

Lesson two: My body



Lesson aim:

Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.



Learning outcomes:

- I can correctly name the main parts of the body
- I can name the private part of the body that boys have
- I can name the private part of the body that girls have



Resources required:

- Resource sheet: Boy and girl characters
- Resource sheet: Body part labels
- Resource sheet: Baby girl and baby boy

Key words: penis, vulva

Teacher notes:

When teaching names of the external genitalia, it is important to convey confidence using scientific terminology. Young children are unlikely to find the terminology embarrassing, so it is crucial not to subconsciously model embarrassment. Although children may seem too young to learn correct scientific terminology for the external genitalia, this is the age that children may become curious about their developing bodies. Knowing the correct terminology is crucial in enabling the disclosure of sexual abuse.

If you are aware a pupil has been born intersex (with features of both male and female genitalia) it may be helpful to mention that this can sometimes happen and is perfectly natural. Encourage all staff to use scientific terminology, including staff providing intimate care and break time supervisors who may have to deal with a child that has been kicked in their genitals.

Begin the lesson by...

Explaining we will be talking about the different parts of our bodies and what they are used for. This will include learning about the parts of the body that we cover with our underwear, which are different for boys and girls. People may have names that they have learned at home to describe these parts of the body, but today we will be learning the scientific words for them that a doctor, nurse, police officer or social worker might use. It is important to learn the correct words so that people outside of your family know what part of the body you are talking about.



Activity one: Head, shoulders, knees and toes

Ask pupils to collectively sing the 'head, shoulders, knees and toes' song, performing the actions as they sing.

Display the boy and girl characters. Ask pupils to help place the following labels on the characters, by sticking the label to the character using double sided Velcro or Blu Tak. It is important to label both the boy and girl character with the same labels:

- Head
- Shoulder
- Knee
- Toe
- Eye
- Ear
- Mouth
- Nose

Ask pupils what other parts of the body have not been labelled. If they suggest a body part that you have a label for, invite them to position this on the character as above. If they correctly suggest something that is not included, hand write a label to stick on. Ensure that the following are included:

- Arm
- Neck
- Hand
- Chest
- Stomach
- Leg
- Foot

Finish the activity by asking pupils to suggest different functions for each part of the body and demonstrate with an appropriate action as a class.

Suggested answers:

- *Eye: see things*
- *Mouth: talk/eat*
- *Ear: hear things*
- *Nose: smell things*
- *Arm: reach things*
- *Leg: walk/run*



Activity two: Private parts

Tell pupils that everyone has parts of their body that are private. This means they are not shown to everyone and are often covered with underwear, just as the characters have their private parts covered by underwear.

Ask pupils if they have noticed that sometimes men and women are separated when they are getting changed such as at a swimming pool, clothes shop changing rooms or toilets. Explain that this is because the private parts of the body are different for a boy and a girl. Some families feel comfortable to see each other's private parts, but it is not common for people outside of our family or strangers to see each other's private parts, unless it is a trusted adult who helps us look after ourselves, such as if we need help going to the toilet, we are having a bath or seeing a doctor.

Show the pictures of the baby boy and the baby girl and ask pupils to play a game of spot the difference.



What do they notice? Answers may include: more hair or bigger legs.

If pupils correctly identify that their genitalia are different but use incorrect terminology, do not say that this word is 'wrong' or 'naughty', congratulate them for noticing the difference, and say we are going to learn the scientific word.

If pupils do not identify that the genitalia are different, explain that the body parts that we keep covered with underwear are different. Both boys and girls have a bottom, but this cannot be seen on the pictures of the characters. Put the 'bottom' labels on the girl and boy character. Now explain that a boy has a penis, position the 'penis' label on the boy character to demonstrate where this is, and a girl has a vulva, position the 'vulva' label on the girl character to demonstrate where this is. Explain that when we go to the toilet, urine can come from these areas of the body.



Activity three: What goes where?

Remove the body part labels from the characters and hide them around the room. Ask pupils to go on a treasure hunt to find all of the labels and stick them on the character where they think is the correct position.

Check the label positioning as a class and make any necessary corrections.



