



## EYFS

### RSE CONTENT AND EXAMPLE LESSONS

#### RSE Content:

- To understand and value what their bodies can do
- To describe their own appearance and name external body parts using agreed names for the sexual parts – penis, testicles, vagina, bottom
- To recognise similarities and differences between the bodies of girls and boys
- To understand ways in which their body has changed since they were a baby
- To understand ways of looking after their body and keeping it clean
- To understand how members of their family and other trusted people care for and look after them
- To understand ways in which they can take responsibility for looking after themselves and recognise where they still need to be supported by others
- To recognise how growing up makes them feel

## Example Lesson Plans

Understanding our bodies		
Learning Objectives	Success Criteria	Teaching Activities
To understand and value what their bodies can do	To be able to <ul style="list-style-type: none"> <li>- Demonstrate different body actions through physical activity and play</li> <li>- Describe different body functions</li> <li>- Show examples of caring for my body</li> <li>- Talk positively about my body</li> </ul>	In Circle Time, introduce the children to learning about their bodies by singing and doing the actions to the song, 'Head, Shoulders, Knees and Toes'. Read the story ' <b>Bein' with you this way</b> '. Ask the children to describe all the physical activities that the children in the story are involved in and all the body actions that are being carried out by people of different ages. Using the pictures in the story as a stimulus, ask the children to identify things they can do with their bodies e.g. skipping, running, hopping, including body functions such as eating and sleeping. Provide opportunities for the children to play outside and explore what they are able to do with their bodies including how they can use small and large play and physical activity apparatus.
To describe their own appearance and name external body parts including using agreed scientific names for the sexual parts	To be able to <ul style="list-style-type: none"> <li>- describe how I look</li> <li>- describe similarities and differences between the appearances of different people</li> <li>- talk positively about differences in the appearance of others</li> </ul>	Continue to look at the story 'Bein' with you this way'. The story includes pictures and descriptions of a range of people from different age groups, races and ethnicities. Stop the story at various points where people's physical characteristics are being described and ask the children to look for similarities and differences between their physical features and those of the people in the story. Ask the children to identify similarities and differences in eye colour, hair (including colour, length and texture) and skin tone. Talk with the children about the different sizes and shapes of people and extend their language of size and shape: <i>tall, small, middle-sized, big, bigger, biggest, thin, long legs, long arms</i> . Encourage the children to notice gender differences between the people in the story. Play the game 'Come into the Circle if.... e.g. <i>you have long / short hair, you have dark skin, you have blue eyes</i> '.
To recognise similarities and differences between the bodies of girls and boys.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>- recognise and name different external parts of the body</li> <li>- recognise the external sexual parts of the body and name them using agreed names</li> </ul>	In small groups, introduce the children to two baby dolls, one being a baby girl and one a baby boy (ensure that the dolls are dressed identically so that their gender is not obvious). Explain to the children that one baby is a girl called Jody and the other is a boy called Tom and invite the children to suggest how they could find out which is which. Allow the children to lead the discussion and if necessary suggest that you take off the babies' nappies. Before undressing the babies ask the children to say how undressing the babies will help them to find out which baby is a girl and which one is a boy. Listen to the children's suggestions for naming the sexual parts of both girls and boys bodies. Tell the children that family names for sexual parts e.g. <i>willie, minnie</i> are acceptable, but ensure that they are introduced to the correct anatomical names e.g. <i>penis, testicles, vagina, bottom</i> . You might explain this to the children by saying that these are the words a doctor might use if they were describing different body parts. You might call them the 'doctor' words. After the dolls have been undressed return them to a role play area such as a Baby Clinic. A Baby Clinic role play area will provide children with the opportunity to take part in activities such as washing and weighing the babies. These role play opportunities will provide the children with a time for more informal

		conversations and discussions about different bodies and naming body parts including the sexual parts.
To understand ways in which their body has changed since they were a baby.	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- describe ways in which my body has grown and changed since I was a baby</li> <li>- describe things that my body could and could not do when I was a baby</li> <li>- describe new things that my body has learnt to do since I was a baby (e.g. walk, run, swim on their own)</li> <li>- talk positively about what I have learnt to do with my body and new achievements</li> </ul>	<p>In small groups, read the story, <b>'You'll Soon Grow Into Them Titch'</b>. Ask the children how Titch and his brother and sister knew that their bodies were growing. Discuss with the children how the different parts of their own bodies have grown and how they knew that this growth had happened <i>e.g. My hands have grown.... I had to have new gloves, My hair has grown..... I had to get my hair cut.</i></p> <p>Ask the children to bring in photographs of themselves at different ages <i>e.g. newborn, toddler and now</i>. In small groups, help the children to make a time line by mounting the photographs of themselves as babies and their current photograph at either end of a strip of paper. Help the children to draw a line in between and support them in placing their other pictures on the time line to show how they have been getting older. Explain to the children that as we become older our bodies grow. Ask the children to look at the photographs and describe the physical growth and changes that have taken place between each picture. Ask the children to think about what their bodies could and could not do at each age, including what they can do now. List on labels the children's suggestions regarding what they could do for each photograph <i>e.g. I can crawl, I can skip with a rope</i> and help them to place the labels next to the relevant picture to support them in understanding the progression and changes that have taken place in their physical capabilities. Encourage the children to look for similarities and differences between themselves and the other children in the group.</p>