
- Ask where they have learnt about babies and how they are made

Discuss any wrong information or confusion.

Highlight the importance of having reliable and trustworthy sources of information. The dangers of picking up mixed and inaccurate information from TV, friends, Internet etc.

Ask how many could talk to someone in their family.

#### 2. How is a baby made?

- Watch video clip SENSE DVD KS2 Being Healthy Sex Section 4
- Stop after children finish answering questions
- Write the words Love and Sex on either side of the board
- Write below and in between the words making love, and underneath making a baby (see teachers' guidance for a variety of levels of explanation)
- Write underneath this: sperm + egg = baby

If the question arises about not making a baby put the words contraception stops sperm meeting egg.

See teachers' guidance for responding to questions about contraception

By this stage the pupils will be used to and comfortable with the use of correct biological terminology for genitals and sexual organs.

They will probably want to know about multiple births, what makes a boy or girl baby, what makes the skin colour, can gay people have babies.

# Changes

## Reproduction

### 2. How is a baby made?

#### Questions

Never feel put on the spot or uncomfortable by any questions. Never feel pressurised to answer. You can always write down questions and put them in the question box. This will give you time to consider and reflect on the question, who asked it and how best to respond. Questions can easily start to divert the lesson away from its objectives and lose the focus. It is a really positive sign that the pupils are comfortable and happy to ask questions. Identify ones that indicate confusion or misunderstanding of the key facts and reiterate information from past lessons or ask if others know the answers from what has been covered in previous lessons.

- Ask pupils to work in pairs to cut up and put 'How a baby is made' hand-out into the correct order  
Circulate around the pairs
- Confirm the order by asking groups to stand up with their first picture – please note there is some discretion about the order.

### 3. Reproduction parts of the body

Hand out reproduction parts of the body.

Suggest done individually, put names on and hand in to assess levels of understanding and knowledge.

### 4. Reflection



In pupil-chosen pairs

- Ask pupils to identify how they feel, use the pupils' feeling reflection form.

### 4. Class share

- Ask the class why they think they are being taught about how a baby is made?
- Is it important?
- Ask what they thought of the lesson
- Remind them about ground rules – especially not talking to younger children and about using the question box, where it will be kept and that you will look at it before the next lesson

# Changes

## Pregnancy

### Year 5 Lesson 4

Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them.

Know and understand life processes common to humans, including reproduction.

Know and understand the main stages of the human life cycle.

#### Pre-lesson preparation & resources

##### Display

Ground rules.

##### Read

- Teachers' Guidance – answering questions biology.

##### Resources

- Nine months match picture to description
- How a baby is born sequence)
- Conception and pregnancy quiz
- Puberty and reproduction information
- Healthy mum, healthy baby
- Local mum or dad available to come in for extension session.

#### Lesson outcomes

- To know and understand the process of pregnancy and how a baby is born
- To consider words and expressions used to describe sex and relationships.

#### Introduction

Ground rules (see teachers' guidance) - display, comment on importance and it applies to today and all RSE lessons.

Question Box – thank pupils for questions, say a number will be answered today, others in the following lesson, if any require individual follow-up ask pupil to make contact.

Recap on last lesson, say going to focus on pregnancy today.

# Changes

## Pregnancy

### Exercise:

#### 1. Recap on previous lessons

Discuss and respond to question box questions that are outstanding.

Explain any key issues which are reoccurring.

Discuss any wrong information or confusion.

Highlight the importance of having reliable and trustworthy sources of information. The dangers of picking up mixed and inaccurate information from TV, friends, Internet etc.

Ask who could talk to someone in their family? Or if not identify who else could go to?

Recap on how a baby is made, importance of relationship and loving and caring, planning for a child.

Ask if anyone has seen a baby or animal being born or on the TV.

Ask for feelings and reactions.

#### 2. Key facts about pregnancy

- Write Pregnancy on board

In groups ask for three key facts – stand up, sit down if mentioned by another group.

- Hand out **'nine months match'** for groups to put into order.

#### 3. How a baby is born sequence

Hand out and ask to put in order.

Suggest the three activities above can be done in pairs but also suggest at least one done individually, with names on and hand in to check and assess levels of understanding and knowledge.

#### 4. Extension

As appropriate to maturity level and cognitive ability select conception and pregnancy quiz and/or puberty and reproduction information sheet.

