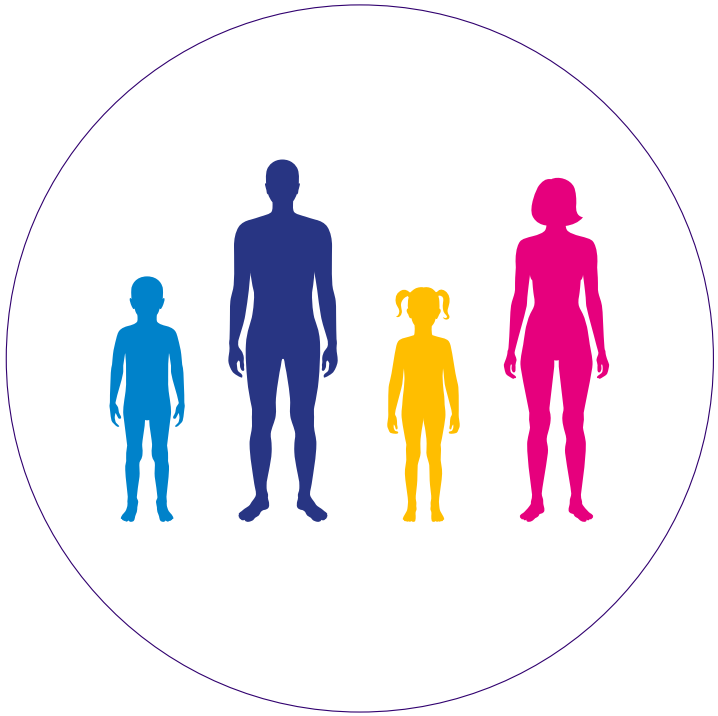

Growing up and changing

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Remember: these statutory relationships and health education lessons should be in line with your school's relationships and sex education policy.

Year 4 - Relationships and health education Growing up and changing		
Learning intentions and outcomes	**Ideas for a lesson plan**	**Suggested teaching resources**
LESSON ONE **Pupils learn about the way we grow and change throughout the human lifecycle** Pupils • can identify changes throughout the human life cycle • understand change is on-going • understand change is individual	• **Pre-topic assessment activity:** Pupils add their ideas to the outlines of boys and girls: What changes as people grow up? • **Ground rules:** Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • **Hook activity:** Pupils are given pictures of a younger child. Pupils talk about what it is like to be a small child and how children can change (teachers may choose to use a story instead of pictures). Then feedback. *Pairs, whole class* • **Introductory activity:** Discuss with the class the human life cycle (ongoing change), then divide into groups. Pupils are given a set of images of all of the stages of the human life cycle (baby, toddler, school-aged child, teenager, adult, elder) and asked to put these in order. • **Main activity:** Ideas carousel in four groups. Teacher allocates each group a school-aged child / teenager / adult / elder. Each group has a picture of a male and a female stuck onto a piece of flipchart or sugar paper. Pupils are asked to write down the things that someone at this stage of life is generally able to do (one idea per post-it note). After a few moments, each group passes their paper on to the next group, to add as many new ideas as they can. Repeat. Pupils are then asked to organise the post-it notes into a continuum (at the top show the things everybody of this age can do and at the bottom, things only a few people do). Encourage them to discuss, try to reach consensus and add any more ideas. Pass the flip chart again and ask the next group to put all the things males do on the left and things females do on the right and anything they both do in the middle. Encourage them to discuss, reach consensus and add new ideas. Finally, give the original group back their flipchart to see how things have changed. *Groups* Display flipcharts (or keep on tables and pupils stand and look) and ask each group to feed back on their original life stage and how their list has changed. *Groups, whole class.* • **Closing activity:** Ask, why the things we can do change as we get older. (Draw out that bodies, minds and circumstances change with age and that everybody is different). Can we make any quick general rules? (Draw out that we change in different ways, at different rates, explore gender stereotypes, being an individual, assumptions about sexuality and relationships and how to get support including online). Conclude that changes are individual; everybody is different. *Whole class*	**Pre-topic assessment activity** • **Growing up and changing** assessment sheet **Hook activity** • **Being young** pictures **Introductory activity** • **Human life cycle** pictures **Other resources** • Love you forever (Robert Munsch and Anthony Lewis) – optional story of a mother and son, taking us through the life-cycle.

Year 4 - Relationships and health education Growing up and changing		
Learning intentions and outcomes	**Ideas for a lesson plan**	**Suggested teaching resources**
LESSON TWO **Pupils learn about the physical changes associated with puberty** Pupils • are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults • identify physical changes associated with puberty • understand that everyone's experience of puberty is different and that it begins and ends at different times	• **Ground rules**: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • **Hook activity:** Pupils sit in a circle and in turn complete the sentence: One thing that changes as people grow older _____. *Whole class* • **Introductory activity:** Pupils guess the word that describes the time of our lives from when bodies change from children to young adults ('puberty'). Pupils discuss when they think puberty happens ('anytime between 8 and 17'). Ensure pupils understand it starts and ends at different times for everybody. Pupils come up with ideas to add to a Venn diagram labelled 'boys, girls, both' about all the changes which happen to people at puberty. *Whole class* • **Main activity:** Use a stimulus resource to recap the physical changes associated with puberty. Teacher reads extracts / shows film. Discuss why changes occur and what else needs to change before children develop into adults – draw out emotional change, maturity and financial. *Teachers will need to familiarise themselves with the books / leaflets beforehand and the school will have made a decision about using the word 'clitoris' - Me, Myself and I contains a diagram (page 12) useful for learning the words 'clitoris' and 'vulva'.* Pupils sort the changes on the worksheet 'Changes we can and cannot control' under the headings 'Can control' and 'Cannot control'. Discuss. Draw out the physical changes we cannot control, emotional changes and choices. *Whole class, pairs* • **Closing activity:** Pupils review what they have learned about puberty – When it happens? Why? Which changes happen to boys and which to girls? (Draw out the earlier point, that everyone's experience of puberty is different and that it begins and ends at different times). Pupils write an anonymous question about puberty for teacher to collect and answer in Lesson 6 or before. *Whole class, individual*	**Main activity** Suggested stimulus resources • Me, Myself and I – Louise Spilsbury (This is puberty! page 4) • Let's Talk about Sex - Robie Harris (Puberty, page 30) • Let's Talk - Robie Harris (Girls Grow Up, Boys Grow Up, page 8) • All Change (girls) and All Change (boys) leaflets www.sexualhealthsheffield.nhs.uk/resources • www.bettyforschools.co.uk • www.amaze.org – teachers click on puberty and scroll down to 'What is a Wet Dream?' (Nocturnal Emission), 'What is a Wet Dream?', 'Menstruation sensation' • **Changes we can and cannot control** worksheet **Closing activity** • **My questions** worksheet