Extension:

Ask pupils to stand with some space around them and explain that they are going to play a game similar to 'Simon says' where children do an action if they have the body part. For example: 'Mr Hewitt says march on the spot if you have a head, Mr Hewitt says touch your toes if you have toes, Mr Hewitt says spin on the spot if you have a penis, Mr Hewitt says reach for the stars if you have arms' etc until all the body parts have been covered, including the penis and vulva.

Finish the lesson by:

Providing pupils with the opportunity to ask questions. Ask pupils to tell you if a penis is the private part of a boy or a girl, and if the vulva is the private part of a boy or a girl. Reassure pupils that being able to use the correct terminology for the body, including their private parts, is very important, and that they do not need to feel uncomfortable or embarrassed to use them. Whilst they may use different words at home, they can use the correct scientific words if they prefer to, and to help them talk to other people about these parts of their body, such as a doctor. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



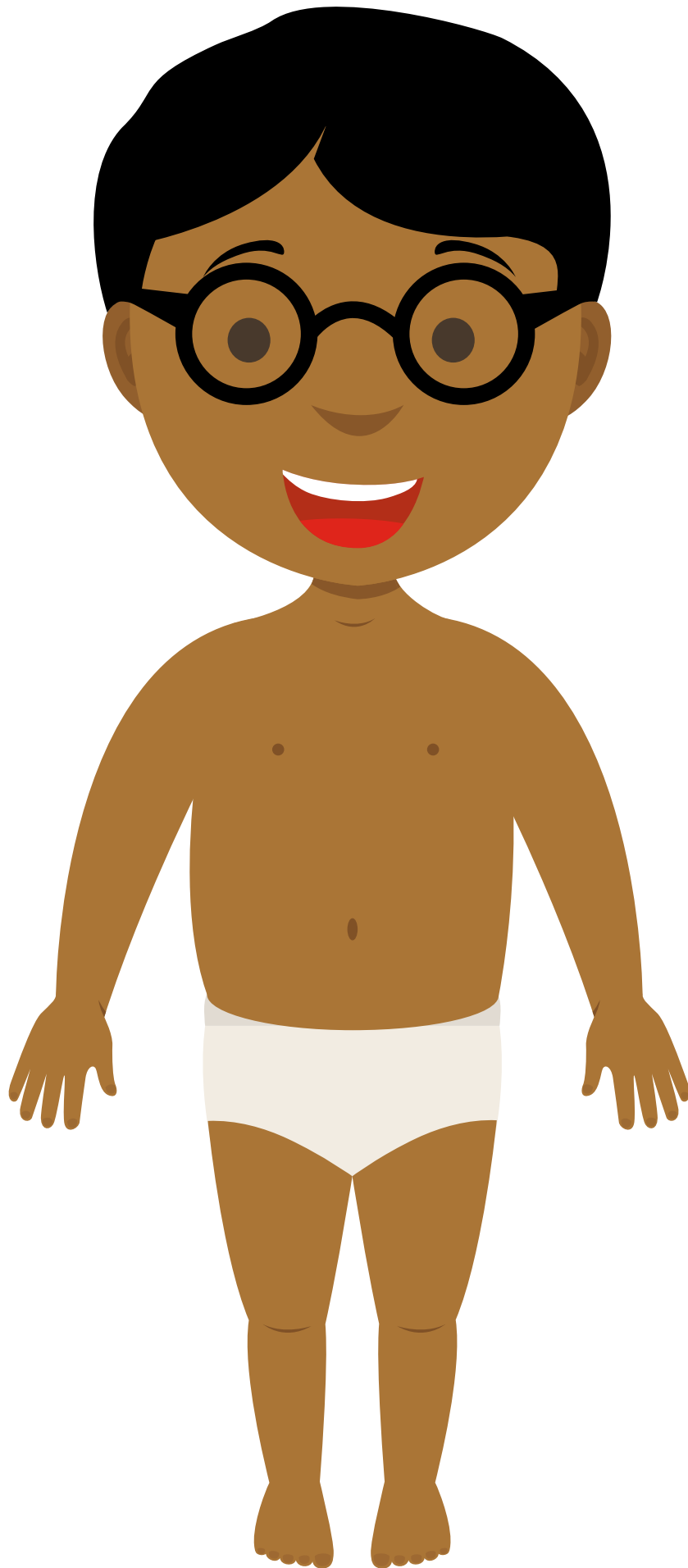
Assessment:

