

# Y9 PUBERTY

## ALL ABOUT FERTILITY

### LESSON OVERVIEW

**This lesson starts with a team-based puberty quiz to check and review students' knowledge of puberty. Students then carry out a tampon investigation before exploring facts about reproduction. Finally, they learn and compare the different kinds of contraception available to young people.**

#### WHAT YOU'LL NEED

- Puberty – All About Fertility PowerPoint Presentation
- Puberty & Periods Q&A with Jade Billington Video: [bit.ly/3mQ6RuO](https://bit.ly/3mQ6RuO)
- Puberty Quiz Activity Sheet (one per team)
- Investigating Tampons Activity Sheet (one per team)
- Sample packs from Tampax
- For the investigation (one per team): measuring beaker filled with 50ml of water, a teaspoon or pipette, a plate, and a Tampax Pearl tampon from the sample pack
- Contraception Posters to be printed and displayed around the room
- Types of Contraception Activity Sheet (one per person)
- Contraception Cards Activity Sheet (one per person), to be cut up

#### OBJECTIVE

To recall the changes that happen to male and female bodies at puberty, investigate tampons, understand the process of reproduction and learn about contraception.

#### OUTCOMES

- Recall and review the emotional and physical changes at puberty.
- Know strategies to deal with these changes.
- Understand the reproductive cycle.
- Learn about the different methods of contraception available and their different uses.

#### DELIVERY

The activities in this lesson have been designed for delivery in sequence.

Depending on time available and students' prior learning and needs, the content could be delivered in one lesson or broken down into two or more lessons, with flexibility to extend or cut discussion as needed.

Activity 4 is intended as an extension activity.

#### INTERACTIVE LESSON

This lesson is available in Nearpod, meaning your students can interact with the lesson and activities from their own devices. If you would like to learn more about this fun and simple delivery format, or try it out, visit: [nationalschoolpartnership.com/initiatives/about-you-resources](https://nationalschoolpartnership.com/initiatives/about-you-resources)

#### INCLUSIVITY

The About You programme is designed to be inclusive of all young people and all genders. When discussing changes to the adolescent body the terms 'male' and 'female' are used, whilst in other places, the resources simply refer to people and explore the wider spectrum of gender, including transgender and non-binary. You may wish to adapt the editable resources to suit your own school context, for example, by altering pronouns or terminology to that which is favoured by your school or institution.

We recommend teaching the content to all students together, rather than separately, to ensure that everyone gets the education they need, and to help promote healthy conversation between all young people and all genders.

# LESSON PLAN

## Setting the tone

SLIDES 2 & 3



### SLIDE 2: WHAT ARE WE GOING TO LEARN?

Share the purpose of the lesson with students.

### SLIDE 3: RESPECT. YOUR RULES.

Show students the key words on the slide: HEAR, RESPECT, KIND, SENSITIVITY, EMPATHY, LISTEN, UNDERSTAND, SPEAK.

Ask them to write three positive rules they want everyone to follow when discussing sensitive topics. As a class, share and agree on the rules you all want to observe.

This lesson deals with sensitive topics where some students may need further support. Signposting to organisations that can help is included, and you may also wish to direct learners to other sources of support locally and in school.

This lesson covers:

- Emotional and physical changes at puberty
- Sex and contraception

You may like to set up an anonymous question box, so that any questions students don't want to ask, or that remain unanswered at the end of the session, can be addressed in a future session.

## Starter

SLIDES 4 & 5



### SLIDE 5: WHAT IS THE DEFINITION OF PUBERTY?

Ask students to discuss in pairs.

Do not give the definition but explain that they will do a quiz to test their knowledge.



## Activity 1

SLIDES 6 - 27

PUBERTY QUIZ  
ACTIVITY SHEET

PUBERTY &  
PERIODS Q&A  
VIDEO

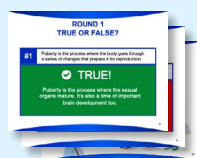
### HOW MUCH DO YOU KNOW ABOUT PUBERTY?

In this part of the lesson, students take a group quiz to check their knowledge of puberty. They review the answers, then watch a video with an influencer answering teen FAQs around puberty.



### SLIDE 7: HOW MUCH DO YOU KNOW ABOUT PUBERTY?

Students form teams to complete the **Puberty Quiz Activity Sheet** including a true/false round, multiple choice and recall round and a picture round to label body parts. Give students a time limit to complete the quiz (e.g. ten minutes) before they swap with another team to review answers as a class.



### SLIDES 8 TO 26: PUBERTY QUIZ

Review the answers and discuss any questions that come up. Students award the final marks and the winning team is announced.



