

# Changes

## Life cycles

### Year 4 Lesson 1

To know that during puberty a body changes from a child to an adult; it is part of the life cycle.\*

To develop the skill of recognising and understanding emotional changes as well as physical changes.

To become confident in awareness of life cycle changes, that conception and birth are features.\*\*

To begin to know that each person experiences puberty differently.\*

Beginning to understand why the body changes in puberty.\*\*

To understand some basic facts about pregnancy.

#### Pre-lesson preparation & resources

- Old photos of some children
- Ages and stages - human life cycle
  - How do we change?
  - Activity wordsearch
  - Same but different version 3

#### Introduction

Introduce idea that life is made up of cycles; life cycles, cow, calf, milk production cycles. Energy/food, work, relax, sleep, cycle. Life cycles of various creatures/organisms.

#### Exercise:

##### 1. Human life cycle

Look at **Ages and Stages** sheet. Ask questions:

Where on this cycle are you likely to be when you are the following ages? 3, 10, 15, 25, 40, 70.

There are also cycles involved with our bodies being ready for the next stage.

Link to pets; puppy, growth and development into mature adult, reproduction to have next generation; puppy.

# Changes

## Life cycles

### 2. Life cycles

Cut up and put in order  
Discuss

### 3. Verbal round/Class discussion

Changes that I have experienced since being a baby  
Changes I will experience by year 5/6

Changes from being a girl to a woman  
A boy to a man?

### 4. Same but different version 3

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### How do we change?

You may want to revisit the body parts, vocabulary exercise

- Can you name the different parts of the body?
- Do you know this is the correct vocabulary?
- Boys and girls have some things which are the same, but there are also areas which are different.

### Option: Linking opportunities with farm visits or a day in the life of your local farmer assembly

The location of your school may be in a more rural setting and there may be farming families, where, within the farming environment, animal reproduction is more explicit. The selling of male cows and sheep for meat production, the use of dairy cows for milk production, the year split into reproductive cycles; may be a readily available source of knowledge with which some of the children are familiar.

If your school has links with these farming communities or local farm visits are available, you could use these links to verify what the children know about animal reproduction, or to assess children's own experiences/knowledge of animal reproduction (cows, calves, bullocks, heifers, etc.).

# Changes

## Life cycles

### Option: Pets

Do you have pets at home who have not been neutered and who periodically are in season?

What happens when they are bleeding?

- How does the family cope with messy pet issues?
- Have they talked about the female dog being ready to mate?
- Does she get a bit tetchy and out of sorts/not her usual self?
- How do the family work round and cope with this short time?
- What changes happen to your dog walking routines?
- Do you let her off the lead?
- How do your families keep her away from male dogs?
- Does it change how you cuddle her? Are you more gentle?

The idea is that it is a short period of time, an accommodated change in routine, a totally normal event in the life of your dog.

What happens in your house?

How is your dog responsible for herself in terms of keeping herself clean and taking particular care of her vagina/vulva area?

How the appearance of her whole reproductive zone is enlarged and exaggerated and may be tender.

### 4. How do we change?



Have you learned new things today?

Have some mysteries been solved?

Who can you talk to and ask further questions?

# Changes

## Knowing our bodies

### Year 4 Lesson 2

To know that during puberty a body changes from a child to an adult; it is part of the life cycle.

To establish pupils' knowledge and understanding of menstruation, and clarify any myths or misconceptions, reassure and help prepare both girls and boys.

#### Session designed to be delivered as and when appropriate

The timing of this session is discretionary. There may be girls who need this knowledge earlier than generally people anticipate. Boys may be aware of their mothers or sisters having feminine hygiene products. Feminine hygiene products are advertised at all times on TV. Children going with their mums into the female toilets will see the bins for tampons and pads. Menstruation is therefore an issue which is around all the time. Questions from children, both male and female, should be anticipated.

Session can be delivered to single gender groups on their own or together. The school nurse may be available to assist and answer questions but delivery of the lesson should be by the class teacher as part of planned sequenced lessons in accordance with school policy.

#### Pre-lesson preparation & resources

Watch: Sense DVD clip

- Periods: what do you know?
- Inside our bodies
- Check out the changes – boys and girls

#### Introduction

Link to changes. Talk about it being normal for children to be inquisitive about their bodies, and that they are like everyone else; wanting to know if other people are the same.

#### Exercise:

##### 1. In a line

Children arrange themselves (children encouraged to notice how the order changes as each criteria or issue is changed):

- in age order
- in height order
- in shoe size order

# Changes as we Grow

## Knowing our bodies

### Exercise:

#### 1. In a line

**Discussion:** The order changes, because we grow at different rates, things happen at different times.

It is normal for us all to be different.

We lose our first teeth at different times.

With our feet, we go from size 13 to size one at different times.

Some people are taller than others.

Some learn to tie shoelaces earlier than others.

It is normal for us all to be different. Puberty starts at different ages for different people. When girls start puberty, some girls develop sooner than others. Some start their periods anytime from age 8-16, boys' voices change and they experience hair growth from 11 onwards.

