



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...'

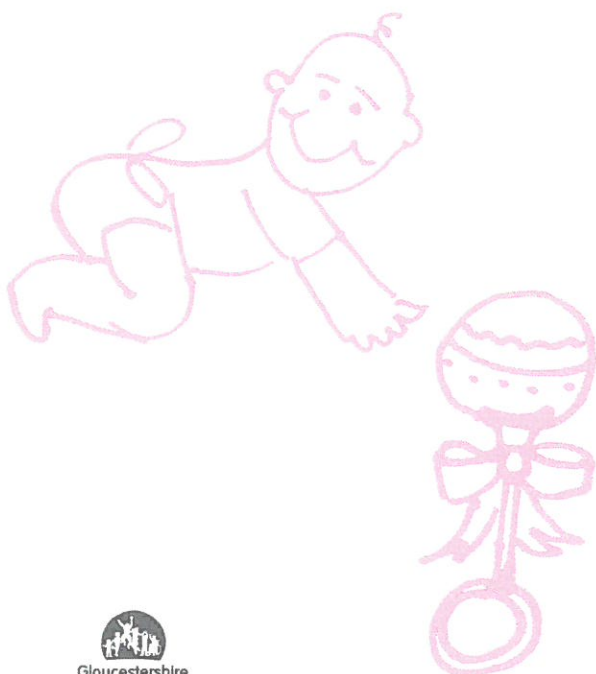
Activity 3

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.



Lesson 1: Similarities and Differences - Reproductive Organs

Learning Objectives

To recognise the main organs of the bodies of humans including scientific names for reproductive organs

To identify the differences between men and women.

Resources

Diagrams of main organs of the body

Smaller diagrams of the organs, their names and explanation of their function

Plenary

Pictures of three adult males and three adult females

Magazines if needed.

Points to Note

Links to science curriculum

Key Vocabulary

Lungs, heart, brain, kidney, stomach, penis, testicle, vagina, ovary

Starter Activity

Begin session in a circle, with diagrams of various organs of the body on the floor in the middle.

Invite children to pick up an organ they recognise and say what they know about it, such as its function and its position in the body.

Include a diagram of the female and the male reproductive systems. Discuss some of the physical differences between men and women and ensure that the children are aware of the appropriate scientific language.

Activity

Children return to their tables where there are three sets of cards per pair/small group (diagram; organ name; organ function). Children are tasked with matching the diagrams to their names and functions. They can then stick these on a worksheet or on an outline of a human body (perhaps A3 size).

Plenary

Bring whole class back together and share with children pictures of three males, then three females.

What do they notice? Can they identify any particular differences between the two genders? e.g. more facial hair, wider shoulders, men are generally taller, women generally have smaller hands, etc.

Ask the children to consider whether men and women sometimes behave differently. Reinforce here that all humans are unique and, whilst some generalisations can be made, we are all different shapes and sizes.



Lesson 2: Types of Love



Learning Objectives

To understand that there are different types of love

Resources

Starter

Post-its

Activity 2

Love is...



Starter Activity

Write the word LOVE on the board. Give out post-it notes and ask the children to write down words/phrases about what love is/ means to them. Discuss their ideas. How do we show love? Discuss showing love, respect and other values in a relationship.

Activity 1

The children can write a poem entitled 'Love is...' They may include all the different types of love they can think of, using the ideas from the starter activity for inspiration.

Activity 2

Love is... activity sheet to complete in pairs or individually.

Encourage them to think about ways love is shown through caring for another person and wanting the best for them, rather than materialistic love.

Plenary

Share the children's ideas. This could be made into a class display.

