



## Title: My body

### Part 1: Names of parts of the body and their functions

Level: SECOND

#### Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>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</p>	<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

- Children learn the correct names for parts of their body, including male and female genitalia, and their functions.
- Children 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.

#### Resources to support this activity

- Illustrations of external genitalia and internal organs.
- Cards with names of body parts and explanations of their purpose.

**NOTE:** Through this block of activities children will learn about how their bodies change with puberty. We start by exploring the body-part names (genitals and reproductive organs). Some of the body-part names will refer to external/visible body-parts, but some will refer to internal organs, which will help later learning about menstruation (next activity) and reproduction (see Second Level activity *How human life begins, Pregnancy and Birth*)

Children may already know some of the names for parts of their body, some may need to learn this for the first time or have their knowledge refreshed. If you are aware that the children have done some prior learning at First Level then the start of the activity can be used to acknowledge they know some of this, but that there will be a bit of a refresh before learning new things.

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 respond to any queries using the terminology we are learning through the activity. Please do not reprimand a child for using a word that they may 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 is used at home as in school. This activity also requires you to establish the vocabulary you will use in the class when talking about going to the toilet. If the terms used here are not those you use, please adapt (including PowerPoint slides) to use what you have agreed.

## 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 and how their body changes as they grow up – the process of change is called **puberty**. Share the slide with the short definition.
2. Explain that what the class/group are talking and learning about in *this* lesson are the names of body-parts that before may have been called our *private parts*. Acknowledge that there might be some words children know, and some will be new. Ask: so what parts of our bodies have we been calling our private parts?
3. Explain that you will continue the conversation with some consideration of parts of the body that are on the outside of the body. Share the images (as a handout/on the side) of both boy and girl bodies (**Handout 1: Names of Parts of the Body Girl/Woman and Boy/Man Body Diagram Activity**). Explain that the children will work with a partner and on the drawings provided they will take the names of body-parts and label them on the drawing. Reassure the children that this is not a test, some names they will know, some they might not know or remember.

### Words for the boy image:

- |         |          |                      |
|---------|----------|----------------------|
| 1. Arm  | 4. Head  | 7. Penis             |
| 2. Eyes | 5. Knees | 8. Scrotum/Testicles |
| 3. Hand | 6. Leg   | 9. Nipple            |

### Words for the girl image:

- |         |          |           |
|---------|----------|-----------|
| 1. Arm  | 4. Head  | 7. Vulva  |
| 2. Eyes | 5. Knees | 8. Nipple |
| 3. Hand | 6. Leg   |           |

4. Bring the children back together and go over the words, asking for contributions as to where children placed each 'name'. Use the PowerPoint slides to take time to explain the terms *nipples*, *penis*, *scrotum* and *vulva* to the children, even if the labels were placed accurately:

**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. (NOTE: A child might 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. Every penis is different. When a boy goes to the toilet to urinate, it comes out of his penis.

**Scrotum and testicles:** The scrotum is the sack of skin that hangs under the boy's penis. Inside there are the testicles.

**Vulva:** Girls have a vulva. Every vulva is different. When a girl goes to the toilet to urinate, 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.)

5. Now show the image on the PowerPoint of the adult male and female body, key words are used regarding genitalia. Ensure that everyone understands that what they see.
6. The next slide has the same image, and text to explain more about the genitals/private parts. It introduces the fact that inside our body we have organs that we can't see, our reproductive organs, they are used to make a baby. Read through and check understanding.
7. To help reinforce the idea that there are parts of our body inside that we can't see ask the children to work with a shoulder partner – what organs do they know are inside our body and do they know what they do? If it helps you might ask: *What organ in our body pumps blood around and we can hear it beating? When we eat food or take a drink where does it go? (Follow the journey of the food from mouth, throat, stomach, bowel, kidney, bladder, intestines...)* After some conversation reinforce the fact that reproductive organs are inside our bodies too, that both men and women need these reproductive organs to make a baby.
8. Share **Handout 2 the male body and/or the slide** with parts of the body identified. Explain what the children are looking at, and that you will tell them some names of parts of the body, with an explanation of each. As you use the words that we want children to learn ask, *“do you maybe have another word for this part of the body?”* accept these words and explain the words that will be used in class. Point and give the information on each, ensuring clarity as you go, taking any questions that arise:

**Anus:** This is the opening at the end of your digestive track, when you go to the toilet/have a bowel movement it's where the poo comes out.

**Foreskin:** 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.

**Penis:** This is the male sexual organ. It is used to go to the toilet/urinate and to release sperm.

**Scrotum:** This is the sack of skin that holds the testicles.

**Testicles:** These are the male reproductive organs that produce sperm.

*Note: This activity does not talk about sex, conception or pregnancy. It may be useful to say in terms of the word sperm and then ovary/eggs that when sperm meets an egg inside the woman it can make a baby, and that you will learn more about this in another lesson.*

9. Then share **Handout 3 the female body and/or the slide** with the names and purpose of each named part. There are 2 images provided. As you use the words that we want children to learn also ask, do you maybe have another word for this part of the body? Same process as earlier about these words:

**Anus:** This is the opening at the end of your digestive track, when you go to the toilet/have a bowel movement it's where the poo comes out.

**Clitoris:** This is the female sexual organ.

**Labia:** These are folds of skin, part of the vulva.

**Ovary:** This is where the egg's cells are made, they travel to the uterus and can be fertilised by sperm.

**Uterus/Womb:** This is where the foetus (baby) grows and develops during pregnancy.

**Vagina:** Part of a woman's genitals, it goes from the vulva to the cervix.

**Vulva:** This is the external female sex organ, the part you can see.

10. Ask the children to work with a partner and take unlabelled illustrations **Handout 4** with a list of words, as a pair their task is to identify for themselves what the parts of each male and female body

are called. (You may want to leave the labelled illustration up/available, or nearby for children to come check if they are stuck).

11. To end, gather back together and review the names of the internal organs/body parts.

### 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 how their body changes with puberty. All children will learn about menstruation (a girl having their period), about changes in emotions with puberty, about keeping their body healthy and about personal hygiene. The learning activities will help the child 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, so that we can learn in later lessons about how babies are made, pregnancy and birth. The words that the children will learn in the first lesson are these, and they are described as follows:

Male body: the words we use	Female body: the words we use
<p><b>Anus:</b> This is the opening at the end of your digestive track, when you go to the toilet/have a bowel movement 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 go to the toilet/urinate.</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>Penis:</b> This is the male sexual organ. It is used to go to the toilet/urinate and to release sperm.</p> <p><b>Scrotum:</b> This is the sack of skin that holds the testicles.</p> <p><b>Testicles:</b> These are the male reproductive organs that produce sperm.</p>	<p><b>Anus:</b> This is the opening at the end of your digestive track, when you go to the toilet/have a bowel movement 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 go to the toilet/urinate.</p> <p><b>Clitoris:</b> This is the female sexual organ.</p> <p><b>Labia:</b> These are folds of skin, part of the vulva.</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>Uterus/Womb:</b> This is where the foetus (baby) 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 words at home, we do understand that families often have informal body-part names that they use, but we would ask that you take on board the need to use the same words as school.

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

Names of body parts and their functions

My body is changing (inc menstruation)

Feelings and puberty

Personal hygiene

### Practitioner Notes

