



# Dove Bank Primary School

## Year 1 RSE content, example lesson plan and resources

### **RSE Content:**

- To recognise the main external parts of the bodies of humans, including agreed names for sexual parts - penis, testicles, vagina (Relationships Education, Being Safe)
- To describe what their bodies do
- To understand that they have responsibility for their body's actions and that their body belongs to them (Relationships Education, Being Safe)
- To appreciate how amazing their body is
- To know how to keep themselves clean (Health Education, Health and Prevention)
- To understand the importance of basic hygiene practises and how these prevent the spread of germs (Health Education, Health and Prevention)

## Example Lesson Plans

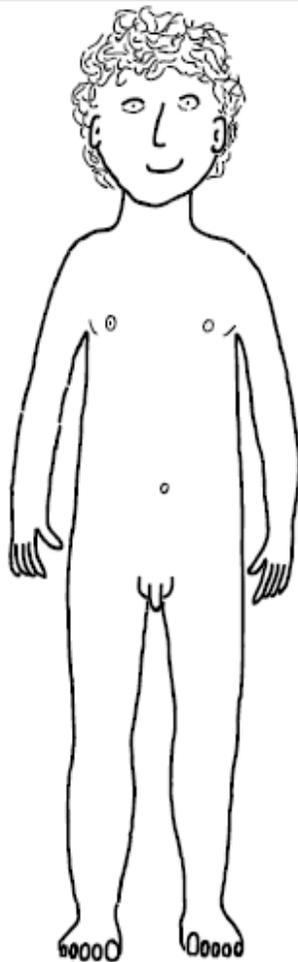
Body Knowledge		
Learning Objective	Success Criteria	Teaching Activities
To recognise the main external parts of the bodies of humans, including agreed names for sexual parts	<p>To be able to</p> <ul style="list-style-type: none"> <li>- Use names such as arm, leg, elbow with confidence</li> <li>- Use scientific names such as penis, testicles and vagina</li> <li>- Use the words male and female</li> </ul>	<p>Show the children a large outline shape of a boy and a girl of their own age. As a class, ask the children to think about the bodies and make a list of all the body parts they can think of that can be seen from the outside. Tell the children that family names for sexual parts <i>e.g. willie</i> are acceptable, but ensure that they are introduced to the scientific terms <i>e.g. penis, testicles, vagina</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. Show the children sets of cards with named external body parts, including the doctor names for sexual parts, and compare to the list they have made, noting any body parts/names they may have missed out. If necessary add further cards to the sets to ensure that the children's suggestions are included. In groups, ask the children to use the set of body part cards and place them on the body outlines in the appropriate place.</p> <p>Some children may wish to discuss the differences between males and females. Talk about these differences using the outlined bodies and reinforce the vocabulary introduced <i>i.e. penis, testicle, vagina</i>. Emphasise that boys and girls have many body parts that are the same, but that some are different. You might explain that <i>the parts that are different for boys are the bits between their legs. They have a tube called a penis that they wee from and dangly bits called testicles. Girls have different parts too. They are also between their legs. They have an area between their legs with a special hole called a vagina and another tiny hole they wee from. Both boys and girls have a hole at the back where poo comes out.</i> Give each child the outlines of boys' and girls' bodies and challenge them to write the names of as many external body parts as they can around the drawings.</p>
Body Awareness and Image		
To understand that they have responsibility for their body's actions and that their body belongs to them	<p>To be able to</p> <ul style="list-style-type: none"> <li>- give an example of how I can be in control of my body</li> <li>- Describe some things I would do in private</li> <li>- Name the parts of my body which are private</li> </ul>	<p>Using a puppet or doll, describe a scenario where the puppet finds it difficult to keep his hands and his feet to himself. He wriggles a lot and sometimes hurts his friends by accident. He's a bit clumsy and sometimes pulls or pushes people too hard on the playground. Ask the children how his friends might feel about this. Would they feel annoyed, unfriendly towards him or frightened? Ask the children for some ways people could help him. In Circle Time, ask each child to suggest something the puppet could do to make things better <i>e.g. Say sorry if he hurts people; sit in a big space on the carpet and assembly; ask a friend to tell him if he is wriggling</i>. Encourage the children to think about how we need to be aware of what our bodies are doing to make sure we don't hurt other people or annoy them.</p> <p>In Circle Time, ask the children the meaning of the words private and privacy <i>i.e. something you wouldn't show or share openly with everyone</i>. Ask them where they have heard or seen these words. Ask the children to make suggestions of activities they prefer to do in private <i>e.g. going to the toilet, having a bath</i>. Ask the children for ideas of things they would have done in public when they were babies or toddlers <i>e.g. running round with nothing on, not wearing a swimming costume at the beach</i>. Explain to the children that as we get older we often feel we want to do things in private and we feel uncomfortable doing some things in public. Ask the children for ideas of ways they act differently at home and at school <i>e.g. they always shut the toilet door at school, but they don't at home</i>. Discuss the different places they feel are</p>