#### 5. Reflection/assessment



In pupil-chosen pairs

- Ask pupils to identify how they feel.

Use the pupils' feeling reflection form.

- Hand out the pupil RSE assessment form for each pupil to complete.

#### 6. Class share

- Ask the class why they think they are being taught about how a baby is made.

- Is it important?

- Ask what they thought of the lesson

- Remind them about ground rules – especially not talking to younger children and about using the question box, where it will be kept and that you will look at it before the next lesson.

# Puberty Quiz



Try out this quiz to find out if you know everything you need to know!

## 1. You should start to shave:

- when you have a moustache and beard
- when you have a few hairs on your top lip
- when you feel it's right

## 2. Spots are caused by:

- using too much aftershave
- changes in hormone levels
- eating chips and chocolate

## 3. Boys' voices sometimes squeak because:

- the muscles of the larynx get momentarily out of control
- they will develop a high voice
- they have a throat infection

## 4. If you have greasy hair you should:

- stop eating fry-ups
- wash your hair morning and night
- wash your hair with a shampoo for greasy hair



## 5. If you have a problem you should:

- sort it out yourself; you are old enough now
- ask someone older, who you trust
- worry and panic

## 6. Keeping clean is a must during puberty, you should:

- have a bath or shower once a week
- bath or shower every day to keep fresh and clean
- wash when you feel like it

## 7. The average age to start a period is:

- 8-10 years old
- 16-18 years old
- about 12 years old

## 8. When your moods are up and down it is best to:

- talk to someone who knows what you are going through
- shout and scream at everyone
- shut yourself away in your bedroom

## 9. PMT stands for:

- poor musical taste
- pubertal moody time
- pre-menstrual tension

# Menstruation

# Cards

1. Menstruation is the word used for when a girl has her period

2. A period normally lasts 3-6 days

3. A girl gets her first period at age 12

4. Men cannot have periods

5. A girl loses about 2 tablespoons of blood at each period

6. The blood from a period is dirty

7. It is not OK to take a bath or wash your hair when you are menstruating

8. Girls can go swimming when they have their periods

9. Not all women get periods

10. Girls who start their periods unexpectedly should go home immediately

11. It is best to get rid of used sanitary towels & tampons by flushing them down the toilet

12. Young women should use tampons

13. Missing a period is always a sign of pregnancy

14. It is not harmful to exercise when you have a period

15. All women are moody when they expect their periods

16. It is embarrassing to buy sanitary wear

# Menstruation Questions

## 1. Menstruation is the word used for when a girl has her period

The technical word for period is menstruation. This is the breaking down and shedding of the lining of the uterus/womb. Menstruation comes from the latin word mensis, which means 'month'. Not all women, however, have their periods on a regular monthly basis.

## 2. A period normally lasts 3-6 days

TRUE. However, it can vary from woman to woman. If they last much longer or are very heavy she should see a doctor, particularly if they leave her tired. The patterns of her periods may change over the course of her life.

## 3. A girl gets her first period at age 12

FALSE. A girl may have her first period at any time between her 8th and 16th birthdays. It isn't necessarily a sign that something is wrong if she hasn't started by 16, but it might be a good idea for peace of mind to see the doctor in that case.

## 4. Men cannot have periods

TRUE.

## 5. A girl loses a lot of blood at each period

FALSE. The menstrual discharge is made up of blood and mucus, and some body tissue from the walls of the uterus/womb. The amount of blood lost varies and can measure from approximately a tablespoonful to a cupful.

## 6. The blood from a period is dirty

FALSE. There is nothing 'dirty' about menstrual blood. The flow of blood is connected to the menstrual cycle and the shredding of the lining of the womb. However, some cultures believe that menstrual blood is polluting.

## 7. It is not OK to take a bath or wash your hair when you are menstruating

DEPENDS. Bathing may make a woman feel fresher and a warm bath can help ease cramps or backache. However, some religions stipulate that a woman should not bathe during her period. The hormones that control the period also cause the sweat glands to be more active, therefore a woman may perspire more and her hair and skin may be oilier. If a tampon is used it does not have to be removed before a bath but it may be wise to change it afterwards.

## 8. Girls can go swimming when they have their periods

TRUE. Providing a girl is able to wear a tampon in the water, there is no reason not to go swimming.

