

Here is an overview of what we will be teaching in RSE in Year 3:

**Key focuses of unit:** In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves.

***Unit key vocabulary: Penis, vulva, testicles, puberty, body, hygiene, illness, disease***

Lesson 1: LO: To know scientific names for male and female sexual parts and use them confidently.

**How are male and female bodies different and what are the different parts called?**

- Challenge the children by asking if any of them know the doctor words for any other parts of the body. Explain that some body parts are found in males and females and some are found in just males or females.
- Discuss the physical differences between males and females and ensure that the children are aware of the appropriate scientific language.
- Watch the NSPCC pantosaurus video to reinforce that private parts are private parts.

Lesson 2: LO: To understand when to talk about private body parts

**When do we talk about our bodies, how they change and who do we talk to?**

- What is the process called when your body starts to change from a child to an adult? 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.**
- Why might people your age find it difficult to talk about their private body parts and puberty? 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'.
- Why might you need to talk to somebody about your body and private parts?
- Introduce two fictional children to the class, one male and one female. (Use puppets, characters from a story they know or make up two children.) Explain that each child is the same age as them and has a worry about their body. Ask pairs of children to write on a white board/paper two or three things that each fictional character might be worrying about. Ask each pair to pass their list of worries to another pair.

Lesson 3: LO: To value and respect your bodies and understand their uniqueness

**What can my body do and how is it special?**

- How are our bodies different? As a class, discuss and brainstorm the ways in which our bodies might be different e.g. height, hair colour, skin colour, weight, foot size. Introduce the idea that our physical characteristics are inherited from our birth parents and that is one reason why we are all different. Emphasise that our differences make us special and unique. Be mindful of those that do not live with birth parents.
- 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.
- In Circle Time play the game 'Stand up if...' Ask the children to stand 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.

Lesson 4: LO: To understand why we must stay clean

**Why is it important to keep myself clean?**

- Give each child an A4 sheet of paper. Fold these in half and on one side ask the children to draw about someone of any age who does not follow good personal hygiene routines. As a class look at the display of toiletries and discuss what they are for. Ask the children to return to their drawings and this time, to draw and write about the same person who has now improved their personal hygiene routines.
- Tell children about Child A - They never have 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. Which parts of our body need regular cleaning?
- Select different areas of the body which need regular cleaning e.g. teeth, hands, noses, bottoms, hair. Ask the children to work in groups and give each group a different area of the body.

Lesson 5: LO: To understand a range of ways illness and disease might be spread and how I am able to reduce this

**How do different illnesses and diseases spread and what can I do to prevent this?**

- Ask children for a list of illnesses which you can catch from other people e.g. Coronavirus, colds, viruses, tummy bugs, chicken pox, veruccas.
- Ask for ideas about how these germs get into the body e.g. through the nose, mouth or through cuts. Explain the nature of germs/bacteria to the children and make a list of all the places bacteria might be found e.g. toilets, unclean surfaces, dirty tissues, unclean skin and clothes.
- Ask the children if they know how a virus and a bacteria are different.
- Make a class list of the ways a virus might spread. Which of these ways are similar to the ways bacteria spread?
- Read Dirty Bertie – Catch it Bin it Kill it Reinforce the important of good hygiene when you have a cold or other respiratory disease.
- How do you care for your hair? Discuss with the children how they care for their hair. In addition to details of how they wash their hair, encourage the children to talk about hairstyles, haircuts, why people tie their hair back and when people, like cooks and surgeons, have to cover their hair completely.
- Ask the children what they know about head lice and stress that anyone can get head lice. Explain how they are caught and that they are not a result of unclean hair.
- Ask the children to write and design an information booklet on head lice, which they can take home to share with their families.