



PSHE Scheme of work Year 4, Summer

Overview of the learning:

Growing and changing: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty

Keeping safe: Medicines and household products; drugs common to everyday life

Day	Learning Challenge (NC14 reference)	Main Learning Focus (Include starters, mini-plenaries, AFL strategies, differentiation, plenary)	
1	<p>We are learning:</p> <ul style="list-style-type: none"> • about some of the physical changes experienced during puberty <p>Intended outcomes:</p> <ul style="list-style-type: none"> • identify some of the physical changes that happen to bodies during puberty • explain that puberty begins and ends at different times for different people • use scientific vocabulary for external male and female body parts/genitalia 	<p>Baseline Assessment: Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.</p> <p>Ask the pupils to draw a quick picture of a child (a stick-person is fine) the same age as them. Now ask the pupils to think about the changes that will happen to that child as they develop into a teenager. Ask pupils to write the changes around their picture. Encourage them to write as many ideas as they can think of. <i>Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.</i></p> <p>Keep their work safe – these will be used to assess learning at the end of the unit of work on puberty.</p> <p>Ground rules: Remind pupils of the ground rules for PSHE sessions. Share the Ask-it basket with the children and explain that this can be used at any time.</p> <p>Main Activities: Do not share the learning objectives and outcomes with the class until this activity has been completed. Draw seven lines or boxes on the board or flipchart to demarcate letters from a missing word. Ask the pupils to guess which letters of the alphabet make up the missing word. Give the pupils a set number of tries to guess the word. Spell out the word 'puberty'. Say the word 'puberty' aloud to the class. Ask the class what they think is meant by 'puberty'. Agree on a definition and display it on the whiteboard. Ensure that pupils know that puberty relates to change, growing and maturing from a child to a teenager to an adult. It will be useful to display Resource A: Life Stages to help explain this.</p> <p>Organise pupils into small groups and display the following questions. Ask pupils to discuss the answers in their groups. Does everyone start puberty at the same time? <i>A: Usually, puberty starts between ages 8 and 14 in girls and ages 10 and 16 in boys. This wide range in ages may help to explain why some young people in the same age group are at different physical stages in their development. Will these changes happen to everyone at the same time?</i> <i>A: Puberty starts when your body is ready. It's a bit like when you start to lose your milk teeth—it happens to everyone at different times. Why are these changes happening?</i> <i>A: Puberty is a time when someone's body begins to develop and change as they mature from being a child to an adult. During puberty, your body will grow faster than at any other time in your life—except for when you were a baby. Puberty is caused by sex hormones: chemicals which are released into the bloodstream to send messages to different parts of the body.</i> Take feedback from each group and discuss their responses as a class. Draw out the points above. Correct misconceptions and add further information as required. Explain that children and adults use lots of different words for parts of the body—some pupils may have special words which they use with their families. Some words are scientifically correct and some are the common, everyday (slang) words. Some slang words can be confusing, and learning the anatomical words will make sure we all understand each other in these lessons. Display Resource B: Body Parts around the classroom. Organise the pupils to work in pairs, give each pair some sticky notes. Challenge the pupils to write the correct name for each body part and stick it on to the picture. Ensure that the male and female genitalia are included: penis, testicles, vagina, and vulva, along with the other body parts: mouth, eyes, nipples, feet/legs. Name and discuss each one in turn. Support: Provide pre-written sticky notes for pupils to match to the pictures.</p> <p>Provide copies of Resource C: Growing Bodies. In pairs, ask pupils to discuss the changes that they can see, then record their observations on a chart headed: females/males/both. Their observations can then be discussed with the class and opportunities given for pupils to ask questions about the changes they have observed—the teacher may need to draw out any misunderstandings or input further information. Ensure the pupils take note of:</p> <ul style="list-style-type: none"> • Females and Males: <i>hair – pubic and body; body producing more oil, leading to greasy hair, spots and sweat; grow taller; larynx (voice box) grows and voice gets deeper</i> • Females: <i>breasts – growth and nipples darken; waist and hips change shape</i> • Males: <i>muscles increase; penis and testicles grow; changes to the larynx or 'voice box' leads to the voice 'breaking' (going deeper) — as the larynx grows it tends to protrude from the front of the neck — known as the Adam's Apple.</i> <p>Reference can be made at any point during the session to the fact that emotions may change during puberty, and that this will be addressed in a later session. Support: provide a word bank or labels.</p>	<p>Vocabulary</p> <p>puberty, change, grow, mature, child, teenage, adult, private parts, genitals, vulva, nipples, vagina, penis, testicles, breasts, pubic hair, Adam's apple</p> <p>Resources</p> <ul style="list-style-type: none"> • 'Ask-it Basket' and pieces of paper (see teacher guidance) • Pencils or pens, including coloured pencils or pens • A4 paper for: <ul style="list-style-type: none"> • baseline and end-point assessment: draw and write – 1 or 2 pieces per pupil • activity 4: external changes to the body during puberty – 1 piece per pair of pupils • Resource A: Life Stages — large copy for display • Resource B: Body Parts — each body part should be printed on A4 paper and displayed around the room (feet, mouth, penis, testicles, nipples, eyes, vulva, vagina), alternatively anatomically correct dolls can be used (if available) • Sticky notes to write keywords on • Resource C: Growing Bodies — 1 copy for each pair of pupils • Prepared 'child speak' questions (see plenary) <p>Tameside SRE lesson plans including a PPT that can be adapted.</p>