### SLIDE 27: PUBERTY AND PERIODS

Play students the **video where Jade Billington** answers questions on puberty and periods. You could discuss her answers with students or ask them to reflect in pairs after watching.

# LESSON PLAN



## Activity 2

SLIDES 28 - 35

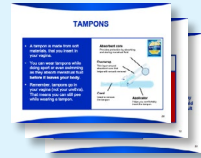
SAMPLE PACKS  
FROM TAMPAX

INVESTIGATING  
TAMPONS  
ACTIVITY SHEET

MEASURING  
BEAKER FILLED  
WITH 50ML  
OF WATER, A  
TEASPOON OR  
PIPETTE, A PLATE,  
AND A TAMPAX  
PEARL TAMPON  
FROM THE  
SAMPLE PACK

### INVESTIGATING TAMPONS

Students learn about tampons and carry out their own investigation into how they work.



#### SLIDES 29 TO 33: TAMPONS

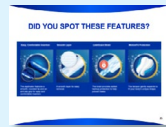
Give students information on what tampons are, how they work and how to use them - including how to spot TSS (Toxic Shock Syndrome).



#### SLIDE 34: TAMPON INVESTIGATION

Next, students take part in a tampon investigation using Tampax products. They should use a tampon from their sample packs and the **Investigating Tampons Activity Sheet** to carry this out.

**Extension:** students could think about why tampons can be used while swimming based on what they've learnt.



#### SLIDE 35: DID YOU SPOT THESE FEATURES?

Review and discuss how a tampon protects against leakages, showing the features of Tampax Pearl.



## Activity 3

SLIDES 36 - 57

CONTRACEPTION  
POSTERS

TYPES OF  
CONTRACEPTION  
ACTIVITY SHEET

CONTRACEPTION  
CARDS ACTIVITY  
SHEET

### REPRODUCTION AND CONTRACEPTION

In this section, students recap on the menstrual cycle, look at the facts around reproduction and learn about different types of contraception. They first collect information on different forms of contraception, then apply this by sorting contraception cards into different categories according to their features.



#### SLIDES 37 TO 44: REPRODUCTION - THE FACTS

Recap the menstrual cycle for students, explaining how the cycle can be interrupted by the fertilisation and implantation of an egg, and the concept of the fertile window.

You could ask students to read aloud some of the information on the slides and ask them questions as you go along to check their understanding.



#### SLIDES 45: CONTRACEPTION AND CONSENT

Explain the role of contraception and emphasise that the legal age for having sex in the UK is 16 – this is called the age of consent. Ensure that pupils understand that people are not expected to have sexual intercourse at this age. 16 is still very young, and most people will not be ready or want to have sex at this age.

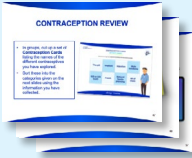




#### SLIDES 46: CONTRACEPTION INVESTIGATION

Students carry out an investigation on contraception using the **Contraception Posters** displayed around the room. They use the **Types of Contraception Activity Sheet** to collect information. Give students an appropriate time limit in which to do this. You may also wish to highlight vocabulary that might be new to your pupils.

**Extension:** ask students to discuss the factors that might impact contraception choices with a friend.

# LESSON PLAN

	 <p><b>SLIDES 47 TO 57: CONTRACEPTION REVIEW</b></p> <p>Using the <b>Contraception Cards Activity Sheet</b>, students cut up and sort the cards into different categories using the information they have collected.</p> <p>Reveal the correct answer after each card sort with a click, and take the time to discuss and answer questions.</p> <p>Use <b>slide 57</b> to signpost to further information.</p>
 <p><b>Activity 4</b> <b>SLIDES 58 &amp; 59</b></p>	 <p><b>SLIDE 59: CONTRACEPTION CAMPAIGN</b></p> <p>Students create their own advert for using contraception. They should include different methods and persuasive reasons for using contraception.</p>
<p><b>Reflection</b> <b>SLIDES 60 &amp; 61</b></p>	 <p><b>SLIDE 61: REFLECTION</b></p> <p>Students think about what else they would like to know about puberty, menstruation or contraception. As a class, discuss some places where students could get more information if they needed it.</p> <p>For example, the Always and Tampax advice sites:  <a href="https://always.co.uk">always.co.uk</a>  <a href="https://tampax.co.uk">tampax.co.uk</a>  <a href="https://childline.org.uk">childline.org.uk</a></p> <p>Remind students about the anonymous question box where they can post questions to be answered in another session.</p>
<b>Sampling</b>	<p>One sample pack containing Tampax tampons can be given to each female (visit: <a href="https://always.co.uk/en-gb/puberty-education-programme-always-tampax">always.co.uk/en-gb/puberty-education-programme-always-tampax</a> if you need to order packs).</p>
<b>Additional resources</b>	<p>Tampon product demo guide: <a href="https://nationalschoolpartnership.com/wp-content/uploads/2020/11/About-You_Product-Demo-TAMPONS.pdf">nationalschoolpartnership.com/wp-content/uploads/2020/11/About-You_Product-Demo-TAMPONS.pdf</a></p>

