



Year 3 SRE Planning

Date:

Learning Challenge:

Can I identify the things that make me unique?

Open lesson by discussing the learning challenge and setting out the expectations of behaviour and maturity about more embarrassing elements of the lesson.

- Split the class into smaller groups. Give each a large piece of paper and ask them to fill the piece of paper with a given body part (ie. leg, arm etc). Then ask the group to swap them around and the next group has to label the part.
- In the middle of the room, place all the parts together to make one body, and check to see if the labels are correct.
- Using the body as a basis, discuss the following issues:
 - What is normal?
 - What language gets used for various parts of the body?
 - Is this language appropriate? If so, when and how?
 - What parts of the body cause embarrassment and why?

Talk with the children about how babies are made. Relate back to our science projects where we learnt about MRS GREN and that one of the R's refers to reproduction. What do we know of that reproduces?

Discuss how we went to Chester zoo and saw baby rhinos, elephants and giraffes. How did they get here? Explain that before birth, a unique set of circumstances must occur. Explain to the children that all female animals, including humans, have an egg that must be fertilised. When this process has taken place, a small cell begins to grow and eventually develop into a baby. When it is grown sufficiently, the baby is born.

How do babies change over time? Have you ever seen your baby photos? How have you changed since you were born?

Working Below <i>What they will do and how we will know they have been successful</i>	Working Within <i>What they will do and how we will know they have been successful</i>	Working Above <i>What they will do and how we will know they have been successful</i>
children to consider the changes they have noticed in their bodies since birth (i.e new teeth etc)	To identify what changes they expect to happen from now until their bodies have fully grown	To identify and explain ways in which males and females are different, yet similar.

Date:	Learning Challenge: <p style="text-align: center;">Can I identify different emotions and how these can change?</p> <p style="text-align: center;">Can I identify how the nature of relationships change as we get older?</p>
<p>Recap learning from prior lesson. What were the key points that we addressed? Are there any questions or concerns that you would like to discuss before we move on?</p> <p>Talk to the children about ourselves and our feelings about ourselves. Expand on to how we feel about other people and the relationships that we have with other people.</p> <p>Children to consider how relationships continue to develop and change as we move on through our lives. Children to work independently and think about the relationships that they have with the people closest to them in their lives. Children to create a small diagram which shows who their closest relationships involve.</p> <p>Listen to some of the children who would like to share their diagram with the rest of the class.</p> <p>Move on to caring for others and consider ways in which we care for others and how we show it,</p> <p>Discuss with children the ways in which they believe a baby is created a born. Allow children to talk between themselves and come up with an answer. (Kagan groups)</p>	

Eradicate any misconceptions that the children have and show video resource which explains in child's talk the process of child birth.

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Children to explain how they think a baby is born.	To use some of the key vocabulary as identified and agreed in prior session.	To understand the process of fertilisation from plants and to compare that to human reproduction