

Services
For Education

Bits and Bobs and Sweat and Spots

Lesson Plans and Resources



Lesson 1

Bits and Bobs and Sweat and Spots Year Group 3/4

Lesson Objective

To recognise increasing responsibilities as children develop into adults

Links to PSHE
Programme of Study
(January 2017)

Core Theme 1 (KS2):
H10, H11, H21 and H23
Core Theme 2 (KS2): R7
Core Theme 3 (KS2): L7

Lesson Intentions

- I can talk about how my responsibilities will change as I grow up
- I know that different age groups have different responsibilities

Ground Rules

Introduce ground rules, answering questions, **(See Teachers' Guide)**

Resources

- ✓ Book or video "*Bits and Bobs and Sweat and Spots*"
- ✓ Responsibility cards

Supplementary Resources

- ✓ Sticky notes
- ✓ A3 paper

Starter activity/baseline assessment

- Write the word '*Responsibilities*' in the middle of a large piece of paper. Ask the children if they have any idea of what it means.
- Children can then talk to a partner about what they think it means.
- Individually or in pairs ask the children to write their definition on a sticky note and stick it onto the large poster (*children to put initials on the reverse of the sticky note in order to be identifiable for assessment*). Discuss some of the definitions. An example definition for teachers to use might be "*a responsibility is something that is your job to do something about, or to think about. It is something that affects our lives and other people's lives*".
- Once secure with the definition ask the children what responsibilities they have at their age. How has this changed from when they were younger?



Main Activities

- Do children think that they have more responsibilities than when they were babies/younger? Who is responsible for them now as they are growing up?
- Refer to pages 1-3 or the relevant video clip.
- Ask children to list what different things 'grown-ups' can do and are responsible for. Can children think of some of their own too? Can they think of other people in their own families and consider their responsibilities?
- Do the children notice anything about growing up and responsibilities that come with it?



Note – it may be useful to reinforce messages about e-safety at this point, being responsible in terms of what content they share on the internet and not using the internet to upset others by unkind words etc.

Plenary/Reflection (including assessment for and of learning)

- Ask some of the children to share their ideas from their independent work.
- Allocate each corner of the classroom to an age group, shout out different types of responsibilities and ask children to walk to the correct part of the classroom.
- Discuss some responsibilities that the children haven't thought of. For example to walk safely on pavements instead of running onto the road, to tell the truth when something has gone wrong, to do what the police tell you or to eat healthily.
- What have they learnt from today's lesson?



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Lesson 1 – Resource

Pay the bills

Do the shopping

Choose own bed time

Sort the recycling

Look after the children

Sort out doctor / dentist appointments

Earn money for the family

Buy new school uniforms

Lesson 2

Bits and Bobs and Sweat and Spots Year Group 3/4

Lesson Objective

To explore the human life cycle (and name the different stages)

Links to PSHE
Programme of Study
(January 2017)

Lesson Intentions

- I can explain what the human life cycle is and name the different stages
- I know that humans go through different stages as they grow

Core Theme 1 (KS2): H2,
H8, H11 and H18

Ground Rules

Recap on ground rules, answering questions, **(See Teachers' Guide)**

Resources

- ✓ Book or video "Bits and Bobs and Sweat and Spots"
- ✓ Human lifecycle sheet

Supplementary Resources

- ✓ A4 headings of 'Foetus', 'Baby', 'Child', 'Teenager', 'Adult', 'Elderly'

Starter activity/baseline assessment

- Introduce the children to the learning objective. Do any of the children know what is meant by the term '*Life Cycle*'?
- Explain to them that at the moment they are children, previously they were babies /toddlers and that a life cycle looks at different stages of life.
- Refer back to the previous lesson; can children remember what the stage between being a child and being an adult was called? (teenager). Ask the children to think about what stage they may be at in five years, twenty years or sixty years for example.
- Give children a piece of paper and ask them to very quickly write down what stages they think humans go through as they grow. Discuss.



