

Learning objective	Success criteria
<ul style="list-style-type: none"> To discuss the physical and emotional changes that happen during puberty. 	<ul style="list-style-type: none"> I can explain what puberty is and why it happens. I can describe some physical changes that happen during puberty. I can use the correct vocabulary to talk about body changes.
Before the lesson	
<p>This lesson includes the option to upload an image of the class's PSHE agreement to the <i>Presentation: PSHE agreement</i> (see Teacher knowledge). A <i>Knowledge organiser</i> for this unit will be added by August 2026. View an example <i>RSE & PSHE Knowledge organiser</i> here.</p> <p>Watch Teacher video: Unit overview Pupil video: Puberty</p> <p>Have ready</p> <ul style="list-style-type: none"> <i>Presentation: PSHE agreement</i> (optional – see Teacher knowledge). <i>Presentation: Knowledge catcher</i>. <i>Presentation: Puberty and hormones</i>. <i>Presentation: Fact or myth?</i> <i>Presentation: Puberty worries</i>. Scissors (one between two). Sticky notes or small bits of paper (one each). Wonder box (see Wrapping up). Link: Assessment – RSE & PSHE Y5: How can I manage the changes to my body and emotions as I grow up? (guidance for completing the <i>Knowledge catcher</i> and example answer sheet for the start of the unit). <p>Print</p> <p>Print in advance of the lesson.</p> <hr/> <ul style="list-style-type: none"> Activity: Knowledge catcher: How can I manage the changes to my body and emotions as I grow up? (one each). Activity: Fact or myth (one between two). Resource: Strategies (support – see Adaptive teaching). Resource: Social story (support – see Adaptive teaching). Resource: Unit vocabulary (optional – one class set for display). <p>Teacher knowledge</p>	

The *Knowledge organiser* provides a visual summary of the key facts and vocabulary for the unit. The children can use it throughout the unit to check keyword meanings or spellings and to help them remember important information when completing an activity. Find further ideas for using the Knowledge organiser to support adaptive teaching [here](#).

Subject knowledge

Talking about puberty

Children and adults may find conversations about puberty uncomfortable or embarrassing. It is important to create a safe and supportive environment so that the children feel able to talk openly and ask questions.

- Use correct scientific terminology and model this language confidently. This helps show respect for the topic and can reduce embarrassment. Avoid slang, jokes or gender stereotypes.
- If the children giggle or make inappropriate comments, respond calmly. Acknowledge that it is normal to laugh when something feels new or unfamiliar. Reinforce that these changes happen to everyone and should be discussed respectfully.
- Be prepared for spontaneous or unexpected questions and address them in a safe, sensitive way. Ensure all questions are acknowledged and answered in an age-appropriate manner.
- Encourage the children to use the wonder box to ask questions or share any worries they may have.
- If questions are asked and you are unsure of the correct or appropriate answer to provide, let the children know you will follow it up as it requires a more thoughtful answer.

It is common for some boys to develop temporary breast tissue during puberty due to hormonal changes; this is known as gynaecomastia. It usually settles on its own over time and does not require treatment. Reassure children that this is a normal part of puberty for some people and nothing to be worried or embarrassed about.

Additional resources

Use the link Puberty - information from Childline for age-appropriate information about puberty. Teachers can use this to support learning, and it may also be shared with children and families for reassurance and advice.

The links below are suggested in During the week as child-facing websites about periods and puberty for the children to explore. They might be helpful for teachers to look at too.

- Periods - information from Childline.*
- Puberty and your body - information from Childline.*

Misconceptions

Some children may think that:

- 'Everyone's body will look the same after puberty' - bodies grow in different shapes, sizes and timing. If the children are unsure or worried, they should speak to a trusted adult.
- 'Puberty is embarrassing or something to hide' - puberty is natural, healthy and part of growing up and it is okay to talk about it respectfully.

Lesson organisation

Uploading images to a presentation

This lesson has the option to upload an image of the class's PSHE agreement to the *Presentation: PSHE agreement*.

- Open Presentation mode.
- Prepare the lesson with the chosen resources.
- Select the cloud icon.
- Select the 'Upload image' button and choose the saved image.

This image will now appear in the *Presentation: PSHE agreement* to display within the lesson.

Cautions

If you know a child has specific issues, consider discussing the lesson with them in advance and adapting it as needed. They might benefit from adult support. If problems emerge during the lesson, consult your Senior Leadership Team. It is the teacher's responsibility to check all resources and lesson content to ensure it is suitable for their class setting.

Ensure this lesson is delivered in accordance with your school's RSE policy and that parents/carers have been informed as appropriate.

Sensitivities

Talking about emotions and feelings

- Emotions are automatic, immediate and often subconscious responses.
- Feelings are the conscious, individual interpretations given to emotions.
- Present all emotions and feelings as natural and valid, rather than labelling them as 'good' or 'bad'.

Cultural differences

Recognise that families and cultures may have different understandings of mental health and emotional expression. Avoid assumptions and ensure teaching reflects a broad, inclusive view of emotional wellbeing.

Puberty

Teaching about puberty, even in a factual and scientific way, can be a sensitive topic for children. Some pupils may already be experiencing physical changes, while others may not have discussed puberty at home.