		<p>private places e.g. home, their bedroom, their Gran’s house. In the circle, ask each child to work with a partner and think of something they could say if they felt embarrassed and they wanted more privacy, e.g. I feel a bit shy/embarrassed, so please could you shut the door? I don’t like the feeling of other people watching me, so please could I get changed in a cubicle? Ask the pairs to feedback their ideas to a puppet/doll/soft toy who doesn’t know how to talk to their parent/carer about this.</p> <p>Give the children the drawing of body outlines of a boy and girl and ask them to shade in the parts which are private. Describe the private parts of the body as those parts which are covered by a swimming costume or underwear and that they are different for boys and girls. Ask for reasons that other people might see their private parts eg a doctor or nurse if they are ill, a parent helping them to get dressed. Explain that if they ever feel uncomfortable or get a ‘No’ feeling about their private parts that they should tell someone. Emphasise throughout that their body belongs to them.</p> <p><b>Teachers may refer to NSPCC Pants Rule teaching materials to focus on personal safety issues closely linked to this activity.</b></p> <p><a href="http://www.nspcc.org.uk/preventingabuse/keeping-children-safe/underwear-rule/">www.nspcc.org.uk/preventingabuse/keeping-children-safe/underwear-rule/</a></p>
Personal Hygiene		
To know how to keep themselves clean.	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• give two examples of things I do to keep myself clean at home</li> <li>• give two examples of things I can do to keep clean at school.</li> </ul>	<p>Give each child two cards showing a smiley face and a sad face, or use thumbs up/down as a signal. In Circle Time, read a number of scenarios to the children using fictional characters which involve good and bad hygiene practices e.g. Mr Brown brushes his teeth every morning; Miss Blue washes her hands before lunch; Mr and Mrs Orange share a tooth brush; Miss Purple wipes her nose on her sleeve; Mr Pink leaves his dirty tissues on the table. Ask the children to show either their smiley or sad face once they have listened to the scenario and decided whether it represents ‘good hygiene’ or ‘bad hygiene’. Talk through each scenario and discuss the reason for the children’s choices.</p> <p>In Circle Time, discuss ways of looking after the classroom which will help to keep the children clean e.g. washing hands regularly, wiping tables, using the bin for dirty tissues. Ask the children to design a poster for the classroom which will help children to keep themselves or the classroom clean e.g. please flush the toilet after you have used it, please wash your hands before lunch.</p>
Illness/Disease Prevention		
To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. (HP)	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- name a way they can prevent the spread of germs.</li> </ul>	<p>Gather all the children in a space where they can freely move around. Explain that you are going to play a game where people shake hands and say ‘hello’ to each other. Set up rules about safe movement around the space and also options for children who do not wish to shake hands, perhaps high fives or fist bumps. Without making it too obvious, place your hands flat in a tray of fine glitter. Ask one or two others, adults or children, to do that same. Then begin the hand shaking game. Ask the children to shake hands with 10 other people and then sit down in a space. When all the children are sitting down, ask them to look at their hands and ask them what they notice. Many children will have signs of glitter on their hands. Talk together about what happened. Ask the children to wash their hands and see how long it takes to get rid of the glitter. Finally, ensure that the children understand that germs pass from person to person by touch, but that we can’t see them. In order to wash away the germs we have to wash our hands thoroughly.</p>

## Example Resources

*Cambridgeshire Primary Personal Development Programme*  
Healthy and Safer Lifestyles 6 • SR 1 Sex and Relationships

### Resource 1 - KS1 External Male Body Outline

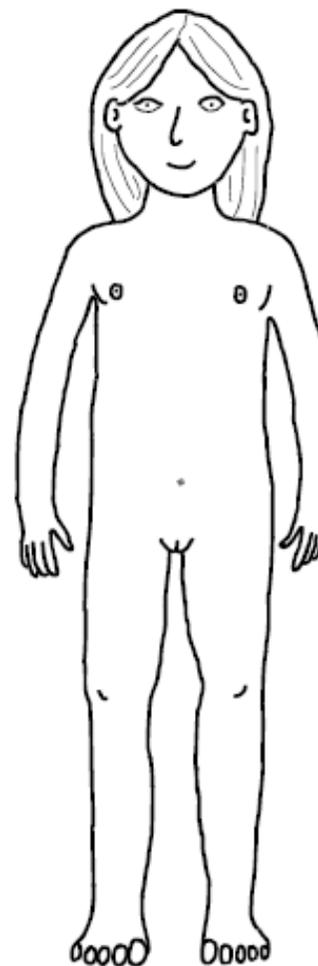


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1

*Cambridgeshire Primary Personal Development Programme*  
Healthy and Safer Lifestyles 6 • SR 1 Sex and Relationships

### Resource 2 - KS1 Female External Body Outline



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2

## Body Part Labels

penis	testicles	vagina
knee	bottom	leg
arm	eyebrow	chest
knuckles	shoulder	toe
foot	elbow	finger
fingernail	eyelash	wrist
nose	ear	lips
eye	mouth	hair
skin	shin	toenail
cheek	chin	palm
ankle	back	heel