Main Activities



- Watch the video or read to the book up to page 9.
- Place the six headings (see resource) on the board and ask the children if they know what they are, then discuss.
- Ask the children what stage of early life the book first refers to (baby), place the 'Baby' heading on the board, what do they think comes next? Place the next heading on the board and begin to create a cycle and discuss.
- Do the children notice anything about growing up and responsibilities that come with it?
- Tell the children that they are going to create their own lifecycle using the six headings. (If children need more support they could use the resource sheet).
- Children could also add additional information here, adding approximate ages or as a continuation from last lesson could add responsibilities that come with that stage of life and also add what they are allowed to do as they get older (rights). As an extension children could decide what they think would be good and things they think might be difficult in the different stages.

Note – it may be useful to reinforce messages about e-safety at this point, being responsible in terms of what content they share on the internet and not using the internet to upset others by unkind words etc.

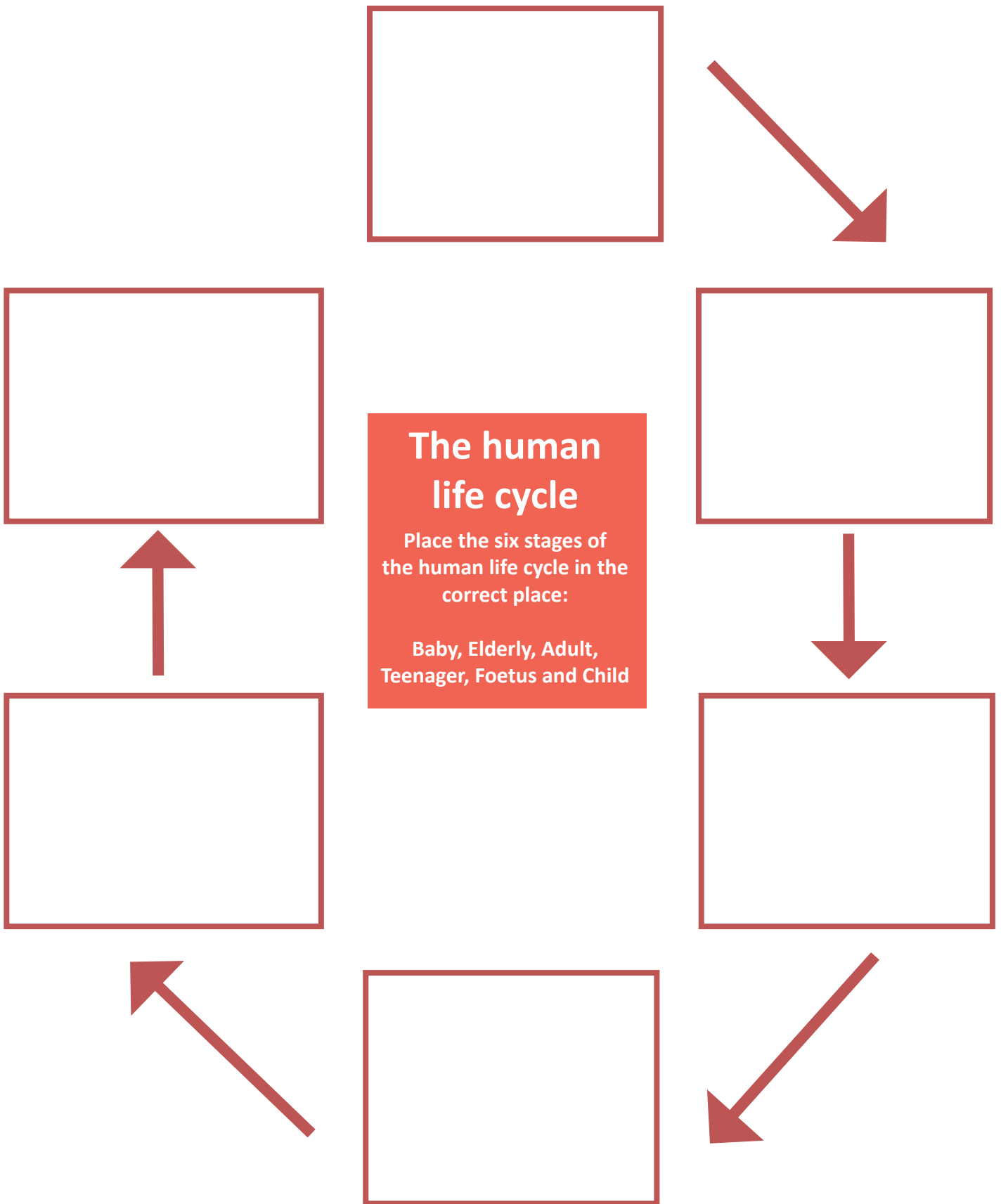
Plenary/Reflection (including assessment for and of learning)