Year 4 - Relationships and health education
Growing up and changing

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
LESSON THREE **Pupils learn about menstruation and wet dreams** Pupils • can describe menstruation and wet dreams • can explain effective methods for managing menstruation and wet dreams • understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams	• **Ground rules:** Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • **Hook activity:** Explain that we are going to look in more detail at two physical changes that occur during puberty: menstruation and wet dreams. Ask if anyone knows another word for menstruation (periods). Ask whether males and females menstruate/have periods. Ask whether males and females can get wet dreams. Introduce the words menstruation and wet dreams, explaining the pupils will be learning about these two physical changes that happen at puberty. Pupils explain what they think these two words mean. *Whole class* • **Introductory activity:** Explain that menstruation and wet dreams are linked to the female and male sex cells that are needed when adults make a baby. Ask what the male cell is called (sperm) and the female (ovum, egg). Use leaflets / book / extracts or whiteboard material to explain menstruation and wet dreams. *Whole class* • **Main activity:** Distribute the Menstruation and wet dreams card game. Ask groups to distribute cards and for one person to read out the first card. The rest of the group decide whether the statement is true / false / depends. Create three piles of cards and be ready to feedback ideas. Circulate and support groups. If necessary, explain / show groups sanitary protection but let them know we will think about this next lesson. Whole class feeds back – ask groups to identify in turn which answers they were unsure about and clarify any issues or questions around these. *Groups, whole class* • **Closing activity:** Round - pupils complete the sentence starter: One thing I have learned about puberty is_____. *Whole class* • **Additional activity:** In single sex groups ask pupils to imagine that they are advising young people about how to deal with menstruation and wet dreams. Ask them to decide how young people can deal with the practicalities of these changes. Record ideas on the **Researching puberty** worksheet.	**Introductory activity:** • Let's Talk about Sex - Robie Harris (The travels of the egg, pages 32 – 35) • Let's Talk - Robie Harris (The travels of the sperm, page 40) • All Change (girls) and All Change (boys) leaflets www.sexualhealthsheffield.nhs.uk/resources • www.bettyforschools.co.uk • **Understanding menstruation** cards **Main activity** • **Menstruation and wet dreams** card game • **Menstruation and wet dreams** answers **Additional / alternative activity** • **Researching puberty – wet dreams** worksheet • **Researching puberty – menstruation** worksheet

Year 4 - Relationships and health education
Growing up and changing

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
LESSON FOUR **Pupils learn about the impact of puberty on physical hygiene and strategies for managing this** Pupils • can explain how changes at puberty affect body hygiene • can describe how to care for their bodies during puberty • can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming	• **Ground rules:** Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • **Hook activity:** In groups, pupils brainstorm hygiene, teacher asks, what does hygiene mean? *(self-care and keeping clean)*, why is it important? *(bacteria and infection)*, why is it particularly important in puberty? *(sweat glands form)*, which areas of the body need to be kept particularly clean? *(teeth, feet, under arms, hair, skin of face, neck and shoulders, genitals – includes under the foreskin in boys who aren't circumcised, and the vulva (external genitals) in girls, but remember, using perfumed goods, including soaps, can cause irritation as the skin is very sensitive)*. Feedback as a class and record answers on whiteboard or on a body outline. *Groups, whole class* • **Introductory activity:** As a class, brainstorm the different items a girl or boy may carry / need during puberty to help with regular personal hygiene and a self-care routine, teacher records answers. In groups, pupils look at three pictures from the Personal care pictures sheet (teacher allocates the pictures). This may stimulate discussion about gender stereotypes (eg shaving and hair removal products). Ask pupils to look at each picture and discuss what it is, who uses it, why, whether everybody should use it and whether it is used by men, women or both. Repeat for up to three pictures. *Feedback (draw out the range of sanitary protection and environmental factors)*. *Groups, whole class* • **Main activity:** Pupils watch a video clip about period protection products or read a story or a scenario. Pairs are given the Period protection worksheet to complete together. Pairs come together in small groups; each group is given a photograph of a period product on a piece of flip chart paper (one product for each group). They write down facts about each type of protection on the flip chart paper, then pass it to the next group. Groups feedback on the different types of product. *Whole class, pairs, groups* • **Closing activity:** In pairs, pupils think of what advice they would give to a friend who is worried about their personal hygiene during puberty *(draw out the importance of being sensitive to other people's feelings)*. Pupils fill in the period protection - true or false? worksheet either in pairs or individually. *Pairs, individual* • **Optional additional activity:** Explain to pupils that during puberty, there are physical as well as emotional changes and it is important to look after yourself. Pupils complete the Healthy body and mind word search.	**Introductory activity** • **Personal care pictures** sheet **Main activity** • www.amaze.org. (see the amaze 'for educators' section – scroll down to 'video topics' – 'puberty' – drop down menu – 'period hygiene: - Tampons, pads and menstrual cups') - two minute clip. • www.amaze.org. – 'Menstruation Sensation' • **Period protection** worksheet • **Period products** photos **Closing activity** • **Period protection - true or false?** worksheet • **Period protection** teacher answer sheet **Optional additional activity** • **Healthy body and mind** word search • **Healthy body and mind** word search answers

Year 4 - Relationships and health education
Growing up and changing

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
LESSON FIVE **Pupils learn how puberty affects emotions and behaviour and strategies for dealing with this** Pupils • are able to describe how feelings and behaviour change during puberty • can devise strategies for managing these changes • understand how changes during puberty can affect relationships with other people	• **Ground rules:** Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • **Hook activity:** Explain that in the last lesson, we looked at physical changes that happen during puberty and hygiene. In this lesson, we are looking at other changes (eg emotional) and how these affect relationships – changing feelings can change lives and we need strategies to manage changes to relationships. Class circle rounds: (1) brainstorm words related to feelings and emotions, (2) complete the sentence starter: One thing I have noticed about teenagers is _____. *Whole class* • **Introductory activity:** Show pupils a range of objects and artefacts relating to puberty or growing up (could include keys, a Valentine's card, bank card, magazine or book, make-up, razer, diary, cinema ticket, trainers, mirror). Pupils close their eyes, one object is taken away; pupils open their eyes and guess which object is missing or pupils take turns to pick an object. Ask the class what the object is, how it is used, who uses it and how it relates to puberty. Be guided by the pupils' responses but use it as a chance to draw out themes relating to feelings and behaviour change. For example, the diary might relate to expressing feelings and not bottling them up or when it is a good time to tell a secret and when it's not; the keys could be about having privacy in relation to changing bodies. *Whole class* • **Main activity:** Pupils are read a scenario about changing relationships. For example, "Ora's little brother has entered their bedroom and read Ora's private diary". Pupils discuss how Ora might *feel* and the teacher records this in a red circle on the board. Pupils discuss what Ora might *do* if they acted on their feelings. *Draw out how acting on their feelings straight away might not always be the best option.* Pupils discuss what Ora might *think* (perhaps a short time after the event). The teacher records in an orange circle on the board. Finally, discuss what Ora might *do* if acting on their thoughts. Teacher records in the green circle. Discuss, how '*feel, think and do'* is a useful framework to help with relationships. *Whole class* Pupils read the 'Changing relationships scenarios' in groups (the teacher can give different scenarios to different groups), writing down what each character thinks, feels and does, on the 'Feel, think, do' worksheet. Pupils then add their own scenarios about relationships (including online). Feedback**.** *(Teacher draws out that staying safe in relationships is a priority and online use can be both positive and negative.)* *Groups, whole class* • **Closing activity:** Changes during puberty affect pupils, parents, carers and others. Pupils make a list of what feelings young people / parents / carers might have and who they would go to for advice and support. Record on a class display. Pupils then write down anonymous questions (to be answered in next lesson) using the My questions worksheet. *Pairs, individual*	**Introductory activity** • A range of objects and artefacts relating to puberty or growing up, for example keys, a Valentine's card, bank card, magazine or book, make-up, razor, diary, cinema ticket, trainers, mirror. **Main activity** • **Changing relationships** scenarios • **Feel, think, do** worksheet **Closing activity** • **My questions** worksheet

