



Lesson plan for relationships and sex education

Inside my wonderful body – Taught as part of ‘animals including humans’ in science.

Vocabulary used and taught in this lesson:

Heart, lungs, intestines, brain, ribs, oxygen, stomach

Introduction

Go through power point with diagrams

- What do you think the bones that were inside the chest are called? [The ribs]
- What jobs do the ribs do? [They protect the heart and lungs, they also help to support the body]
- How big do you think the heart is? [About the size of a fist]
- Place the fist in the middle of the chest to show where the heart is inside the body [The heart actually leans slightly to the left and we feel it beating stronger on that side]
- Where are the lungs? [Either side of the heart, behind the ribs]
- Place your hands flat on your chest either side of the heart and take a big deep breath in. As you breathe out slowly say ‘lungs’
- What is the special gas that gets into our blood through our lungs? [Oxygen]
- Where do you think the stomach is? [Below the rib cage on the left of the body – right as you look at the body image]
- What do you think happens inside the stomach? [The food gets all ‘mushed’ up – digested]
- Put your hands together as if you are mushing something up and say ‘squishy, squashy, mishy, mushy’
- What do you think the long wiggly tubes underneath the stomach are? [The intestines]
- Feel the squashy bit underneath your stomach. Then trace a long wiggly tube in the air and as you do this say ‘in-test-ines’ in a long, drawn out way.
- What happens to the food and water in the intestines? [Most of it soaks into the blood to give us energy. NB Children will often say that ‘good food’ goes into the blood and ‘bad food’ becomes waste. However, it is important to emphasise that all food can get into the blood if it can be broken down small enough – not just healthy food. This lays the foundation for understanding that unhealthy things will also go into the blood stream and reach all parts of the body, including the brain]
- Where do you think the brain is?
- What does the brain do? [It controls just about everything inside the body]
- Use your brain to control your body in the following ways: stand up, touch your toes, wiggle your hips, stretch up high, jump on the spot etc. Add your own actions as appropriate. Choose children to add more actions]

Activity

Children work in small groups

1 child lies on his/her back on the rolled out paper and the other children in the group draw around them.

Each pair or group then cut out the pictures of the brain, stomach, intestines, lungs and heart from the *Inside my wonderful body* Activity sheet.

They then stick them onto their paper outline in the correct places.

Children use red pen or crayon to draw the blood going round the body, giving energy.

Plenary

Look at some of the pictures of the body that the children have produced. Ask them to explain where everything is, checking that they have put things in the right place. Ask if they can explain what each organ does inside our wonderful bodies.

Finish by playing 'Harold Says' (like Simon says)

Learning outcomes:

Children will be able to:

- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
- Understand and explain the simple bodily processes associated with them.

Science National curriculum links:

- Science **Y1 Animals including humans** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.