



Title: My body now

Part 1: Names of parts of my body

Level: Second

Links to Curriculum for Excellence

This is a refresh or introduction of learning that is identified earlier in SECOND level but extends the range of terms and vocabulary. This supports the development of learning about 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 I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a	• Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris. • Recognises the impact of puberty and developing sexuality.

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

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 some of this learning earlier 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. There is however new learning in this activity and 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 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.

- PowerPoint slides
- Handout/prop image of male and female reproductive organs
- Male anatomy (3 minutes 21) published by amaze.org <https://youtu.be/G2ciOhidKpg>
- Female anatomy (2 minutes) published by amaze.org <https://youtu.be/j9QgcCK6FKM>
- Blank cards for questions.

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.

Activity

1. Begin with an introduction along these lines: The class/group 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.

Explain that to help young people to 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 young people will move on to more grown-up conversations.

2. **Names for parts of our body, our genitals, that are visible to us:** Share slide 2 then slide 3, use the script below to make sure young people understand what they are looking at:

The **genitals** are the private parts of our bodies. For the boy the penis and scrotum and for a girl the vulva.

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 young person 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.

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 religions. This is called circumcision.

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 young person 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. Slide 4 explains that you are moving on now to learn more about our reproductive organs:

Connected to our genitals, inside our body, are parts of our body called **reproductive organs** because they are used to make a baby.

A handout/prop is provided which could be printed and shared with young people to support discussion using the next 2 slides.

4. **Male genitals/reproductive organs:** Share slide 5 for a look at the male body and reproductive organs. Explain what the young people are looking at using the suggested text below. As you use the words that we want young people 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, some terms have already been covered, ensuring clarity as you go, taking any questions that arise:

Bladder: This is where the body collects and stores urine from the kidneys before you urinate.

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 urinate and to ejaculate semen.

Prostate Gland: 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)

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

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

Urethra: This is the tube that connects your bladder to your penis so that you can urinate. It also carries sperm when the man ejaculates.

5. **Female genitals/reproductive organs.** Share slide 6 for a first look at the female body/reproductive organs. As you use the words that we want young people to learn also ask, do you maybe have another word for this part of the body? Same process as earlier about these words:

Bladder: This is where the body collects and stores urine from the kidneys before you urinate.

Cervix: 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.

Clitoris: This is the female sex organ. It is important for a woman’s pleasure when having sex.

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.

Urethra: This is the tube that carries the pee from the bladder.

Uterus (can be called Womb): This is where the foetus 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.

6. Watch the two short animations about male and female anatomy, take any initial thoughts or questions, check understanding.

Male anatomy (3 minutes 21) <https://youtu.be/G2ciOhidKpg>

Female anatomy (2 minutes) <https://youtu.be/j9QgcCK6FKM>

7. **Discussion:** Use the questions on the next 4 slides to have some discussion. This is likely best structured as a full class/group chat but knowing your class you may decide to have some small group conversations with discussion afterwards.

- i. Do you think it's important to know the names of parts of your body?
- ii. Why do people sometimes use words that are different from the real words - especially when they talk to children?
- iii. Is it helpful to know the details of the bodies of someone of a different sex? How might this kind of knowledge be useful?
- iv. Do you think knowing this will help when it comes to understanding sex? Or conception (how babies are made?) Or pregnancy?

8. **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 young people will learn in the first lesson of this block of learning activities are below, and they are described as follows:

Male body	Female body
Bladder: This is where the body collects and stores urine from the kidneys before you urinate.	Bladder: This is where the body collects and stores urine from the kidneys before you urinate.
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.	Cervix: 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.
Penis: This is the male sexual organ. It is used to urinate and to ejaculate semen.	Clitoris: This is the female sex organ. It is important for a woman's pleasure when having sex.
Prostate Gland: 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)	Labia: These are folds of skin, part of the vulva.
Scrotum: this is the sack of skin that holds the testicles.	Ovary: This is where the egg's cells are made, they travel to the uterus and can be fertilised by sperm.
	Urethra: This is the tube that carries the pee from the bladder.
	Uterus (can be called Womb): This is where the foetus grows and develops during pregnancy.
	Vagina: Part of a woman's genitals, it goes from the vulva to the cervix.

Testicles: These are the male reproductive organs that produce sperm.
Urethra: This is the tube that connects your bladder to your penis so that you can urinate. It also carries sperm when the man ejaculates.

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

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 young people 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. This is an excellent information leaflet from Brook which we will share with the young people: Handout: Puberty and the Body here at www.brook.org.uk/resources/

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

- How my body changes as I grow.

Additional material

- **So what is a vulva anyway?** This is a leaflet that could be used in this or another lesson. <https://www.brook.org.uk/resources/> published by British Society for Paediatric and Adolescent Gynaecology (BritSPAG) and Brook.

Practitioner Notes