- As a whole class, use the activity sheet projected onto the board and the teacher fills in the boxes in the correct order.
- On sticky notes ask the children to write down something they have learnt about the human life cycle, perhaps even linking it to a member of their family ... *'my grandmother is elderly, but my big brother is a teenager'*.



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Lesson 2 - Resource



Lesson 3

Bits and Bobs and Sweat and Spots Year Group 3/4
STAFF MAY CHOOSE TO TEACH THIS LESSON IN SINGLE SEX GROUPS

Lesson Objective

To explore the physical changes in puberty

Links to PSHE
Programme of Study
(January 2017)

Core Theme 1 (KS2):
H8, H18 and H20

Lesson Intentions

- I can explain how our bodies change as we go through puberty
- I know that puberty causes my body to change in many ways

Ground Rules

Recap on ground rules, answering questions, **(See Teachers' Guide)**

Resources

- ✓ Book or video "Bits and Bobs and Sweat and Spots"
- ✓ 'Changes in puberty' cards

Supplementary Resources

- ✓ Body outline sheet
- ✓ Sticky notes
- ✓ 2 hoops per group
- ✓ 3 large boards/pieces of paper – each with a heading - 'I know...','I'm not sure about...','I don't know...'

Starter activity / baseline assessment

- Introduce the learning objective. What do children understand by the word 'Puberty'? (Children can tell you their ideas or write them on sticky notes).
- Tell the children that over the next two weeks they are going to be finding out more about puberty and that it is about how their bodies change as they move towards becoming teenagers.
- At this point show the children the 3 large headed boards/pieces of paper and explain to the children that these will be referred to over the forthcoming lessons. Look at each of the three headings. Give each child sticky notes and ask them to write on the sticky note anything they know/don't know or aren't sure about and stick it on the correct board**, ask children to initial the reverse of the sticky note (so that they can be identified).



**** The boards provide a starting point for the lesson and show the teacher where to go to next. It also highlights areas of misconceptions and can indicate safeguarding issues. You may choose to allow children to add sticky notes to the boards as they come up with more questions/thoughts throughout the lesson.**

Main Activities

- Play the video or read the book *“Bits and Bobs and Sweat and Spots”*.
- Direct the children to the section about the ‘physical’ changes in puberty (pages 10-19). Discuss.
- Do the same things happen to boys and girls? How are they different/the same?
- Can the children list some of the physical changes?
- Organise the children into small groups, give each group 2 hoops (overlapping to create a Venn diagram) with the headings ‘Boys’, ‘Girls’ and ‘Both’.
- Using the ‘changes in puberty’ cards children sort them, considering what changes happen to just boys, just girls or both boys and girls.
- As an independent task children can then make a body outline sheet and write and draw arrows showing physical changes that they will experience when going through puberty.



Note – this lesson may raise issues of a safeguarding concern, relating to abuse and/or FGM. It is important to reinforce the concept of unwanted touch to bodily parts and the right to say no.

