

Unit Context



SRE is lifelong learning about ourselves. It includes learning about emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place at home, at school and other places in the community. SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE and teachers must carefully consider learning needs, family circumstances, race, culture, religion, gender and sexuality. SRE is most effective when

provided in a wider context of social and emotional development. In school, successful SRE is firmly rooted in PSHE. SRE must enable children to gain information, develop and transfer skills and explore attitudes and values, in order to make informed choices. In order to ensure that SRE is delivered in a supportive and positive environment, schools should take great care to develop and review their SRE policy involving the views of children, staff, parents and governors. Before teaching any unit of SRE, teachers should check they are familiar with the school's SRE policy. There are also links with the policies regarding Safeguarding and Child Protection, Inclusion, Behaviour Management and Anti-bullying.

While there are obvious science curriculum links to be exploited, Sex and Relationships Education is embedded within the PSHE framework, reflecting the importance of the personal and social aspects of this work. This unit of work is supported and complemented by the Unit of Work SR 2 which focuses on physical changes and changing responsibilities. The content of this unit is consistent with the **DfEE Sex and Relationship Education Guidance 2000**. There is also new national guidance **Sex and Relationship Education for the 21st Century**. Further support can be found in the **Cambridgeshire PSHE Service SRE Toolkit** which is referenced and accessed through the Primary Personal Development Programme Planner through the resources menu.

Unit Description

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. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.

Notes for Staff

When teaching Sex and Relationships Education it is advisable to establish 'ground rules' with the children such as using appropriate language or not asking personal questions. You should also encourage an atmosphere of acceptable questioning, where children are encouraged to ask if they are unsure. This helps to create a safe environment in which teachers and children are not anxious about unintended or unexpected questions or comments. Distancing techniques such as role-play and case studies with invented characters help to de-personalise discussions. (Refer to **Teaching Methodologies in SRE** for further guidance.)

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment.

Activity 1.2: Use this labelling activity to assess whether the children can recognise external parts of the body and whether they have learned the scientific vocabulary for sexual parts. They may use the colloquial terms or none at all. You may also choose to assess whether the children will use the terms when speaking, especially for those who find writing difficult.

Activity 2.1 and 2.2: Use either of these written activities to assess children's understanding of their own body's capabilities.

Learning Expectations

At the end of this unit most pupils will:

- be able to recognise names for the main external parts of the body.
- be able to name the sexual parts using colloquial and occasionally scientific words.
- be able to describe what their bodies can do and understand how amazing their body is.
- show some understanding that their body belongs to them.
- be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease.

Some pupils will not have made so much progress and will:

- show a limited knowledge of external body parts and may be uncertain about naming sexual parts.
- show a limited understanding of what their bodies can do and will need prompting to describe familiar actions.
- need support in understanding their responsibility for their body's actions.
- be able to answer simple questions about basic hygiene routines.

Some pupils will have progressed further and will:

- have a secure understanding of the main external body parts.
- be able to name sexual parts and will often use the scientific names.
- be able to describe their body's capabilities and will understand about the different capabilities of others.
- have a secure understanding of their own responsibility for their physical actions and will be starting to understand that their body belongs to them and therefore they have rights over their body.
- have a clear idea of private body parts and want more privacy now they are older.
- be able to describe the personal hygiene routines they carry out and some that are less familiar.
- be able to describe some common illnesses and how the spread of these can be prevented.

Out of School Learning

Ask parents to focus on key personal hygiene tasks during the unit and encourage their children when they carry these out independently.

Use Activity 7.1 to feed back to parents about children's key areas of learning.

Sensitive Issues



Sensitive issues to be aware of are marked in the notes column with this symbol.

For many people the use of scientific vocabulary for sexual parts is a sensitive issue. However, it is very important to introduce children to scientific vocabulary for body parts as early as possible.

