

REPRODUCTION IN PLANTS AND ANIMALS



Key vocabulary:

puberty, reproduction, genitals, vagina, pubic hair, underarm hair, menstruation, period, eggs, breasts, hips, grow, shape, sweat, hygiene, spots, mood

Resources:

Large sheets of paper and coloured pens or pencils for poster making; video camera, tablet computer with camera, or sound recording equipment, if available

Health and safety:

Remind children that they should not disclose publically sensitive information about themselves or others. If they are worried by anything in the lesson they should discuss it privately with an appropriate adult. Children who do share information must be told that you cannot guarantee to keep it confidential; if a child discloses something of concern it must be reported to the member of staff responsible for child protection.

LESSON 7: HOW DO GIRLS BECOME WOMEN?

LESSON SUMMARY:

This is the first part of a two-part lesson. In this lesson children learn about the life cycle stage of puberty in girls. By the end of this lesson they will know about some of the physical changes involved. In Lesson 8 children learn about puberty in boys. These lessons can be taught to mixed or single gender groups but all children should learn about changes in boys and girls. This lesson can be taught to boys after Lesson 8 if you wish to first teach single gender groups about the changes that will happen to them.

This lesson covers only the science aspects of a Sex and Relationships Education (SRE) programme; some questions and issues arising from it may be more appropriately addressed in PSHE lessons. Reference should be made to the school's SRE policy.

National curriculum links:

Describe the changes as humans develop to old age

Learning intention:

To describe puberty in girls

Scientific enquiry type:

Grouping and classifying

Working scientifically links:

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Success criteria:

- I can identify differences between girls and women.
- I can describe the changes that happen to girls during puberty.
- I can give reasons for some of the changes.
- If this lesson is taught after Lesson 8: I can compare puberty in males and females.

EXPLORE:

Share the learning intention and explain to children that they will be learning about puberty in more detail. They are considering boys and girls separately; this lesson is about girls. Remind children about the ground rules that are used in PSHE lessons, including the use of correct vocabulary where known, rather than family or playground words. Provide each pair of children with the pictures of girls and women (Resource sheet 1), a sheet of paper and a pen. Ask them to sort the pictures into two groups – women and girls – and annotate the group or individual pictures within it to show what characteristics each group has. Remind the children that some of them may not be visible in the pictures. Take feedback from the pairs, list the features that have been identified and challenge any misconceptions. The outcomes from this activity will help you to identify children who may need additional support during the challenge activities. Children may already be familiar with some changes if your SRE programme introduces them in earlier year groups.

ENQUIRE:

Show and discuss the animation (Animation 1). Ensure that the discussion includes the answers to relevant questions from Lesson 6. Follow school policy for dealing with questions about content not included in the Key Stage 2 science programme of study; you may need to tell children that they will learn this when they are older or that it will be covered in PSHE. Note the questions and put them in the question box.

The children work in pairs to complete the challenges. They are differentiated by the method of information presentation.

The challenges are presented on the Challenge slides to be displayed on the board, or printed out and placed in the centre of the table.

Challenge 1: Children present information and advice about puberty in girls on an annotated diagram

The children in this group will use an enlarged version of Resource sheet 2. They annotate it to show the main physical changes, including information about the significance of the changes, such as breasts produce milk for babies, and any useful advice, such as about personal hygiene.

Challenge 2: Children present information and advice about puberty in girls as an interview between a Year 5 child and an expert

The children in this group will take on the role of either a Year 5 child or an expert, such as a school nurse. They will make notes of key questions and the important information that will be given in the answers, then rehearse it as an interview between the child and the expert. If suitable equipment is available the children could record or video their interviews.

Challenge 3: Children present information and advice about puberty in girls as an information poster

The children in this group will produce a poster with the title 'Ten things girls need to know by the age of 10', for display in the waiting room of a clinic or surgery.

Ask: What is the reason girls need to change in this way when they become women? Which of these changes usually happen first/last? Are you using the correct scientific words and explaining what they mean?

REFLECT AND REVIEW:

If teaching this lesson before Lesson 8: Ask some or all of the children in Challenge group 2 to perform their interviews.

Ask: What was good about the interview? Was all the important information included? Were the explanations clear? What could have been improved?

If teaching this lesson after Lesson 8: Choose only one interview for performing and evaluating. Then ask children to consider what they have learned about puberty in boys and girls and to discuss with a partner which changes are specific to boys or girls and which happen to both. Summarise the discussions on a Venn diagram. Remind children that there are similarities and differences between puberty in individual boys and individual girls as well as between boys and girls.

Remind children that now, or later when they have had time to think about it, they can add further questions to the question box. You will need to find a time (probably in a related PSHE lesson or circle time) to answer them.

EVIDENCE OF LEARNING:

Can children identify the main visible differences between the girl and the woman? Can they give differences which are less obvious? Do they know the main changes of puberty in girls? Are they using the correct scientific vocabulary for the body parts and changes? Can they describe puberty as a series of changes happening over several years? Do they recognise that everyone is different: the changes of puberty happen at different times and some do not happen in the same way to everyone?

If this is taught as the second lesson about puberty: Can they recognise similarities and differences between puberty in boys and girls, including changes such as increase in body hair and deepening voice, which happen to both but are more noticeable in boys?

CROSS CURRICULAR OPPORTUNITIES:

This lesson links with the school's PSHE scheme of work and should be taught in conjunction with the sex and relationships element of this.
