



**Title: My Body: My body is changing (V2)**

**Level: SECOND**

**Code: 2.1.2**

**Links to Curriculum for Excellence**

Experiences and outcomes	Benchmarks
I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a	<ul style="list-style-type: none"><li>• Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings.</li></ul>

**Learning intentions**

- Children learn the correct names for parts of their body, including male and female genitalia, and their functions.
- Children recognise that body changes with puberty impact on feelings and behaviour.
- Children understand the importance of personal hygiene.

**Success criteria**

- I can name parts of my body.
- I can talk about the different parts of my body and what they do.
- I can describe the changes that take place with puberty.
- I understand how to maintain personal hygiene.

**Resources to support this activity**

- PowerPoint Slides

## Activity

1. Introduce the session as being about how the children's bodies change as they grow up. Start with a question and chat (first with a shoulder partner?): *How has your body changed since you were a baby?*
2. Recap on learning from the last activity – and remember talking and learning about parts of the body, the private parts that you can see called genitals and the internal parts that are connected called reproductive organs. Explain that as the children are growing these parts of their bodies grow up too.
3. Then, share the question '**What is puberty?**' on the smart-board: read through the 2 slides and check understanding. There may be questions, some of which you will want to answer immediately, some that you might want to leave until later - have a paper/flipchart on the wall to one side, explain this is where any questions about puberty can be noted down, assure children you will come back to them at some point today or later.
4. Tell the children that one question that children often ask is "**when will puberty happen to me?**" Introduce this on the slide provided, read it to the children. Stress that there is no rush when it comes to puberty, but we are talking about it now so that we understand the changes when they do happen.
5. **What happens to...** Introduce the next task along these lines: *Let's think about some of the changes that happen to boys and girls with puberty. Let's start with things that we can see. Some people may know a bit about the changes that happen with puberty, but let's go through these together and find out.* Use the series of slides, each has a question, the following slide provides some answers. Encourage conversation and questions: **What happens to...** Hair/Skin/Body shape/Breasts/Voices/Smell.
6. **Menstruation:** When you feel that the class is ready, move on to talk about menstruation, introducing along these lines: We have already talked about some of the changes that happen to both girls and boys with puberty. A lot of these changes happen on the outside of our bodies, things we can see. But changes also happen on the inside. There is a change for girls and a change for boys that we will think about now.
7. For girls, a change with puberty is that they can start their period. Use the 2 slides provided and talk through with the children. **Periods. Another word for periods is menstruation.** (Remember, the question sheet can be used to keep a note of questions the children ask that, if not now, can be answered later).
8. Explain, along these lines, that changes also happen to boys. These changes can happen anytime from now, to when a boy is older. Use the 2 slides: **Erections and wet dreams.**
9. **Pause and review.** Pause for questions/clarification. If any questions have been written up on the question sheet/poster to the side, this would be the time to review them. If there are any questions you are not sure about as teacher/educator that's okay, be honest with the children and say you are not sure, but you will find out the best answer that you can for the next lesson.
10. End with an acknowledgement that the children have been learning about some important things today. Recognise that after thinking about it a bit, there might be more questions that they would like to ask. Remind them that they can ask someone at home, or can ask you. If you have books from the recommended reading lists in the class library share these and encourage children to read them in class.

### Additional ideas

- Make some of the recommended books on these topics available in the class library. Show the children that these books are available and encourage them to have a look when there is free time or reading time.
- Tell children about the online information at the link below. Encourage them to look at it in the coming week: <https://www.nhs.uk/Livewell/puberty/Documents/4youmarch2010nonprinting.pdf>

### Recommended reading:

*Usborne Facts of Life: Growing Up* ISBN-10: 0746031424

*What's Happening to Me (Girls Edition) Facts of Life* (Usborne ISBN-10: 0746069952) also available digitally ISBN-10: 0746069952

*What's Happening to Me (Boys) Facts of Life* (Usborne ISBN-10: 0746076630)

### Connecting with home

*The text below could be used to communicate with home about the activities in this short block of learning.*

The children are working on the topic of **my body**. They are learning about how their body changes with puberty. To help the children understand puberty's main changes, they have been learning about menstruation (a girl having their period) and about erections/wet dreams. We learn about these things now so that children understand that they do not need to worry about the changes that will happen. The children are being encouraged to speak to a trusted adult if they have any questions or worries. If you would like to help your child continue their learning at home, you may find the following books and websites useful.

This is a good article to read yourself or with your child: <http://kidshealth.org/en/kids/puberty.html>

The local library should be able to get these books for you:

- *Usborne Facts of Life: Growing Up* ISBN-10: 0746031424
- *What's Happening to Me (Girls Edition) Facts of Life* (Usborne ISBN-10: 0746069952) also available digitally ISBN-10: 0746069952
- *What's Happening to Me (Boys) Facts of Life* (Usborne ISBN-10: 0746076630)

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

2.1.1 Names of parts of my body

2.1.3 It's my body and I like it

2.1.4 Feelings and puberty

2.1.5 Personal hygiene

## Practitioner Notes

