

Circle Time

Puberty Changes and Personal Hygiene Year 5/6

Success Criteria

At the end of the lessons pupils of year 5 / 6 should understand:

- the reasons for the physical and emotional changes which take place during puberty,
- the range of their own and others' feelings and emotions,
- the importance of personal safety,
- what to do or to whom to go when feeling unsafe.

Equipment for Circle Time: Floor mats, puberty changes cards (available in Section 14 of the Growing Up resource) wash bag with a variety of personal hygiene products, toiletries and or photos of toiletries, e.g. soap, shampoo, toothbrush, toothpaste, comb/hairbrush, hair gel, deodorant, shower gel, flannel, sanitary pads etc.

Sense CD 'Growing Up and Keeping Safe' - Unit 'Being Healthy'

Phase 1 - Opening Game - changing places

Give each pupil a word relating to a part of the body e.g. "head", "leg", "arm" and "tummy". Explain when you call out one of the names, everyone with the same name should stand, move and sit on a different chair. When you call out "the body" everyone should stand, move around and sit on a different chair. Play this game so that everyone has an opportunity to move around the circle and sit somewhere different

Phase 2 - The Round

Share the puberty changes cards amongst the pupils. Ask them in turn to hold up their card to show the picture to everyone in the circle and ask them to read the statement on the back of the card. Ask the pupils if the statement relates to the boy or girl. After everyone has shown and read their cards ask them to place their cards on the appropriate character on the mat. Discuss which changes relate to the girl, the boy and which relate to both.

Phase 3 - Open Forum

Show the hygiene section of the *Sense* CD 'Growing Up and Keeping Safe' - Unit 'Being Healthy'

Discuss the importance of personal hygiene during puberty.

Place the washing products in the centre of the circle and discuss them - soap, shampoo, tooth brush, tooth paste, comb/hair brush, hair gel, deodorant, shower gel, flannel, menstruation pads etc.

Discuss the products and how often they are used, are they suitable for boys or girls or both? Ask the pupils to place them on the boy or girl or in the centre if they are suitable for both.

Discuss emotions and feelings - if they feel unhappy or worried about the changes or about anything else who are the people that can help. Ask the pupils to share their ideas within the circle by saying: - **"If I needed to talk to someone I would talk to"** (there is no need for everyone to say something this time).

Discuss the different people who can help them if they are worried or need help e.g. parents/carers, teachers, school nurse, older brother or sister, family member, Childline, anyone they can trust. (a poster is available in the *Sense* CD - 'Growing Up and Keeping Safe'. This can be displayed in the school)

Phase 4 - Celebrate Achievements/Think Positively

Ask everyone to think about something they will do to keep healthy during puberty. Everyone in turn to say **"I will keep healthy by....."**

Phase 5 - Closing Game - Relaxation

Read the following script slowly in a quiet, calm voice:

Sit quietly and still and relax your hands on your lap. Close your eyes and focus on your breathing. Feel your chest moving slowly in and out, in and out.

I want you to think of somewhere where you have felt happy, safe and relaxed. It could be in your bedroom or somewhere in your home, in the garden, in the park, spending a special day with someone, on the beach or on holiday. Keep this place in your mind.

Now tell yourselves quietly in your mind, "I feel happy, I feel relaxed, I feel safe"

Try and make your thoughts as real as possible - think of your senses

What do feel? - Is the sun on your body making you feel warm? Is there a breeze blowing your hair?

Do you have a soft warm blanket wrapped around you?

What do you hear? - Can you hear the waves of the sea? Can you hear the birds singing? Can you hear children playing? Can you hear music?

What do you smell? - Can you smell perfume or flowers? Can you smell something sweet like ice cream? Can you smell the grass?

What do you taste? - Is it a sweet? Is it chocolate? Is it spicy? Is it fruity?

What can you see? - Is it the seaside? The playground? The park? Nice things in your bedroom? A present from someone?

Hold onto your thoughts for a few moments and relax.

Now I want you to try and make the thoughts fade away slowly and start to think of being back in the classroom. Hold on to the feelings of quietness and relaxation while you breathe deeply. When you are ready open your eyes and sit quietly and still.

Stretch out your arms and open your mouth and give a big yawn.

Tell the pupils - if you ever feel worried or stressed you can do this to help you relax.