		<p>Explain the purpose of the ask-it-basket (see teacher guidance). Give the pupils a few minutes to record any questions they have about the previous activity. These should be completed anonymously and put into the ask-it-basket. Explain that their questions will be responded to as soon as possible (you will need time to read the questions and consider how best to respond—some will be addressed through a quiz activity in a later lesson).</p> <p>Plenary: Read out, or display the following ‘child-speak’ questions. From pupils’ answers, assess and review their learning. This could be a whole class activity or in pairs.</p> <ul style="list-style-type: none"> • I’ve just turned 11 but nothing is happening yet. When will I start puberty? • Why are these changes happening to me? • I feel a bit scared about puberty, is this normal? <p>Clarify any misconceptions and signpost the pupils to where to get help and support in or out of school. For example: Home: a parent or other trusted adult. School: a teacher or other member of staff. Websites:</p> <ul style="list-style-type: none"> • www.childline.org.uk • www.nspcc.org.uk • www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspxwww.kidshealth.org/kid/ • www.bbc.co.uk/education/topics/z3xxsbk 	<p>There are free videos available from amaze.org but please check before using any of them.</p>
<p style="text-align: center;">2</p>	<p>We are learning:</p> <ul style="list-style-type: none"> • about the biological changes that happen to males and females during puberty • use scientific vocabulary for external and internal male and female body parts • explain what happens during menstruation (periods) • explain what is meant by ejaculation and wet dreams 	<p>NB: This a long lesson. You may want to split it into two lessons – one on puberty in girls and one on puberty in boys. It is important that boys and girls learn about changes during puberty for both boys and girls.</p> <p>Baseline Assessment: Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.</p> <p>Provide each pupil with a piece of A4 paper and ask them to fold it in half, then on one half write ‘Kelly’s story’ as a heading, and on the other: ‘Ali’s story’. There are two short activities to complete: Activity a) Display the beginning of a diary extract: <i>Kelly’s diary... Last night I was getting ready for bed when I realised I had started my period...</i> Ask the pupils to explain: 1) What has happened to Kelly? 2) How do they think she is feeling? 3) What do they think Kelly did, or should do? Pupils record their ideas under the heading ‘Kelly’s story’. Activity b) Watch this video https://www.bbc.co.uk/bitesize/clips/z7n2hyc from the beginning to pause point 0.30. Ask the pupils to explain 1) What has happened to Ali? 2) How is he feeling? 3) What should he do? Pupils record their ideas under the heading ‘Ali’s story’. <i>Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.</i> Keep their work safe – these will be used to assess learning at the end of the lesson.</p> <p>Ground rules: Remind pupils of the ground rules for PSHE sessions and of the ask-it basket.</p> <p>Main activities: Ask pupils to discuss the baseline activity a) Kelly’s diary. Pose questions such as: What does she mean when she says she started her period? How does she know? What might be happening? Explain that ‘starting periods’ is another change that happens at puberty. This is when females pass blood from the vagina for a few days each month. Explain that the scientific name for periods is menstruation and ask if they know any other names for this, and what they already know or have heard about periods.</p> <p>In the previous lesson, pupils labelled a simple image of the front view of the vulva. However, to fully understand female genitalia, the internal reproductive organs and menstruation, it is important that pupils are aware of the external appearance of the female body. Talk about how not all body parts look the same. For example, the vagina and clitoris can be different sizes or shapes. Display Resource C: Growing bodies for males and females, (which pupils saw and discussed in the last lesson). Point out that it’s easy to see the male sex parts/genitalia but that in females it’s harder as the vulva is between the legs. Display Resource D: External female genitalia, name and label the different parts (see lesson notes section for labels and explanations). Cover or delete the labels and give each pair of pupils a copy of Resource D: External female genitalia. Challenge them to correctly label the diagram. Repeat the activity, but this time display Resource E: Internal Female Reproductive Organs, making sure the pupils know that the view is internal and from the front, and where the uterus is in relation to the female body. Then name the different parts: uterus, fallopian tubes, ovaries, cervix, clitoris, and vagina with a simple explanation of each (see lesson notes section for labels and explanations). Cover or delete the labels and give each pair of pupils a copy of the Resource E: Internal Female Reproductive Organs Challenge them to correctly label the diagram. Support: Provide a word bank or labels. You could demonstrate the approximate size of the egg and the fallopian tubes. To do this, show pupils the poppy seeds and straws. Explain that each poppy seed is ten times bigger than a human egg.</p> <p>Show a video that explains the menstrual cycle (see resources). Pause the video if required after each section to ensure that the pupils understand what is happening. <i>You might discuss that people sometimes say that starting periods is when the female body becomes able to have children. Although starting periods is a sign that the body is preparing for adulthood, there are other aspects of growing up that means their body is not ready yet to have a baby.</i> Now may be a good time to show examples of pads, tampons and reusable period products (although this is covered in further detail in</p>	<p style="text-align: center;">Resources</p> <p>‘Ask-it-basket’ and pieces of paper (see teacher guidance)</p> <ul style="list-style-type: none"> • Pencils or pens, including coloured pencils or pens • A4 paper for baseline and end-point assessment: a) Kelly’s diary and b) Ali’s story – 1 or 2 pieces per pupil • Resource C: Growing Bodies – 1 copy per pupil • Resource D: External female genitalia — large copy for display • Resource D: External female genitalia — photocopied on A4 paper – 1 for each pair of pupils • Resource E: Internal female reproductive organs – large copy for display • Resource E: Internal female reproductive organs — photocopied on A4 paper– 1 for each pair of pupils • Poppy seeds and straws cut to approximately 7.5cm (optional) • Video on the menstrual cycle: https://www.youtube.com/watch?v=vXrQ_FhZmos • Different examples of sanitary protection, including pads, tampons, and reusable sanitary wear (optional – as covered in more detail in lesson 3)

