



Title: My body now: How my body changes as I grow (V2)

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.

Learning intentions

- Young people learn the correct names for parts of their body, including male and female genitalia, and their functions.
- Young people recognise that body changes with puberty impact on feelings and behaviour.
- Young people learn strategies to manage emotions.
- Young people 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.
- I can identify things to do or someone to talk to if I have a question or a worry.

Resources to support this activity

- PowerPoint slides
- Handout – identifying changes with puberty
- 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 how a young person's body changes with puberty, and we will need them when we talk about sex, pleasure and reproduction.
2. **Reviewing questions:** 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**' with the definition provided. Read this out and check understanding. 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 discussions and learning. Introduce the task, that they will work in pairs with the 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.
4. 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. **Share the checklist on the slide**. Go over this together, one item at a time. Ask young people: *Did we cover all of this?*
5. 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.
6. 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 smart-board and see what agreements or differences emerge – including for boys and girls.
7. **Puberty information/ChildLine:** 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 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 their age group.
8. 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.

9. 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

