



Year 4 Term 6: Puberty and Hygiene



Prior Learning (Y2):

What are the biological differences between male and female children?
How are families different?
Why is it important to understand and respect the differences and similarities between people?

Key Learning (Y4):

- What is puberty?
- How do our bodies change during puberty?
- What can we do to care for our physical hygiene during puberty?





Today we are...



Healthy and
Safe Citizens

Introducing...



Healthy me, Safe me: PSHE



Healthy me, Safe me: PSHE



Why has the name changed?

In PSHE, we learn how to stay healthy and safe in our lessons. We want to make it clear what we learn to do in each lesson.

Identity, society
and equality

Physical health
and wellbeing

Relationships and
health education

Keeping safe and
managing risk

Mental health and
emotional
wellbeing

Careers, financial
capability and
economic
wellbeing

Drug, alcohol and
tobacco education



Key Learning

Our changing bodies
and physical hygiene





Consider in groups:

- What changes as we grow older?
- What is the word which describes the time in our lives when bodies change from children to adults?
- What age does this stage happen?

Puberty

Process of physical changes through which your body matures into an adult.
Can occurs anytime between 8 and 17 and is different for everyone

Some of the changes you may have thought of...

Getting more hair

Hips widening

hair on face

Voice deepening

Sweat glands develop

Body shape change

Becoming emotional

Growing taller

Spots

Shoulders and chests widening

Breasts growing

Starting periods



Boy



Both



Girls



Adolescence

a transitional stage of physical and psychological development that occurs during the period from puberty to adulthood, usually associated with the teenage years 13 - 19, but its physical, psychological or cultural expressions may begin earlier and end later.



[https://www.youtube.com/watch?v=dLuEY6jN6gY
&ab_channel=BBCStudios](https://www.youtube.com/watch?v=dLuEY6jN6gY&ab_channel=BBCStudios)

Play clip to 1.11 only

Looking after your body as you grow:

What does hygiene mean? Self care and keeping clean

Why is it important? Bacteria and infection

Why especially so in puberty? Sweat glands form



Which areas need to be kept particularly clean?

- teeth
- feet
- underarms
- face
- neck and shoulder
- genitals

Personal Care

In groups:

Discuss and label a minimum of 3 items. What is it, who uses it and why. Should everybody use it, is it used by men or women or both?

			
Personal care 	Personal care 	Personal care 	
			
Personal care 	Personal care 	Personal care 	Personal care 
			
Personal care 	Personal care 	Personal care 	Personal care 

Personal Hygiene – who should use these items?



Personal care



Personal care

Why is it important to look after your personal hygiene especially during puberty?
What advice could you give a friend who is worried about their hygiene?



Personal care



Personal care



Personal care



Personal care



Personal care



Personal care

Hygiene: Key Vocabulary

Healthy body and mind wordsearch

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

LAUGH
TALK
PUBERTY
DISCUSSION
TOOTHPASTE
BODY
MINDFULNESS
DEODORANT
SLEEP
FRUIT
FRESH AIR
VEGETABLES
HEALTHY
YOGA
SHOWER
FAMILY
BATH
WASH
LISTEN TO MUSIC
ASK FOR HELP
FRIENDS
HYGIENE
REST
SHAMPOO

Lesson Sequences*

**This was suggested as a Year Five unit but we decided it was more important to be pre-emptive with this information, as children can experience change in their bodies before Year Five. The Year Four unit on careers, financial capability and economic wellbeing has been switched to Year Five.*

Year 4 - Relationships and health education

Growing up and changing

Learning intentions and outcomes	Ideas for a lesson plan	Suggested teaching resources
<p>LESSON FOUR</p> <p>Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <p>Pupils</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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? (<i>self-care and keeping clean</i>), why is it important? (<i>bacteria and infection</i>), why is it particularly important in puberty? (<i>sweat glands form</i>), which areas of the body need to be kept particularly clean? (<i>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</i>). Feedback as a class and record answers on whiteboard or on a body outline. <i>Groups, whole class</i> • 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. <i>Feedback (draw out the range of sanitary protection and environmental factors). Groups, whole class</i> • 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. <i>Whole class, pairs, groups</i> • Closing activity: In pairs, pupils think of what advice they would give to a friend who is worried about their personal hygiene during puberty (<i>draw out the importance of being sensitive to other people's feelings</i>). Pupils fill in the period protection - true or false? worksheet either in pairs or individually. <i>Pairs, individual</i> • 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. 	<p>Introductory activity</p> <ul style="list-style-type: none"> • Personal care pictures sheet <p>Main activity</p> <ul style="list-style-type: none"> • 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 <p>Closing activity</p> <ul style="list-style-type: none"> • Period protection - true or false? worksheet • Period protection teacher answer sheet <p>Optional additional activity</p> <ul style="list-style-type: none"> • Healthy body and mind word search • Healthy body and mind word search answers