		<p>the next lesson). Explain how they are used, and that it is a personal choice about which to use, which should be discussed with a trusted adult at home.</p> <p>Remind pupils that changes happen to male bodies too. Display Resource F: Internal male reproductive organs ensuring that pupils know the view is internal and where the organs are in relation to the male body. Name and label the different parts: bladder, penis, urethra, foreskin, scrotum, testicle, epididymis and anus (see lesson notes section for labels and explanations). Talk about how not all penises look the same, as they can be different sizes and shapes, or may be circumcised (see lesson notes section for an explanation of circumcision). Cover or delete the labels and give each pair of pupils a copy of Resource F: Internal male reproductive organs. Challenge them to correctly label the diagram. Support: Provide a word bank or labels. You may want to demonstrate the size of the testicles by showing the marbles and the plums, explaining that before puberty, each testicle is about the size of a marble and during puberty it will grow to the size of a plum.</p> <p>Show the following video section from 02.39 ‘What’s up down there?’ https://kidshealth.org/en/kids/boys-puberty.html&cat20449 to 03.21, that explains about erections and wet dreams. Then play this video https://www.bbc.co.uk/bitesize/clips/z7n2hyc from 0.30 to pause point 0.44. Pause the video and ask pupils: Why is Ali trying to hide the semen? What could/should he do? Continue the video and pause at point 1.52. Ask pupils to suggest what Ali’s father could explain to him. How is Ali feeling now? What would they advise someone in the same situation to do?</p> <p>Give pupils a few minutes to write any questions they have about the previous activities. These should be anonymous and put into the ‘ask-it-basket’. Explain that their questions will be responded to as soon as possible (you will need time to read the questions and consider how best to respond—some will be addressed through a quiz activity in a later lesson).</p> <p>Plenary: Make a collage of people of all ages from magazines and newspapers. Ask pupils to create a timeline and label the stages from birth to old age. Alternatively, display the Life Stages resource. Ask pupils when they think that people are grown-up. Then ask what characterises each age range: when are people adults, old, or middle-aged? Finally, ask the group what they think being grown-up means. <i>Does going through puberty mean you are grown up? Draw out that puberty is a time when your body is changing, but not yet fully grown; you are not yet an adult, adults have responsibilities that teenagers and people going through puberty may not yet be ready for.</i> At the end of the lesson, ask pupils to go back to their baseline assessment activity (Kelly’s story and Ali’s story) and using a different coloured pen or pencil amend anything they now think was not quite right, or add their new learning to the sheet.</p>	<ul style="list-style-type: none"> • Resource F: Internal Male Reproductive Organs – large copy for display • Resource F: Internal Male Reproductive Organs resource photocopied on A4 paper – 1 for each pair of pupils • Marbles and plums (optional) • Video section from 02.39 ‘What’s up down there?’ to 03.21: http://kidshealth.org/kid/grow/boy/boys_puberty.html&cat20449 • Video: http://www.bbc.co.uk/education/clip/s/z7n2hyc • Collection of pictures of people of all ages from magazines and newspapers and/or <p>Resource A: Life Stages – for display</p> <p>Vocabulary internal, inside, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, re-useable, Adam’s apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, pubic hair, bladder, penis, urethra, foreskin, scrotum, testicle, epididymis and anus</p>
m	<p>We are learning:</p> <ul style="list-style-type: none"> • about the importance of personal hygiene during puberty • to respond to questions about puberty <p>• explain how and why it is important to keep clean during puberty</p> <p>• describe ways of managing physical change during puberty</p> <p>• respond to questions and give advice to others about puberty</p>	<p>Baseline assessment: Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.</p> <p>Bailey’s mum and dad are explaining to Bailey that it is important to keep the body extra clean when growing up. <i>“Now that you are getting older Bailey, there are some things you must do to make sure you look after your body well. It is really important, especially when you start puberty.” “Why?” says Bailey.</i> Give each pupil a piece of A4 paper and imagine they are in-role as Bailey’s mum or dad. Ask them to write a sentence to explain why this is important and what Bailey should do. <i>Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.</i> Keep their work safe – these will be used to assess learning at the end of the lesson.</p> <p>Ground rules: Remind pupils of the ground rules for PSHE sessions.</p> <p>Main Activities: In pairs, ask pupils to discuss: Why is keeping clean especially important for young people who are going through puberty? Take feedback, explaining that puberty causes all kinds of changes in young people’s bodies. Their skin and scalp may suddenly become oily. New hair grows in different places: pubic hair, hair under their arms; and, in males, more facial and sometimes chest hair. At times, they may sweat for no reason, and their feet, armpits and genitals may smell when they didn’t before. These bodily changes are a normal part of becoming an adult.</p> <p>Introduce the class to an imaginary Year 8 pupil in a local secondary school. Explain that they are going through puberty so their body is changing in all the ways we’ve been discussing in the previous lessons. Organise pupils into small groups. Give each group a large sheet of paper and ask them to draw the outline of the Year 8 pupil. If they choose, they can draw a stick person with a face. Ask them to label all the different parts of the body that</p>	<p>Resources</p> <ul style="list-style-type: none"> • ‘Ask-it Basket’ and pieces of paper (see teacher guidance) • Pencils or pens, including coloured pencils or pens • A4 paper for baseline and end-point assessment – Bailey’s question — 1 or 2 pieces per pupil • Flipchart paper and marker pens for activity 2 (body outlines) – per group of pupils • Personal hygiene items such as: soap, shower gel, a variety of deodorants, shampoo, toothpaste, spot cream and face wipes, tissues, safety razors, talcum powder,