# Menstruation Questions

For the following questions pupils could research and find out the answers

9. Not all women get periods

10. Girls who start their periods unexpectedly should go home immediately

11. It is best to get rid of used sanitary towels & tampons by flushing them down the toilet

12. Young women should use tampons

13. Missing a period is always a sign of pregnancy

14. It is not harmful to exercise when you have a period

15. All women are moody when they expect their periods

16. It is embarrassing to buy sanitary wear



# Puberty Myths

Year 5 Lesson 2

Be selective, depending on maturity and knowledge levels of pupils. Use a selection of these myths and others that the children have identified, and blanks for pupils to write their own.

## **Eating too much chocolate gives you spots**

Myth! Spots have nothing to do with chocolate. Your skin secretes more sebum during puberty.

## **During puberty your hair can become greasy**

Reality! Your hair may suffer from greasiness even after you've washed it. Wash it regularly with a shampoo for greasy hair.

## **It's best to learn the facts of life from your friends**

Myth! Do not believe all you are told. It is better to find out about growing up from your parents or teachers rather than from friends who may get their facts wrong!

## **One breast may be bigger than the other**

Reality! This can happen. One breast may be slightly bigger than the other. This is quite normal; just remember breasts come in all shapes and sizes!

## **During puberty you will get completely depressed**

Myth! You may feel low and lack confidence, this is normal. Talk to someone about your feelings.

## **During puberty one minute you'll be happy and the next tearful**

Reality! Hormones can affect the way you feel and your moods dramatically. It's confusing, talk to someone about your feelings.

## **You shouldn't have a bath when you have a period**

Myth! Cleanliness is essential when you have a period. Bathing and washing your hair will not harm you!

## **You can start your periods when aged eight or sixteen**

Reality! The average age for a first period is twelve but some girls start younger and some start much later.

## **Hairy girls are more masculine**

Myth! It is normal for girls and boys to develop different amounts of underarm hair, pubic hair and hair on their legs.

## **You need to eat healthily during puberty**

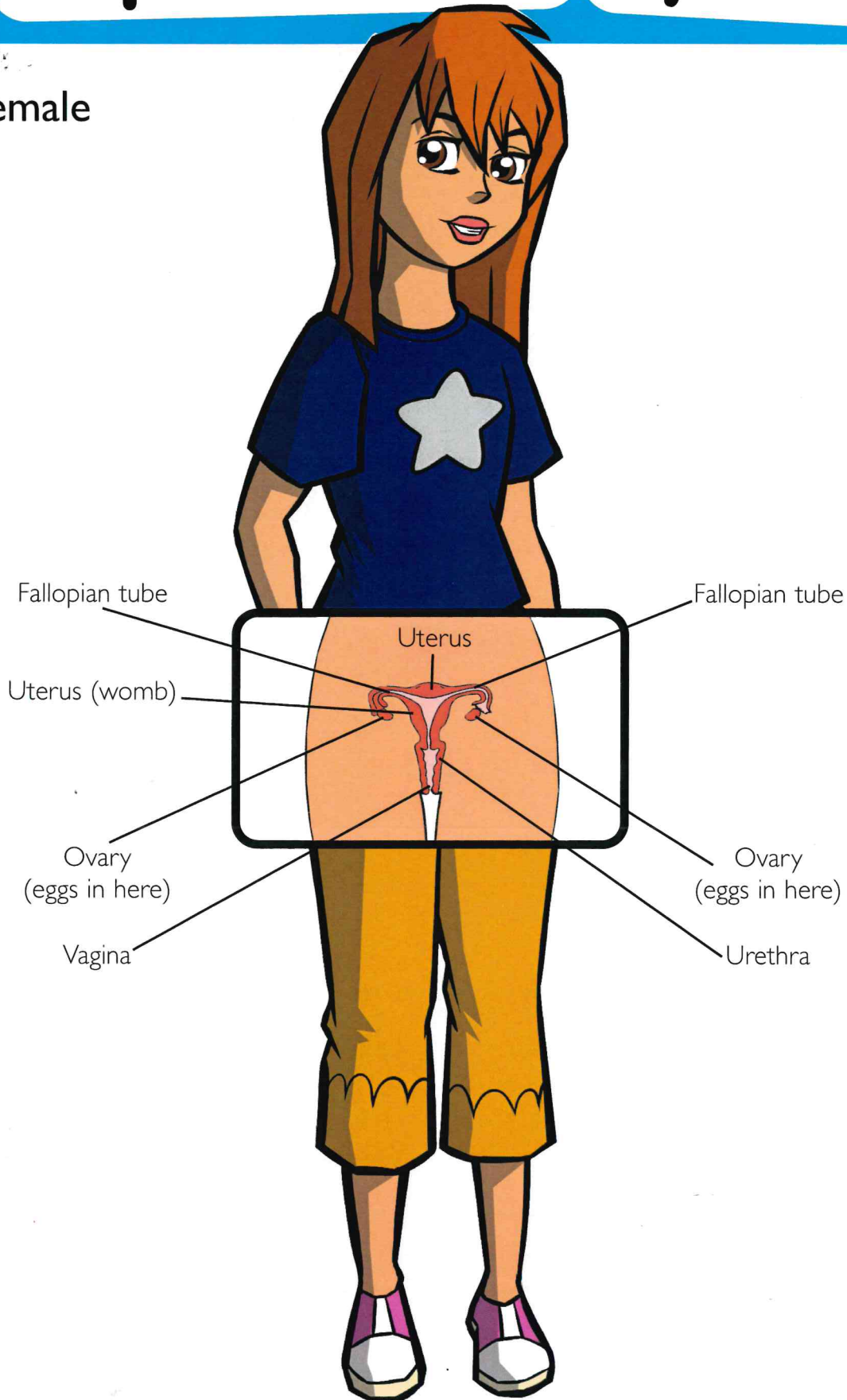
Reality! It is important to eat a balanced diet. Our bodies need foods from all of the food groups to help us to grow up healthily.

