ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: Wellbeing UNIT: How will we grow and change? CONCEPT: Diversity YEAR: 4

BIG QUESTION	How will we grow and change?	
END OF UNIT OUTCOME	Create a mind map of everything they have learnt about how we grow and change.	
NC OBJECTIVES	• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty	
WEEK	KEY KNOWLEDGE	RESOURCES
1	Know the main stages of the human lifecycle. Describe the body changes that happen when a child grows up.	
RICH TASKS	Set ground rules before beginning rich tasks- respecting people as they are speaking. Display a set of Lifecycle pictures and Lifecycle word cards on the board. Sequence the pictures into the right order to show the stages of life a human goes through and label each picture using the lifecycle word cards. Ask at what stage in the lifecycle do humans reproduce? Do all humans grow and change at the same rate? In which stages of the lifecycle does the body change the most? Emphasise that in the 'teenager' stage a person experiences a lot of changes as they develop from a child to an adult. Display the picture of the baby from the Lifecycle pictures and ask the class: what can the baby do without any help? Emphasize that there are not many things that a baby can do independently.	Lifestyle pictures and lifestyle words. Lifestyle quiz and answers

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	In five groups at tables, assign each group a different stage in the lifecycle, from toddler to elder. Give each table the following questions to answer as a group: What has changed? What can they do now they that they couldn't do as a child? Each group present answers to the class. In pairs, give each pupil a pair of coloured cards: green for true and red for false. Play the role of the quiz show host, using the Lifecycle Quiz slides to go through each statement and ask pupils to vote whether they think the statement is true or false by holding up the corresponding card. Encourage children to think about their reason(s) for deciding on true or false and check their understanding of the correct answer. Go through answers as a class.	
2	Discuss male and female body parts using the agreed words. Know some of the changes which happen to the body during puberty.	
RICH TASKS	Check whether the pupils know what puberty is; explain that this is a special time when a child gradually grows and develops into a young adult and both their bodies and feelings change a great deal. Tell the children it can start as young as 8 and carries on during the teenage years. Split the class into single sex pairs. Explain that each pair will receive a Bingo card with illustrations of parts of the human body, including the private parts. There are four different cards so they can have a different one from the pair sitting next to them. Select and show the Bingo ash cards one at a time, naming and discussing each one. As the children identify that the body part is on their bingo card they can tick it off; continue until someone shouts Bingo! Lead a discussion with the class, asking questions such as: Which are female body parts? Which are male? Which parts are both male and female? Which body	Bingo cards Body changes images

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	parts will change during puberty? How will they change? Correct any misunderstandings. Explain that males and females need their different private parts so that when they are adults they can have a baby if they choose to. Display the Body Changes pictures on the whiteboard. Explain that the pictures show some of the ways that the body changes during puberty. Pair and share observations about what physical changes they can see in the pictures. Feedback as a whole group, highlighting changes that have not been discussed previously. Complete missing words in sentences using the knowledge learnt above.	
3	Know about the physical and emotional changes that happen in puberty Understand that children change into adults so they are able to reproduce	
RICH TASKS	Ensuring that pupils understand the words physical, emotional and reproduce Read Hair in Funny Places by Babette Cole. As a whole class, list the physical changes that happened to the two parents caused by 'Mr and Mrs Hormone'. Ask the children to reflect on how the female character's feelings changed as her body changed and her concern that she was not developing at the same rate as her friends. Remind the class that boys could have similar feelings and concerns. Explain what hormones are and that they are activated at different times for different people. Explore how the two parents felt about each other and explain that puberty can include emotional changes such as being attracted to other people.	Hair in Funny Places book. Body changes worksheet.

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	Explain that one of the most important differences to start inside the body during puberty is that males produce a seed, called sperm, and females produce a special kind of egg, called an ovum; a male and female need these to make a baby. Ask the class what particular thing happened to the girl and the boy in the story which meant that one day they could become a mum or a dad. Explain that the 'drop of blood' means the girl is able to produce eggs and the 'sticky stu' means the boy is able to produce sperm. When they become adults and decide to have a baby together, as in the story, the egg and the sperm join together inside the woman's body to help make a baby. You do not need to explain at this age how the sperm gets from the man's body into the woman's body to join with the egg; if pupils are interested, you could tell them they will learn more about this in Year 6. In pairs at tables, give out the Body Changes worksheet. Ask the pairs to tick the male, female or both columns for each of the body changes. Display the worksheet on the whiteboard and take feedback from the groups, correcting any misunderstandings where necessary. Discuss with the class why puberty can be an exciting time and that there is a lot to look forward to. On the whiteboard, make a list of positive and exciting aspects of entering puberty and growing up, e.g. being given more responsibility, staying out later, getting taller, wearing make-up.	
5	Revision of key information	
END OF UNIT OUTCOME	Create a mind map of everything they have learnt about how we grow and change.	