

YEAR FS

HEALTHY LIFESTYLES 1 – MY BODY AND GROWING UP

This unit is designed to support children in learning how to value and appreciate their own and other people's bodies. Children will learn to recognise and name external parts of the body including using scientific names for the external sexual parts of the body. They will learn to recognise and appreciate similarities and differences between bodies, including those between girls and boys. The children will learn to appreciate the variety of things that they can do with their bodies, how they have changed physically since they were very young and how they will continue to grow and change all their lives. This unit looks at personal hygiene and supports children in developing appropriate responsibility for it. They will continue to develop basic hygiene routines, including toileting and washing, and will also learn about the importance of good hygiene and cleanliness for preventing the spread of disease.

The main themes of this unit are:

- analyse their own role in developing positive, responsible and caring attitudes
- as they grow, they will become more independent and will take more responsibility for looking after themselves and things around them
- examine what they currently do to look after themselves, including dressing and undressing
- recognise areas where they still need support from others to ensure their personal needs are met and to be aware of the adults who provide this care

At the end of the unit most pupils will:

This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related Early Learning Goals:

The Prime Areas

Physical Development

Health and self-care: children know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

The Specific Areas

Understanding The World

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions a common language for making themselves understood during classroom activities and in situations involving personal safety.

'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'. Sex Education Forum.

The anatomical words can also be referred to as the 'doctor' words as they are words which are used by health professionals and words that children will hear used when they visit the doctor.

Language that will be introduced in this unit:

| | | | |
|---------|-----------|-------|------------|
| baby | child | girl | boy |
| knee | bottom | chest | toe |
| finger | wrist | nose | hair |
| toenail | palm | back | leg |
| eyebrow | knuckle | foot | fingernail |
| lips | eye | skin | cheek |
| sole | calf | arm | shoulder |
| elbow | eyelash | ear | mouth |
| shin | chin | ankle | heel |
| | | | |
| penis | testicles | vulva | Vagina |
| bottom | | | |

Points to note:

- children will be taught scientific names for parts of the body