Family names or common names can be acknowledged, but it is good practice to use scientific terms. Early and accurate naming of body parts is vital. If children have not been equipped with the words for the parts of their bodies and have picked up the message that adults don't talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection. Boy's genitals generally do get named, even if the words used are family names or slang, at least it is acknowledged that they exist. In comparison girl's genitals often don't get named. This absence deprives girls of a comfortable language about themselves. If they are to develop a positive sense of their bodies as a source of pride and pleasure, sexual and reproductive body parts should be part of their vocabulary. Sex Education Forum

By the end of Key Stage 1 'Pupils will know and understand the names of the main external parts of the body, including agreed names for sexual parts.' OFSTED 2002

It is essential that, as a school or teaching team, you decide which vocabulary is to be used and then use it consistently. Refer to [Use of Vocabulary in Primary SRE](#).

The areas of work in this unit will cause children to reflect on their own personal experiences and family behaviours. This might prompt some children to talk about issues of a sensitive or personal nature. There might also be rare instances where children disclose issues which raise concerns regarding personal safety, abuse or female genital mutilation (FGM). In this case, follow your school's Safeguarding and Child Protection Policy.

In order to reduce the likelihood of inappropriate disclosures and to create a positive and supportive environment for SRE, it is best practice to create ground rules with the class, in addition to the normal class ground rules. Refer to [Cambridgeshire SRE Toolkit Teaching Methodologies in SRE](#).

When delivering SRE units of work, teachers are often concerned by the reactions and role of parents. Good SRE is about working in partnership with parents and ensuring they are involved and supportive of the schools aims. Refer to the [Cambridgeshire SRE Toolkit](#), in particular [Leaflet for Primary School Families](#), for guidance in communicating with and involving parents. The existence of an up-to-date policy which has been developed/reviewed with parents is essential when delivering SRE.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on [Circle Time](#) and using the [Draw and Write](#) technique.

A full list of resources is included at the end of this guide.

Linked Units

SR 2 Sex and Relationships Education

PS 1/2 Personal Safety

MC 1/2 Managing Change



HL 1/2 Healthy Lifestyles




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5. To know how to keep themselves clean.
- Section E - Illness/Disease Prevention** **9**
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Section A - Body Knowledge


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>1. To recognise the main external parts of the bodies of humans, including agreed names for sexual parts.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • use names such as arm leg, elbow etc with confidence • use scientific names such as <i>penis, testicles and vagina/vulva</i> • use the words <i>male and female</i> 	<p>1.1 Show the children a large outline shape of a boy and a girl of their own age. You might choose to draw around a boy and girl in the class. 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, testicle, vagina or vulva</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 parts cards and place them on the body outlines in the appropriate place.</p> <p>1.2 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 in 1.1 <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 called a vulva 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. A</p>	<ul style="list-style-type: none"> •  It is highly desirable to encourage children to use the scientific words for sexual body parts. Ensure that you have agreed which terms are to be used with your teaching colleagues and that this is consistent with your school SRE Policy. • It is suggested that you focus on the bodies of children of this age group in this exercise. A development in later units will be to look at adult bodies. • Body Outlines of external body parts for male and female may be found in Resource 1 KS1 External Male Body Outline and Resource 2 KS1 External Female Body Outline. You may also choose to use Resource 3 Body Part Labels You may use Let's Grow with Nisha and Joe to support this activity. • You may refer to NSPCC Pants Rule teaching materials to focus on personal safety issues closely linked to this activity. http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/ <hr/> <ul style="list-style-type: none"> • Refer to the Cambridgeshire SRE Toolkit Use of Vocabulary in Primary SRE. •  All staff have a responsibility to be aware of the warning signs and symptoms that a girl (usually aged between 0-15 years) may be at risk of female genital mutilation (FGM). FGM includes any procedure which intentionally alters or injures the female genital organs for non-medical reasons. Learning scientific names for body parts and building confidence in talking about them is a widely recognised protective factor. Visit www.nspcc.org.uk for more information.

Section B - Body Functions and Changes


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>2. To describe what their bodies can do.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • give examples of things my body can do 	<p>2.1 Ask the children to draw a picture of themselves or write their name on a piece of paper and draw and label around it pictures of all the activities they can do with their bodies. Encourage them to think of activities they do using their whole bodies (skipping, dancing, jumping, sports) i.e. gross motor skills, and those activities they do using one or two parts of their bodies (writing, drawing, reading) i.e. fine motor skills. In small groups, ask the children to share their drawing and describe in turn their favourite activity. A</p> <p>2.2 Alternatively, ask the children to choose one part of their body and make a list of all the different activities and actions they use that part of their body for. They might illustrate their list. In small groups, ask the children to share their drawing and describe in turn their favourite activity. You might choose to video the children's descriptions or action and publish these to an interactive display. A</p>	<ul style="list-style-type: none"> •  There are obvious issues here of being sensitive to physical disability. Encourage all the children to understand that everyone has different capabilities. All bodies are different and we can all use our bodies in different ways. • For information about Interactive display, see the Teaching Guidance.

