

aims

To focus on differences between males and females and to name body parts

learning outcomes

- Identify the differences between males and females
- Name male and female body parts using agreed words

resources

- [Pictures of babies](#)
- Large PE Hoops
- [Hoop Labels](#)
- DVD: Living and growing, Unit 1, Programme 1 *Differences*
- [Body parts word cards](#)
- [Body parts picture cards](#)

activities

1. **Recap Ground Rules** In a circle, remind the class of the ground rules from the last lesson. 5 mins
2. **Recap Lesson 1** Ask the class what they remember from last week. Remind them that they talked about some of the fixed ideas people might have about what boys and girls, men and women do. Reinforce that men and women, boys and girls, might do the same or different things. 5 mins
3. **Introduction** Refer to the learning outcomes for this lesson. Explain that in this lesson they are going to learn about some of the physical differences between male and female humans and animals. Reinforce that a girl/woman is female and a boy/man is male, 10 mins
4. **Male and female babies.** In pairs. Give each pair a [picture of a baby](#). Ask them to discuss whether they can tell from looking at this picture whether the baby is male or female? Can they explain how they know this? Display the baby pictures on the whiteboard and ask pairs to feedback their responses. Prompt them by asking how a midwife or doctor might tell the sex of a baby when it is first born. If appropriate, remind them of any work they may have done in Year 2 about differences and body parts. Establish that you cannot always tell the sex of a baby by looking at it with its clothes on. Ensure the class understands that we would check the sex parts of a baby to confirm if it was male or female. Accept any words the children use for the sex parts and ask if they know the science words. Explain that you will be using agreed science words in these lessons. 15 mins
5. **DVD Differences** Explain to the class that they are going to see a DVD about differences, and in particular about the differences between male and female animals and between boys and girls. Tell the children that they will see cartoon pictures of male and female body parts. Discuss how they might handle their feelings about this. Watch the DVD *Differences* stopping after the ice-skating sequence. 10 mins

6. **DVD Discussion** Ask the children to reflect in pairs on what they've seen. Pose key questions such as What was the DVD about? What surprised you? What did you like/dislike about it? Discuss the DVD with the class, asking open ended questions about the story of Mogsy the cat and the differences between boys and girls. What happened to Mogsy? Why was Jamal surprised when he found Mogsy? What were the kittens like when they were born? What did they need? How did Mogsy feed her kittens? Who helped Mogsy have her kittens? What were the differences between the boy and girl in the cartoon pictures? Record words for the sex parts on the board. 10 mins
7. **Body Parts Activity** Reinforce that there are some important differences between male and female bodies, and they are going to learn the agreed science words for these today. Create a Venn diagram in the middle of the circle using two hoops. Explain that a Venn diagram is used for sorting things. Use the hoop [labels](#) to designate one side of the Venn diagram 'male', one side 'female' and the centre 'both'. Give a [body part word card](#) to each pair of children and ask them to consider where it could go in the Venn diagram. When they have all decided, ask them to read it out and place it in one of the spaces. 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 some are different. Use the [body parts picture cards](#) and the [female x-ray picture](#) at your discretion. 5 mins
8. **Closing Round** Finish the sentence stem "One difference between boys and girls is ..."

additional activities

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.