Year 4 - Relationships and health education
Growing up and changing

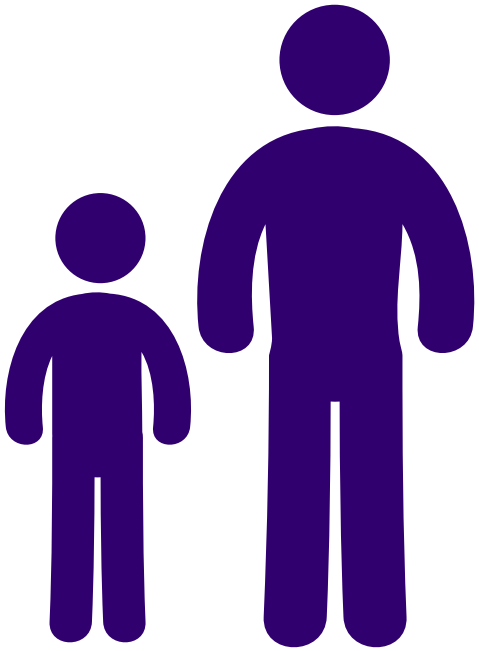
Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
LESSON SIX **Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it** Pupils • can identify sources of information, support and advice for children and young people • can use appropriate language to discuss puberty and growing up with confidence • can answer their own questions about puberty and growing up	Before this lesson, teacher develops a list of questions generated from the pupils' anonymous questions (throughout the topic, at the end of the last lesson and lesson two). • **Ground rules:** Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • **Hook activity:** Pupils complete a true / false quiz based on their anonymous questions. *Individual* • **Introductory activity:** Go through the quiz, checking the answers. *Whole class* • **Main activity:** Give out typed copies of any remaining questions – pupils come up with responses for the questions in groups and then the question is passed to the next group to add to the answer. By the end of the activity each group has added to the original questions. Feedback. *Groups, whole class* • **Closing activity:** Pupils discuss where they can find out more information about growing up and changing including using the internet (see help, advice and support box at the end of this topic). *Whole class* • **Post-topic assessment activities:** Pupils add to / amend their original ideas on the outlines of boys and girls: What changes as people grow up? or complete a new version Pupils complete the self-reflection sheet - Growing up and changing	**Post-topic assessment activities** • **Growing up and changing** assessment sheet • **Growing up and changing** self–reflection sheet

Children's literature to support the topic	Help, advice and support
• Frog in love, Max Velthuijs • What's happening to me (girls), Susan Meredith • What's happening to me (boys), Alex Frith • Let's talk about girls, boys, babies, bodies, families and friends, Robie H. Haris • Love you forever, Robert Munsch • KS2 PSHE and citizenship class clips, BBC Bitesize, cartoon clips about puberty, growing up and changing www.bbc.co.uk/education/subjects/zqtnvew	• Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust • ChildLine: 0800 1111 www.childline.org.uk • Dove self-esteem project for girls: www.selfesteem.dove.co.uk • www.amaze.org • Common Sense Media recommends www.kidshealth.org/kid for children from the age of 9

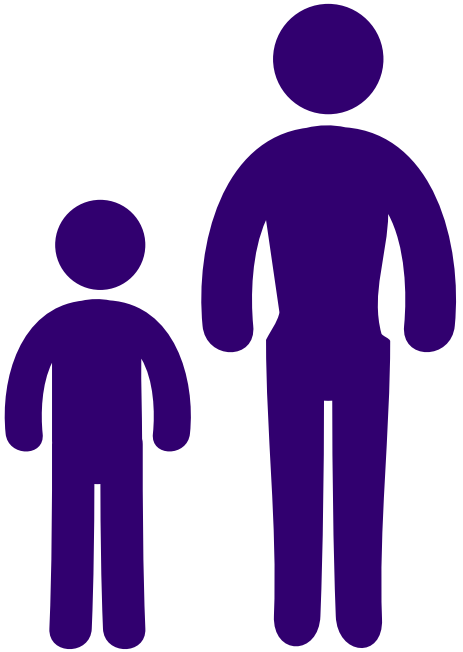
Name:

What changes as people grow up?

Boys



Girls



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Year 4 – Growing up and changing

How might feelings change during puberty?	How can you look after your body as you grow older?

How I feel about my learning (please circle)

I feel confident	I feel OK	I'm not sure / I need help

Anything else you would like to say?

Teacher comments

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Being young pictures

Being young

Being young

Being young

Being young

Being young

Being young

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Being young pictures

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Human life cycle female

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Human life cycle female

Relationships and health education

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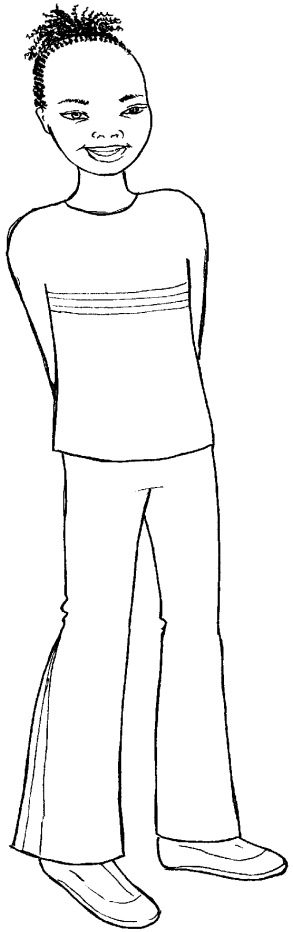
Human life cycle female



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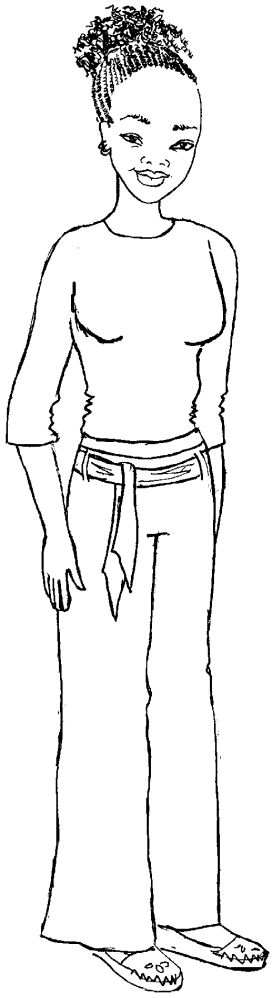
Human life cycle female



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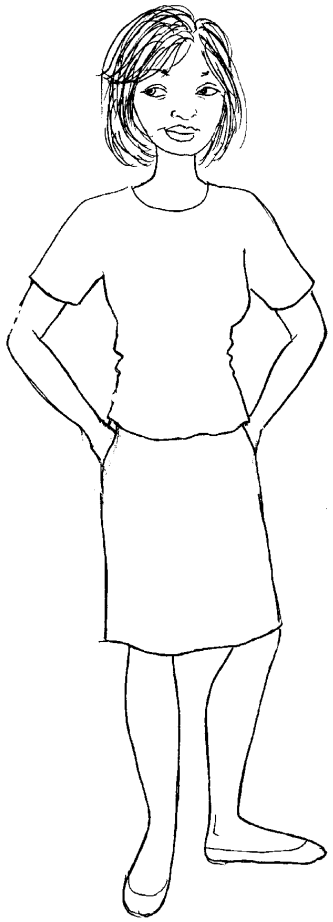
Human life cycle female



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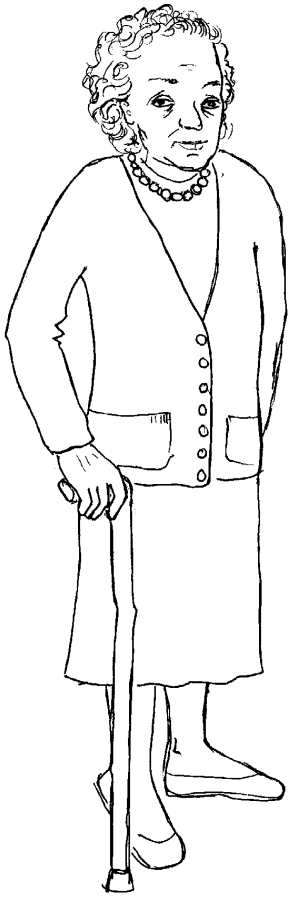
Human life cycle female



