



**Title: My body**

**Level: EARLY**

**Links to Curriculum for Excellence**

Experiences/Outcomes	Benchmarks
I recognise that we have similarities and differences but are all unique. HWB 0-47a I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 0-47b I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-15a	<ul style="list-style-type: none"> <li>Identifies body differences and similarities.</li> <li>Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples.</li> </ul>

**Learning Intentions**

- Children can accurately name and locate a variety of body parts.
- Children explain why keeping clean is important.
- Children can explain basic hand cleaning and dental care routines.

**Success criteria**

- I know my body changes as I grow
- I know that external body parts have names
- I am beginning to know that some parts of my body are private
- I understand that there are differences between boys and girls
- I know why keeping clean is important and how to take responsibility for some of this.

**Connecting with home**

Information for parents and carers is provided at each Level on the RSHP site. Some of the suggested activities include links with home. Books suggested for use in the centre/school could also be for lending.

**Key words/vocabulary**

- |                  |           |                                 |
|------------------|-----------|---------------------------------|
| • Adult          | • Girl    | • Same                          |
| • Arm            | • Grow    | • Scrotum                       |
| • Body           | • Hand    | • Similar                       |
| • Bottom         | • Head    | • Testicles                     |
| • Boy            | • Knee    | • Toes                          |
| • Child/children | • Leg     | • Unique                        |
| • Different      | • Mouth   | • Urinate (going to the toilet) |
| • Ears           | • Nipples | • Vulva                         |
| • Eyes           | • Nose    |                                 |
|                  | • Penis   |                                 |

## ACTIVITIES

Learning can be planned or take place in what we might call those spontaneous ‘teachable moments’ when children and educators are playing and chatting, or a particular event happens. Of course, we can create those teachable moments too, and so there are suggestions here about how books, play and other activities can support RSHP learning at Early Level.

*Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.*

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### Songs and rhymes

Introduce a topic or project all about the body. To start, have some fun with songs and rhymes about the body. Things like:  
*Head, Shoulders, Knees and Toes*  
*Hokey Cokey (You put your left arm in....)*  
*The Skeleton Dance* (the one that goes ‘The knee bones connected to the....’) [https://youtu.be/Pbl4BNkAq\\_U](https://youtu.be/Pbl4BNkAq_U) Song ends at 1min 45.

### Create life size drawings and label body parts

Have children work together and draw round one member of the group. Have fun decorating and adding features. Name and label parts of the body that everyone can see when dressed.

### Private parts of the body

Explain that some parts of our body are private. Private means they belong to you and you don’t show them to other people – your parent or carer might see them when you have a bath/shower or if they help you to get dressed. Sometimes a doctor or nurse might need to look at private parts. These are the parts of the body covered by our underpants/underwear.

*For P1:* Use the outline body drawings provided to first name all the body parts that children have already identified you can see when dressed. Then name and label vulva on the girl drawing and penis and scrotum/testes on the boy drawing.

Ask the children if they use other words for vulva or penis – acknowledge them all. (Of course, there might be some giggles – as a key learning point is to learn and use agreed terms, do not worry about the laughter).

Talk about differences between girls’ and boys’ bodies, naming penis and vulva.

Going to the toilet or helping a child if they urinate/do the toilet on themselves, is an opportunity to talk about ‘private’ and use the words for genitals. *“Let’s get you changed in here where it’s private...”*  
*“Here is some tissue and you can wipe your vulva...”*

*NOTE:* For some children there may be a need for a doctor/nurse to examine the child’s genitals. You can work with parents/carers to help the child to have some language and autonomy in these situations, encouraging good understanding, discussion and consent.

**Using key words:** This is a suggested text that you might use when explaining these words. The teacher/educator can start with the words a child does use, acknowledging that they might say *willy* or *flower*, then using the words we would like them to learn and use too.

**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?" All babies develop the same way until their Mum is about 8 weeks pregnant, and that includes nipples. So, if the baby that is growing inside the Mum develops to become a boy, he will still have nipples.

