

Leighton Academy - Personal Development (SRE) - Year 2

Differences: Boys and Girls

(Based on Christopher Winter Scheme of Work and Focus Group Outcomes)

Week	CCL	Learning Objectives	Activities	Assessment
1	<p>Speaking and Listening</p> <p>Science - Variation</p>	<p>To intro the concept of male / female ad of gender stereotypes.</p>	<p><i>Resources: Boy / Girl objects and clothing pictures, Girl and Boy Labels, Prince Cinders and / or Princess Smartypants</i></p> <p>.</p> <p><b>NB: Ch. shd be reminded of the meaning of <i>similarity</i> and <i>difference</i>.</b></p> <p><b>Setting the Ground Rules</b> Remind ch. of the ground rules.</p> <p><b>Circle</b> Ch. to sit alternate girl / boy (in threes if not poss) Ch. to turn to partner and discuss diffs between them. Share and accept their ideas and use them to intro next activity - explores whether the ideas we have about boys and girls are always true.</p> <p><b>Venn Diagram Activity</b> Ch. to sort object cards into girl / boy / both and to explain why they sorting them in this way. - When all the objects are in place, discuss whether</p>	<p>Ch. know how to keep clean and look after themselves.</p>

			<p>it is always true that X object would be a girl's / boy's.</p> <p>Draw out the idea that we have quite fixed ideas about girls / boys and that these are not always correct and alternatives are acceptable.</p> <p><b>Plenary</b> Read <i>Princess Smartypants</i> or <i>Prince Cinders</i>.</p> <p><i>Vocab: similarity, difference, boy, girl</i></p>	
2	Speaking and listening	To identify differences between males and females.	<p><i>Resources: Clothed baby pictures, newborn baby pictures, clothed baby whiteboard summary</i></p> <p><b>Circle</b> <i>I am a girl / boy and I like . . .</i></p> <p><b>Recap</b> <i>Go back to last week's lesson - What did we talk about? What did we learn?</i></p> <p><b>Whole class</b> <i>Write the words <b>male</b> and <b>female</b> on the board - What do the words mean?</i></p> <p><b>Small groups</b> <i>Discuss how they would know how they would know if a newborn baby was a boy or a girl. Give the groups a picture of a clothed baby - do they think it's a girl or a boy? Why?</i></p>	Ch. know how to keep clean and look after themselves.

			<p><b>Whole class</b> Feedback ideas from discussion - again return to challenging stereotypes re. clothing etc.</p> <p>Then ask the ch. how a doctor / midwife would know if the baby is a girl or a boy. Accept terms they might use for 'private parts', but then return to Year 1 lessons and remind ch. that <i>penis</i> and <i>vagina</i> are the sc. words that it is imp to know and that we will use in class. - Use picture of newborn babies to support the discussion.</p> <p><b>Plenary</b> Hands up game to check the ch. understand the words <i>female and male</i>.</p> <p><i>Vocab: boy, girl, difference, similarity, penis, vagina, body parts, female, male</i></p>	
3	-Speaking and listening - Science - Variation	To explore some differences between males and females and begin to understand that this is part of the lifecycle.	<p><i>Resources: DVD - All About US, Programme 1, Chapter 1 and part of Chpt 2.</i></p> <p><b>Circle:</b> <i>'I am a female/male and I am good at. . . '</i></p> <p><b>Whole class:</b> <i>Who has a pet? Is the pet male or female? How do you know?</i></p>	<p>Ch. can describe some differences between male and female animals.</p> <p>Ch. can describe some differences between boys and girls.</p> <p>Ch. can understand that making a new life needs and</p>

			<p><b>Watch:</b> Chpt 1 of Prog 1 DVD</p> <p><b>Discuss:</b> Ask the children to reflect in pairs on what they have seen and pose key questions such as: <i>What was the DVD about? What surprised you? What did you like/dislike about it?</i> Share some ideas and acknowledge any feelings which came up during the film. Lead a discussion with the class, asking questions such as <i>What happened to Mogsy? Why was Jamal surprised when he found Mogsy? What were the kittens like when they were born? What do kittens need? How did Mogsy feed her kittens? Who did Mogsy need in order to make a kitten?</i></p> <p><b>Watch:</b> Chpt 2 <b>STOP</b> when the naked cartoon pictures appear on the screen. <b>DO NOT</b> go further.</p> <p><b>Discuss:</b> <i>What were the similarities between the boys and girls / males and females?</i> <i>Can the children remember the proper names for male and female parts?</i> Reiterate need to know and use correct names.</p> <p><b>Plenary:</b> Give ch. the opp. to reflect in what they have learned and know. Explain that we will be learning more about the difference between boys and girls in the next lesson.</p> <p><i>Vocab: male, female, boy, girl, penis, vagina, difference, similarity.</i></p>	male and female.
	Speaking and	To focus on	<i>Resources: 2 Hoops, Body parts picture cards, Body parts</i>	Ch. can describe the

4	Listening  Science	sexual difference and to name body parts.	<p><i>worksheets.</i></p> <p><b>Circle</b> Recap ground rules. Play Simon Says - aim to review learning re. male and female. <i>'All the males put your hands on your heads.'</i> etc. Catch ch. out with no sex given.</p> <p><b>Recap Lessons 1 and 2</b> Ask the class what they remember from the last two lessons. Prompt them using questions e.g. <i>What are the differences between male and female animals? Who else does a female need to make a baby? How is a kitten born and fed? What do babies need when they are born?</i> Remind the class that there are some important differences between male and female bodies.</p> <p><b>Body Parts Activity</b> Create a Venn diagram on the floor using two PE hoops. Use the Hoop labels to designate one side of the Venn diagram 'male', one side 'female' and the centre 'both'. Give a Body Parts picture card to each pair of children and ask them to consider where it belongs in the Venn diagram. When they have all decided, ask the children to read out their card and place it in one of the spaces. Correct any misunderstandings. When the activity is complete ask the children what they notice and ensure they recognise that most body parts are the same for males and females, only</p>	physical differences between males and females.  Ch. can name female and male body parts.
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the private parts are different.

**Naming Body Parts Worksheet**

At tables, ask children to individually complete the Body Parts worksheet by matching the words for body parts to the drawing. If the children finish this activity ask them to label the parts male, female and both.

**Song:**

Remind the class that most parts of our bodies are the same. Sing and perform the song *Heads, Shoulders, Knees and Toes*.

**Plenary: Reflect and Review**

Ask the class to summarise what they have learnt.

*Vocab: private parts, penis, vagina, male, female, difference, similarity*