

# Growing Up: Our Bodies

<p><b>Aim:</b>  <b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)  <b>H26.</b> about growing and changing from young to old and how people's needs change  <b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  I can name the main parts of boys' and girls' bodies.</p>	<p><b>The Big Questions:</b>  What are the main parts of our bodies?  What are the differences between girls and boys?</p>	<p><b>Resources:</b>  <a href="#">Lesson Pack</a>  It is recommended that this unit is taught alongside the accompanying <a href="#">Learning Journey Record Resource Pack</a>.</p>
<p><b>Success Criteria:</b>  I can use the scientific names for parts of the body.  I can name the differences between girls' and boys' bodies.</p>	<p><b>Key/New Words:</b>  male, female, private parts, genitals, penis, testicles, vulva, vagina</p>	<p><b>Preparation:</b>  <a href="#">Activity Sheet</a> – 1 per child  <a href="#">Our Bodies Poster</a> – as required</p>












## Prior Learning

It would be useful if children already know many body parts and it might be good to have already played the game 'Simon Says' to familiarise them with how it is played.







## Special Considerations

Even at a young age, there may be a child in the class who is confused about their gender or who has a family member with gender dysphoria. Ensure that this is treated sensitively and with respect if brought up. Consider any child in the class with a physical disability, who might feel uncomfortable discussing body parts and how they work.

## Learning Sequence

  	<p><b>Reconnecting – Our Bodies:</b> Share the Big Questions on the <a href="#">Lesson Presentation</a> and ask children to <b>quietly share ideas with their partner</b>. Tell the children that you will come back to hearing some of their suggestions a little later.</p> <p>Next, introduce the game 'Simon Says' and explain how the game works; if the teacher says 'Simon says' before giving an instruction, the children must do it, but if the instruction is given without the teacher first saying 'Simon says', then the children should not do that action. Play as a whole class, asking children to do things like touch their shoulders, point to their forehead, or put their hands on their hips. Start with the more well-known main body parts, then introduce some new, or slightly more challenging body parts, such as calf, wrist, thigh, ankle and earlobe.</p> <p>After the game, explain that we are usually born with all the body parts we need and that as we grow, our bodies become able to do all sorts of things. Ask the children to talk to their partner about body parts that have special jobs to do. Take feedback and share with the class.</p>	
 	<p><b>Exploring – Girls and Boys:</b> Work through the <a href="#">Lesson Presentation</a> with the class, asking the children to tell their partner whether they are a boy or a girl and what it is about them that makes them either male or female. <b>How do they know?</b> Discuss the conversations the children had and the things they said make them either male or female. Was it to do with the way they look, the things they like doing, or the clothes they wear? <b>Did any of the children mention particular body parts they have, unique to either a male or a female?</b> The children's answers will give an idea of their current awareness, understanding and perceptions of what is 'male' and 'female'.</p> <p>Explain to the children that names, looks and interests are not always an accurate way of telling whether someone is male or female; a girl might have short hair and a boy might have long hair, there are names which could be for a boy and a girl and there are lots of items of clothing that both boys and girls wear. Showing the pictures of the female and male baby, ask the children to explain how they know which is which. Reassure the children that it is OK to use names for parts of the body that they use at home and that we all use different words, but that today they will be learning and using the scientific words, or word that a doctor would use.</p>	
	<p><b>Exploring – Boys' Bodies, Girls' Bodies:</b> Using the <a href="#">Lesson Presentation</a>, talk through boys' bodies, then girls' bodies, using the scientific vocabulary <b>genitals, penis, testicles, vulva</b> and <b>vagina</b>.</p>	
	<p><b>Exploring: Private Parts</b> - Explain that although babies don't get embarrassed about these parts being seen by others, as we get older, we like to keep these parts of our body more private. We wear underwear and when we go swimming, we wear swimming shorts or a swimming costume.</p>	

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	<p><b>Reflecting – Males and Females:</b> Show children the pictures of the male and female animals in the <a href="#">Lesson Presentation</a> and ask them to discuss the differences, explaining that it isn't just humans who have different male and female bodies. <b>Ask if the children think these animals have different body parts that we can't see in the pictures.</b></p>	
	<p><b>Consolidating – At the Pool:</b> This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Ask children to look at the <a href="#">Activity Sheet</a> and read the body parts words at the bottom of the sheet. Tell children that they need to <b>write the words in the correct boxes, so that each box is joined to the right part of the body.</b> Remind the children that the boy and girl have some body parts the same, but other parts are different.</p> <p>Once the children have labelled all the body parts, they can design the swimming costume and swimming shorts for the boy and girl. Once decorated, they can cut them out and stick them on to the outlines of the boy and girl. Emphasise again that we wear clothes, including swimming costumes at the pool, because some parts of our bodies are more private.</p>	
	<p><b>Supporting:</b> Provide children with the <a href="#">Our Bodies Poster</a>, to support them with writing their labels.</p>	
	<p><b>Extending:</b> Children could think about other animals where the male and females look different and draw pictures of them. They could learn about why many male animals look more colourful and bright, or why some male animals are larger than female animals.</p>	
	<p><b>Developing:</b> Draw around one child in each group, on large paper, to provide a life-size outline of a child. In groups, the children can then label as many external body parts as possible, that they can think of. This activity could then be repeated, with the children thinking about internal body parts that they know of.</p>	

### Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

<p><b>Policies:</b></p>	<p>If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.</p>
<p><b>Rules:</b></p>	<p>Remind children of the class agreement or ground rules for discussion.</p>
<p><b>Expect:</b></p>	<p>Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.</p>
<p><b>Procedures:</b></p>	<p>Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.</p>
<p><b>Ask:</b></p>	<p>Encourage children to ask any questions they may have, before, during or after the lesson, and provide a question box for children to submit questions anonymously if they prefer.</p>
<p><b>Respond:</b></p>	<p>Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.</p>
<p><b>Enable:</b></p>	<p>Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p>

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