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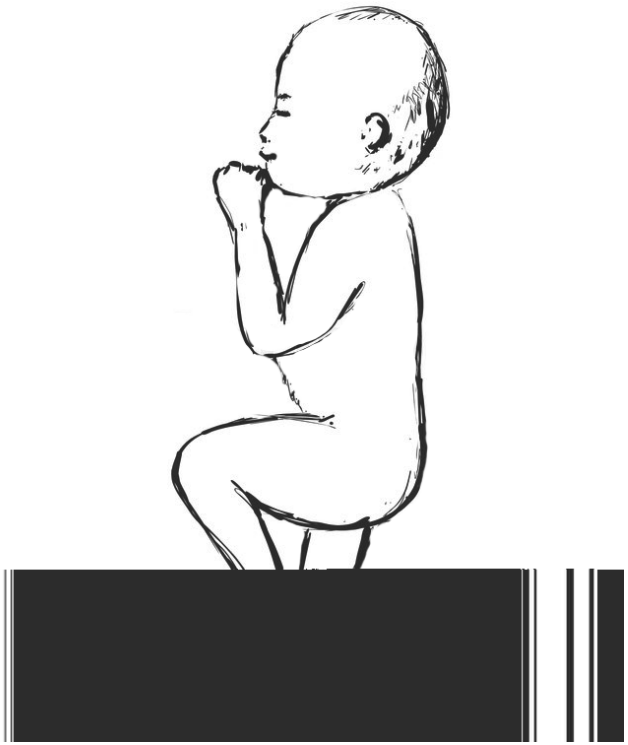
Human life cycle male



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Human life cycle male

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Human life cycle male

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Human life cycle male

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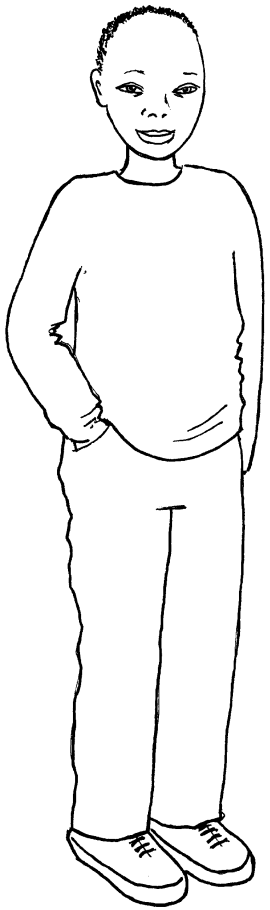
Human life cycle male



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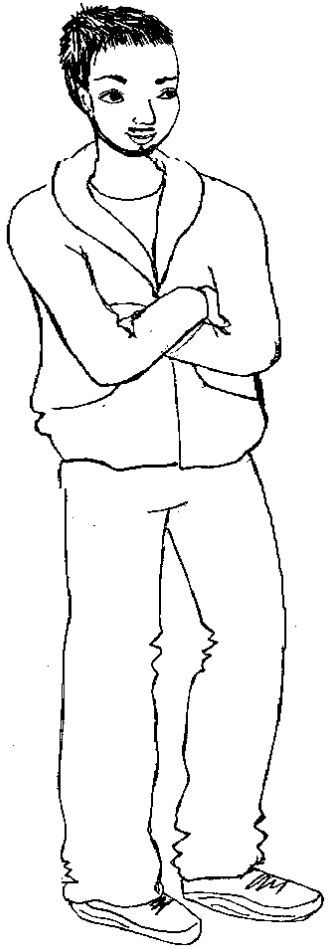
Human life cycle male



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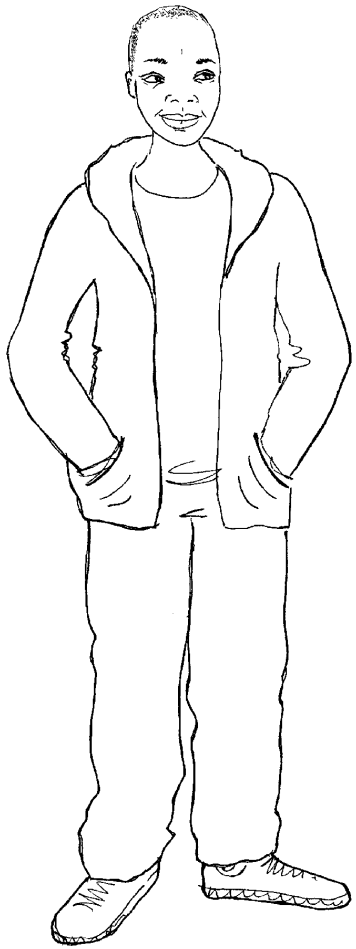
Human life cycle male



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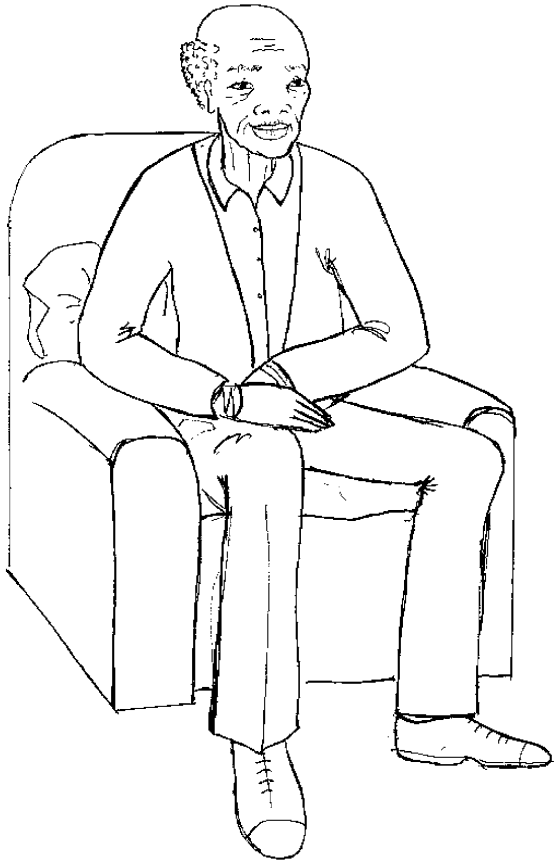
Human life cycle male



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Human life cycle

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Human life cycle

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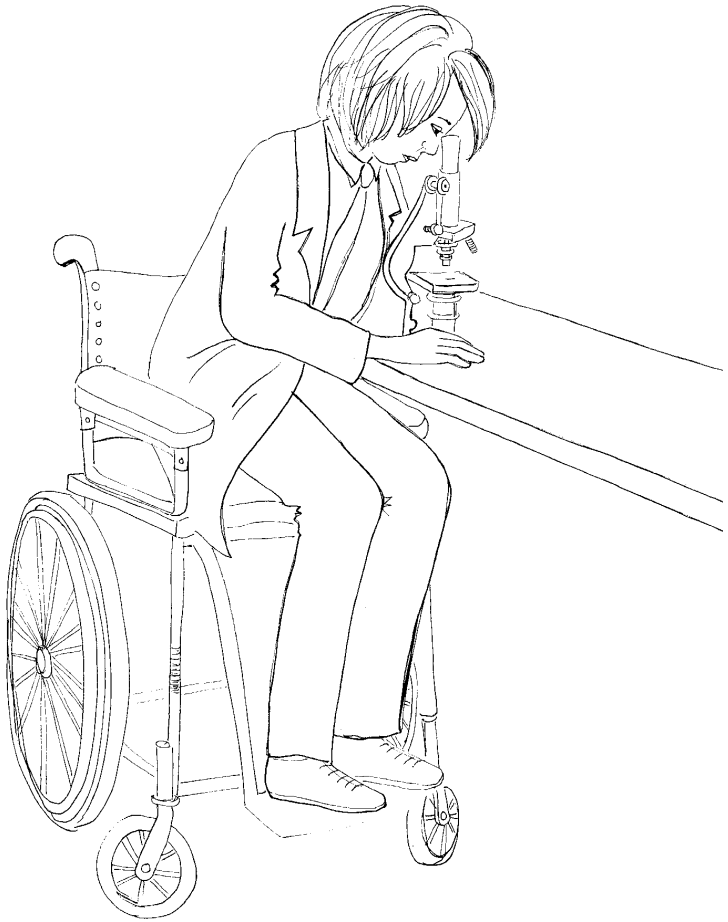
Human life cycle