Lesson 3: Personal Hygiene - Hand Washing



Learning Objectives

To understand how infection can spread

To understand how to prevent the spread of infection through good personal hygiene practices

Resources

N.B. e-Bug worksheets are available on the accompanying disc or on the e-Bug website:

http://www.e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Hand%20Hygiene

Activity 1

HAND SW1

HAND SW2

Soap, paper towels, basins, water, oil based glo gel, UV torch

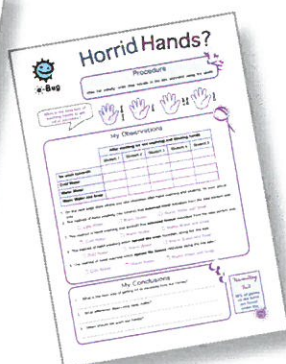
Points to Note

Identify any children who may have allergies or sensitive skin conditions

Covering a child's hand with glitter, and having them shake hands with other children, can demonstrate the theory behind the transference of microbes if the glo gel and UV torch aren't available

Key Vocabulary

Antibacterial, microbes, symptom, transmission, contagious, hygiene, infection



Starter Activity

Ask the children how many of them have washed their hands today. When/why did they wash them? What would happen if they don't wash their hands after going to the toilet, before eating, etc? Show them the word MICROBES. Do they know what microbes are, or any information about them?

Activity 1

Divide the class up into four separate groups and ask each child to stand in a row, one behind the other. Cover the first child's hands in Glo Gel and ask them to wash their hands according to the group they are in: A. No hand washing; B. Hands washed in cold water; C. Hands washed in warm water; D. Hands washed in warm water with soap. The first child then shakes hands with the second child (it is important that they shake hands firmly and well). The second then shakes hands with the third person and so on until everyone in the group has shaken hands with the person in front of them. When the task is complete, turn down the lights and shine the UV lamp over everyone's hands, starting with group A. Ask the children to complete their sheets (SW 1 and SW 2). Which results did they find the most surprising? Explain that the soap removes the oil in the skin which the microbes use to stick to and hide in. Children can complete the conclusion questions on the sheet.

If you don't have the resources to do this in school, watch www.e-bug.eu/junior_pack.aspx?cc=ie_eng&ss=2&t=Hand%20Hygiene and discuss the experiment with your class.

Activity 2

www.e-bug.eu/menupage.html?type=games&level=junior
Games around the topic of microbes

Plenary

Do they know of any other way microbes can be spread? (Some diseases are airborne and spread in tiny droplets of mucus and water coughed and sneezed by people)





Lesson 4: Personal Hygiene - Infection

Learning Objectives

To understand that our bodies have three main lines of natural defence

To understand that sometimes the body needs help to fight infection

Resources

N.B. e-Bug worksheets are available on the accompanying disc or on the e-Bug website:

www.e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Immunity

Activity 1

IMM SH1 (for teacher's info as Upper KS2 level)

The Body's Defence System

Activity 2

www.e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Vaccinations

VAC SH1

VAC SW1

Points to Note

Some children may be aware that their parents have chosen not to have them immunised

Key Vocabulary

Antibodies, immune, infection, inflammation, white blood cell, disease, vaccination

Starter Activity

Remind children of last session's work on microbes and preventing their spread. Elicit ways we can help prevent the spread of harmful microbes.

Activity 1

Elicit ways our bodies protect us from the microbes which we DO come into contact with. Discuss responses. Share a picture of the human body and identify the four ways our bodies prevent the entry of microbes (skin; mucus; tears; stomach acid). Briefly share with them the second and third lines of defence through the animations www.e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Immunity

(N.B. This is fairly complex but can be briefly described) Children complete the activity sheet.

Activity 2

Building on their work in Activity 1, reinforce that our immune system generally fights any harmful microbes that may enter our body. By taking good care of ourselves we help our immune system work properly and prevent infection. But vaccines are a further way we can fight microbes; vaccines are used to prevent not cure.

Share the story of Edward Jenner VAC SH1 and complete the comprehension together.

Activity 3

Ask children to design posters to display around school promoting prevention of infection/spreading of microbes. Which rules/effective messages/catch phrases can they include? (catch it, bin it, kill it; 90% of microbes on hands are under the nails, etc.)

Plenary

Check understanding through key questions:

What are vaccines? When should vaccines be used?

Ensure children understand that not all microbes are harmful

