

# Year 2

## Differences

Key Stage 1

### Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

| Statutory Guidance  | Learning Intentions and Learning Outcomes  | Lesson Title   | Resources   |
|---|--|--|---|
| <p><b>Relationships Education</b><br/>Respectful relationships (3a,3g)</p> <p><b>Key Stage 1 Science</b><br/>- Identify, name, draw and label the basic parts of the human body</p> | <p><b>Learning Intention</b><br/>To introduce the concept of gender stereotypes<br/>To identify differences between males and females</p> <p><b>Learning Outcomes</b><br/>Understand that some people have fixed ideas about what boys and girls can do<br/>Describe the difference between male and female babies</p> | <p><b>Lesson 1</b><br/><a href="#">Differences</a></p> | <p>2 large PE hoops<br/><a href="#">Boy/Girl/Everyone labels</a><br/>Bag of objects and clothing to explore male and female stereotypes or <a href="#">Pictures of objects and clothing</a><br/><a href="#">Clothed Babies picture cards</a><br/><a href="#">Clothed Babies whiteboard summary</a><br/><a href="#">Pictures of newborn babies</a><br/><b>Suggested reading:</b><br/><i>Pearl Power and the Toy Problem</i>, Mel Elliott<br/><i>Julian is a Mermaid</i>, Jessica Love<br/><i>Are you a boy or are you a girl</i>, Sarah Savage and Fox Fisher<br/><i>Princess Smartypants</i>, Babette Cole<br/><i>William's Doll</i>, Charlotte Zolotow<br/><i>Amazing Grace</i>, Mary Hoffman and Caroline Binch</p> |

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|---|---|--|---|
| <p><b>Relationships Education</b><br/>Respectful relationships (3a)</p> <p><b>Key Stage 1 Science</b><br/>- Notice that animals, including humans, have offspring that grow into adults</p> | <p><b>Learning Intention</b><br/>To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p><b>Learning Outcomes</b><br/>Describe some differences between male and female animals<br/>Understand that making a new life needs a male and a female</p> | <p><b>Lesson 2</b><br/><a href="#">Male and Female Animals</a></p> | <p>Talking object<br/><a href="#">Pictures of male and female animals</a><br/><a href="#">Cats and Kittens worksheet</a><br/>Anatomically correct toy farm animals</p>  |
| <p><b>Key Stage 1 Science</b><br/>- Identify, name, draw and label the basic parts of the human body</p>  | <p><b>Learning Intention</b><br/>To focus on sexual difference and name body parts</p> <p><b>Learning Outcomes</b><br/>Describe the physical differences between males and females<br/>Name the different body parts</p>  | <p><b>Lesson 3</b><br/><a href="#">Naming Body Parts</a></p>       | <p>2 large PE Hoops<br/><a href="#">Hoop labels</a><br/><a href="#">Body Parts picture cards</a><br/><a href="#">Female x-ray picture</a><br/><a href="#">Body Parts worksheet</a><br/><b>Suggested reading:</b><br/><i>Shaperville</i>, Andy Mills<br/><i>It's OK to be Different</i>, Todd Parr</p> |





# Year 2

## Differences

### Lesson 1

#### Learning Intention

To introduce the concept of gender stereotypes  
To identify differences between males and females

#### Learning Outcomes

Understand that some people have fixed ideas about what boys and girls can do  
Describe the difference between male and female babies

#### Resources

2 large PE hoops

[Boy/Girl/Everyone labels](#)

Bag of objects and clothing to explore male and female stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt)

**OR** [Pictures of objects and clothing](#)

[Clothed Babies picture cards](#)

[Clothed Babies whiteboard summary](#)

[Pictures of newborn babies](#)

## Activities

#### 1. Group Agreement

Sit in a circle ask the class questions to help establish some rules for these lessons. Ensure you include the following: listen to each other; treat each other with respect (this includes no laughing at each other and no put downs).

#### 2. Defining Different and Similar

Explain that the lesson will be about differences between boys and girls and refer to the learning outcomes on the whiteboard and discuss what they mean. Write the words DIFFERENT and SIMILAR on the board and ask the children to tell you what the words mean. Ask the children to give you examples of things or people that are similar or different.

