

Year 1

Healthy bodies, healthy minds

Lesson 2: Private body parts



Lesson context and overview

This is the second of three lessons teaching pupils all about their bodies, and everything their bodies can do for them. This lesson focuses on teaching pupils the correct names for their genitalia.

Curriculum links

Relationship education: Being safe

Pupils will learn:

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Resources

Presentation slides

Pupil worksheet: *Matching body parts* (option to use either the naked or clothed body version)

Genital cards; Genitals picture cards

Full-size child outline diagrams from previous lesson

Blu-tac or tape

Key vocabulary

private, penis, testicles, vulva, vagina, similar, different

Learning objectives

We will be learning:

- the correct words to describe the private parts of our bodies
- how people's bodies look similar and different.

Learning outcomes

We will be able to:

- use the correct words to describe the private parts of our bodies
- describe some of the ways in which people's bodies are similar and different.

Essential teaching guidance

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons and ensure that ground rules are reinforced at the start of the lesson. Teaching pupils the scientific names for genitals is a crucial aspect of safeguarding, as it gives them a common language to use in the classroom and school, enabling learning to take place around safe and unsafe touch, and how to report anything which makes them feel unsafe or uncomfortable. It is important to reassure pupils that although they are being taught the correct words to use at school, they may use different words at home, and that these are also valid. Discussing safe/unsafe touch and privacy may lead to pupil disclosures that may raise safeguarding concerns: be alert to this and follow your school's safeguarding procedures if such disclosures are made.

It is vital to work with parents to communicate the safeguarding purpose of this lesson. Parents should be shown the resources and how they will be used. Two options are given with the genital cards and worksheets so that schools can use the option that they feel is most appropriate for their cohort, and for parent consultation.

Starter/baseline activity

This lesson should start with reminding pupils of ground rules, and the importance of these.

Introduce pupils to the objectives and the key vocabulary for the lesson. Begin by asking pupils what private means. Take some suggestions. Explain that there are some things that we might want to keep to ourselves and we don't tell everyone about them. Ask if anyone can think of examples. Explain that some places are private places where people might prefer to be alone, or where only certain people can come. Ask if anyone can think of examples. Show pupils slide 5 with images of people in private spaces.

Explain that in this lesson we will be learning about parts of our bodies that are private. Re-introduce the child outlines from lesson 1. Ask if anyone can point to where the private parts of the body are on the diagrams. Why are they called private parts? Using slide 6, explain that the private parts are the parts of the body that are covered up (e.g. by underwear or a swimming costume). These parts of the body are called 'private parts' because we usually keep them covered up unless we are going to the toilet, washing our bodies, changing our clothes or at times like visiting the doctor. Different people and families have lots of different names for these private parts.

Ask: *What names do you call these parts of the body at home?* (Either ask pupils to think in their heads or share responses as a class.)

Reinforce that it is also ok to not have special names for these parts at home.

Core activities

1. *Note: teachers can choose whether or not to use slide 7 here.*

Explain that in the classroom we have a set of words to name these private parts. Using the pre-prepared labels (Genitals cards) and the descriptions below, explain the parts and stick the labels to the body outlines.

Most boys' bodies have:

- **a penis:** this is a tube between their legs where wee comes out.
- **testicles:** these are two ball-shaped parts which are in a sack of skin behind the penis.

Most girls' bodies have:

- **a vulva:** this is the area on the outside of the body between their legs. Inside the vulva is a small hole where wee comes out.
- **a vagina:** this is a tube inside the vulva which leads to the inside of the body.

Both boys' bodies and girls' bodies have:

- **a bottom:** this is the part where poo comes out.

Reassure pupils that it is ok to use family names for these parts when at home, but explain that at school we should use these words so that everyone understands what we are talking about. Explain that there are some rules that we must follow around private body parts. Ask pupils the following questions to establish appropriate and inappropriate behaviour (use the term 'private parts' or an individual name of a part as above).

- *Is it OK for someone to show his/her (insert genital name) to another child?* (Note: when discussing this one, acknowledge that some children may share a bath with a sibling, or be naked at home and that that is ok. However, it wouldn't be appropriate within a school setting or in public.)
- *Is it OK for someone to ask to see someone else's (insert genital name)?*
- *Is it OK for someone to shout (insert genital name) in the supermarket?*
- *Is it OK for someone to show their private parts to their trusted grown-up at home or a doctor if they feel poorly, or if something doesn't feel right?*
- *Is it OK for someone to touch someone else's (insert genital name)?*

Explore the above with sensitivity to individual pupils' needs. For example, some pupils may still have help with washing or wiping after the toilet and in some cases, nakedness is seen as appropriate, whereas in others it is not.

2. Give each pupil the *Matching body parts* worksheet and ask them to draw lines from the body part names to the body outline.

Note: two versions of this worksheet (clothed and naked) are given to enable teachers to use whichever is most appropriate for their setting.

3. Explain that our private parts are just one of the many things that make our bodies different to other bodies, and that there are lots of ways that our bodies are similar and different to others (e.g. some people are tall and some people are short; some people have long hair and some people have short hair). In pairs, ask pupils to discuss ways in which their bodies are similar and different. Go round the group and take some examples.

Ask pupils to identify one thing about their body which makes them proud. Explain that even though our bodies are different, they are all special and help us to do amazing things.

Extension activity

1. Collect a selection of old magazines, newspapers, photographs and pictures. Divide pupils into groups and allocate one body part (e.g. leg, hand, arm, ear, nose, foot, torso, neck, etc.) to each group. Ask groups to find and cut out all the examples they can find of that body part and stick these onto a piece of paper. Once the activity is complete present the collages to the class and discuss the differences shown. Remind pupils that all bodies have differences that make them unique.
2. Ask pupils to make a model of their body using materials such as salt-dough or modelling clay. They can do this by looking in a mirror (if available) or by looking at a picture of themselves (either from home or taken at school). Once complete, discuss similarities and differences within the class, being sure to value everybody's bodies. Display the models in the classroom.

Plenary

Reinforce the learning through recapping on terminology, and discussion using questions such as:

- *What does 'private' mean?* (the starter question)
- *Which parts of our bodies are private?*
- *When is it ok to talk about private parts, or show someone your private parts?*

Assessment

The *Matching body parts* worksheet can be used to assess pupils' understanding of body parts and word recognition. The plenary discussion can be used to assess pupils' knowledge of safe behaviour in relation to genitals.