		<p>the young person will need to pay special attention to now in terms of their personal hygiene. Ask them to write next to each label <i>why</i> they need to pay particular attention to this part, <i>how</i> they should do this and <i>how often</i>. Take feedback, and fill in any gaps in their understanding. Use the detailed information in the lesson notes section to refer to as necessary.</p> <p>With the pupils in a circle (if possible), pass the bag containing a range of personal hygiene items (see Resources required) around the class. Pupils take turns to pick an item from the bag. Ask them to say what they think it is, what it is used for, and who uses it. As you discuss each item, stress that which products to use is a matter of personal choice; challenge any gender stereotyping of personal hygiene products/ personal grooming. This offers an opportunity to discuss pressures on young people to conform to certain expectations, for example to remove body hair. Stress that pubic and other body hair is completely natural and that whether to shave or remove it is entirely up to individuals. You should not use razors or hair remover when you are young and should have a grown-up explain and talk to you about using this when you are older. Hair has a purpose and is there to protect the body the same as our eye brows and lashes help protect our eyes. Include examples of pads, tampons and reusable period products — ensure that the discussion on their use is teacherled (see lesson notes for further guidance). Include the importance of cleaning the penis and testicles carefully including pulling back the foreskin to remove smegma. Girls should wipe from front to back to avoid infection when they go to the toilet and wash the vulva daily using unperfumed soaps.</p> <p>Have pre-prepared questions from the pupils' Ask-it Basket/anonymous questions activities. If the following questions have not been asked, you could include these also. Write each question on a piece of A3 paper and lay these out around the classroom. Can someone go swimming when they have their period? Are periods dirty? Are periods painful? Do all boys have wet dreams? Are erections embarrassing? Organise pupils into pairs. Ask each pair to choose a question and write a response on the paper underneath the question. Encourage them to write a full sentence to explain their answer. Pupils can then swap questions with another pair who add an additional response (they may agree or disagree with the original response). Repeat once more. Once pupils have responded to a variety of questions, go through each question and the given responses with the class—discuss, and come up with some agreed answers.</p> <p>Plenary: Ask pupils to think back to Bailey (baseline activity) and about the kinds of products Bailey might want to buy to prepare for puberty. If they were to make Bailey a wash-bag, what would they choose to include? Pupils can work in pairs to write a shopping list for Bailey. At the end of the lesson, ask pupils to go back to their baseline assessment activity (Bailey's question), and using a different coloured pen or pencil amend anything they now think was not quite right, or add their new learning to the sheet.</p>	<p>tampons, sanitary towels, reusable sanitary items (if possible make sure there are enough items for each pupil in the class)</p> <ul style="list-style-type: none"> • Non-transparent bag to put the hygiene items in • Prepared questions for puberty quiz (including questions that have arisen in previous lessons from the Ask-it Basket / anonymous questions activities) – each question written on an A3 piece of paper • Strips of paper for shopping list activity (see plenary) <p style="text-align: center;">Vocabulary</p> <p>hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, periods, sanitary protection, tampon, pads, reusable</p>