## CURRICULUM LINKS

<p><b>Curriculum links:</b> <b>England</b></p>	<p><b>SCIENCE</b> <b>Reproduction</b> Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.</p> <p><b>RSE</b> <b>Changing adolescent body</b> Pupils should know key facts about puberty, the changing adolescent body and menstrual wellbeing. Pupils should know the main changes which take place in males and females, and the implications for emotional and physical health.</p> <p><b>Health and prevention</b> Pupils should know about personal hygiene.</p> <p><b>Intimate and sexual relationships, including sexual health</b> Pupils should know that they have a choice to delay sex or to enjoy intimacy without sex. Pupils should know the facts about the full range of contraceptive choices, efficacy and options available. Pupils should know how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</p> <p><b>PSHE</b> <b>H34.</b> strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. <b>H35.</b> about the purpose, importance and different forms of contraception; how and where to access contraception and advice. <b>H36.</b> that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).</p>
<p><b>Curriculum links:</b> <b>Wales</b></p>	<p><b>SCIENCE</b> <b>Interdependence of organisms</b> They should be given opportunities to study the basic structure and function of some cells, tissues, organs and organ systems and how they support vital life processes.</p> <p><b>PERSONAL AND SOCIAL EDUCATION – KS3</b> <b>Health and emotional well-being</b> Learners should be given opportunities to develop positive attitudes towards themselves and others and to understand the benefits of accessing different sources of information, support and advice.</p> <p><b>SEXUAL AND RELATIONSHIP EDUCATION – KS3</b> Secondary schools should acknowledge <b>the consequences and risks of sexual activity, including unplanned pregnancy and sexually transmitted infections (STIs).</b> Learners should be helped to know <b>about the methods and availability of contraception and the prevention of sexually transmitted infections as well as how to get consistent, appropriate information on sexual health and well-being from a range of agencies.</b> Menstruation: Schools should make adequate and sensitive arrangements to help females cope with menstruation and with requests for sanitary protection.</p>

## CURRICULUM LINKS

<p><b>Curriculum links: Scotland</b></p>	<p><b>SCIENCE</b>  <b>Biological systems</b>  I can debate the moral and ethical issues associated with some controversial biological procedures. (SCN 4-13c)</p> <p><b>HEALTH AND WELLBEING</b>  <b>Physical wellbeing</b>  I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. (HWB 4-15a)</p> <p><b>Health and prevention</b>  Pupils should know about personal hygiene.</p> <p><b>Intimate and sexual relationships, including sexual health</b>  Pupils should know that they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>Pupils should know the facts about the full range of contraceptive choices, efficacy and options available.</p> <p>Pupils should know how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</p> <p><b>PSHE</b>  <b>H34.</b> strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</p> <p><b>H35.</b> about the purpose, importance and different forms of contraception; how and where to access contraception and advice.</p> <p><b>H36.</b> that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).</p> <p><b>Relationships, sexual health, and parenthood</b>  I understand my own body's uniqueness. (HWB 4-47a)  Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health. (HWB 4-47b)  I know how to access services, information and support if my sexual health and wellbeing is at risk. (HWB 4-48a)</p>
<p><b>Curriculum links: Northern Ireland</b></p>	<p><b>SCIENCE</b>  <b>Developing pupils as individuals</b>  Pupils should have opportunities to explore emotional development, for example, the changes associated with puberty.</p> <p><b>PERSONAL DEVELOPMENT</b>  <b>Personal Health</b>  Pupils should have opportunities to develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour, for example, puberty, body image, mood swings, etc.</p>

## CURRICULUM LINKS

### Curriculum links: The Republic of Ireland

#### SCIENCE

##### Biological world

Investigate the structures of animal and plant cells and relate them to their functions.

Explain human sexual reproduction; discuss medical, ethical, and societal issues.

#### SPHE

##### Physical Health

Body Care: To review basic hygiene principles and reinforce the link between personal hygiene and positive body image.

##### Relationships and Sexuality Education

Health and personal safety: To raise awareness about sexually transmitted disease.