

Naming Body Parts



Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Reflect on the needs of the class and make changes to this lesson plan to meet these needs.
- Brief support staff to ensure they use language and promote values consistent with this lesson (and those of the school community).
- Take care to use trans-inclusive vocabulary during this lesson. When describing and labelling the differences between male and female bodies use the terms 'most girls' and 'most boys', as some children may not identify as the gender that they were born as.
- In this lesson we practice saying the names of body parts aloud, including vulva and penis. This is to develop child confidence in using language about their bodies.
- Be aware of any unusual or unexpected behaviours from the children during this learning, and reflect on the possible reasons for this, noting any safeguarding issues and reporting them to your safeguarding lead.



Resources required

- Interactive whiteboard resource: My Body: External body parts.
- Large roll of paper.
- **Worksheet F: Body parts.**
- **Worksheet G: Naming body parts.**
- Large paper gender-neutral pants x2
- Body part labels including all private and personal body parts: penis, testicles, anus, bottom, vulva.
- NSPCC 'Pantasaurus' film clip song.*
- NSPCC 'pants' film clip of children naming their personal and private body parts.*
- My Body! What I Say Goes! by Jayneen Sanders can be purchased from FPA.



Aim of lesson

- To be able to name their personal and private body parts, in a safe space, confidently.
- To understand what 'private' means.



Learning outcome

- Pupils can name all of the different parts of their body including the private and personal body parts.
- Pupils can explain what private and personal parts are and how they are identified.



Key questions

- What do we know about the differences between most girls and most boys?
- What are the actual differences between most girl's and most boy's bodies?

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Key questions continued

- Can you name the personal and private parts of your body?
- What are those parts called in your family?
- What are the biological names for these parts of the body?



Differentiation

- Have simple line drawings of the different body parts next to each label to help children to read and identify them.
- Some higher attaining children will be able to ask or explain why male and female bodies are different and relate this to different male and female animals.



Introduction to lesson and baseline assessment

- Tell the children the learning outcomes for this lesson and recap the *ground rules* for keeping everyone safe and valued during this learning.
- Ask *talk partners* to discuss and feedback: What do we already know about the similarities and differences between Yasmine and Tom? What do Yasmine and Tom have in common? What is the same about their bodies? What is different about their bodies? Ask for feedback and record on flip chart or a board, this will provide a baseline assessment of what pupils already know, or the language they use for personal and private body parts. This can help support planning for this lesson and can be revisited at the end of the lesson.



Activities

- Use the Yasmine and Tom interactive resource 'My Body: External body parts' to introduce the theme of body part labelling.
- Ask talk partners to face each other and notice things that are the same about each other's appearance and what is different? Ask some children to feedback.
- Children sit in a circle. Draw around two children's bodies on a large roll of paper. Label one 'Most girls' and the other 'Most boys'. Children to take it in turns to select a body part label. All together name the body part before the child places it on one of the body pictures. This will mean they all get a chance to practice saying the words, including penis and vulva. This helps to normalise talking about these body parts.
- Have two large (gender neutral) paper pants and place them over the body pictures. Explain that these are parts of our bodies like any other, but that they are our private and personal body parts that need to stay in our underwear.
- Watch the NSPCC "Pantasaurus" film clip about keeping safe and your private and personal body parts.
- Explain that in lots of families these parts of our bodies are given different or 'pet' names. Watch the NSPCC clip of children sharing their family names for their private and personal body parts. Emphasise that these names are fine but that it's important that we know and can say the real (biological) words too. Practice again saying words for private and personal body parts out loud.

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Plenary and endpoint assessment

- Give out some blank body outlines to individual pupils and ask them to label as many body parts as they can, including the personal and private body parts. Pupils who have difficulty writing could work with a scribe. These can be used to assess learning against the learning outcomes.
- Finish the lesson by watching and singing along with “Pantasaurus”.



Embedding learning

- Read My Body! What I Say Goes! by Jayneen Sanders.



Additional resources to support learning

- NSPCC ‘Pantasaurus’ film clip song. [Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)
- NSPCC ‘pants’ film clip of children naming their personal and private body parts.
- NSPCC The Underwear Rule resources: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>*

* FPA referral does not mean external resources and links are approved by the PSHE Association.