

Changes

Key stage 2

This lesson looks at what changes the children have experienced, and their feelings towards those changes. It then asks them to think about some of the new responsibilities that change has brought them.

Learning Intention:

- To appreciate that over time we change, physically and emotionally.

Learning Outcome:

- To consider changes that can take place in our lives and those of others.
- To appreciate that as we change we are able to do different things and take on different responsibilities.

Resources:

- One change grid per child.

Teacher Introduction:

Some change happens automatically, like our hair growing or the time of year changing. Other changes are things we decide to do.

Some changes can be scary, like going to a new school or trying to do something for the first time. Other changes might be good fun, like being allowed to do more things now you are older. Today we are going to think about the kind of changes that mean we have to take some new responsibilities and do different things.

We will be talking about our bodies and how they change so we need to remember our working agreement.

Activity 1:

Discuss with the children what the word 'change' means. Ask the children to individually think of a time when something changed for them in some way. Scribe their answers, using the following safe examples as prompts: changing class, moving home, getting a new teacher, meeting dad's new girlfriend, mum having a baby, changes the children have noticed about their bodies.

Ask them to think back to that time and think about how it made them feel. Discuss the following questions:

- Can they name the emotions they felt – were they happy, scared, frightened, angry, sorry, surprised, eager?
- Do they know why they felt like this?
- Did different children feel different emotions in similar circumstances? Why might this have been the case?

Also useful for: FP, CF, OR, BS, MW

Activity 2:

Ask the class to name something which they have noticed changing or growing in the last few weeks or months. Examples could be a flower blooming, leaves changing colour, bread going mouldy, or the children outgrowing their shoes.

Ask them to remember as much as possible about the changes (for example, the smell of the mould, the way their shoes pinched).

Highlight all the answers.

Individually, ask the children to respond to the question:

‘What body changes have happened to me and what will happen to me in the future?’

(Note: teachers will need to be sensitive to any child who may have a progressive illness or disability and for whom changes may be associated with ill-health and discomfort).

Ask the children to draw or write down as many body changes that they can think of. Remind them to use proper body terminology where they know it. Include things like hair growing longer or getting more dexterous as well as the changes associated with sexual maturity.

Discuss as a class the changes that have been identified. Help the children to identify any body changes that they may have missed out.

Reassure the children that everyone changes at a different rate and that there is nothing they can do to speed up or slow down their personal physical development. They don't need to worry if they are changing faster or more slowly than their friends.

Also useful for: CF, RR, MW, PH & HE, NCS

Activity 3:

Discuss with the children what the word ‘responsibilities’ means. Ask them children what responsibilities they have - for instance, getting up in time for school, keeping their bedroom tidy, putting their clothes away, being on the school council.

As a class discuss in which areas they feel they can take on more responsibility and in which areas they would like to take on more responsibility. Scribe a list and help the children to explore these areas, using the prompt questions:

- Are the two areas (having and wanting responsibility) the same?
- What is stopping them for taking more responsibility in areas that they like?
- In which areas do you feel that you are not ready for more responsibility?

Also useful for: CF, RR, BS

Activity 4:

Individually ask the children to think of four changes that are going to happen to them, and write them on the change grid.

Change 1	Change 2	Change 3	Change 4
Growing breasts and body hair	Going to secondary school	Being allowed to have my ears pierced	Going on the bus by myself

In groups of four, ask the children to share their grids, and then to consider the following questions:

- What are you looking forward to the most?
- What worries you the most?
- As a result of these changes, what new responsibilities will you have?
- Will everyone feel and experience the same changes as you?
- Who can you talk to if you are worried?

Ask the groups to feed back to the rest of the class.

Also useful for: CF, RR, BS, MW

Plenary:

Remind the children what they have learnt:

- Change can bring strong feelings.
- Some changes affect everybody.
- Some changes only affect individuals.
- We take on more responsibilities as we grow and change.
- Everyone is different. We all have our own clock for growing and changing, and being ready for more responsibilities.

Debriefing activity:

Reassure the children that physical changes will happen without problems – their body knows what it is doing. To illustrate this, ask the class to sit quietly with their eyes closed.

Ask them to notice their heart beating, their breath, the way their skin can feel the breeze. Their body is doing all of these things and will be able to change all by itself.

Differentiation for SEND:

Some parents may find it difficult to accept that their disabled child is going to become a sexually mature human being, with his or her own physical desires; others may still be struggling with their

own emotional reactions to the child's disabilities or condition. Parents may find resources from the fpa (www.fpa.org.uk) and from [learning disabilities.org.uk](http://learningdisabilities.org.uk) <https://www.mentalhealth.org.uk/learning-disabilities/> helpful both in terms of talking to their children and in coming to terms with their own reactions to the child's development.

Some children may have life-limiting conditions and teachers should be mindful of this when planning lessons.