Section C - Body Awareness and Image

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>3. To understand that they have responsibility for their body's actions and that their body belongs to them.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • give an example of how I can be in control of my body • describe some things I would do in private • name the parts of my body which are private 	<p>3.1 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>3.2 In Circle Time, ask the children the meaning of the words <i>private</i> and <i>privacy</i> i.e. something you wouldn't show or share openly with everyone. Ask them for 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 where everyone can see. 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 private places <i>e.g. home, their bedroom, their Gran's house.</i> 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, <i>e.g. Please could you shut the door; please could I get changed in a cubicle.</i></p> <p>3.3 Give the children the drawing of body outlines of a boy and girl, ask them to shade in the parts of the body which are 'private'. Assess whether the children have similar ideas. Describe the private parts of the body as those parts covered by a swimming costume or underwear, and that they are different for boys and girls. Ask the children for some reasons that other people might see their 'private parts' <i>e.g. a doctor or nurse if they are ill, a parent helping them to get dressed or their Grandpa helping them in the bath.</i> 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>	<ul style="list-style-type: none"> • Information about using Puppets can be found in the Teaching Guidance. You could take this opportunity to reflect on your class ground rule which covers this area, <i>e.g. keep your hands and feet to yourself.</i> You might make it the focus of rewards for a day or two or ask the children to 'tell a good tale' about when they feel someone was trying hard to follow the rule. • At this point you may choose to reinforce the children's understanding of physical space and consent. Refer to the SRE toolkit 6J Consent, Pornography and Sexting • Guidance on using Circle Time can be found in the Teaching Guidance. <p> Ensure that you emphasise that different families have different ways of behaving. In some families the bathroom door is never shut and nudity is common for some the reverse is the case. Children should understand that privacy is linked to feeling safe.</p> <ul style="list-style-type: none"> • Refer to PS 1/2 Personal Safety. • Children may already be familiar with the 'NSPCC's Pants rule'. This is a good place to reinforce it. http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/ <ul style="list-style-type: none"> • Use Resource 1 KS1 External Male Body Outline and Resource 2 KS1 External Female Body Outline. • If you have concerns about children's understanding of privacy relating to their body refer to PS 1/2 Personal Safety. Log any concerns you have relating child protection. • Encourage the children to return to their Safety Circles to remind themselves of adults they can talk to. These were developed in units BB 1/2 Beginning and Belonging and in PS 1/2 Personal Safety

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>4. To appreciate how amazing their body is.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • give a reason that my body is amazing 	<p>4.1 In Circle Time, complete the sentence stem <i>My body is amazing because...</i> Encourage the children to think about physical capabilities, e.g. <i>jump, run, clap, but also body functions e.g. healing when cut, mending broken bones etc.</i> Share some amazing body facts with the children, e.g. <i>Did you know that there are 200 bones in the human body? Did you know there are 27 bones in each hand?</i> Ask the children if they know any amazing body facts. Emphasise the many and varied capabilities of bodies generally.</p> <p>4.2 Ask the children to work in small groups or pairs. Ask each group to look at a non-fiction book or ICT resource, about the body and to decide on one amazing fact they would like to share with the class. Make a class list of amazing facts about the body from their suggestions. You might consider making a film of the children describing the facts they have discovered.</p>	<ul style="list-style-type: none"> •  Consider carefully the needs of those with physical disabilities. Refer to a simple non-fiction book which describes the human body. • Search online for 'Amazing Body Facts' for other suggestions which will interest your class. • For Circle Time, see the Teaching Guidance. <p>• Guidance on using video and film can be found in Cameras in the Teaching Guidance.</p>

