

Male and female (Key Stage 1)

By the end of this lesson the children will be able to name the main external parts of the body, understand the differences between male and female, and learn the biological names of the sexual parts as well as understand that all babies, human and animal, have mothers and fathers.

Learning outcomes

- I know the difference between a boy and a girl and can label boys' and girls' body parts.
- I can tell you my family words for boys' and girls' parts and what the scientific name is for this part of the body.

Working agreement

Remind the children of the working agreement and emphasise that it is acceptable to laugh at something funny but not at another person.

Resources needed

- Body outline
- Labels with the correct names of body parts
- Pictures of babies
- Interactive whiteboard (if available).

Opening activity: Hand to hand

Explain to the children that in this activity you will ask them to move around the classroom. Then you will clap your hands and call a number and the name of a part of the body (arms, legs, knees, fingers). At this, the children should join together in groups of the appropriate number with that part of their bodies touching. Repeat with a different number and part of the body.

Main activity: Body outline

In small groups, have a large sheet of paper with a body outline drawn on it (alternatively draw round a child). Ask the children to stick the prepared labels on appropriate parts of the body. Ask them if they know the names of any parts of the body that are inside (lungs, heart, stomach) and draw and label these. Alternatively you could use an interactive whiteboard for this activity, moving and placing labels for naming body parts in response to the children's suggestions.

Now show the children pictures of some babies with few or no clothes on. Talk to the children about what they think each baby is like and what they will be like as they grow up. Ask how we can tell whether each is a boy or a girl? Introduce words like penis, testicles, vulva, vagina and womb and explain that these are the parts that will mean that we can become a mother or a father when we grow up.

Show some pictures of animal babies and their adult parents, then match them into families while talking about the differences between male and female. Include a human trio. Explain that to make a baby you usually need a male and female; a mum and a dad.

Reflection/plenary

- Go round the class, asking each child in turn to complete the sentence 'Something I've learnt about bodies today is ...'
- Sing a song about body parts such as *Head and Shoulders, Knees and Toes* or *Dem Bones*.

Differentiation

- *Children needing more of a challenge* – could label the different organs in the body with their name and function: for example 'lungs – help you breathe', 'heart – pumps the blood'.
- *Children with additional learning needs* – could match shapes and words pictorially. Give a line-drawing outline of a body on A3 paper, with outlines of major organs drawn in. Have words on cards that are the same shape as the organ. This reinforces knowledge of where these organs are in the body as well as encouraging word recognition.

What if ...

- *Children get very giggly about names of sexual body parts or say that it's dirty to talk about them?* Remind them that people do often giggle if they are talking about something they don't usually talk about, but that it's really important to learn how your body works. Explain that all the parts of the body have an important job to do and that, though we generally keep them private, there's nothing bad about them.
- *A child asks where a baby comes from?* Usually a simple explanation to this question will suffice. For example 'a baby is made by a man and a woman and lives in a woman's womb' (explain that this is why, during pregnancy, women have a big belly). After nine months the baby is born.
- *Follow-up questions?* Children may ask follow-up questions and, depending on the maturity of the class and the school's SRE policy, providing more detail or reading a book on how babies are made and born may be appropriate. If an individual child is asking lots of detailed questions, discuss with their parent/carer if they would like to answer these questions or if they would like you to.