



Title: My body: Names of parts of my body parts

Level: FIRST

Code: 1.1.1

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b	<ul style="list-style-type: none"> Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina.

About this activity

The *My Body* activities section starts with an activity where children will learn key vocabulary. This vocabulary includes the names of male and female genitalia. In this activity we will introduce the external/visible parts of the body, another activity in this section will extend learning and vocabulary to internal organs associated with pregnancy and birth. Children may already know some of the names for their body parts, some may need to learn this for the first time. While the activity is clear about the terminology we will use in RSHP learning, it is important that learners feel they can use other terms to ask questions or ensure understanding. The teacher/educator should maintain the terms we hope the child will learn to use. However, please do not reprimand a child for using a word they use at home or with friends. Information is provided to explain to parents what this block of learning is about, with encouragement that the same vocabulary and understandings, which the children are introduced to in class, are used at home.

Resources to support this activity

- Blank A4 sheets of sugar paper and pens for children to draw.
- Large print outs of the 2 body images, or use these on the white/smartboard
- Cards with parts of the body listed
- A4 print outs of the body images

Activity

1. RSHP learning is enhanced if children can sit together, as in circle time. If possible start the activity in this way. Begin with an introduction that explains to the children that they will be doing a series of learning activities where they will learn more about their bodies.
2. Explain that we will start by making a drawing of ourselves and on this we will all put some information about our bodies. Have the children work with a partner. Share the instructions on the white/smartboard and get everyone going.

Your body: draw a picture of you.

Work with your partner and on your picture write down:

- The colour of your eyes?
- Your shoe size?
- Your height?
- Your hair colour?
- Tell your partner one thing that you really like about your body.

3. Bring the children back together, in a circle if possible. Have some of them share their picture and facts about their body.
4. Now, explain that today we will also be learning about the names of different parts of our body. Many of these names the children will know, but some might be new words. Use large print outs of the body images, both boy and girl, or have them on the white/smartboard. Tell the children that you have the names of different body-parts on cards and together you will identify where these parts of the body are. Have these names on cards, organise them alphabetically as in this list. (If doing this with hard copy posters have two copies of each card, so that they can be placed on the boy or girl image). Read the first card, then ask for someone to volunteer to place the card on the picture (or point or write on the whiteboard).

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|-----------|----------|-------------|------------------------|
| 1. Arm | 5. Hand | 9. Mouth | 13. Scrotum/
Testes |
| 2. Bottom | 6. Head | 10. Nose | 14. Toes |
| 3. Ears | 7. Knees | 11. Nipples | 15. Vulva |
| 4. Eyes | 8. Leg | 12. Penis | |

5. Work through to number 10, then pause and explain that there are parts of the body that we might not see when we look at each other with our clothes on. And that some cards will come up now that give the names for these parts of our body too, the parts of our body that are private.
6. Tell children, *“if it’s a word you don’t know, that’s okay, you might know another word.”* As you work through the words, *nipples, penis, scrotum/testes* and *vulva* ask the children if they use other words, make sure the children know it’s okay to say these words just now, because we want everyone to understand the new word. Acknowledge these words and respond with *“yes, so today we are saying ‘x’, but ‘x’ is a word you might use too.”* Continue with the activity, read the cards and ask for volunteers to place the word on the body. As you read the cards listed, say the word and explain what this body part is using the text as follows:

Nipples: *Both boys and girls have nipples. When a girl grows, she will develop breasts. If a woman has a baby, then she can breast feed her baby; the baby would get milk from its mum’s nipples. Sometimes people ask, “so, why do boys have nipples?” Boys have nipples because all life begins as female. So, if the baby that is growing inside mum becomes a boy, he will still have nipples.*

Penis: *Boys have a penis. When a boy has a pee, it comes out of his penis. When we learn more about how babies are made, we will learn more about the penis.*

Scrotum and testes: *This is the sack of skin that hangs under the boy’s penis. Inside there are the testes. Again, in another lesson we will learn more about this.*

Vulva: *Girls have a vulva. When a girl has a pee, it comes out of her vulva. (N.B. If a child uses the word vagina to describe this part, you can respond with: Sometimes people use the word vagina, but the vagina is actually just the bit inside the girl. So, if you are a girl, the bit you see between your legs when you look at your body is your vulva.)*

7. It will become clear in discussion that some parts of the body apply to one of the figures rather than both.
8. Review the words *Nipples, Penis, Scrotum/Testes* and *Vulva*. Explain that these are the words that we will use in the class when we talk about these body parts – “if you forget that’s okay, we will remind you.”
9. Now, give each pair the A4 printout versions of the images with space for the word list. Explain that working in their pair the children should write the names of the parts of the body from the list on their pictures and use a line/arrow to say where this is on the body, an example with the first word, ‘Arm’, is on the activity-sheet.
10. To end, bring everyone together. Ask pairs to share their work with the pairs sitting nearby. Ask if anyone has any questions. Explain that in the next activity, we will be thinking about keeping our body clean.

Connecting with home

The text below could be used to communicate with home about the activities in this short block of learning.

The children are working on the topic of *My body*. They will be learning about having a healthy body and keeping clean. They will also learn the correct names for male and female genitals. The body-part names and descriptions that they will learn, are these:

Nipples: Both boys and girls have nipples. When a girl grows, she will develop breasts. If a woman has a baby, then she can breast feed her baby; the baby would get milk from its mum’s nipples. Sometimes people ask, “so, why do boys have nipples?” Boys have nipples because all life begins as female. So, if the baby that is growing inside mum becomes a boy, he will still have nipples.

Penis: Boys have a penis. When a boy has a pee, it comes out of his penis. When we learn more about how babies are made, we will learn more about the penis.

Scrotum and testes: This is the sack of skin that hangs under the boy’s penis. Inside there are the testes. Again, in another lesson we will learn more about this.

Vulva: Girls have a vulva. When a girl has a pee, it comes out of her vulva.

In terms of the word *vulva*, we understand that sometimes a child will use the word *vagina* to describe this part of their body. In school, we explain that while sometimes people use the word *vagina*, the *vagina* is actually just the bit inside from the *vulva*. So, if you are a girl, the bit you see between your legs when you look at your body is your *vulva*.

We use these terms because they help to remove any embarrassment or shame about these body parts. Also, knowing these words means that children can explain clearly if they are unwell or have

a worry. Knowing these terms help to protect children because they also learn that these parts of the body are private. We would encourage parents and carers to use the same terms at home, we do understand that families often have informal body-part terms that they use, but we would ask that you take on board the need to use the same terms as school.

Further learning activities are available that connect to this RSHP curriculum content

1.1.2 Keeping clean

Practitioner Notes

