

Time for Change: Growing Up and Moving On at Puberty

“If pupils are kept ignorant of their human, physical and sexual rights; do not know how to protect themselves or others; or do not know where to go for help, they are not being adequately safeguarded.”

Janet Palmer HMI and PSHE Lead, OFSTED

Teaching about puberty is part of the Science National Curriculum. It is a statutory requirement that:

“Pupils should be taught to describe the changes as humans develop to old age.”

This must include teaching about puberty which is a principle change for humans as they develop and grow older. The non-statutory guidance in Year 5 Programme of Study states:

“Pupils should draw a timeline to indicate the changes in the growth and development of humans. They should learn about the changes experienced in puberty.”

The government funded **PSHE Association**, set up to support PSHE practitioners and raise the quality and status of PSHE teaching in the curriculum, considers it **essential** that children are taught about puberty before they experience it to ensure their physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe.

The **NHS** advice states that puberty can begin as early as 8 for girls and 9 for boys. Therefore, ideally, Year 5 would be the **latest** time in a school that this should be taught.

Coram Life Education can support your school in managing this sensitive and important subject.



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Session Learning Outcomes – these can be discussed and tailored to your specific needs

Knowledge and Understanding

- Understand that puberty describes the changes a human goes through when growing from a child to an adult
- Understand that everyone is unique and feel a sense of self worth
- Understand that puberty involves changes that are physical, emotional and psychological
- Name female & male reproductive organs and begin to understand their function
- Identify ways girls and boys change during puberty including physical changes and emotional changes
- Understand the term menstruation and know that this starts during puberty for girls but that different girls start at different ages
- Identify skills of assertiveness and understand how these can help keep someone safe.

Skills

- Identify ways of managing situations, including practical guidance.

Attitudes and Values

- Appreciating differences between people and respecting one another.

Assessment for Learning

Our **Time for Change: Growing Up and Moving On at Puberty** sessions can be delivered to groups of girls and boys, separately with the session adapted slightly to each. In line with best practice in PSHE teaching, our educators will work with you to assess children's level of knowledge and understanding, and to identify their needs prior to the session. Questions within the boundaries of puberty education can therefore be covered in an age-appropriate and culturally sensitive way. We can discuss any specific issues that you feel you have in advance. Activities are specially designed to promote participation and active learning, and to ensure that the children feel safe and secure.

What pupils said about the session

*"I feel really happy that I know everything I need to know."
"The lesson was interesting and it made me feel better and comfortable."
"It was very helpful and I learned more than I thought."
"I enjoyed the session. It's helped me get ready for the body changes."
"I think this was useful I am more confident about changes."*



What teachers said about the session:

*"Lots of misconceptions dealt with in a gentle but informative manner."
"Children learned about the emotional and physical changes which occur during puberty."
"A key aspect of the session was children understanding that they are unique and that their experience of puberty will be unique to them."
"Resources and images were clear and would in no way upset or offend any of the children."
"There was a strong emphasis on communicating feelings with others, parents, friends, teachers plus reminding children of the skills of assertiveness."
"Excellent sessions, brilliantly delivered."*

Find out more

If you'd like to discuss how our work could support your school

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Or visit
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