Section D - Personal Hygiene

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>5. To know how to keep themselves clean.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • give two examples of things I do to keep myself clean at home • give two examples of things I can do to keep clean at school 	<p>5.1 In small groups, ask the children to make a list of things they can do to keep themselves clean and germ free <i>e.g. brush teeth, wash clothes, wash hair</i>. Ask the groups to share their list with the class.</p> <p>5.2 In groups, ask the children to collect pictures from magazines and catalogues of things we need in order to keep clean <i>e.g. toothpaste, soap, towel, water, nail-brush, handkerchief, tissues, bath, shower, hair brush</i>. Use these pictures to make a collage. Encourage the children to add their own drawings to the collage.</p> <p>5.3 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 <i>e.g. Mr Brown brushes his teeth every morning; Miss Walker washes her hands before lunch; Mr and Mrs Allen share a tooth brush; Miss Small wipes her nose on her sleeve</i>. 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>5.4 In Circle Time, discuss night-time and morning-time routines for keeping clean. Ask the children to draw a sequence of pictures showing their good hygiene routines at night-time and morning-time.</p> <p>5.5 In Circle Time, discuss ways of looking after the classroom which will help to keep the children clean <i>e.g. changing shoes, wiping tables, using the bin</i>. Ask the children to design a poster for the classroom which will help children to keep themselves or the classroom clean <i>e.g. please flush the toilet after you have used it, please wash your hands before lunch</i>. Alternatively, video a short film where the children use the style of an advert or public health campaign to remind each other of the key point.</p>	<ul style="list-style-type: none"> • You may wish to invite support from visitors such as the dental service or school nurse to reinforce messages about the best way for children to look after their bodies. See Sources of Information and Support. <p> Issues of hygiene and cleanliness should be discussed sensitively with regard to the differences there might be between families.</p> <ul style="list-style-type: none"> • Use Resource 4 Hygiene Situations for scenarios which may be used in whole class or group work. • Read Dr Dog to the children to support this learning. <ul style="list-style-type: none"> • Link with learning from Science about dental hygiene. <ul style="list-style-type: none"> • Guidance on the use of Film and Interactive Display can be found in the Teaching Guidance

Section E - Illness/Disease Prevention

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
6. To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease.	To be able to: <ul style="list-style-type: none"> name a way that germs can get into my body 	6.1 Discuss with the children when it is important to wash their hands <i>e.g. before eating, if they cut themselves, after handling animals, plants or soil, after painting or using crayons and dough etc.</i> Talk about what might be on their hands which they can not see and introduce the idea of germs. Make a list of ways that germs can get into their bodies <i>e.g. through their mouths and through cuts.</i> Explain how they can stop this by washing their hands, washing and covering cuts and by making sure they do not put anything in their mouths which might have germs on it.	<ul style="list-style-type: none"> Learning about good hygiene routines can be reinforced if your school toilets have hot water, soap and clean towels.
		6.2 In pairs, provide the children with a set of cards describing situations involving the presence of germs <i>e.g. someone has a nasty cough</i> , and another set of cards describing a good hygiene practice that prevents the transmission of germs <i>e.g. cover your mouth with your hand</i> . Ask the children to match the cards and talk about their decision with the rest of the class.	<ul style="list-style-type: none"> Refer to Resource 6 Hygiene Match
		6.3 Read or sing together the Catch it, Bin It, Kill It Rhyme and learn the actions.	<ul style="list-style-type: none"> Refer to Resource 5 Catch It, Bin It, Kill It Rhyme .

Section F - Processing the Learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
7. To understand what they have learned and be able to share it with others.	To be able to: <ul style="list-style-type: none">• explain something I've learned	7.1 Remind the children that they have learned about names of body parts, what their bodies can do and how amazing they are, private places and private body parts and how to keep clean. Ask each child to choose one thing they have learned which they would like to explain to someone at home. Ask the children to explain their chosen area and share what they might say with the class.	

Resources to Support this Unit

When choosing and using any resources for SRE, you must ensure that the resource you must ensure that the resource is consistent with your own school's SRE policy. You may refer to [Checklist for Selecting Resources](#), part of the **Cambridgeshire SRE Toolkit**.