4	<p>We are learning:</p> <ul style="list-style-type: none"> • how and why emotions may change during puberty • about getting appropriate help, advice and support about puberty <p>• describe how emotions and relationships may change during puberty</p> <p>• explain where we can get the help and support we need in relation to puberty.</p>	<p>Baseline Assessment: Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.</p> <p>Display or read to the pupils the following: <i>I used to be a really happy person, but now I sometimes feel really angry or fed up about things. My mum says that since I turned 12, I've been very moody, going up and down all the time. Dad keeps telling me to snap out of it. Is this normal and how can I stop it from happening?</i> Taz, age 12. Ask pupils what they think might be causing Taz to feel like this. What would they suggest Taz does? <i>Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing. Keep their work safe – these will be used to assess learning at the end of the lesson.</i></p> <p>Ground rules: Remind pupils of the ground rules for PSHE sessions.</p> <p>Main Activities: Read the story, Hair in Funny Places by Babette Cole. When you read the section 'He soon began to take an interest in girls', be sure to point out that anyone can experience that feeling about anyone; someone can have crushes on people of the same sex or the opposite sex, on people who are the same age, older or younger. Reiterate that having a crush on someone is perfectly natural. Have a brief discussion about the physical changes that happen to bodies during puberty, referring to the book as necessary and reminding pupils of the previous lessons on puberty and change. Next ask the pupils to think about some of the emotional changes they read about in the book (pages 11, 13–14, 21, 24, 27–28). Record the pupils' responses on the whiteboard. Talk about emotional changes as changes to the way we feel inside (that we can't see in the same way as the physical changes we have been discussing). Explain that just like our bodies need to get used to changes that happen at puberty, so do our brains. Talk about how a child experiencing puberty may start to look grownup but their mind and emotions have a lot of catching up to do. Referring back to the book, ask pupils to identify what is causing the changes in the characters? (hormones). Explain that the hormones (special chemicals) make the body change physically but also affect the feelings. They can also affect sleep so it is important to develop healthy sleeping habits (e.g. turning devices off 2 hours before bed, having a routine, getting 9 hours sleep etc).</p> <p>On a piece of flipchart paper with the title 'Circle of Feelings' written on it, draw a large circle in the middle. Give each pair a few sticky notes and ask them to discuss all the feelings that a young person might experience during puberty. Pupils write their ideas on the notes and stick them on to the Circle of Feelings. Discuss pupils' responses. Support: Provide pupils with picture or word cards with feelings on. From the circle of feelings, highlight some of the extremes of feelings young people may experience. Refer back to the baseline assessment (Taz's problem) and the extremes of feelings he is noticing as well as the characters in the story. On a second piece of flipchart paper, draw a wavy line. Explain that these emotional highs and lows could be likened to a roller coaster ride: one minute you feel really good, happy and 'up', and then seemingly for no reason, you feel fed up and 'down'. The wavy line represents this emotional roller coaster. Ask pupils to come up and move the sticky notes to put them onto the wavy line: either high up</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • 'Ask-it Basket' and pieces of paper (see teacher guidance) • Pencils or pens, including coloured pencils or pens • A4 paper for baseline and end-point assessment: Taz's problem — 1 or 2 pieces per pupil • Children's story: Hair in Funny Places by Babette Cole (see teacher guidance, lesson notes section) – this is available on youtube • Flipchart paper (one piece titled 'Circle of Feelings' and one blank) • Sticky notes • Word or picture cards showing different feelings (for pupils requiring support) • A4 paper with the following headings displayed on the wall in different corners/areas of the classroom – each heading written on a different piece of paper: <i>Talk to friends; talk to a family member; Talk to a teacher; Find out from a website; Read a</i>

