



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"> • Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris. • Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. • Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out. • Describes ways of keeping hygienic during puberty.

The learning intentions and success criteria are met with delivery of all parts of this topic.

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.
- Children learn strategies to manage emotions.
- Children understand the importance of personal hygiene.

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.
- I can talk about my growing independence.
- I can talk about things I can do when I am upset and can identify an adult to speak to if I am upset.
- I understand how to maintain personal hygiene.

Resources to support this activity.

- Illustrations of external genitalia and internal organs.

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.

This activity also requires you to revisit and agree the vocabulary you will use in the class. 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? Share the slides that follow, the script below will assist:

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 down a tube called the urethra that goes to the end of his penis where it comes out.

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 down a tube called the urethra which ends just inside the vulva, so that's where the urine comes out.

(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.)

3. As teacher/facilitator you can now choose to use either or both the sets of slides that follow. Two of the slides use line drawings of the child to label parts of the body, these are followed by adult figures where you can show this on the adult body.
4. With slides 11 you can begin a focus on what you can describe as internal parts of our body where we have organs that we can't see, our reproductive organs, they are used to make a baby.
5. To help reinforce the idea that there are parts of our body inside that we can't see ask the children what organs 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.

6. Share slide 12 for a first look at the male body and reproductive organs. Explain what the children are looking at using the suggested text below. As you use the words that we want children to learn you could 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:

Foreskin: This is the skin that covers the top of the penis. Sometimes it is removed because it is too tight, or as they do in some cultures. This is called circumcision.

Penis: This is the male sexual organ. It is used to go to the toilet/urinate and to release sperm (the urine and sperm come out through a tube called the urethra).

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

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

7. Share slide 13 for a first look at the female body/reproductive organs. 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:

Cervix: Connects the uterus/womb to the vagina.

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 part of female genitalia, the part you can see.

Urethra: This is the tube that brings the urine from the bladder and ends just inside the vulva.

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.

8. Ask the children to work with a partner and take unlabelled illustrations/handouts for both male and female body and label accordingly. You may want to leave the labelled illustration up/available, or nearby for children to come check.
9. 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>Bladder: This is where the body collects and stores urine from the kidneys before you go to the toilet/urinate.</p> <p>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.</p> <p>Penis: This is the male sexual organ. It is used to go to the toilet/urinate and to release sperm.</p> <p>Scrotum: This is the sack of skin that holds the testicles.</p> <p>Testicles: These are the male reproductive organs that produce sperm.</p> <p>Urethra: This is the tube that brings the urine from the bladder to the tip of the penis where it comes out.</p>	<p>Bladder: This is where the body collects and stores urine from the kidneys before you go to the toilet/urinate.</p> <p>Cervix: Connects the uterus/womb to the vagina.</p> <p>Clitoris: This is the female sexual organ.</p> <p>Labia: These are folds of skin, part of the vulva.</p> <p>Ovary: This is where the egg's cells are made, they travel to the uterus and can be fertilised by sperm.</p> <p>Uterus/Womb: This is where the foetus (baby) grows and develops during pregnancy.</p> <p>Vagina: Part of a woman's genitals, it goes from the vulva to the cervix.</p> <p>Vulva: This is the external female sex organ, the part you can see.</p> <p>Urethra: This is the tube that brings the urine from the bladder and ends just inside the vulva so that the urine can come out.</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.

My body is changing (inc menstruation)

Feelings and puberty

Personal hygiene

Practitioner Notes