#### 2. What is a period?

**In small groups pupils answer these 3 questions:**

- What is a period?
- How old are girls when their period starts?
- How long do periods last?

**Summarise with feedback from groups:**

What we already know about periods.

Confirm key facts, note level of knowledge and any wrong information or confusion – consider individual follow-up and parental involvement.

#### 3. Periods

#### What do you know?

Pairs to complete: **Periods what do you know activity**

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.

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

# Changes as we Grow

## Knowing our bodies

### 4. Inside our bodies

This exercise will help pupils recognise lots of different functions. As appropriate make the link to ovaries and fallopian tubes with periods, the brain for hormones and emotional changes, testicles to sperm production.

### 5. DVD clip

Watch DVD

Encourage reflection on how boys become men; later can become fathers, girls becoming women, and once becoming women can eventually become pregnant if they choose and be a mother.

**Discuss:**

- Why can't young children become mothers and fathers?
- What happens to boys during puberty?
- Why do young women have periods?
- Pupils to complete 'check out the changes' on individual basis

### 6. Reflection/ Assessment

Ask each pupil to:

- Identify privately for themselves:  
Who they can talk to  
What changes they have noticed in themselves and what do they expect to happen next?
- Each pupil to complete the RSE assessment form and hand in

# Same But Different

Year 4 Lesson 1

Version 3

Complete the chart using the words around the outside.



Girls

Both

Fingers

Ankles

Shoulders

Hands

Head

Vagina

Arms

Testicles

Thumbs

Stomach

Penis

Eyes

Anus

Knees

Mouth

Feet

Neck

Boys



Are there any more things you can add?

# How Do We Change



We all change as we get older. Write the changes that happen to girls and those that happen to boys. Remember that some changes happen to both.



**Boys**

**Girls**

Hair will grow on my face

My voice will get deeper

I will get pubic hair

I will grow taller

My skin will get more spots

My sex organs will develop

My shoulders and chest will get broader

My hips will widen

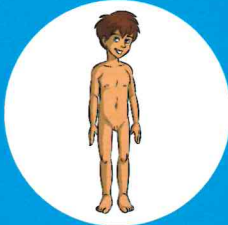
My periods will start

My breasts will develop

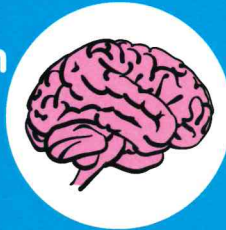
I will get hair under my arms

# Inside Our Bodies

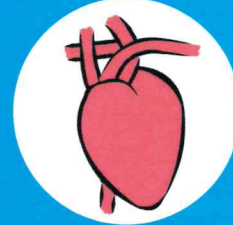
Skin



Brain



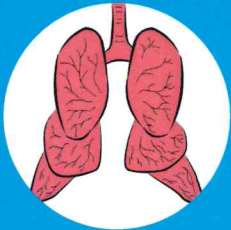
Heart



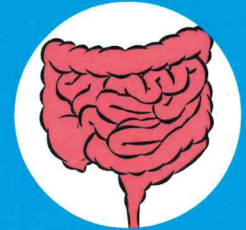
Digests food

Produce sperm

Lungs



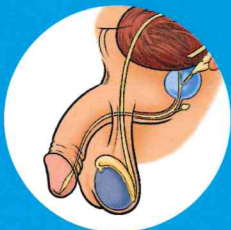
Intestine



Produces chemicals for digestion

Pumps blood around our bodies

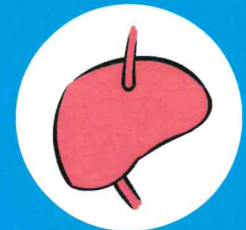
Penis & Testicles



Protects the outside of the body

Processes food waste

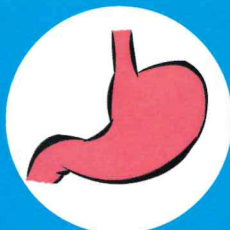
Liver



Exchange oxygen for carbon dioxide

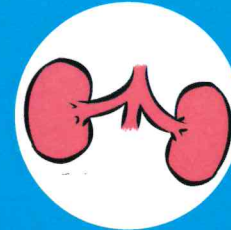
Controls mental processes

Bladder

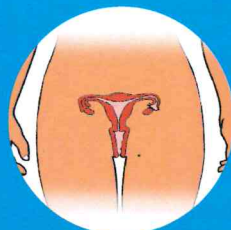


Produce eggs

Kidneys



Clean the blood



Ovaries & Fallopian Tube

# Periods

What do you know?

Can you help Boz, Baz and their friends with their questions?



What is a period?

A period is...



How old are girls when their periods start?

Girls are...



How many days do periods last for?

Periods last for...



What do you use to soak up the blood?

You use...



Can you still do PE and go swimming?

You can...

# Check Out

Year 4 Lesson 2

Girls

# The Changes

Write in changes and how you feel about them.