		<p>on the top of a wave; low down at the bottom; or halfway between— depending on whether that feeling would make you feel ‘up’ or ‘down’. (Alternatively, read out what’s written on each sticky note and ask the class where you should put it on the ‘roller coaster’).</p> <p>Explain that puberty can be a really exciting time for young people as they begin their journey to becoming adults. But for some people, it can also be a confusing and worrying time, where some of the extremes of feelings they might experience can also affect other people too. Talk about some of the strategies pupils can use when they experience different feelings during puberty and explain that they can always seek help and support. Display the following labels in different corners and sides of the classroom: • Talk to friends • Talk to a family member • Talk to a teacher • Find out from a website (see Teacher’s Notes) • Read a book about it • Something else • Nothing. Ask pupils to stand in the centre of the classroom. Read aloud one of the following sentences and ask them to move to the label that best expresses what they think the young person should do. Invite individuals to explain their thinking and discuss each option in terms of effectiveness and limitations. Take each statement in turn repeating the activity. Pupils requiring additional support may prefer to do this activity in a small group with an adult supporting the discussion</p> <ul style="list-style-type: none"> • Taz feels moody all the time and Dad has told Taz to ‘snap out of it’ • Brook is feeling worried about the physical changes that will happen • Faris feels angry about really small things and shouts at his mum which upsets her • Jules has a crush on someone in the same class • Rabiah is feeling anxious because she has just started her period and is at school <p>Give pupils a final opportunity to put any remaining questions in the Ask-it Basket/anonymous questions box and ensure these are picked up and addressed as soon as possible: either individually, or with the whole class.</p> <p>Plenary: Puberty Relay: Put four pieces of sugar paper up around the room and split the class into four groups with one marker pen per group. When you say ‘Go!’, the first pupil in each group runs up to the paper and writes one thing they know about puberty, then quickly runs back and gives the pen to the next pupil, who runs up and writes something different that they know about puberty on the paper. Repeat with remaining pupils for a total of two minutes. The groups then take turns to read out their comments. The winning group is the one with the most comments written up in two minutes. Repeated comments are not counted. Take down the sheets before pupils complete the assessment activity below. You might prefer to complete this in a separate session, following this lesson. Give pupils back their original ‘draw and write’ activity from Lesson 1: Changes (in which they drew and wrote about the changes that happen as a person grows from a child to a teenager). Ask them to use a different coloured pencil to add to their original work anything they think they missed, correct anything they think wasn’t quite right, or add any explanations they can of why and how those changes take place and the effects they have on the person. These revisited ‘draw and write’ activities will provide evidence of pupils’ progress over this series of lessons.</p>	<p><i>book about it; Something else; Nothing</i></p> <p>Vocabulary emotions, roller coaster, up and down, frustrated, angry, moody, romantic feelings, adolescent, advice, support</p>
↳	<p>To learn about the safe use of medicines and household products</p> <p>By the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> • explain the importance of taking medicines correctly and using household products safely • identify risk in relation to the use of medicines and household products, and suggest what action to take to help prevent or minimise harm • recognise sources of information and whom to ask for help with medicine safety 	<p>Ground rules: Remind pupils of the ground rules for PSHE sessions.</p> <p>Baseline assessment: This activity should be completed before the lesson. This allows time to look through the pupils’ work and gain a sense of their current understanding. Display or provide copies for pupils of Resource 1: Household products and medicines — benefits and risks list. Ask pupils the following questions: How do these help us? Are there any risks from using these products? What are the risks? What will help reduce the risks? Pupils record their ideas on Resource 1: Household products and medicines — benefits and risks list.</p> <p>Introduction: Remind pupils of the ground rules for PSHE lessons. Explain that this lesson will focus on household products, especially medicines and the importance of people using these safely. In the lesson they will be looking at packaging from real medicines and that these have been emptied (and washed if required). Display and read Resource 2: A day in the life to the class. Pupils note the different items used by the family and how they use them safely, discussing in pairs and then feeding back. Take responses, and circle in a coloured pen on Resource 2: A day in the life, the different items, pointing out any safety aspects. Suggestions to support pupils’ learning: Benefits: Medicines and other products can help someone feel better if they are ill (e.g. paracetamol), protect them from becoming ill (e.g. vaccinations protect people from disease and sun-creams protect the skin from harmful sun rays), or help them stay healthy (e.g. if someone has asthma, medicines help them keep well; pets and farm animals might also need medicines to help them keep well). Household products (such as cleaning sprays, liquids and capsules) help keep the house clean and free from germs, and keep bodies clean and protected from germs too (e.g. soap, shampoo and toothpaste). Safety considerations: Whilst some medicines can be bought over the counter in supermarkets and shops; pharmacists, doctors and nurses prescribe medicines and give medicines like vaccinations; it is important to read the instructions before using medicines and other household products; medicines and household products should be kept out of reach of children and disposed of carefully; spillages should be cleaned up immediately; if accidents occur the product should be washed off; gloves may be needed to use some household products and these should only be used by adults.</p> <p>Main activities: Refer back to Resource 1: A day in the life, when Aunt Lusia has a headache. Point out that one of the things she does is read the instructions on the medicine’s packet before she takes the tablets. Ask pupils: Why is it important for her to do this? Take some suggestions from the pupils. Pupil responses might include: <i>So that she knows what the medicine is, to know how many to take and when (e.g. with a meal), to know if they are suitable (the right medicine for her), so she doesn’t take too many, to check it is safe to take with other medicines, to check the ‘use-by’ date</i></p>	<p>Resources Ask-it basket</p> <p>Empty medicines packaging (boxes and clean, washed bottles) and instruction leaflets from over the counter and prescribed medicines such as paracetamol, travel sickness tablets or cold and flu tablets, cough medicine, eye/ear drops, skin creams. Ensure that personal information on printed labels from prescribed medicine is deleted.</p> <p>Resource 1: Household products and medicines — benefits and risks list (1 per pupil, or pupils can create this grid in their work books or on a piece of paper)</p> <p>Resource 2: A day in the life (1 per class)</p> <p>Resource 3: Medicine safety scenarios (1 scenario per small group of three or pair)</p>