The following resources are included in the Unit SR1 Resource Pack linked to this Unit:

1. KS1 External Male Body Outline
2. KS1 External Female Body Outline
3. Body Part Labels
4. Is It Hygienic?
5. Catch It, Bin It, Kill It Rhyme
6. Hygiene Match

These resources are directly referenced within this unit

Let's Grow with Nisha and Joe www.fpa.org.uk

Dr Dog Babette Cole

These may also support work on this unit:

I'm Falling to Bits Ted Arnold

You can Swim, Jim Kaye Umansky

See inside your body Katie Daynes

How Your Body Works Judy Hindley

Let's Talk About Where Babies Come From Robie H Harris

Lets Talk About Girls, Boys, Babies, Families and Friends
Robie H Harris

Germs Ross Collins

Why do I wash my hands? Angela Royston

Why do I brush my teeth? Angela Royston

Sources of Information and Support

The Cambridgeshire PSHE Service SRE Toolkit

Refer to **Resources** menu on PD Planner

In this toolkit you will find a wide range of documents to support teaching, working with parents, policy development and resourcing for SRE.

Cambridgeshire Healthy Schools Programme

The Cambridgeshire Healthy Schools Programme provides schools with a framework and a process to review and develop a whole school approach to promoting pupil wellbeing. Consultancy is offered to schools to support needs analysis, setting outcomes, implementing actions and evaluating impact.

For Cambridgeshire schools contact the PSHE Service.

Sex Education Forum www.sexeducationforum.org.uk

An invaluable support for all teachers and schools delivering SRE and developing policy and practice. Look here for up-to-date resource lists for Primary SRE.

ChildLine www.childline.org.uk

A free, confidential helpline for children and young people. Trained volunteers are on hand to provide advice and support by phone and online, 24 hours a day. Children and young people can call ChildLine on 0800 1111. The website offers help, support and guidance for all children about things they worry about or scare them.

Schools World TV

Visit <http://www.proteachersvideo.com> Programmes of particular interest include **Talking Points - Sex Education** and **School matters - Early Sex Education** <http://www.proteachersvideo.com/Programme/401/early-sex-education>

Cambridgeshire Community Services

Dental service, Oral Health Department, or your local **Oral Health Promotion** service. This service offers 'Teeth Matter', a free educational programme for foundation stage and Keystage 1 and 2 children. Oral Health Educators use a range of teaching methodologies and props to teach important messages about dental care and diet. **Tel 01223 723128**

Laying the Foundations: Sex and Relationships Education in the Primary School

 A. Martinez

This resource will support schools in developing SRE policy and practice and includes sample lesson plans and how to deliver specific topics.

The Primary School Sex Education Pack: a whole school approach to sex education Healthwise/HIT Cohen, J www.hit.org.uk
Comprehensive sex education pack including: staff training workshops; curriculum guidance and planning; pupil activities for KS1 and KS2; guidance on managing pastoral incidents; working with parents and governors workshop materials; and policy guidance.

Teaching SRE with confidence in primary schools Christopher Winter Project <http://cwpresources.co.uk/>

Comprehensive and inclusive resource for teachers and others working in a primary school setting. The CD ROM provides a spiral curriculum for sex and relationships education, and schemes of work and lesson plans using a range of teaching approaches and materials.

Life Education Centres (LEC) www.lifeeducation.org.uk
(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators.

Cambridgeshire and Peterborough - contact Cambridgeshire PSHE Service - 01480 376256

Links between Unit SR 1 and LEC programmes:

The Year 1 and Year 2 LEC programmes both encourage the children to reflect upon how amazing their bodies are.