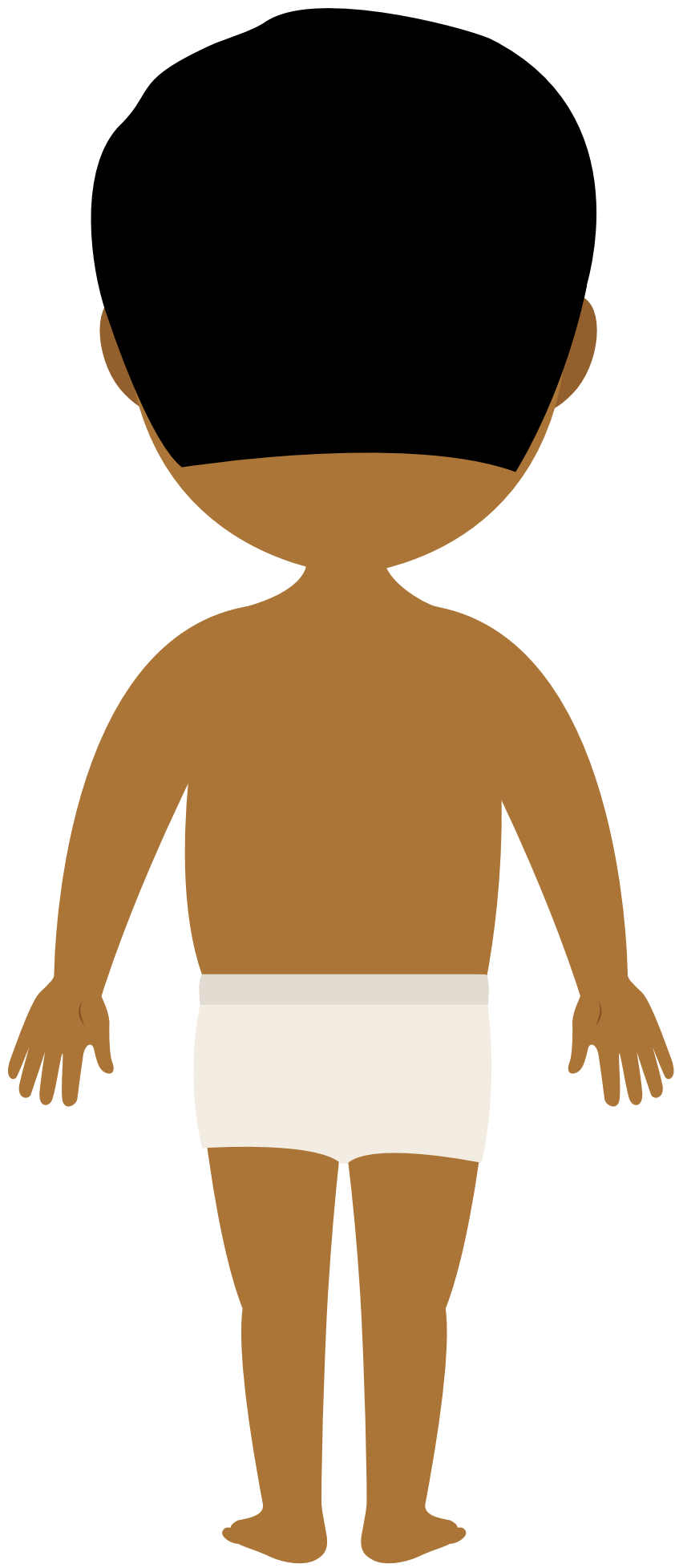
Activity one: Pupils correctly positioned body part labels on a boy and girl character.

Activity two: Pupils identified that a baby boy's genitalia was different to a baby girl's genitalia.