## **Touching (often referred to as playing with yourself) will make you go blind**

Myth! Masturbating isn't bad or unhealthy. This is how we learn about our bodies and what feels nice. It is something you do in private.

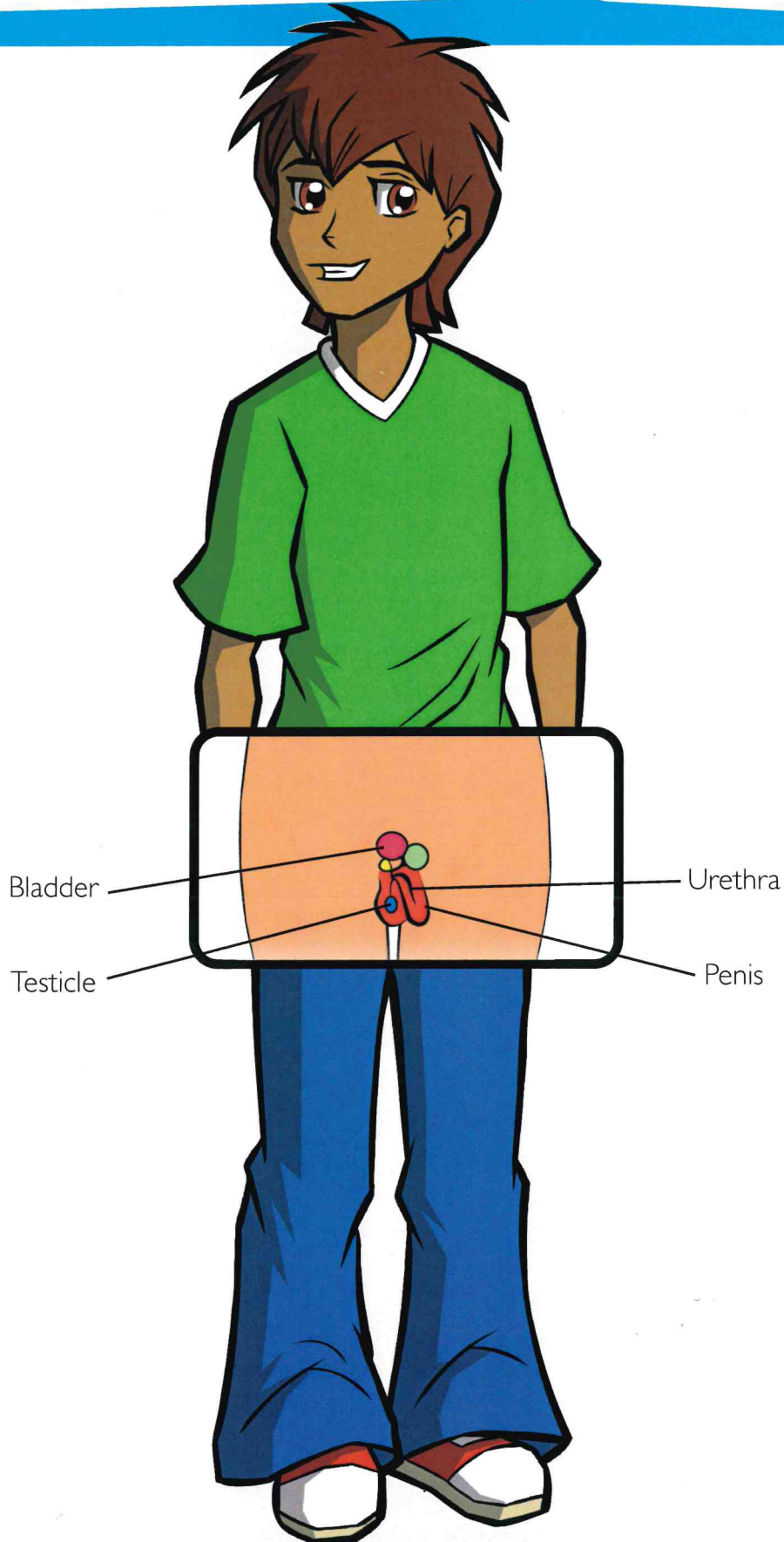
# Reproductive System

Female



# Reproductive System

Male

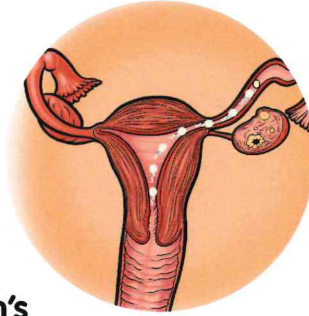


# How a Baby is Made

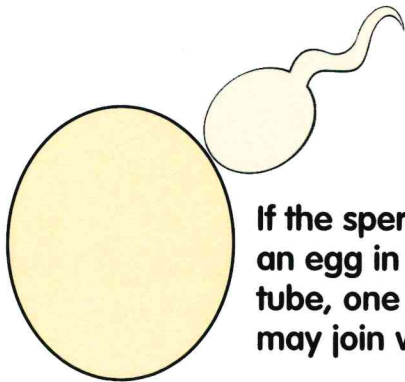
The man and woman have an adult cuddle. They put their bodies very close together.



The sperm swim up into the woman's womb and tubes.