(medicines may become ineffective if out-of-date, or - like food and drink - may go bad). Using real empty medicine packaging, pupils work in pairs to analyse the labels and instructions leaflets — noticing the information provided. Take feedback and make a list to display. For example: Name and type of medicine; how much/how many in the packet; uses - what it does, how it helps; who the medicine is meant for; dose - how much to take; how to use; safety warning and instructions; where and how to store the medicine; side effects; ingredients; expiry date; manufacturer. **Support:** Can they find 3 examples; **challenge:** can they find 10 examples. As a class, discuss unfamiliar vocabulary and why instructions are printed on the medicine packaging/leaflets for safety. **Teacher's note:** It may be worth pointing out that sometimes medicines are removed from their original packaging and put in 'pill boxes' for example, which might have the days of the week or times of day on them. These are often used by a person who needs to take medicines regularly to help them remember when to take the medicine. Before they are dispensed into these pots, the adult responsible will be aware of the correct way to take the medicine. Discuss how some medicines can be bought in shops or pharmacies and some must be prescribed by a doctor or nurse. Explain that prescribed medicine is prepared for a specific individual but that medicines available to buy could be for anyone who needs them. If possible, compare two different packages to demonstrate this.

Organise pupils into small groups (of three) or pairs. Give each group a scenario from **Resource 3: Medicine safety scenarios**, ensuring an even spread of examples across the class. Ask the pupils, in their groups, to read some examples of situations involving medicines and safety rules then get 'into role' and make a 'freeze frame', as if someone had taken a photograph of the scenario. Once 'out of role', groups discuss the risk in the situation, answering the following questions: What is the risk? What might happen? **Teacher's note:** If working in groups of three, one pupil can become the 'director' of the scene, rather than acting 'in role'. To ensure role play is managed sensitively, provide a signal or countdown for pupils stepping 'into role' and another for coming 'out of role'. **Support:** scenarios 2, 4 and 7 have more obvious outcomes.

Next, pupils discuss the following two questions for their given scenario: What should the characters do now to prevent any further risk? Who could help? Where could the person get more support or advice? Stepping back 'into role', pupils role-play what the characters should do to prevent any further risk and identify who can help. Some of the groups can show their role plays to the class. The class feedback on whether they think the characters did the right thing to help prevent any further risk and share further ideas. Suggestions to support pupils' learning: **Frankie, Sam and the inhaler** — prescribed medicines should not be shared, as the prescription (which medicine and how much they should take) may differ for individuals; some medicines are only prescribed to individuals, whereas others can be taken by anyone with that condition. Using someone else's inhaler may cause a bad reaction. This should only ever be done in an emergency and under the guidance of a trained adult or medical professional. Frankie should move away from any triggers, sit up straight, try to remain calm and control her breathing. Sam should go and get help. **Frankie, Skye and the bottle of liquid** — it is important not to take medicine that is not meant or prescribed for you; they do not know what the liquid is or the effect it will have on their bodies if they drink it and it could make them ill. Frankie should refuse to drink the liquid and suggest Skye puts it back where they found it. Frankie should tell a teacher that Skye has the bottle of liquid, in case Skye decides to drink some. **Frankie, the Year 1 child and the hand sanitiser** — using a cleaning product incorrectly can be harmful, in this case, the product is not meant for use on the face and may have caused an allergic reaction. Frankie should alert a teacher and the child should let a teacher/parent know what happened. It is likely the teacher/parent will suggest the child washes their face with water in the first instance to remove the product from their skin. If it has gone in the child's eyes, the adult should help them rinse their eyes with water immediately. If it worsens they may need to see a doctor or pharmacist. **Frankie, her cousin and the cleaning products** — children should not play with cleaning products, if some goes onto their skin or into their mouth this could be very harmful. Frankie should alert an adult immediately; the baby's skin should be washed under water to remove the product; the spillage should be cleaned up quickly so as not to cause further accidents; the cleaning products put away and safely out of reach of children. **Frankie, Mum and the medicine** — children should be supervised by an adult when taking medicines, the amount to use should be checked by reading the instructions and not guessing — taking too much can make someone more ill. Frankie should wait until Mum comes off the phone to help. **Dad and the tablets** — some medicines can cause 'side effects'; Dad is at risk of causing an accident if he is too tired to drive. Dad should check the instructions and side effects warnings; he could ask a pharmacist or call the NHS helpline (111) to find out if it is safe for him to drive and work if he is still not sure. **Frankie, Aunt Lusia and the tablets on the table** — leaving medicines around is dangerous because people might mistake them for something else (e.g. sweets) which, if eaten, could cause a bad reaction or make someone ill; it is important to dispose of unwanted medicines correctly - unused prescribed medicines should be disposed of properly by taking them back to the pharmacist. Frankie should alert an adult that the tablets have been left on the table. The adult should throw them away correctly or put them back into a correctly labelled box.

Plenary: Pupils share one thing this lesson has made them think about medicine safety — something new they have learned or something they think is important for them to remember in the future. Reiterate that medicines are helpful for health but only if they are used correctly and stored/disposed of safely. Adults should administer medicines to children; there are some medicines children can use on their own if they have been trained to do so (such as inhalers) but usually adults should give medicines to children. Adults can find help with using medicines on the medicine packets, from a doctor's surgery or pharmacy or by phoning the NHS helpline — dial 111. Explain that if they are ever unsure about using a medicine, they should ask a trusted adult and if they are ever in a situation where a medicine has caused illness and a trusted adult is not available, they should call the emergency

Vocabulary

Household, product, medicine, safety, risk, instructions, warning, side effects, dose, dosage, prescribed, pharmacy, vaccination