Plenary/Reflection (including assessment for and of learning)

- What do the children notice from their activity? What do they now know about the physical changes of puberty? Remind children that puberty starts at different times for everyone.
- Can any of the children move their sticky notes to the ‘I know’ section of the large board?
- On a sheet of paper ask the children to write a sentence about what they knew/thought about puberty before the lesson and a sentence about something they’ve learnt from the lesson.



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Lesson 3 – Resource

Changes in puberty

| | |
|--|---|
| Hair begins to grow under your arms | Hair begins to grow around your penis |
| Your breasts begin to develop | Hair begins to grow around your vagina |
| Hair grows on your face | Your hips may get wider |
| Your muscles get bigger | Your chest and shoulders get wider |
| Your feelings change | You start your periods |
| You grow taller | Your voice changes |
| You sweat more | Your skin changes and you may get more spots |

Lesson 4

Bits and Bobs and Sweat and Spots Year Group 3/4
STAFF MAY CHOOSE TO TEACH THIS LESSON IN SINGLE SEX GROUPS

Lesson Objective

To explore the emotional changes in puberty (and how to deal with them)

Lesson Intentions

- I can understand that puberty may make me feel lots of different emotions
- I know what emotional changes to expect as I go through puberty (and who I can talk to)

Ground Rules

Recap on ground rules, answering questions, **(See Teachers' Guide)**

Resources

- ✓ Book or video *"Bits and Bobs and Sweat and Spots"*
- ✓ Emotions activity sheet

Supplementary Resources

- ✓ 3 boards from last week's lesson, ('I know', 'I'm not sure about' or 'I don't know')
- ✓ A large heart shaped sheet, a large speech bubble and a large thought bubble
- ✓ Sticky notes

Links to PSHE
Programme of Study
(January 2017)

Core Theme 1 (KS2):
H1, H6, H7 and H18

Core Theme 2 (KS2):
R1 and R7

Starter activity/baseline assessment

- Remind children of the previous lesson about the physical changes experienced when going through puberty. Introduce the objective for this lesson.
- Refer to the 3 large boards that were started last week. Invite the children to take a sticky note, initial it and write on any questions/ideas/concerns they have and place on the board, in their chosen area; 'I know', 'I'm not sure about' or 'I don't know'.



Main Activities

- Play the video or read the book as a reminder of the topic so far.
- Remind the children that this lesson will pay particular attention to the emotional effects of puberty. What do they think this means?
- As a class can they list different emotions? Why does puberty affect our emotions?
- If they are feeling emotional what can they do in order to feel better? Who can they talk to? How can they support each other?



- Give the children a copy of the 'Emotions' activity sheet. Children can consider; how they may feel during puberty (heart), what they may be thinking during puberty (thought bubble) and who they can talk to about their concerns (speech bubble - Childline, NSPCC, family, staff etc.). This not only forms part of your teacher assessment but also provides them with information to keep.

Note – a useful resource which reinforces the Protective Behaviours approach of recognising negative emotions and asking for support is the book “Something Has Happened”, available for purchase from Services for Education.

Plenary/Reflection (including assessment for and of learning)

- Place the 3 large shapes (heart, speech and thought bubble) around the room. Ask children to choose one sticky note each to stick on a shape choosing either how they may feel during puberty (heart), what they may be thinking during puberty (thought bubble) and who they can talk to about their concerns (speech bubble).
- Look at the response as a class. Have they identified emotions etc., do they know who they can talk to?
- The 3 shapes and large ('I know', 'I'm not sure about' or 'I don't know') display boards can form part of a PSHE/RSE display and provide ongoing support, information and re-assurance to the children.
- Work completed throughout the unit of work could be kept together to provide a journal of information for the children and/or as teacher evidence.



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Lesson 4 – Resource

Emotions

How might you feel?



What could you be thinking about?

Who could you talk to?





High quality RSE is an integral part of Safeguarding - helping to raise your confidence in teaching Relationships Education across your primary school

We are all amazing!



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