Cambridgeshire Primary Personal Development Programme

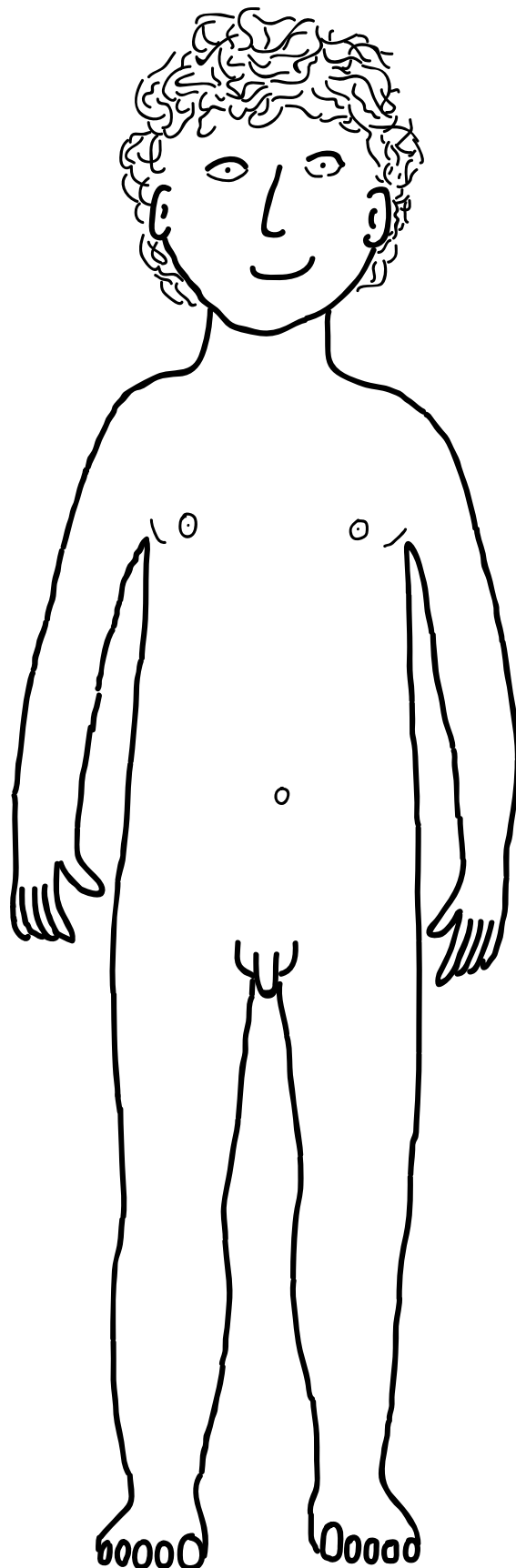
Healthy and Safer Lifestyles 6 • SR 1 Sex and Relationships

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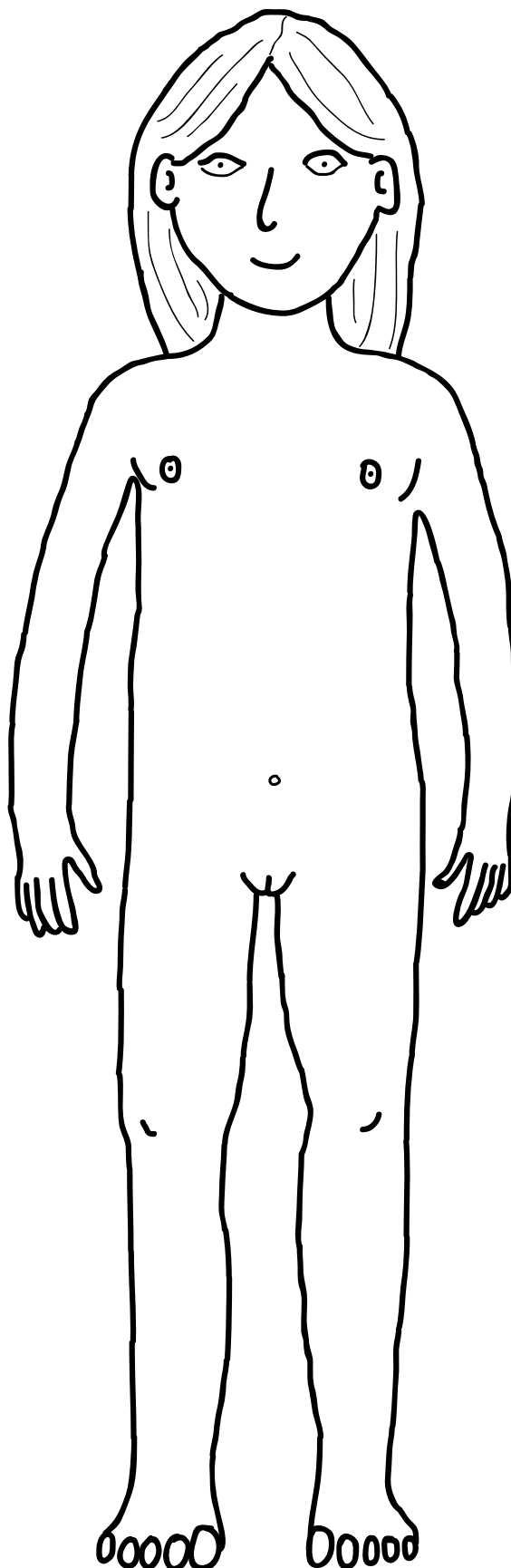
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Click on the title of the resource you require.

