



Lesson 1: Similarities and Differences - Body Parts



Learning Objectives

To recognise the main external parts of the bodies of humans including agreed names for reproductive organs

Resources

Activity 1 and 2

Body outlines



Activity 2

Cards with names of body parts



Optional

Channel 4 Living and Growing Unit 1, Programme 1: Differences

Points to Note

Links to science curriculum: identify, name, draw and label the basic parts of the human body

Carry out either activity 1 or 2 depending on level of structure required

Check school RSE policy to check which genitalia have been agreed to be introduced in the KS1 delivery.

Preparation for later in unit: Lesson 3 suggests inviting a mother and baby into class to speak to the children

Key Vocabulary

Penis, testicles, vulva, breasts



Starter Activity

What are the differences between girls and boys? Make a class list. The differences are more obvious as we grow up. Elicit differences between men and women?

When discussing reproductive organs, tell the children that personal names are acceptable but introduce the correct terms e.g. penis, vagina, breast, etc and explain why it is important to have a common name we can all use.

Activity 1

Give out large outlines of a boy and a girl. As a class, or in small groups, ask the children to think about the bodies of boys and girls and make a list of all the body parts they can think of that can be seen from the outside. Focus on the fact that most body parts are the same but there are some differences.

Activity 2

In groups, ask the children to use a set of body name cards and place them on body outlines in the appropriate place. Visit each group and encourage the children to discuss the differences between boys and girls (some children may wish to discuss the differences between adult male and female.) Talk about these differences using the outlined body and introduce language as appropriate to the needs of the child.

Activity 3

If your school uses Channel 4 Living and Growing the children could watch Unit 1 Programme 1: Differences

Plenary

What can girls do that boys can't? What can boys do that girls can't? Begin to challenge any stereotypes.



Lesson 2: Where Do Babies Come From?

Learning Objectives

To understand that all living things originate from other living things

To understand that humans produce babies that grow into children and then into adults

Resources

Starter

Where do different living things come from?

Pictures to match, e.g. egg/chicken; seed/flower; tadpole/frog, etc

Activity 1

'Amazing You,' Dr Gail Cravath

'How Are Babies Made?' Alastair Smith.

Points to Note

Consider the circumstances of the children in the class when carrying out this lesson. Be mindful of children who are fostered/adopted/looked after, etc

Links to science curriculum KS1: They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Preparation for next lesson: Next lesson the children will be looking at their milestones. Baby books/photographs may be needed to complete this activity, depending on your class circumstances.

Invite a mother and baby into the class to speak to children next session.

Key Vocabulary

Reproduction, growth

Starter Activity

Discuss with children where different living things come from e.g. flowers come from seeds, chicks from eggs, etc. Use resource pictures to promote discussion.

Show a picture of a human baby. Where does the baby come from?

Activity 1

Share the book 'Amazing You' with the class. Focus primarily on the latter part, 'Where babies come from.' Or share together the book 'How Babies are Made'

Activity 2

Worksheet: As above- starting activity. The children can cut out and match the flowers/seeds etc. They could annotate the pictures.

Plenary

Recap the fact that living things need a male and a female to reproduce. Human babies are made when an egg from the mother meets a sperm from a father. Babies grow inside the mother.



Lesson 3: Changes - Physical



Learning Objectives

To consider ways they have changed physically since they were born

To consider physical changes that will take place as they move from childhood to adulthood

Resources

Activity 2

What can I do? (Could, Can, Hope to...)



Points to Note

Consider the circumstances of the children in the class when deciding whether to ask for information about baby milestones from home. Be mindful of children who are fostered/ adopted/looked after, etc.

Starter Activity

Ask the children to think about all the things they can do now. Think then about what they hope to be able to do as adults.

Circle activity- When I am an adult I hope to ...

Activity 1

Invite a mother and baby into class to talk about what a baby can and can't do. How has the baby already grown and developed since birth?

Activity 2

Complete activity sheet:- What can I do?

'As a baby I could...' 'Now I can...' 'As an adult I hope to...'

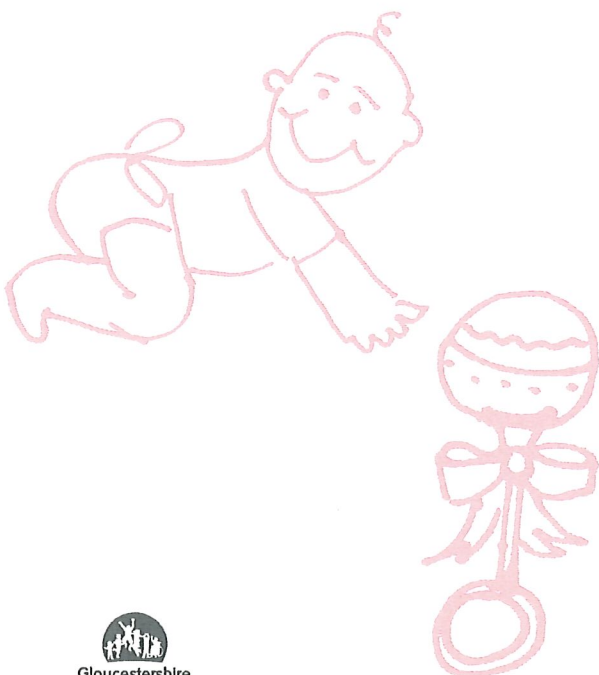
Activity 3

On plain paper, the children can create an individual timeline to show how they have changed since they were born. Information from home could be brought in to add to this (e.g. baby books) if appropriate.

If not all children have appropriate books/ photos, this could be completed as a class activity. Compare different ages at which milestones were achieved, e.g. first steps, first tooth, etc.

Plenary

Discuss milestones that they have achieved. Did they all achieve them at the same time? Talk about the fact that people grow up at different rates and things happen at different times.



Lesson 4: Changes - Becoming Independent



Learning Objectives

To consider their responsibilities now and compare these to when they were younger

To understand the choices they are able to make in order to keep themselves healthy

Points to Note

Consider and celebrate the role of young carers when discussing responsibilities they may have

Key Vocabulary

Independent



Starter Activity

Explain that as we grow we learn to do more things and that as we get older there are more ways we can look after ourselves.

Make a class list of things that the children can do to help themselves and their families e.g. getting dressed, getting own breakfast, etc.

Discuss with the children that they can do these things now because they have grown older and learnt how to.

Activity 1

Play game 'Change places if...' by asking children to stand up and change places with someone if they e.g. help lay the table at home, wash their own hair, etc.

Activity 2

Explain that as we grow older we are able to make more choices of our own and that this is important because it is teaching us to be more independent and helping us to do things for ourselves.

Explain that as we grow up we learn to make more and safer choices and some of these choices are about keeping healthy. Children complete sentence stem 'A choice I make to keep myself healthy is...'

Plenary

Ask the children if there are times when they need a little help from an adult to make a choice about something, e.g. which programmes they can watch, which foods they can eat, which clothes they can wear, etc.