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Human life cycle

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Human life cycle

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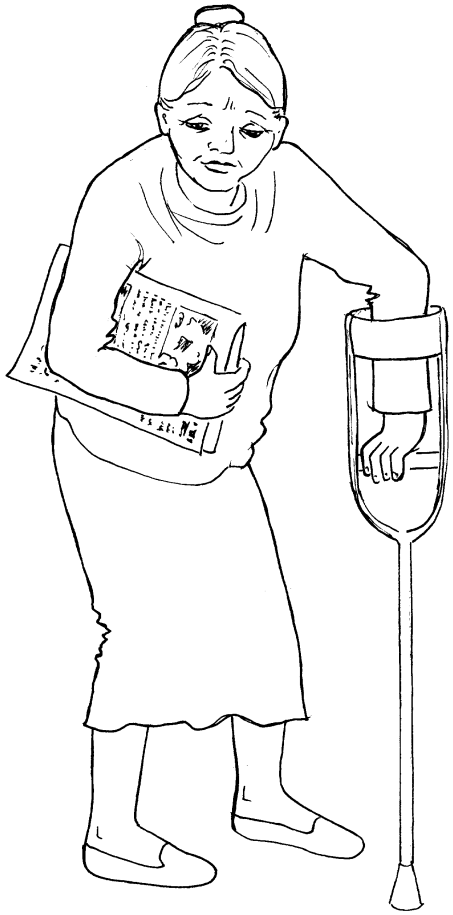
Human life cycle



Relationships and health education

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Changes we can and cannot control (tick)

Change / behaviour	Can control	Cannot control	Not sure
Growing taller	☐	☐	☐
Getting more hair	☐	☐	☐
Growing hair on face	☐	☐	☐
Buying more things	☐	☐	☐
Making more friends	☐	☐	☐
Breasts growing	☐	☐	☐
Eating fruit and vegetables	☐	☐	☐
Starting period	☐	☐	☐
Deciding when to work	☐	☐	☐
Being kind	☐	☐	☐
Voice deepening	☐	☐	☐
Getting more sleep	☐	☐	☐
Shoulders and chest widening	☐	☐	☐
Hips widening	☐	☐	☐
Overall body shape changing	☐	☐	☐
Starting new hobbies	☐	☐	☐
Eating more sweets and chocolate	☐	☐	☐
Arguing with adults or friends	☐	☐	☐
Going online	☐	☐	☐
Asking for help	☐	☐	☐
Doing my homework	☐	☐	☐

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My questions

My questions

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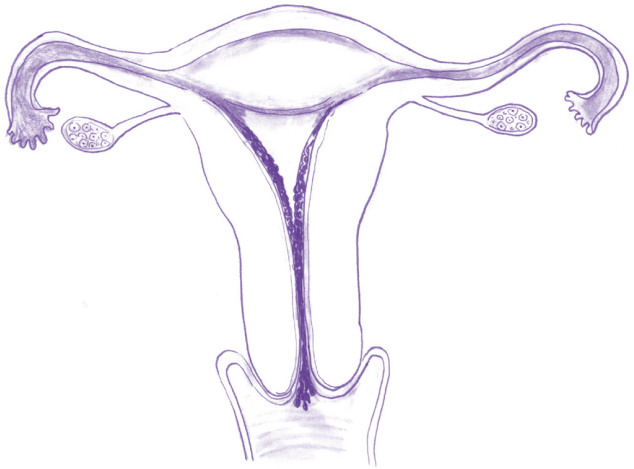
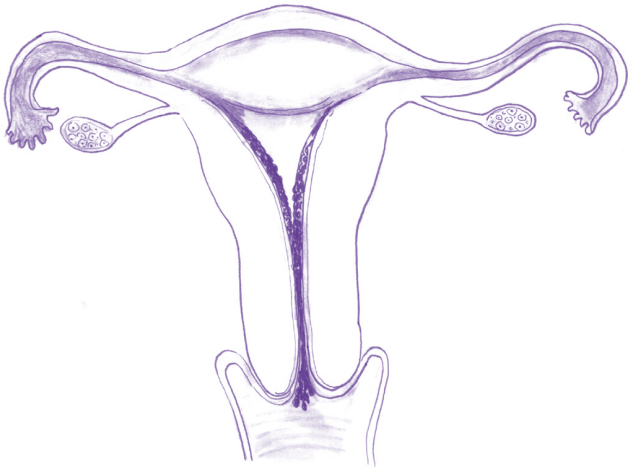
Understanding menstruation



The menstrual cycle starts on the first day of a girl's period. During a period the egg as well as blood and tissue that have built up on the lining of the womb leave the body through the vagina.

Understanding menstruation



This bleeding is also called menstruation. It does not happen all at once, the bleeding can last from two to seven days.

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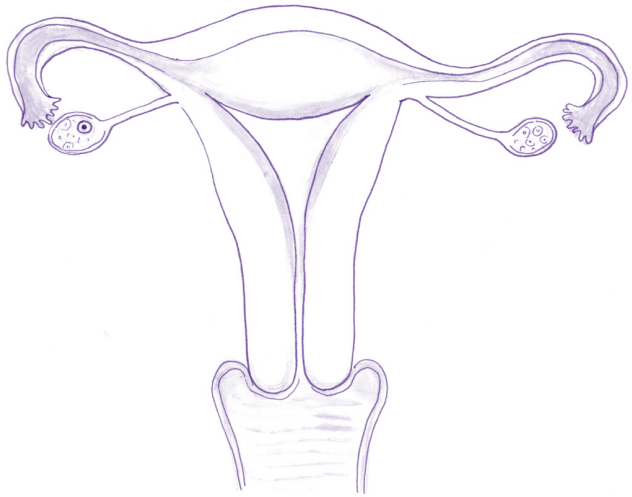
Understanding menstruation



After a girl's period is finished, special chemicals called hormones tell the womb to start getting ready to receive a new egg. For the next week the womb prepares itself by making a new lining. At the same time hormones tell the ovaries to prepare a new egg.

Understanding menstruation

When the womb and the egg are ready, after about seven days, the egg is released from the ovaries.

