



## YEAR 3

### RSE CONTENT AND EXAMPLE LESSONS

#### RSE Content:

- To know scientific names for male and female sexual parts and use them confidently – penis, vagina, testicles, breast, nipple, anus, scrotum (Relationships Education, Being Safe)
- To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults (Relationships Education, Being Safe)
- To value their own body and recognise its uniqueness
- To understand the benefits of carrying out regular personal hygiene routines (Health Education, Health and Prevention)
- To consider who is responsible for their personal hygiene now, and how this will change in the future (Health Education, Health and Prevention)
- To understand a range of ways illness and disease e.g colds, chickenpox, head lice, might be spread and how they are able to reduce this (Health Education, Health and Prevention)

## Example Lesson Plans

Body Knowledge		
Learning Objectives	Success Criteria	Teaching Activities
<p>To know scientific names for male and female sexual parts and use them confidently.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• use body part names such as penis, vagina, testicles, breast, nipple, anus and scrotum confidently</li> <li>• give an example of one new thing they have learnt about the body.</li> </ul>	<p>Ask the children to share with you any doctor/scientific names for body parts they know. As a class, collect a written list of external body part names – including sexual parts. Accept (inoffensive) colloquial names for body parts, but place them alongside scientific names. Ask pairs of children to pick one body part from the list and discuss where this body part is located and its function. Ensure that the children are aware of the scientific names for parts of the body including names for sexual parts where this is appropriate e.g. penis, testicles, breast, vagina. Challenge the children by asking if any of them know the doctor words for any other parts of the body e.g. thorax, intestine, humerus. Explain that some body parts are found in males and females and some are found in just males or females. Using different coloured markers underline the body parts found in just males in one colour and just females in another colour.</p> <p>In pairs give the children drawings of adult male and female bodies. The children then mark on their outlines the names of parts of the body in the appropriate place. Visit each pair and ensure that the children have marked on the outline of the body the parts that make males and females different. You may use the IWB to place the names on a picture of an adult male and female body. Discuss the physical differences between males and females and ensure that the children are aware of the appropriate scientific language.</p> <p>Provide pairs of children with a set of Body Part Labels. These labels need to be cut up. These labels should include body part names, including scientific names for male and female sexual parts. Ask the pairs of children to place individual labels on a continuum line according to different criteria e.g. ‘parts you know about to parts you know very little about’ or ‘parts that are difficult to talk about to parts that are easy to talk about’. Ask the children to share their continua in pairs and visit the pairs to note individual needs.</p> <p>As a class, recap on the names for body parts of both males and females and their functions.</p> <p>In Circle Time, ask the children to choose one body part from the ‘parts you know about...’ end of their continuum. Encourage the children to share the information they have on the function and purpose of this body part. Ask the children to choose a body part from the ‘parts you know very little about’ end of their continuum on external body parts. Provide the children with a piece of paper and ask them to write a question about what they would like to know about this body part. Collect the children’s questions and group the questions into body parts i.e gather all the questions about knees, arms, legs,</p>