#### 3. Differences Between Boys and Girls

In pairs, ask the children to discuss what the differences are between them. Share some ideas. In the same pairs ask the children to discuss what the differences are between boys and girls. Accept their ideas and use them to introduce the next part of the activity, which explores whether the ideas we hold about boys and girls are always true.

#### 4. Who Does This Belong To? Sorting Activity

Using the PE hoops make a venn diagram and label the spaces [BOY GIRL and EVERYONE](#). One by one invite the children to select an object from the bag of objects and clothing and place it beside BOY GIRL or EVERYONE. Ask them to explain their choice using the sentence stem: *I put it there because...* Accept the children's decisions for the time being. Alternatively, display the [Pictures of objects and clothing](#) on the whiteboard and encourage the class to sort them and discuss.

#### 5. Discussion and Review

When all the objects have been placed ask the children what they think about the choices made. Explore any stereotypes or assumptions, asking questions such as: *Is it always true that only boys wear trousers? Does anyone know any males with long hair?* Ask whether anyone would like to move any of the objects and why. Ask the children what they have learned from doing this activity. Draw out the idea that some people have fixed ideas (stereotypes) about the differences between boys and girls.



## Lesson 1 - continued Page 2

### 6. Male and Female Babies

Write the words MALE and FEMALE on the board and ask the children to tell you what the words mean. Explain that when people use the word FEMALE they are often talking about girls or women, when they use the word MALE they are often talking about boys or men. In small groups at tables, ask pairs to briefly discuss how we tell whether a baby is a male or female when it is first born. Give each table a [Clothed Babies picture card](#). Ask the pairs to decide if they can tell if their baby is male or female and how they know.

### 7. Biological Differences

Display the [Clothed Babies whiteboard summary](#). Feed back ideas with the whole class about whether the baby in the picture is FEMALE or MALE. Explain that it is very hard to tell from the pictures whether the babies are Female or Male because we can't see the babies' bodies. Ask the class how a doctor or midwife might decide whether a newborn baby is female or male. Accept any terms the children use such as "private parts" or other familiar names. Explain that in a future lesson they will learn the scientific names for these parts of the body. Use the [Pictures of newborn babies](#) to support the discussion.

## Additional Activities

### Sorting the Girls from the Boys

Consider using pictures/photos/drawings of girls and boys doing various activities. In small groups ask the children to sort the pictures into piles to show which activities are done by 'only boys', 'only girls' or 'both girls and boys'.

### Reading about gender and stereotyping

Read a story that explores gender roles or stereotypes and how these can make people feel. Explore how the characters are behaving in a way that some people might not expect a person of a particular gender to behave.

### Suggested reading:

*Pearl Power and the Toy Problem*, Mel Elliott

*Julian is a Mermaid*, Jessica Love

*Are you a boy or are you a girl*, Sarah Savage and Fox Fisher

*Princess Smartypants*, Babette Cole

*William's Doll*, Charlotte Zolotow

*Amazing Grace*, Mary Hoffman and Caroline Binch



## Lesson 2 Male & Female Animals

### Learning Intention

To explore some of the differences between males and females and to understand how this is part of the lifecycle

### Learning Outcomes

Describe some differences between male and female animals  
Understand that making a new life needs a male and a female

### Resources

Talking object

[Pictures of male and female animals](#)

[Cats and Kittens worksheet](#)

Anatomically correct toy farm animals

## Activities

### 1. Introduction

In a circle, review the ground rules. Ask the class what they remember from the last lesson. Remind them that they talked about some of the fixed ideas people have about boys and girls and about how to tell the difference between male and female babies. Refer to the learning outcomes for this lesson and explain that they are going to learn about some of the differences between male and female animals and why they are different.

### 2. Animal Go-round

Introduce the talking object. Pass the talking object around the circle and ask each child to complete the following sentence: *My name is ... and my favourite animal is ...because ...*

### 3. Male and female animals

On the whiteboard show a selection of the [Pictures of male and female animals](#). Ask pupils if they can tell from the pictures whether each animal is male or female – how do they know? Which part of the animal tells them? Explain that for some animals, such as lions and peacocks, it is very clear which is the male, for example a male lion has a mane and a male peacock has a colourful fan of feathers. However, for most animals it isn't as easy to tell and we need to look at other parts of their body.