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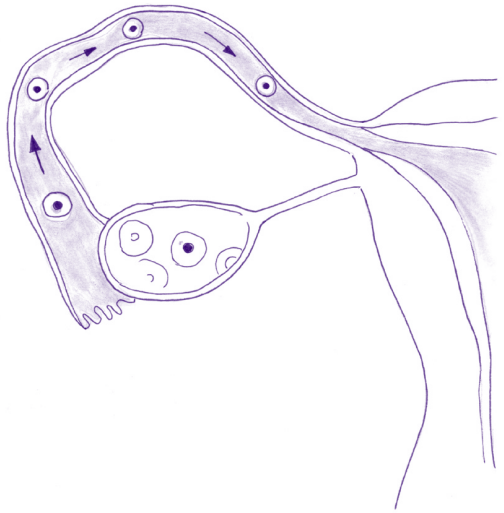
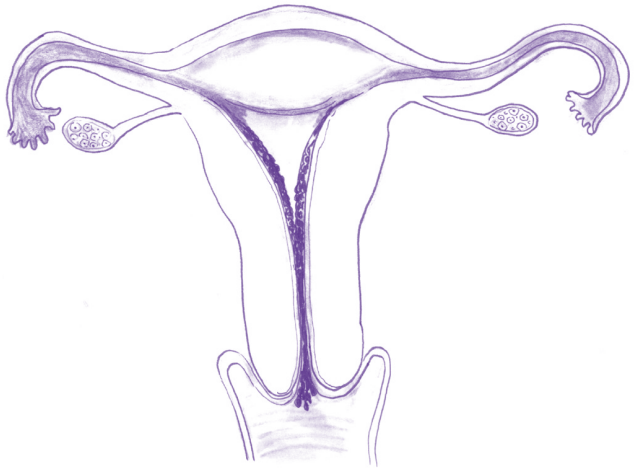
Understanding menstruation



The egg travels down a tube towards the womb. If the egg does not meet a sperm it will begin to dissolve.

Understanding menstruation



Because the egg has not met a sperm, the lining in the womb is not needed so the egg as well as the blood and tissue lining the womb leave the body through the vagina.

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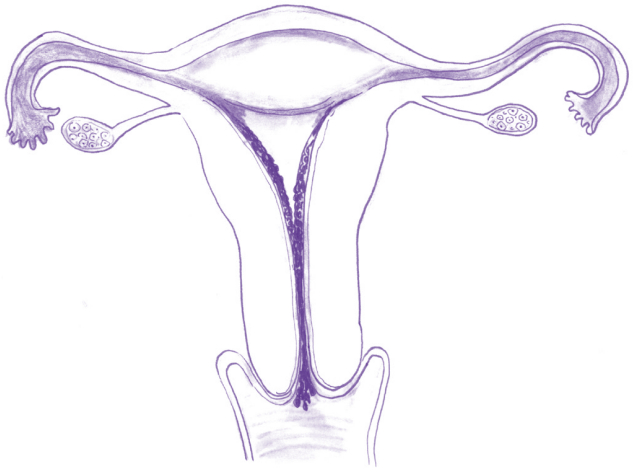
Understanding menstruation



This cycle is now back at the beginning and the whole process is repeated.

The whole process takes about 28 days.

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Menstruation and wet dreams

One

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

Menstruation and wet dreams

Two

A period normally lasts for between three - six days

Menstruation and wet dreams

Three

A boy gets his first wet dream at age 12

Menstruation and wet dreams

Four

It is embarrassing to have an erection

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Five

A girl loses about a litre of blood at each period

Six

Periods and wet dreams are dirty

Seven

Girls can't take a bath or wash their hair when they are menstruating

Eight

Girls can go swimming when they have their periods

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Nine

Not all women get period pains

Menstruation and wet dreams

Ten

Girls who start their periods unexpectedly should go home

Menstruation and wet dreams

Eleven

If a boy is circumcised he won't have wet dreams

Menstruation and wet dreams

Twelve

Girls can go swimming when they have their periods

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Menstruation and wet dreams

Thirteen

Wet dreams are caused by funny dreams

Menstruation and wet dreams

Fourteen

Girls don't have wet dreams

Menstruation and wet dreams

Fifteen

Missing a period is always a sign of pregnancy

Menstruation and wet dreams

Sixteen

During a wet dream boys ejaculate just sperm

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Menstruation and wet dreams

Seventeen

All women are moody just before their periods

Menstruation and wet dreams

Eighteen

It is embarrassing to buy sanitary towels or tampons

Menstruation and wet dreams

Nineteen

Boys have wet dreams to get rid of sperm

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Menstruation and wet dreams quiz answers

1 Menstruation is the word used for when a girl has her period • TRUE
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 boy gets his first wet dream at age 12 • FALSE
It varies. Boys may have erections from a very young age but not ejaculate for the first time till 13 or 14. For lots of boys the first time they ejaculate is during a wet dream. However, some boys don't have them at all.

Follow up:
Ask the class a question about girls: **A girl gets her first period at 12.** FALSE
A girl may have her first period at any time between her 8th and 17th birthdays. It isn't necessarily a sign that something is wrong if she hasn't started by 17, but it might be a good idea for peace of mind to see the doctor in that case.

4 It is embarrassing to have an erection • DEPENDS
Depends where and when and how other people react.

5 A girl loses about a litre of blood at each period • FALSE
The menstrual discharge is made up of a small amount of blood, 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 Periods and wet dreams are dirty • FALSE
There is nothing 'dirty' about menstrual blood or semen. The flow of menstrual blood is connected to the menstrual cycle and the shedding of the lining of the womb. However some cultures believe that menstrual blood is polluting. It is also important to remember that if we leave body fluids exposed to the open air for too long they will attract bacteria and begin to smell. Keeping clean and washing clothes/bed clothes is important.

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The answers

7 Girls can't take a bath or wash their hair when they are menstruating • DEPENDS

Bathing may make a woman feel fresher and a warm bath can help ease cramps of backache. However some religions stipulate that 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 period • TRUE

Providing a girl is able to wear a tampon in the water, there is no reason not to go swimming. It is physically possible for younger girls to use slender tampons. The vaginal opening and hymen are stretchy. However for religious or cultural reasons some girls may not wish to do anything that may damage their hymen (for example, Islam and Judaism). Others may dislike the idea of inserting something inside themselves and others may consider health risks, such as toxic shock syndrome, a deterrent.

9 Not all women get period pains • TRUE

The majority of women, but not all, do have some discomfort before or during their period. This could be just a mild achy feeling or they may be sharp and severe.

10 Girls who start their periods unexpectedly should go home immediately • FALSE

Providing the young woman has access to sanitary wear and a fresh pair of pants, if necessary, there is no reason for her to go home.

11 If a boy is circumcised he won't have wet dreams • FALSE

An uncircumcised penis has a sleeve of skin on the end called a foreskin. During circumcision this is removed, often for religious or cultural reasons. This operation does not affect erections or ejaculations so does not affect whether a boy has wet dreams.

12 The male and female sex cells are so small you need a microscope to see them • TRUE

Sperm are so tiny that 200 sperm laid end to end would equal about one centimetre. Eggs are about the size of a pinhead.

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The answers

13 Wet dreams are caused by funny dreams • FALSE

Wet dreams can happen with or without all sorts of different dreams. We know that erections happen at all sorts of times that have nothing to do with sexual feelings. For example having a full bladder can stimulate nerve endings at the base of the penis causing an erection.

14 Girls don't have wet dreams • TRUE

Girls don't have wet dreams but the pleasurable sexual feelings associated with ejaculation are called an orgasm and both girls and boys can have these feelings. Sometimes boys and girls and men and women may masturbate (which means touching your own sex parts/genitals) to experience these feelings. Not everybody wants to but it is normal and natural and nothing to worry about.

15 Missing a period is always a sign or pregnancy • FALSE

While a girl's hormones are becoming adjusted, she may have her periods two weeks apart, or five or six weeks apart, or she may not have another for some time. It is only if she misses them after becoming regular that she might want to consult a doctor.

16 During a wet dream boys ejaculate just sperm • FALSE

When you have a wet dream sperm mix with a fluid that keeps the sperm healthy; together they are called semen. Semen is what leaves the body when a man ejaculates. It is sticky, cloudy and whitish.

17 All women are moody just before their period • FALSE

Periods affect women in different ways. Some barely notice they are menstruating while others may feel irritable.