**Penis:** Boys have a penis. When a boy goes to the toilet to urinate (*check which words children use here, for example pee/wee*), it comes out of his penis.

**Scrotum and testicles:** This is the sack of skin that hangs under the boy's penis. Inside there are the little balls that we call testicles.

**Vulva:** Girls have a vulva. When a girl goes to the toilet to urinate (*check which words children use here, for example pee/wee*) it comes out of her vulva. *Note: 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.*

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### Keeping clean

Explain that keeping clean is important so that you can keep healthy. If you don't keep yourself and your things clean, then germs can grow and make you ill. Explore with the children what parts of their body they need to keep clean – and how?

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### Handwashing

Health Protection Scotland have produced a range of materials to support learning. Find the Children's Pack here: <http://www.washyourhandsofthem.com/children's-pack.aspx>

The Children's Pack is full of ideas and materials to encourage children to make hand washing part of their everyday routine. The pack has been designed specifically for use by children between the ages of three and six and is supported by materials available from this website. The pack is downloadable and includes:

- Posters featuring a cartoon character called Handy to encourage regular hand washing.
- Reminder stickers of Handy for placing around toilets and classroom sinks.
- Some ideas to help make hand washing part of the school day and to raise children's awareness.
- A fun reward chart that can be filled out when children wash their hands - this can be photocopied or downloaded and given out to pupils each week.

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- Stickers of Handy to reward children for washing their hands - these could be given out at the end of each week.
  - A cartoon DVD featuring Handy to help explain why, when and how hands should be washed.
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### **Toothbrushing**

Childsmile is offered in every Nursery and in some P1 classes. More here: <http://www.childsmile.org.uk/professionals/index.aspx>  
This toothbrushing diary can help children and parents/carers think about the importance of oral health [http://www.childsmile.org.uk/uploads/documents/4352-MyToothbrushingDiary3\\_6.pdf](http://www.childsmile.org.uk/uploads/documents/4352-MyToothbrushingDiary3_6.pdf)

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### **Make posters about handwashing and toothbrushing.**

Make posters that remind children to wash hands and brush teeth to take home.

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### **More on Childsmile**

Childsmile has NHS staff in each area, find yours here: <http://www.childsmile.org.uk/contacts/coordinators.aspx>  
Information for parents and carers on Childsmile: <http://www.childsmile.org.uk/parents-and-carers/index.aspx>

### **Information for parents**

Parents@Sandyford offers a range of information and support to parents and carers of children aged 5 and under. <https://www.sandyford.org/parents-sandyford/pre-5/>

## **BOOKS FOR READING TOGETHER OR BORROWING**

***Please check out the full reading list provided at Early Level.***

These books below provide opportunities to talk about the themes of interest relating to the learning activities described here, they could be used with a class or group, reading to pairs or individual children to support and back-up key learning. Parents and carers could be encouraged to read them at home too.

### **My body: Usborne Very First Words (Board Book)**

Felicity Books

ISBN 9781409535331

This is an illustrated introduction to an important and popular subject for the very young. It includes names for parts of the body, the senses, clothes, things we can do, and what our bodies need to stay healthy.

### **Lift the flap Questions and Answers about my body**

Katie Daynes

ISBN 9781409562108

This Lift-the-Flap book contains the answers to the many questions that curious children have about their bodies, including 'How do I smell?' 'What makes me burp?' 'Why do I need to wash my hands?' 'Why is blood red?' and many more. The book is filled with entertaining and informative illustrations to help to answer all kinds of body questions that young children ask, in a friendly and simple way. Includes over 60 flaps to lift.

### **All about Me**

Debbie MacKinnon and Anthea Sieveking

ISBN 07112 11000

Captures the vitality of young children learning about their bodies and themselves by naming, counting, discovering and comparing.

### **Your body belongs to you**

Cornelia Spelman

ISBN 978-0-8075-9473-5

In simple reassuring language the author explains that children can decline a friendly hug or kiss, even from someone they love, and still be friends. The text and illustrations remind children that their feelings count. Positive and assertive approach.