		<p>services by dialling 999. Pupils return to their baseline assessment activity, benefits and risks list and the questions they answered: How do these help us? Are there any risks of using these products? What are the risks? What will help reduce the risks? Thinking about their learning from the lesson, pupils add to or amend their ideas. They can do this on the original sheet using a different colour pencil or pen or start a clean page if preferred.</p>	
6	<p>To learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health</p> <p>By the end of the lesson pupils will be able to:</p> <ul style="list-style-type: none"> • identify some of the risks of caffeine, cigarettes, e-cigarettes/vaping and alcohol • identify how these risks can affect the person, or those around them • explain how laws, guidelines and restrictions help to keep people safe and healthy • identify where people can get help and support to protect their own and others' health 	<p>Ground rules: Remind pupils of the ground rules for PSHE sessions.</p> <p>Baseline assessment: This activity should be completed before the lesson. This allows time to look through pupils' work and gain a sense of their current understanding. Assess their recognition of the skills someone might need to protect their own or others' health. Ensure that ground rules have been established and remind the pupils of these, before carrying out the baseline activity. Read the following scenario to the pupils. <i>Aunt Lusia is watching a news report. After watching it she says, "Don't drink too much caffeine and alcohol! Don't smoke! Why are there all these rules? Why are they important? What should people do?"</i> Ask the pupils: What would you say to Aunt Lusia? What would help her or other people? Pupils can write their responses on paper.</p> <p>Introduction: Remind pupils of their ground rules and highlight any particularly pertinent to this lesson, such as 'we won't share personal stories about people we know or name them if we do want to talk about their story, instead it is best we begin sentences with 'someone I know...' or 'someone I heard about...'. Explain to pupils that there are substances (other than medicines) that some people use in their home, or out and about, such as: caffeine (found in tea, coffee and energy drinks), cigarettes or e-cigarettes and alcohol. Some adults choose not to use these because their religion prohibits it. Some adults choose to use these but they are not meant for children. They can be harmful to health and wellbeing and for that reason there are laws and guidelines about their use.</p> <p>Main Activities: To find out more about the laws and guidelines on the use of caffeine, cigarettes/e-cigarettes and alcohol, pupils work in pairs to complete Resource 1: True or false quiz. Go through the answers with the class, using Resource 2: Teacher fact sheet (quiz answers) to help guide your responses. Discuss how these laws and guidelines help protect people and their health. Challenge: Ask pupils to suggest which laws/guidelines mainly protect adults, and which are there to protect children.</p> <p>To further elicit pupils' understanding and attitudes, ask them to discuss in small groups why even though these products come with risk, some adults might still choose to use them. Take feedback from each group. Ask pupils: What do they think are the main reasons? Pupil responses might include: <i>because they like it (the taste/the feeling); to relax; to socialise; because all their friends do it; because they always do it (habit); because they need it (dependent).</i></p> <p>Explain that for most adults, a little caffeine or alcohol (in small amounts and not too often) although not very healthy, is likely to have only a low risk on the health of their bodies over time. However, smoking is harmful, not only to the person smoking but also to those around them and the environment. Once someone starts to smoke frequently, it can be difficult for them to stop and that it is best not to start in the first place. Read aloud Resource 3: Overheard conversation script to the pupils asking them to find out: What are some of the risks of smoking? What has Aunt Lusia tried to help her stop smoking so far? Challenge the pupils' thinking further by asking: What are some of the challenges or difficulties for people like Aunt Lusia who want to stop smoking? What are some of the benefits of stopping? Teacher's note: <i>If you choose to act out this conversation for the class it is best if adults play the role of Dad and Aunt Lusia and the pupils play the role of Frankie. If this is not possible, the teacher should be in role as Aunt Lusia and a pupil as dad. To ensure role play is managed sensitively clear signals should be used to show when 'in-role' and 'out-of-role', such as an item of clothing or prop.</i> In small groups pupils answer the multiple choice questions using Resource 4: Multiple choice questions. Make the pupils aware that there is not necessarily a 'right' answer and that there may be more than one 'best option'. Discuss some of the pupils' responses and ask: Which will be the best actions for the characters to take? Suggestions for the teacher to support learning: <i>1. Options A, B and C would all be 'best' options. Option D is not true. She does not have to do it on her own. However, some people do give up smoking without help and choose to do so, but as Aunt Lusia has tried this before, she might find some support more helpful. 2. The best options are B and C as these are supportive actions. Option A may come across as aggressive and is not a very friendly action. Option C would not be very helpful and may even encourage her to keep smoking, 3. B would be the best option as the NHS advice is to smoke outside and completely away from the house. A and D are better options but not ideal as they won't have much effect and C is not an effective option at all. 4. C and D are the best options. Although A might be more difficult to carry out, Frankie could move to sit somewhere else in the room. B would not help Frankie's health in the future at all.</i></p> <p>Plenary: Pupils reflect on their learning in the lesson. What has this lesson made them think about? What has it made them think about their health now? What has it made them think about their health for the future? Explain that help is available for people who are drinking too much or too often and for those who want to stop smoking. Adults can get support and advice online (www.nhs.uk), through their local pharmacy or doctor. If pupils are worried about someone they know or live with then they should talk to a trusted adult – a parent/carer or teacher at school. Reiterate that children are not responsible for adult's decisions about their health but can think about how they can look after own health now and in the future. Pupils go back to their baseline assessment and imagine they have been watching the news report with Aunt Lusia. What would they say to help Aunt Lusia now? Pupils should add their ideas to their original work using a different colour pencil.</p>	<p>Resources</p> <p>Ask-it basket</p> <p>Resource 1: True or false quiz (1 per pair)</p> <p>Resource 2: Teacher fact sheet (quiz answers) Drugs common to everyday life (1 for the teacher)</p> <p>Resource 3: Overheard conversation script (1 per class or pair)</p> <p>Resource 4: Multiple choice questions (1 per small group)</p> <p>Vocabulary</p> <p>Cigarette, e-cigarette, smoking, vaping, drinking, alcohol, caffeine, laws, guidelines, health, habit, quit, cessation</p>

