



**Title: My body now: Names of parts of my body (V2)**

**Level: Third**

**Code: 3.1.1**

**Links to Curriculum for Excellence**

This is a refresh or introduction of learning that is identified at SECOND level but extends the range of terms and vocabulary. This supports the development of learning at Third Level on the impact of puberty and developing sexuality.

Experiences and outcomes	Benchmarks
I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a	<ul style="list-style-type: none"> <li>• Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris.</li> </ul>

**Learning Intentions**

- Young people learn the correct names for parts of their body, including male and female genitalia, and their functions.
- Young people recognise that body changes with puberty impact on feelings and behaviour.

**Success criteria**

- I can name parts of my body.
- I can talk about the different parts of my body and what they do.
- I can describe the changes that take place with puberty.

**NOTE:**

Young people may have already covered the learning in activity 3.1.1 in primary school. If they have, some may know the names for parts of their body, some may need to learn this for the first time or have their knowledge refreshed. Understanding the terminology introduced here will help later learning in this block about menstruation and masturbation and in another series of activities about reproduction. 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 reflect back using the terms we hope the young person will learn to use. Please do not reprimand a young person for using a word they use at home or with friends. Information for parents/carers encourages the use of the same vocabulary at home.

**Resources to support this activity**

- Illustrations/handouts of external genitalia and internal organs.
- Cards with names of body parts and explanations of their purpose.
- Blank cards for questions.

## Activity

1. Begin with an introduction along these lines: We will be doing a series of learning activities where young people will learn more about their bodies and how their body changes as they grow up. It is important that young people understand their bodies, so that they can learn about sex and pleasure as well as pregnancy and birth.
2. Explain that so that the group can talk and learn together today and in subsequent sessions, this lesson is about the names of parts of our bodies – acknowledge there might be some words young people already know, some may be new. Explain that there is new learning here too and its worth spending a bit of time on because as a group the young people will move on to more grown up conversations.
3. **Names for parts of our body:** Hand out the **names for parts of my body** cards. Read through the different terms with the class. Make sure they have a male pile of cards, and a female pile of cards. Ask the young people to work in 2s/3s and give them a copy of the **male and female sex organs unlabelled hand-out**. Ask them to label the male and female diagrams.
4. After some time hand out the **labelled versions of the diagrams** and ask the young people to check how they got on.
5. Come back together to work through the cards/terms, ask for volunteers from the groups to say where the parts of the body are. As you go, check how many groups got it right, or whether there were terms that some/many/most got wrong.

(NOTE: As you work through the tasks ask young people if they would use another word, say it's okay to say these words just now because we want everyone to understand the new word. Acknowledge these words with "Yes, so today we are saying 'x' but 'x' is also a word you might hear being used").

6. **Small group chat:** ask the young people to have a discussion based on these questions – then report back on each.
  - a) Do you think it's important to know the names of parts of your body?
  - b) Why do people sometimes use words that are different from the real words? Especially when they talk to children?
  - c) Is it helpful to know the details of the bodies of someone of a different gender? How might this kind of knowledge be useful?
  - d) Do you think knowing this will help when it comes to understanding sex? Or conception (how babies are made?) or pregnancy or both?
7. **What questions do you have about the body?** Give the young people some blank cards. Ask: *Has this activity made you think of any questions that you'd like answered?* Explain that they can write these questions on the cards, that there is no need to put a name on it, and they can work individually. Tell the class/group that you will collect the cards in and read these later, and that if there are questions that you can talk more about or help find answers to, then the group/class will

come back to them in the next few lessons. To end, as you collect them in remind the young people that they can always come to you with a private question).

### Connecting with home

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

The young people are working on the topic of **my body**. They are learning about how their body changes with puberty. Some young people will have learned about much of this at primary school or at home. Early secondary school is a good time to make sure that no-one has missed this learning, for some young people it's a useful reminder of some important things. As part of learning about puberty all children will learn about menstruation (a girl having their period) and about masturbation. The learning activities will help them to build a positive relationship with their body. They will also learn the correct names for male and female genitals and learn about the reproductive organs. This initial learning means that young people can learn more about sex, how babies are made, pregnancy and birth. The words that the children will learn in the first lesson of this block of learning activities are below, and they are described as follows:

Male body	Female body
<p><b>Anus:</b> This is the opening at the end of your digestive track, it's where the poo comes out.</p>	<p><b>Anus:</b> This is the opening at the end of your digestive track, it's where the poo comes out.</p>
<p><b>Bladder:</b> This is where the body collects and stores urine from the kidneys before you pee.</p>	<p><b>Bladder:</b> This is where the body collects and stores urine from the kidneys before you pee.</p>
<p><b>Foreskin:</b> This is the skin that covers the top of the penis. If it is removed (because it is too tight, or as they do in some religions) this is called circumcision.</p>	<p><b>Cervix:</b> The cervix is the lower part of the uterus, it is usually 2 to 3 cm long and shaped like a cylinder, this changes during pregnancy.</p>
<p><b>Penis:</b> This is the male sexual organ. It is used to pee and to ejaculate semen.</p>	<p><b>Clitoris:</b> This is the female sex organ. It is important for a woman's pleasure when having sex.</p>
<p><b>Prostate Gland:</b> This is a small gland that sits just below the man's bladder. It makes most of the fluid that is in semen (what comes out when the man ejaculates/comes)</p>	<p><b>Fallopian Tube:</b> Two tubes that the eggs travel along from the ovaries to the uterus.</p>
<p><b>Scrotum:</b> this is the sack of skin that holds the testes/testicles (the man's balls)</p>	<p><b>Labia:</b> These are folds of skin, part of the vulva.</p>
<p><b>Seminal Vesicle:</b> These glands make some fluid that is in semen.</p>	<p><b>Ovary:</b> This is where the egg's cells are made, they travel to the uterus and can be fertilised by sperm.</p>
<p><b>Sperm tube:</b> It is a long tube that the sperm swim through, it also helps by giving the sperm the DNA that it needs to survive.</p>	<p><b>Pubic bone:</b> This is part of the pelvis.</p>
<p><b>Testes:</b> These are the male reproductive organs that produce sperm.</p>	<p><b>Rectum:</b> This is the end of the digestive tract, its where poo is stored just before having a poo.</p>
<p><b>Urethra:</b> This is the tube that connects your bladder to your penis so that you can pee. It also carries sperm when the man ejaculates.</p>	<p><b>Spine:</b> This the backbone.</p>
	<p><b>Urethra:</b> This is the tube that carries the pee from the bladder.</p>
	<p><b>Uterus (can be called Womb):</b> This is where the foetus grows and develops during pregnancy.</p>
	<p><b>Vagina:</b> Part of a woman's genitals, it goes from the vulva to the cervix.</p>
	<p><b>Vulva:</b> This is the external female sex organ, the part you can see.</p>

We use these terms because they help to remove any embarrassment or shame when talking 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**

3.1.2 How my body changes as I grow

3.1.3 Menstruation

3.1.4 Masturbation

**Practitioner Notes**