Resource 1 - KS1 External Male Body Outline



Resource 2 - KS1 Female External Body Outline



Resource 3 - Body Part Labels

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

* Use which ever word you have agreed to use in your school.

Refer to **Use of Vocabulary in Primary SRE** for guidance

Resource 4 - Hygiene Situations

Is it hygienic?	Yes	No
Mr Brown brushes his teeth every morning.		
Miss White always washes her hands before lunch.		
Mr and Mrs Green share a toothbrush.		
Miss Black wipes her nose on her sleeve.		
Mr Blue wears his pants for three days in a row.		
Miss Purple just wipes her plates after eating, she doesn't wash them up.		
Mr Yellow picks his nose.		
Mrs Red brushes her teeth after breakfast and before bedtime.		
Mr Purple leaves his dirty tissues lying around the house.		
Mrs Orange doesn't wash her hands after going to the toilet.		
Mr Grey wipes food onto his clothes as he's eating.		
Mrs Pink always throws her dirty tissues in the bin.		
Mr Lilac doesn't like baths, so he has a shower every other day.		

Resource 5 - Catch It, Bin It, Kill It Rhyme

I will catch those germs when I "ATICHOO!",
I will catch those germs in my tissue.

Catch It and Bin It to Kill It, that's it!
there're no germs on us!

Put the tissue into a bin,
germs won't get out once they are in.

Catch It and Bin It to Kill It, that's it!
there're no germs on us!

Kill the germs they make us sick,
come on everyone wash them off quick!

Catch It and Bin It to Kill It, that's it!
there're no germs on us!



Shout 'Atichoo!' and catch your sneeze or cough in your clean tissue.



Put your tissue in the bin in the middle of the room.



Rub your hands together quickly.

All materials on this page sourced from the NHS www.doh.gov.uk Visit the website for an audio file of the song.

Resource 6 - Hygiene Match

Cut these cards up and give groups of children the cut cards. Ask them to match a white 'germy' card with a green advice card.

I have a nasty cough.

Always cover your mouth when you cough.

I have a scab on my knee.

Don't pick your scab. When it is ready it will fall off.

I have a runny nose.

Use a tissue and throw it in the bin.

I have a nasty cold.

Don't wipe your nose on your hand or your clothes.

I keep on sneezing.

Cover your mouth and nose when you sneeze.

I keep on picking my nose.

Don't pick your nose, use a tissue.

I have some dirt in a cut on my knee.

Wash the dirt out of your cut before you put a plaster on.

I have just been to the toilet.

Always wash your hands after going to the toilet.

I am just about to eat my lunch.

Always wash your hands before you eat.

I have just been playing outside in the mud.

Wash your hands before you put your hands near your mouth.

I have just been playing with my dog.

Wash your hands before you put your hands near your mouth.

Class:

Teacher:

Term: Autumn/Spring/Summer

Healthy and Safer Lifestyles 6 SR 1 Sex and Relationships Education	R	A	G	Notes
Section A - Body Knowledge				
1. To recognise the main external parts of the bodies of humans, including agreed names for sexual parts.				
Section B - Body Functions and Changes				
2. To describe what their bodies can do.				
Section C - Body Awareness and Image				
3. To understand that they have responsibility for their body's actions and that their body belongs to them.				
4. To appreciate how amazing their body is.				
Section D - Personal Hygiene				
5. To know how to keep themselves clean.				
Section E - Illness/Disease Prevention				
6. To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease.				