Ask the children whether it is the male or the female which usually feeds the babies. Display the pictures of the cow, the bull, and the cat feeding her kittens. Ask the children whether they can tell the males from the females in these pictures; ask them to explain how they know which is which. Introduce the words *teats* and *udder* and explain they are only found on females so that the female can feed her babies. Remind children that, as with humans, male and female animals also have different private parts and this is another way we can tell them apart.

### 4. Cats and Kittens worksheet

Display the picture of the cat feeding her kittens on the whiteboard; name the cat Mogsy. Ask the children if they know how a female cat might feed her kittens. Remind children of the word *teats* and explain this is the part of the cat's body where the milk comes out; the kittens need to drink the milk from the teats to help them grow. Ask the children if they have seen any other animals which feed like this.

At tables, give each child a copy of the [Cats and Kittens worksheet](#). Ensure the children understand the meaning of the following words: *male*, *female*, *kitten*, *teats* and write these words on the board. Ask the children to complete the draw and write worksheet with their own picture of Mogsy the cat feeding her kittens and then use the words to label their picture. Check children understand that with most animals we need a male and a female to make a baby.

## Lesson 2 - continued

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# Male & Female Animals

### 5. Pass the Animals

Choose a male and female farmyard animal of the same species, (ensure that they are anatomically different). Hold up both animals and check the class understands which is male and female. Pass the animals around the circle, randomly call out stop (or pause music if using) and ask whoever is holding an animal to say whether it is male or female. Ask them to explain how they know (udders, teats, 'privates'). Repeat the process several times, using another species if time allows.

### 6. Reflect and Review

Review learning and explain that in the next lesson they will be finding out more about the differences between male and female humans.

## Additional Activities

### Animal Activity in Small Groups

Give one species of farmyard animal to small groups; a male, female and young (ensure they are anatomically different). Ask the groups to look at the farmyard animals and decide which is male and female and to explain how they know. Record their ideas on the whiteboard. Feedback ideas to the whole class and discuss the differences between male and female animals.

Ask if anyone in the class has a pet. Is the pet male or female? Have they had any young?



## Lesson 3

# Naming Body Parts

### Learning Intention

To focus on sexual difference and name body parts

### Learning Outcomes

Describe the physical differences between males and females

Name the different body parts

### Resources

2 large PE Hoops

[Hoop labels](#)

[Body Parts picture cards](#)

[Female x-ray picture](#)

[Body Parts worksheet](#)

## Activities

### 1. Group Agreement

In a circle, remind the class of the group agreement from the last lesson.

### 2. Simon Says

As a whole class use a 'Simon Says' format to review the learning about similarities and differences; e.g. anyone wearing blue stand up, anyone with ears put your hands on your head, anyone with brown hair cross their arms, anyone with a head sit down.

### 3. Recap Lessons 1 and 2

Ask the class what they remember from the last two lessons. Prompt them using questions e.g. 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? Remind the class that although females and males share many similarities, there are some important differences between female and male bodies. Refer to the learning outcomes for this lesson.

### 4. Body Parts Activity

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'. Discuss how human bodies are all unique and that not all Female or Male bodies look exactly the same as the ones in the pictures. 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 similar for everyone, only the private parts are different. You can use the [Female X-ray picture](#) to explain that the vagina is inside the body.

### 5. 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 add any other body parts that they know of that are not on the list.

## Lesson 3 - continued

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## Naming Body Parts

### 6. Song

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

### 7. Reflect and Review

Ask the class to summarise what they have learnt.

## Additional Activities

Read a story such as one of the books listed below to reinforce the idea of positive body image:

Suggested Reading

*Shapesville*, Andy Mills

*It's OK to be Different*, Todd Parr

### Labelling Body Parts

Use the words for body parts from the [Body Parts worksheet](#) to print and cut out two sets of labels, and print off the male and female pictures from the [Hoop Labels](#). Ask children to use the word cards to label the parts of the body on the two pictures. Extend the activity by asking the children to write some more labels of their own with the names of any other body parts they can think of and place them on the pictures.