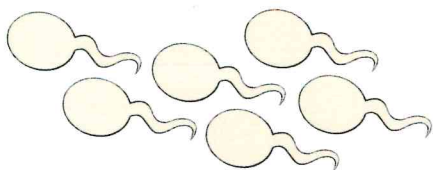
If the sperm meet an egg in the tube, one of them may join with it.



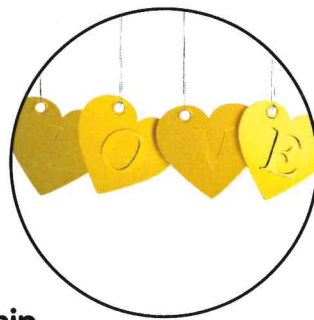
Afterwards the man and woman often cuddle because they feel so happy together



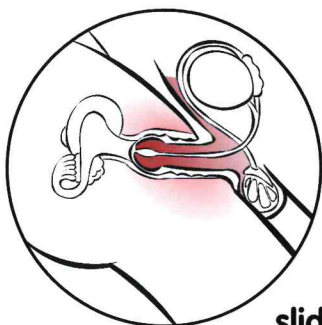
Eventually sperm travel from the end of the man's penis into the woman's vagina.



This is called making love. It is part of a loving, caring relationship.



The man's penis gets stiffer and slides inside the woman's vagina.



When a sperm and an egg join together a baby can start to grow.



