



Title: My body now: How my body changes as I grow

Level: Third

Code: 3.1.2

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I understand my own body’s uniqueness, my developing sexuality, and that of others. HWB 3-47a	<ul style="list-style-type: none"> Recognises the impact of puberty and developing sexuality.

About this activity

Continuing this block of activities, where young people learn about how their bodies change with puberty, we explore these changes in more detail. Information is provided as part of activity 3.1.1 to explain to parents what this block of learning is about. While the activity is clear about the terminology we will use in RSHP learning it is important that learners feel they can use other terms to ask questions or ensure understanding, the teacher/educator should reflect back using the terms we hope the young person will learn to use.

Resources to support this activity

- SLIDE (Powerpoint) - Puberty definition
- Handout – 2 figures to record changes with puberty
- Personal hygiene SLIDES x 2
- Short film *Going through puberty changes* <https://youtu.be/reC8CV8NF5Q>
- ChildLine <https://www.childline.org.uk/info-advice/you-your-body/puberty/>

Activity

1. Begin with asking young people to recall the previous learning activity, remind them that the class/group explored the names of parts of the body and that these names are useful to know when we talk about puberty and we will need them when we talk about sex, pleasure and reproduction.
2. Remind the young people that they were given the chance to write some questions on cards at the end of the last session, explain that you can read some out or that you have grouped some together on themes – then give some feedback. (If there are questions that you can’t answer, or don’t understand what is being asked then be honest with the young people and encourage them to come to you privately.)
3. Use the slide ‘**Puberty**’ on the white/smart-board with the definition provided. Read this out and check understanding.
4. Explain that this lesson is about how a young person’s body changes with puberty. Acknowledge that young people may have covered this before, but let’s see what they remember. Explain this

will help us move on to more grown up discussions and learning. Introduce the task, that they will work in pairs with the **figures/handout provided**, the task is to **identify the changes that happen to a young person as they go through puberty**. They should try and identify as many as they can.

5. Bring the class/group back together to share their answers. In your response to the group's ideas, reflect on the physical and emotional/psychological impact of puberty; differentiate between the two aspects as you go.
6. Share the list below on the white/smart-board. Go over this together, one item at a time. Ask young people: *Did we cover all of this?*
 - Facial hair
 - Body hair – genitals, arm pits and body generally
 - Changes in skin – possibly spots/acne
 - Girls breasts grow – some boys develop breasts too
 - Increase in size of nipples (both boys and girls)
 - Sweating and change of smell
 - Body shape – boys across the shoulders or girls rounding of hips or thighs
 - Girls start their period
 - Boys voices might get deeper
 - Boys penis and testicles grow
 - Boys get erections
 - Boys produce sperm – if they ejaculate (have an orgasm) at night when they are asleep, then it's called a wet dream
 - Stronger feelings of being attracted to another person

Acknowledge mention of menstruation and masturbation – and that we will come back to these in later learning activities.

7. Introduce the short film **Going through puberty changes** <https://youtu.be/reC8CV8NF5Q> (part of <https://www.lil-lets.co.uk/school-programme>) duration: 6 minutes 25 seconds. The film ends with the question: **What's the most annoying thing about puberty?** Ask young people to work in a small group and list things they can report back to the class/group.
8. Bring the class/group together and get feedback, one main thing at a time working round the groups. Write up some brief notes on the white/smart-board and see what agreements or differences emerge – including for boys and girls.

Reflect back to the group that *puberty can feel like a tough time on occasion*. Take some time at this point to share the ChildLine pages with young people about puberty – go through the content on the white/smart-board and encourage young people to check out the content of most interest to them: <https://www.childline.org.uk/info-advice/you-your-body/puberty/> assure them that ChildLine is very much an online resource for young people their age.

9. The final part of the session is a refresh/reminder of the importance of **personal hygiene**. Use the slide that provides a definition of the term. Share and check understanding. Ask the young people

what they learned at primary school on this topic: **What do you do, or should you do, to maintain good personal hygiene?**

Share the next slide with the word cloud and images: *Oral hygiene/body hygiene/hair care/feet & shoes/hand hygiene/clothes hygiene*. Make sure that the responses so far have covered each of the areas adequately. If they haven't, then prompt the young people to think of what actions they need to take and how often they should take them, in terms of each area in considering personal hygiene.

10. If there is time, get the young people to look at the ChildLine pages on their phones/iPad.

Further learning activities are available that connect to this RSHP curriculum content

- 3.1.1 Names for parts of my body
- 3.1.3 Menstruation
- 3.1.4 Masturbation

Practitioner Notes