

MEDWAY PRIMARY PSHE EDUCATION
RELATIONSHIPS AND SEX EDUCATION

YEAR 1/2

LESSON 3

EVERYBODY'S BODY

CONTEXT

Pupils may have been using a variety of different words to name the male and female genitalia, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. See Teaching the Y1-2 lesson plans: Additional notes section before teaching the lesson.

LEARNING OBJECTIVES

We are learning:

- about the differences and similarities between people

INTENDED LEARNING OUTCOMES

- describe gender similarities and differences between ourselves and others
- challenge simple stereotypes about boys and girls
- recognise and use the correct names for main parts of the body

RESOURCES REQUIRED

- 'Ask-it-basket' and pieces of paper (see teacher guidance)
- Pencils or pens, including coloured pencils or pens
- Plain paper for baseline and end-point assessment: draw and write — 1 or 2 pieces per pupil
- Coloured pompoms or beanbags – 1 per pupil
- **Resource J: Statements about boys and girls** – 1 per pair of pupils
- Identically clothed, anatomically correct baby dolls — 1 male and 1 female
- **Resource K: Body parts word labels** – 1 set per group (or list on the whiteboard)
- **Resource L: Body outlines** (enlarged to A3) – 1 copy per group
- Scissors and glue
- Set of word labels and sticky tape (for support activity)
- Optional: Set of anatomically correct farmyard animal toys—for extension activity— available from <https://www.schleich-s.com/en/GB/farm-world.html>

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance and lesson notes before teaching this lesson, for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

same, different, male, female, boy, girl, body, born, private parts, penis, vagina, gender

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils draw and write about boys and girls – what they look like, what they do, what they like	5-15 minutes
Pom Pom game	Play a game with the class, pupils' pair up and find out about the similarities and differences between them	10 minutes
Statements about boys and girls	Pupils read statements about boys and girls and decide if they are right or wrong	10 minutes
Naming body parts	Teacher introduces names of body parts, including external genitalia, using baby dolls as a stimulus	10-15 minutes
Labelling body outlines	Pupils work in small groups to label body outlines — male and female body parts	15 minutes
Extension activity (optional)	Pupils investigate small model farmyard animals, identifying male and female mammals	10 minutes
Plenary and assessment	Pupils work with a partner to finish the sentence starter: <i>Before this lesson I didn't know that, but now I know that...</i> Pupils repeat the baseline assessment activity – draw and write	10-15 minutes

BASELINE ASSESSMENT

DRAW AND WRITE

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

Ask the pupils to draw two separate outlines of a boy and a girl (stick people are fine), label them 'boy' and 'girl' and then draw and write on each: what they look like, what they do, what they like.

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe—these will be used to assess learning at the end of the lesson.

5 - 15 MINS

10 MINS

POM POM GAME

Begin by playing a game that brings the pupils together as a whole class and then divides them into different pairs.

- Gather the class in a circle
- Give each pupil a coloured pompom or beanbag (make sure there are different colours)
- When you say 'Go', the pompoms are passed to the next person (just once) in a clockwise direction. Make sure everyone has a pompom.
- Repeat a couple of times: you can speed up or slow down or change the direction.
- After a couple of minutes, ask pupils to spread out and pair up with someone who has a different coloured pompom and stand next to them.
- Ask pupils to find out something else that is different about them.
- Ask some pairs to share their sentences. Encourage them to use the sentence starter: **We are different because...**

For example, 'We are different because we have different colour hair' or 'I like Star Wars but you like Power Rangers.'

- Ask pupils to change pairs, but this time, pair up with someone who has the same coloured pompom as them
- Ask them to find something else that makes them the same or that they have in common
- Ask some pairs to share their sentences. Encourage them to use the sentence starter: **We are the same because...**

For example, 'We are the same because we both wear glasses'

Repeat a few times, pairing up pupils so they have a chance to pair and talk with different people, and asking them to find something that is the same and something different to each other.