		breasts. Provide the children with books or IT resources where they can investigate the answers to their questions. In Circle Time, use the sentence stem Something new I have learnt about the body is...
<b>Body Functions and Changes</b>		
To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults.	To be able to: <ul style="list-style-type: none"> <li>• identify a trusted adult I can talk to about my body.</li> </ul>	Ask pairs of children to suggest 5 differences between adult bodies and bodies of children their age. Collect examples as a class. Ask the children if they know the name of the body process by which children's bodies change into adult bodies. If necessary, give them the word 'puberty' and explain that puberty is a series of changes which affect people's brains and bodies as they grow older. Puberty can start to affect people most commonly between the ages of 8 and 14 years, but make sure they understand that different people begin puberty at different times and that it happens at different rates. Ask children to suggest reasons why people their age might find it difficult to talk about the private body parts. Look for examples such as 'It's embarrassing' or 'We don't often talk about them so it feels a bit strange when you do'. Write each reason on a large sheet of paper and place each sheet of paper on a different table. Ask children to visit each poster and write their name or tick on the sheet if the reason is something which they have experienced, or which seem to be true to them. As a class, go through each reason and discuss them together. How can these difficulties be overcome? Ask every child to write down the names of people they would feel comfortable talking to about private parts. Follow up any children who cannot think of someone they could talk to.
<b>Body Awareness and Image</b>		
To value and respect their own bodies and understand their uniqueness.	To be able to: <ul style="list-style-type: none"> <li>• recognise that each body is different</li> <li>• understand that our bodies are special and unique</li> </ul>	Show the children drawings/images of male and female bodies of different sizes and shapes and at different ages. Ask the children to place the body pictures in categories e.g. most beautiful bodies, oldest bodies, youngest bodies, most cuddly bodies. Use cartoon examples as well as art, sculpture etc. Challenge any narrow perceptions of 'beauty' and perfection, emphasising that all bodies are different and all bodies are amazing. Ensure that you include examples of different skin colours, able-bodied and disabled, body size and shape. As a class, brainstorm as many adjectives as possible for the bodies you have seen. Collect these words on the board. Choose a heading for your collection of words, like Everyone's Body is Different – Everyone's Body is Amazing.  In Circle Time play the game 'Change places if...'. Ask the children to stand and change places if they have e.g. brown hair, blue eyes, big hands, fast legs, nimble fingers, dark skin, long finger nails. Encourage the children to support each other and decide on their own answers by comparing themselves with the people sitting next to them.
<b>Personal Hygiene</b>		
To understand the value of carrying out regular personal hygiene routines.	To be able to: <ul style="list-style-type: none"> <li>• describe some basic personal hygiene routines relevant to me</li> <li>• explain why body parts should be kept clean.</li> </ul>	As a class, describe the following scenario to the children: Child A never has time to wash in the morning because they always get up late. They only clean their teeth if they are going out with friends. Sometimes they sleep in their clothes, if they are too tired to get ready for bed. They use a lot of hairspray and sometimes forget to wash their hair. They often forget to put their clothes in the laundry basket and leave dirty clothes lying about. Ask the children to think on their own about how people might react to Child A and discuss what advice they would like to give them. Ask children to join with a partner and discuss their ideas about advice for Child A. Ask the pairs to decide which three pieces of advice they have discussed would be most important for Child A.  In groups, ask the children to sort a set of Hygiene Statement Cards under headings of True, False, Not Sure, e.g. using a deodorant helps to keep your clothes clean', head lice only live in dirty hair. Use this 'true and false' activity to dispel any myths about head lice and other personal hygiene practices.

## Example Resources

### Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles 13 • SR 3 Sex and Relationships

#### Pupil Response Sheet 'Draw the Difference' KS2

Are you a boy or a girl? Boy/Girl \_\_\_\_\_

Which year are you in? \_\_\_\_\_

This is Bert. Bert is a boy. He is the same age as you. Draw and write about Bert's body. Label the parts which make him different from a girl. You can draw or write about parts inside his body too.

This is Betty. Betty is a girl. She is the same age as you. Draw and write about Betty's body. Label the parts which make her different from a boy. You can draw or write about parts on the inside of her body too.



### Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles 13 • SR 3 Sex and Relationships

#### Pupil Response Sheet 'Draw the Difference' KS2

Bert is now 16. Draw and write about how his body has changed and what might be happening to his body.

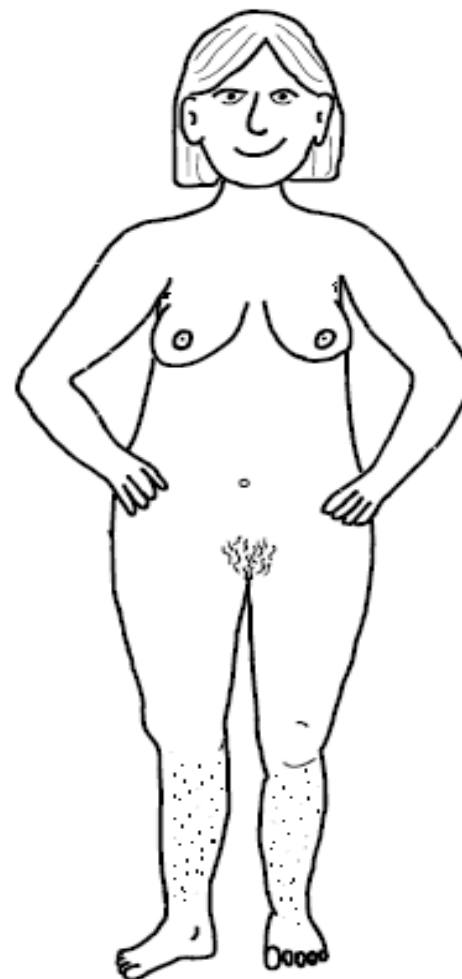
Betty is now 16. Draw and write about how her body has changed and what might be happening to her body.



**Resource 2 - KS2 Adult Male Body**



**Resource 3 - KS2 Adult Female Body**



## Body Part Labels

penis	testicles	thorax
vagina	bottom	leg
anus	chest	scrotum
arm	nipple	breast
shoulder	toe	foot
elbow	finger	eyebrow
eyelash	wrist	lips
ear	nose	mouth
hair	skin	shin
toenail	cheek	chin
palm	sole	ankle
back	calf	heel