18 It is embarrassing to buy sanitary towels or tampons • DEPENDS

19 Boys have wet dreams to get rid of sperm • DEPENDS

Nobody really knows why boys have wet dreams but we do know that they are completely natural. One theory is that it is to get rid of excess sperm; another to do with amount of hormone (a type of chemical) in the blood.

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What do we need to know about wet dreams?

What should people do when they have a wet dream?

How should they deal with the stains?

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What do we need to know about menstruation ?

What do people do when they have a period?

What products are available for use during a period?

How do they work?

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Personal care pictures

Personal care

Personal care

Personal care

Personal care

Personal care

Personal care

Personal care

Personal care

Personal care

Personal care

Personal care

Personal care

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Personal care pictures

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Period protection

Select the words to go with each type of protection (you can use words more than once)

Re-usable

Do not flush

Change at least every three to four hours

Use once

Some come with an applicator - some do not

Change and clean every 12 hours

Re-usable for up to a year

Absorbs menstrual fluid

When used, wrap and dispose of in bin

Place onto the inside of underwear

Come in different sizes

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Period products photos

Menstruation cup

Period product

Sanitary pad with wings

Period product

Tampon with applicator

Period product

Tampon

Period product

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Period products photos

Period pants

Period product

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Period protection (true/false?)

Please put a tick (√) in the box for 'True', a cross (X) for 'False', and a question mark (?) for 'Don't know'.

	Tampon	Sanitary pad	Menstrual cup
Re-usable			
Do not flush			
Change at least every three to four hours			
Use once			
Some come with an applicator - some do not			
Change and clean every 12 hours			
Re-usable for up to a year			
Absorbs menstrual fluid			
When used, wrap and dispose of in bin			
Place onto the inside of underwear			
Come in different sizes			

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Period protection (true/false?) - Teacher answer sheet

Please put a tick (√) in the box for 'True', a cross (X) for 'False', and a question mark (?) for 'Don't know'.

	Tampon	Sanitary pad	Menstrual cup
Re-usable			√
Do not flush	√	√	√
Change at least every three to four hours	√	√	
Use once	√	√	
Some come with an applicator - some do not	√		
Change and clean every 12 hours			√
Re-usable for up to a year			√
Absorbs menstrual fluid	√	√	
When used, wrap and dispose of in bin	√	√	
Place onto the inside of underwear		√	
Come in different sizes	√	√	√

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Healthy body and mind wordsearch

P	M	Q	V	K	N	H	H	F	R	D	V	H	N	S
L	I	L	O	S	H	G	U	A	L	C	Y	M	N	Y
E	N	F	S	H	P	R	C	A	H	A	S	O	N	J
H	D	Z	U	G	T	Q	A	A	M	H	P	N	T	R
R	F	L	I	S	T	E	N	T	O	M	U	S	I	C
O	U	T	X	E	E	G	E	W	A	Q	G	A	U	H
F	L	L	X	U	E	D	E	T	W	U	H	S	R	Y
K	N	H	B	P	D	R	E	A	N	H	U	K	F	D
S	E	D	A	K	A	G	S	O	S	A	N	O	S	R
A	S	D	T	C	N	H	P	U	D	I	E	X	I	A
G	S	B	H	A	J	A	R	E	H	O	Y	L	J	T
Q	H	L	H	U	N	B	L	T	E	V	R	O	C	E
E	V	C	K	L	A	T	H	M	Y	L	T	A	G	L
S	E	L	B	A	T	E	G	E	V	W	S	O	N	A
E	X	E	R	C	I	S	E	U	R	E	S	T	H	T

Hydrate
Rest
Change pads
Change tampons
Yoga
Shower
Laugh

Sleep
Bath
Exercise
Fruit
Vegetables
Wash
Brush hair

Clean teeth
Mindfulness
Listen to music
Talk
Use deodorant
Think
Ask for help

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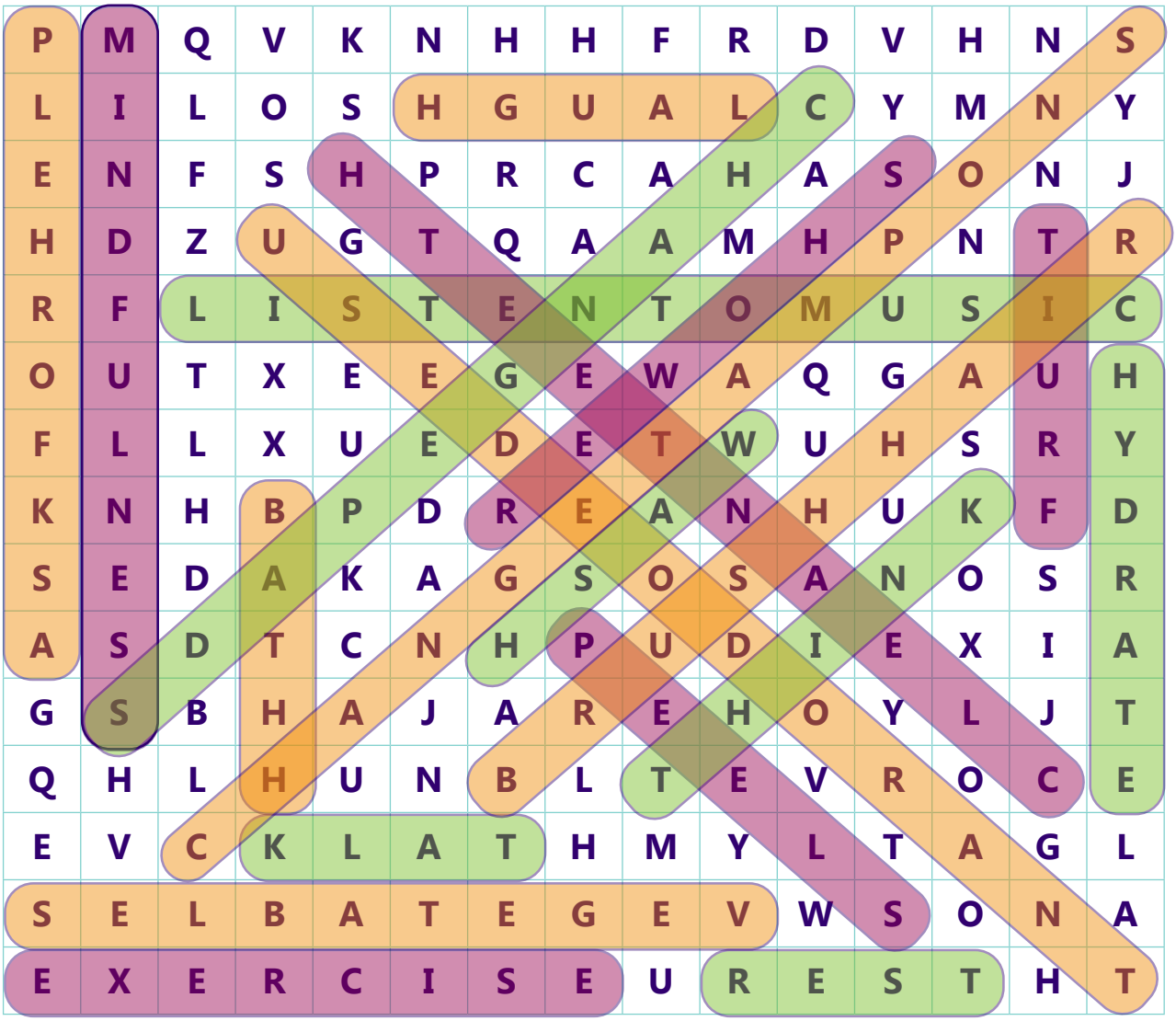
Healthy body and mind wordsearch - Answer sheet



Hydrate	Sleep	Clean teeth
Rest	Bath	Mindfulness
Change pads	Exercise	Listen to music
Change tampons	Fruit	Talk
Yoga	Vegetables	Use deodorant
Shower	Wash	Think
Laugh	Brush hair	Ask for help

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Changing relationships scenarios

Sam keeps a diary in which they write very private things. They share a room with their older brother.