Bring the class back together. Discuss how some things that are the same or different can be seen immediately, (such as how someone looks), for example: *'We both wear glasses'* or *'We both have long hair'* and others are less obvious, for example: *'We both like bananas'* or *'We don't like football.'*

10 MINS

STATEMENTS ABOUT BOYS AND GIRLS

Pupils may have identified that one of the differences between them is their gender — 'I'm a girl and Marek's a boy'.

Explain that you are going to give each pupil a list of sentences of what some

people say about boys and girls. They need to read them and decide if the statements are right or wrong.

Give out the **Resource J: Statements about boys and girls worksheet** and ask pupils to tick if they are right or wrong. Pupils can work in pairs to discuss each statement.

Bring the class back together. Go through each statement inviting pupils to share their views about them. If stereotypes are reinforced by the pupils' comments, use further questioning or provide examples to challenge their thinking.

For those students who may need further support:

Pupils requiring more support could do this activity in a small group, taking each sentence in turn—with adult support.

For those students who may need further challenge:

Pupils could make up their own 'Some people say...' statements and pair up with another pupil to discuss if they are true or false.

10-15 MINS

NAMING BODY PARTS

Explain that whilst there are lots of things that are the same about all children, one difference comes when babies are born and the midwife or doctor says whether they are male (boy) or female (girl) by looking at their body parts.

Show the class the baby dolls (two identical dolls about the size of a new-born baby—ensure they are dressed the same). Ask the pupils to point out all of the parts of the baby dolls' bodies that are the same and name them. Ask them to look at the baby dolls and guess which they think is the male and which is the female. Ask the pupils how will they know if the dolls are male or female?

The pupils are likely to say that we will need to undress them or 'look at their private parts'. This is a good time to talk to the pupils about the areas of the body we mean when we talk about private parts — the parts of our body that we keep to ourselves, that we cover up with our underwear. See teacher guidance for further information.

Undress the dolls and ask the pupils to spot the difference — that their private parts are different. Explain that these are the genitals — the parts that the midwife or doctor looks at to say whether they are male or female. Explain that these parts can look a bit different (in the same way that our ears, eyes and noses can look different from other people's).

Discuss how people have all sorts of names for male and female private parts, but there are some scientific words that are important for them to learn. Ask if anyone knows the 'science' name for a male and female genitals? Write the words on the

board, ensuring the following are included: penis, and vagina, and say the words aloud.

15 MINS

LABELLING BODY OUTLINES

Tell the pupils that they are now going to do a group activity to show they know the similarities and differences between children born as female and born as male.

Provide each group with **Resource K: Body parts** word labels and **Resource L: Body outlines**, scissors and glue. Ask the pupils to correctly organise the labels on the body outlines. Pupils can draw arrows to label the body parts.

For those students who may need further support:

Pupils requiring more support could use sticky tape to match the labels to the relevant body parts on the anatomically correct dolls.

10 MINS

MALE AND FEMALE ANIMALS (OPTIONAL)

Discuss animals with the pupils, noting how they are male or female just like people. Show the pupils a range of anatomically correct farmyard animal toys. Ask them to identify which are male and which are female. You might also want to discuss that female mammals give birth to the baby mammals, and that most feed their babies with their teats.

PLENARY/ASSESSMENT FOR AND OF LEARNING

10-15 MINS

Pupils could be asked to share their learning by talking with a partner, using the following sentence starter: **Before this lesson, I didn't know that... but now I know that...**

Afterwards, give the pupils the body outline ('draw and write') they did at the beginning of the lesson and a different coloured pen or pencil. Ask the pupils to amend anything they now think was not quite right, or add their new learning to the boy and girl outlines.

YEAR 1/2
RESOURCES

Resource 1

Things we can do (now, in the future)

Drive a car

Read a book on my own

Use the laptop on my own

Buy my own clothes

Own a mobile phone

Tidy up my things myself

own
Play indoors alone

Walk to school on my

Wash my hair

Feed my pet

Spend my own money

Choose a healthy snack

Pack my school bag

Use a knife and fork

Hang my coat up

Make my own food

Resource J

Statements about boys and girls

Some people say...	Are they right?	Are they wrong?
only boys are good at football		
girls and boys should wear different clothes		
only girls cry		
girls always like the colour pink		
males and females have different bodies		
boys always run faster than girls		
only boys like cars		
only girls like cuddles		
girls and boys can both be brave		