- Pupils who begin puberty earlier than others may feel embarrassed, while those who have not yet started may feel anxious about when it will happen. Avoid personal examples or comparisons, and use neutral, inclusive language, such as, "Everyone's body changes in its own time."
- Pupils may be developing increased awareness of their bodies and comparing themselves to others. Discussions about physical changes can lead to self-consciousness or anxiety about appearance, weight or height.
- Emphasise that bodies come in all shapes and sizes, that everyone is unique and that there is no single 'normal'.

Language

This lesson focuses on the changes that typically happen during puberty. References to 'girls' and 'boys' refer to biological sex. It may be appropriate to alter the language to refer to female and male bodies to ensure the lesson is inclusive and appropriate for all children in the class.

Recap and recall

Optional: remind the children of the PSHE agreement created in the [Introductory lesson: Setting rules for PSHE](#) and recap the agreed rules. If needed, upload an image of the agreement to the *Presentation: PSHE agreement*.

Show the *Presentation: Knowledge catcher*. Use the enlarge image function to view images in greater detail or to work through each section one at a time.

Hand out the *Activity: Knowledge catcher: How can I manage the changes to my body and emotions as I grow up?*(one each). Ask the children to complete it to the best of their ability. Reassure them that it is acceptable to leave sections blank if unsure.

Encourage the children to use the images on the presentation to support their ideas.

Explain that the activity will be revisited in the final lesson of the unit. New learning will be added in a different colour.

Note: keep the completed *Knowledge catchers* to revisit in the final lesson of the unit.

Attention grabber

Play the *Pupil video: Puberty*.

Pupil video: Puberty

Ask the children:

- 1. Can you name one physical change that happens to boys and one physical change that happens to girls during puberty?** (Answers may include: boys may grow taller, their shoulders broaden and their voice gets deeper; girls may grow taller, their hips widen, they develop breasts and start having periods.)
- 2. How can hormones affect both our bodies and our feelings and what can we do to look after ourselves?** (Answers may include: hormones can cause physical changes like spots, sweating and greasy hair and emotional changes like feeling happy, sad or angry. We can look after ourselves by keeping clean, sleeping well, eating well and talking to trusted adults or friends.)

Explain that **puberty** is nothing to worry about and that everyone grows and changes. Remind the children that there is always someone they can speak to if they have any questions or want to find out more.

Show the *Presentation: Puberty and hormones*.

Show slide 1 and click on the character. Read aloud the information about puberty. Tell the children that puberty is the process of preparing the male and female bodies for reproduction, as part of the human life cycle. Explain that these changes happen because of **hormones**.

Show slide 2 and click on each character in turn. Read aloud the information about hormones. Explain that hormones cause both physical changes (such as body hair, growth, **breasts** developing, voice deepening) and emotional changes (such as mood swings).

Main event

Show the *Presentation: Fact or myth?* and define the words 'fact' and 'myth'.

Read the first statement and ask the children to discuss in pairs if they think it is a fact or a myth. Take a class vote, then reveal the answer.

Hand out the *Activity: Fact or myth?* to each pair. Ask the children to cut up the cards and work with their partner to sort them into 'fact' or 'myth'.

Invite the children to share how they sorted the cards and click to reveal the rest of the answers on the presentation.

Show slide 1 of the *Presentation: Puberty worries*.

Click on the speech bubble to read Daniel's worry. Ask the children to discuss in pairs what advice Sophie might give him, using the sentence starter in her speech bubble to help. Repeat with slides 2 and 3.

Optional: give the *Resource: Strategies* to children who need additional support (see Adaptive teaching).

Wrapping up

Show the *Presentation: What did you learn today?* and hand out the sticky notes (one each). Ask the children to use the sentence starters on the presentation to write what they have learnt today.

Presentation: What did you learn today?

Upload your own image on presentation mode

Collect the sticky notes from the children or stick them on a learning wall. Answer any questions pupils may have.

Give the children time to reflect on the enquiry question: **How will my body grow during puberty?**

Wonder box

Remind the children to use the wonder box if they have any comments or questions. Explain that if they need an adult to help them, they should write their name or initials on their sticky note.

Vocabulary

breasts

Parts of the body that grow on the chest for girls, usually during puberty.

hormones

Special chemicals made by our bodies that send messages to tell different parts of the body what to do.

penis

The part of a male's body on the outside between his legs.

puberty

The time when your body and mind start to change from being a child to becoming an adult.

testicles / testes

Two small round organs that hang in a soft skin bag called the scrotum, just underneath the penis.

vulva

The part of a female's body on the outside between her legs.

Assessing progress and understanding

Pupils with secure understanding can:

- Explain what puberty is and recognise that it happens because of hormonal changes.
- Describe some physical changes that happen to the body during puberty.
- Use correct and appropriate vocabulary when talking about body parts and changes.

Pupils working at greater depth can:

- Use scientific reasoning to justify whether statements about puberty are true or false.
- Correct misconceptions about puberty.

Adaptive teaching

Pupils needing extra support:

- Could rewatch the *Pupil video: Puberty* to recall key facts before completing the *Activity: Fact or myth?*
- Could use the *Resource: Strategies* as a prompt in the Main event.
- Could use the *Resource: Social story* to process information about puberty by reading it before, during or after the lesson.

Pupils working at greater depth:

- Should use scientific reasoning to justify whether each statement in the *Activity: Fact or myth?* is true or false. For example: 'It is a myth because puberty doesn't just affect how you look; hormonal changes affect your emotions too.'
- Could reword the myth statements into facts by applying their knowledge of how hormones affect the body during puberty.