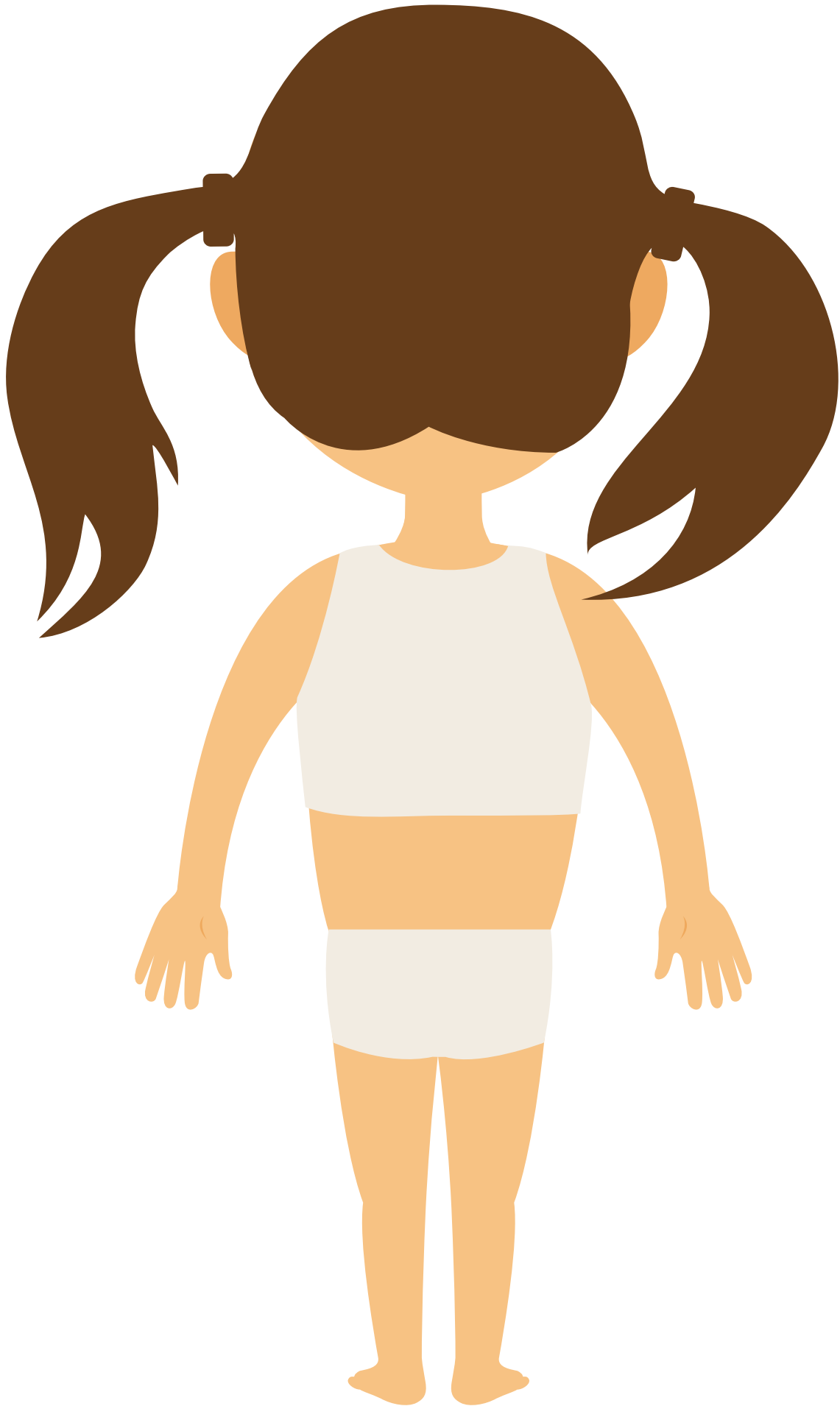
Activity three: Pupils correctly positioned all the body part labels including the 'penis' label on the boy character and the 'vulva' label on the girl character.

Evidence of assessment: Completed, correctly labelled boy and girl characters.









HEAD

ARM

NECK

HAND

SHOULDER

LEG

KNEE

FOOT

TOES

STOMACH

EYE

CHEST

EAR

BOTTOM

MOUTH

VULVA

NOSE

PENIS