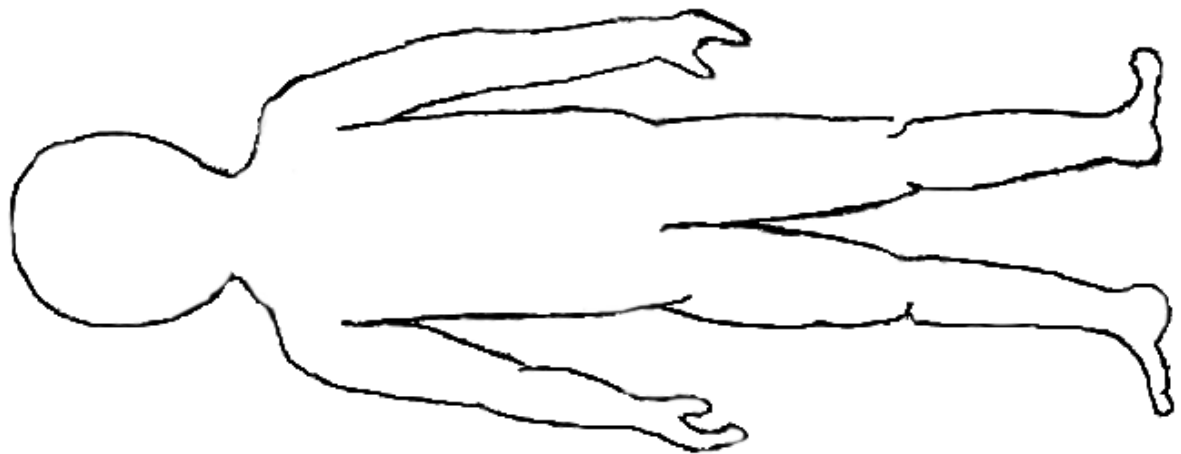
Resource K

Body parts labels

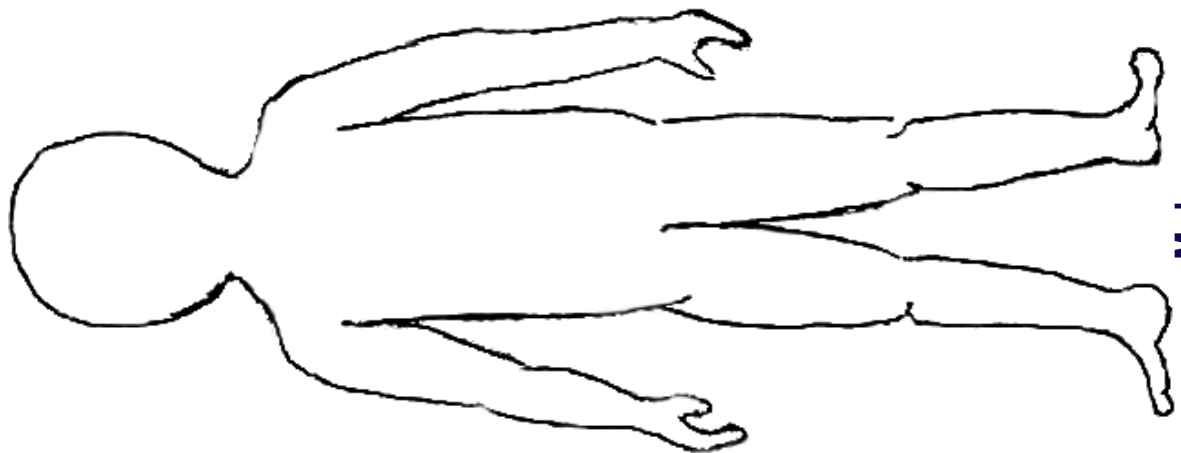
hands	head	vagina
arms	shoulders	
legs	knees	ears
feet	toes	
ankle	fingers	penis
eyes	tummy	chest
elbows	bottom	back
neck	wrist	mouth
teeth	hair	face

Resource L

Body outlines



Female



Male