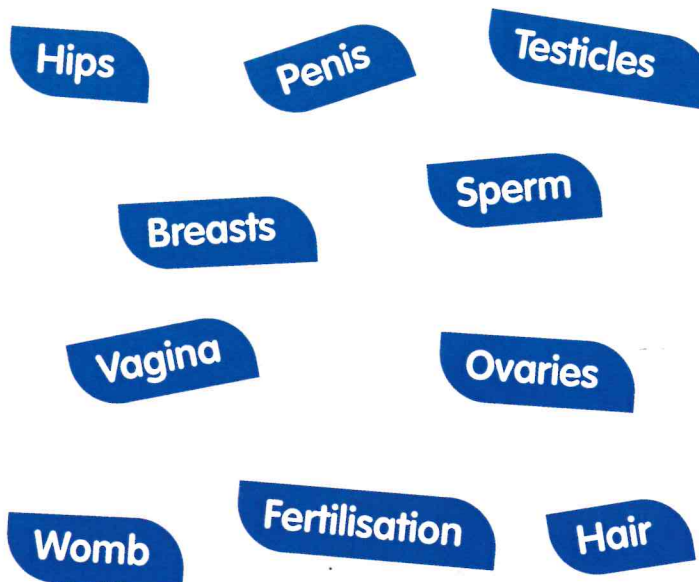
# Reproduction

Year 5 Lesson 3

## Parts of the Body

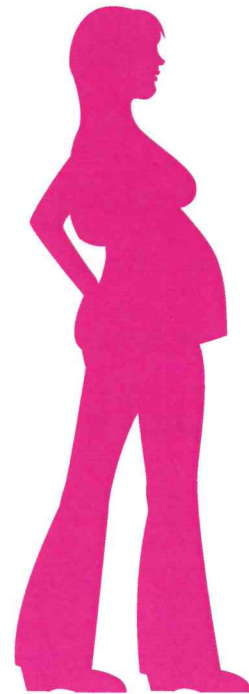
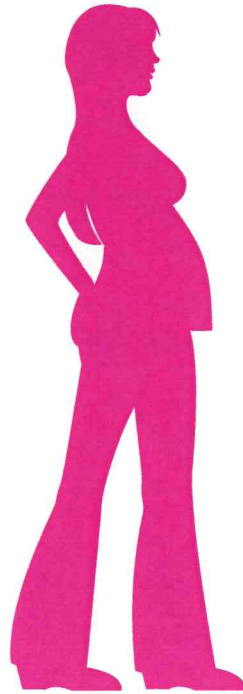
Finish each sentence by choosing the right word from the list.  
Teachers can provide the first letter to help pupils.

1. A woman has wider \_\_\_\_\_ to make room for a baby.
2. Women's \_\_\_\_\_ grow bigger so they can make milk to feed a baby.
3. Everybody grows more \_\_\_\_\_ on their bodies as they grow up.
4. All boys and men have a \_\_\_\_\_.
5. Sperm are made in a man's \_\_\_\_\_.
6. \_\_\_\_\_ is a seed which can make a baby.
7. Eggs are made in a woman's \_\_\_\_\_.
8. A baby is grown in a woman's \_\_\_\_\_.
9. Write one of your own: \_\_\_\_\_



# Nine Months

Match each description to the right picture stage.



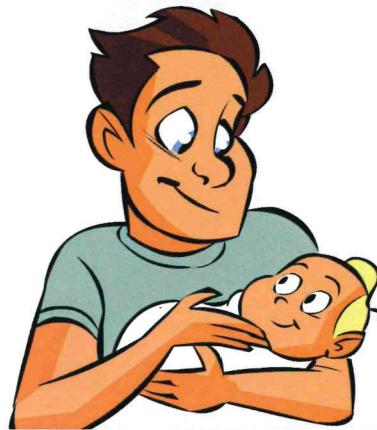
The foetus is fully formed. It has all its organs, muscles, limbs and bones. It still has to grow and mature. The sex organs are well developed and the baby is moving about.

The baby is growing plumper. Its skin, which was quite wrinkled, is now smooth. It is probably lying head-downwards ready for the birth.

The hair is beginning to grow, including eyebrows and eyelashes. The baby moves and responds to touch and sound, often by kicking. Sometimes it may get hiccups. It wakes and sleeps. Its heartbeat can be heard through a stethoscope.