One Saturday Sam walks into their bedroom and finds their brother sitting on the bed reading the diary.

How does Sam feel?

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Changing relationships scenarios

Bay spends lots of time with their best friend who they have known all their life. Bay feels really lucky to have a best friend of the opposite sex without having to worry about being boyfriends or girlfriends.

One day on the way home from school Bay's best friend tells them that they fancy them and asks Bay to go out with them.

How does Bay feel?

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Changing relationships scenarios

Drew is in the playground with their first boyfriend, Ash. Drew really likes Ash and wants to impress them.

A good friend of Drew's (Delta) walks towards them and, as she does, some tampons fall out of Delta's bag. Ash laughs and starts whispering with his mates who start pointing at Delta.

How does Drew feel?

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Changing relationships scenarios

Aspen has a friend (Kai) who has been very quiet recently. As well as being quiet, Kai has stopped smiling and spending time with other people.

One lunchtime Aspen asks Kai what is wrong. Kai starts to cry but refuses to talk about what is wrong.

How does Aspen feel?

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Changing relationships scenarios

Jordan has a friend (Lee) who has been really moody lately. Jordan has tried to be nice but Lee hasn't responded.

Now Lee says they are not going to come to Jordan's sleepover birthday party at the weekend.

How does Jordan feel?

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Changing relationships scenarios

Charlie has a friend called Cody. Cody's parents are going away for the weekend and their elder brother is looking after the family. They are holding a big party. It is going to be great and Cody has invited Charlie to go and stay the night.

When Charlie's parents find out they say that there is no way that Charlie can go.

How does Charlie feel?

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Changing relationships scenarios

It is nearly Mo's birthday and they are desperately hoping for a Nintendo Switch or an Xbox 4. When Mo's family ask what they would like as a gift, Mo tells them.

Mo's family say that they can't afford something that expensive.

How does Mo feel?

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Changing relationships scenarios

Dylan has spent quite a bit of time getting ready to go out to spend Saturday afternoon in the park with friends.

Dylan's dad stops them as they get to the door and tells them that they cannot go out looking like that.

How does Dylan feel?

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Changing relationships scenarios

Ali has a good friend (Eden). People have begun to gossip about Eden because they have started to sweat more and sometimes smell a bit.

One day after PE, Eden sits next to Ali and asks why people have started to avoid them.

How does Ali feel?

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Changing relationships scenarios

Bobbie has arranged to spend some time with friends at the leisure centre swimming pool on Saturday. There will be girls and boys there and they are all good friends from school.

When Bobbie's family find out that girls and boys are going they tell Bobbie that they will have to stay home and will not be allowed to spend time with that group any more.

How does Bobbie feel?

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Changing relationships scenarios

Nikita sees a post with a very unflattering photograph of themselves on their friend Mu's Instagram page.

Nikita didn't want other people to see the photo. They suddenly remember all the other photos Mu has from times when they went out together.

How does Nikita feel?

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Changing relationships scenarios

Rain belongs to an online chatroom and recently one of the members who Rain doesn't know (Sky), has started to make jokes about Rain and call them names.

Now several other people are joining in when Sky makes comments and have started using a nickname for Rain.

How does Rain feel?

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Changing relationships scenarios

Alexis's older sister spends a lot of time posting on Facebook and Instagram. Alexis really wants to be have their own account but their parents say they are too young even though they are ten tomorrow.

How does Alexis feel?

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Changing relationships scenarios

Ren has been chatting to their friend Kelly, who they met in an online chatroom. Kelly has told Ren they are the same age (thirteen) and they do seem to have so much in common. They spend hours talking as if they have known each other for years.

One day Kelly suggests that they meet up one Saturday evening to see a film, then go for dinner afterwards.

How does Ren feel?

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Changing relationships scenarios

Ariel's best friend Kiran does not seem to be interested in the same sports and activities as them or their friends any more. Kiran also seems easily upset and moody. Ariel has tried to be nice but Kiran hasn't responded.

Now Kiran says they are not going to come to Ariel's sleepover birthday party at the weekend.

How does Ariel feel?

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Changing relationships scenarios

Yasu has been going out with Seb for a few months. At first they didn't want anyone to know. Seb confided in their best friend Andy who told everyone.

Now some people are whispering or ignoring them. The other day a group started calling Yasu names.

How does Yasu feel?

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Changing relationships scenarios

Jade is very confused about relationships and puberty and doesn't know where to go for help or advice. Jade asks their friend Kai and they suggest speaking to the teacher but Jade is too embarrassed.

Jade now remembers that in the lesson the class looked at some useful websites and Kai also has some other websites they found on Google and gives those to Jade.

How does Jade feel?

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Changing relationships scenarios

Sal and River have been friends since Year 2 and recently fell out over a misunderstanding around playing a game. This was because Sal felt River had not included them.

Other children are now getting involved, taking sides and making things up that did not happen. Sal decides to speak directly to River about the situation.

How does Sal feel?

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Changing relationships scenarios

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Changing relationships scenarios

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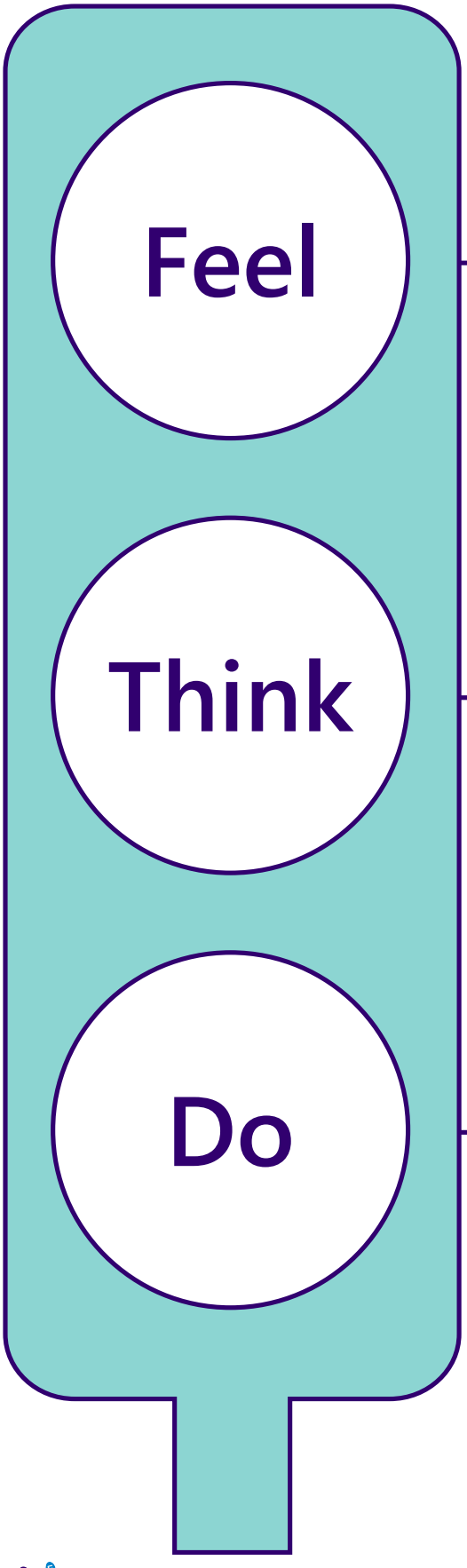
Feel, think, do



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