# How is a Baby Born

Cut out the pictures and stick them in the correct order. Then write a sentence for each, explaining what happens. You can use the words at the bottom of the page to help you.



breathing

massage

umbilical cord

father

wrapped

label

contractions

push

vagina

stretches

warm

cuddle

mother

head

clamped

cut

separate

check

parents

midwife

checked

weighed

measured

name

labour

starts

breathing

massage

umbilical cord

midwife

contractions

push

vagina

stretches

head

clamped

cut

separate

checked

weighed

measured

parents

father

wrapped

label

check

starts

warm

cuddle

mother

name

labour

## and Pregnancy Quiz

Place a tick for each question you think is true, false or if you're unsure

	TRUE	FALSE	UNSURE
1. A woman cannot become pregnant the first time she has sexual intercourse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. A woman can buy a pregnancy testing kit from the chemist to find out if she is pregnant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Pregnancy begins when a woman's egg meets a man's sperm in the woman's vagina.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. When a woman is pregnant her periods stop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. All pregnant women feel sick in the morning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Most babies are born after being inside their mothers for 30 weeks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## and Pregnancy Quiz

### ANSWERS

1. A woman can't become pregnant the first time she has sexual intercourse. **FALSE**

If no contraception is used it is possible for a woman to become pregnant the first time she has sex.

2. A woman can buy a pregnancy testing kit from the chemist to find out if she is pregnant. **TRUE**

3. Pregnancy begins when a woman's egg meets a man's sperm in the woman's vagina. **FALSE**

Fertilisation usually takes place in the fallopian tubes

4. When a woman is pregnant her periods stop. **DEBATABLE**

This is usually true but some women bleed during their pregnancy.

5. All pregnant women feel sick in the morning. **FALSE**

Some women do feel sick in the morning, some women have no sickness, and others feel sick at different times of the day.

6. Most babies are born after being inside their mothers for 30 weeks. **FALSE**

Most pregnancies last 40 weeks.

# Puberty and

# Reproduction

## Information

<p><b>Where do you find pubic hair?</b></p>	<p>Around the male and female sex organs.</p>
<p><b>What is sperm?</b></p>	<p>The male cell. Each sperm is so tiny, you would need a microscope to see that they are shaped like tadpoles.</p>
<p><b>What is an ovum?</b></p>	<p>The tiny female egg cell.</p>
<p><b>What is menstruation?</b></p>	<p>Menstruation is the word for a girl's monthly period.</p>
<p><b>How does sperm get out of a man's body?</b></p>	<p>Sperm leaves the man's body through his penis when he ejaculates.</p>
<p><b>What happens to boys' voices as they grow older?</b></p>	<p>The voice deepens in boys during puberty.</p>
<p><b>Why do you have to wash more carefully during puberty?</b></p>	<p>This is because hair and skin become more oily during puberty.</p>
<p><b>How old are you when puberty starts?</b></p>	<p>Puberty can start at any age between 8 and 16.</p>
<p><b>How many sperm does it take to make a baby?</b></p>	<p>It only takes one sperm to make a baby although when having sex a man will ejaculate about one teaspoonful of semen containing around 300 million sperm.</p>

# Healthy Mum

Year 5 Lesson 4

# and Healthy Baby

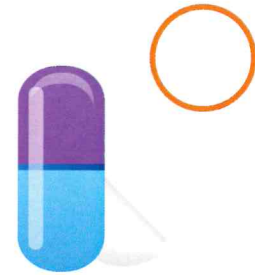
Colour each square red if you think that the activity might be harmful to mother and baby, and green if you think the activity is healthy.



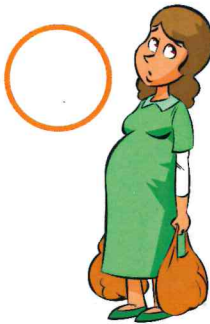
Drinking lots of alcohol



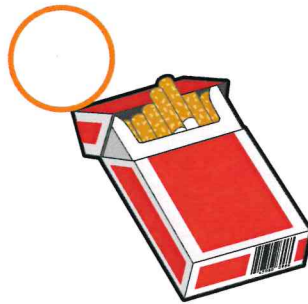
Eating lots of fruit and vegetables



Taking medicine without a prescription



Carrying heavy shopping bags



Smoking cigarettes



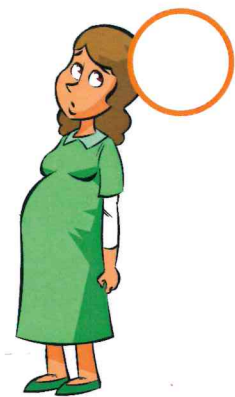
Taking regular exercise



Going to antenatal classes



Balancing on ladders and furniture



Standing still for long periods

Be prepared to discuss what pupils can do to help adults change their behaviour, i.e. give up smoking, eat more healthy food, take more exercise. Look at the family ideas from Eat Better, Move More section.