

## Body Parts (includes genitalia)

This topic may be sensitive if there are children in the class with physical or sensory disabilities. Teachers may wish to consult with parents or carers before delivering this topic in order to be sure of the child's emotional state with regard to his or her physical condition. Teachers will also need to be aware of any children who may be transgender, or have transgender or lesbian/gay parents or siblings, as these identities may prove puzzling to very young pupils when discussing how human reproduction occurs.

Some children may also have been affected by abuse, affecting their attitudes towards their body, or may only realise during the lesson that activities which they have previously accepted as normal are in fact inappropriate. Teachers should be prepared to deal with disclosures around such issues and should work with the school safeguarding lead as part of their planning for this topic.

This part of the SoW gives suggestions for matching activities to age groups, but teachers can use their own judgement when planning lessons.

### Learning Outcome:

- To recognise and name, using the proper terminology, parts of the body and what those parts do, particularly the senses associated with each.
- To identify similarities and differences between themselves and the opposite gender.

### Learning Intention:

- To recognise their bodies' capabilities and uniqueness.

This lesson gives children the opportunity to explore the differences between themselves and the opposite gender. It also gives opportunities for the children to realise that gender cannot always be recognised through appearance or names, and how sometimes assumptions are made based on appearance.

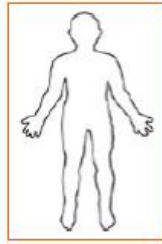
### Resources needed:

- Naked boy and girl baby pictures as shown in appendix
- Covered genitalia naked boy and girl pictures as shown in appendix .
- Venn diagram (three circles interlocked as shown in appendix).
- Gender neutral body outline.
- Images of Paralympians or show trailer for Paralympic TV Coverage (eg Channel 4 "Meet the Superhumans," available on YouTube <https://www.youtube.com/watch?v=locLkk3aYlk>)
- Images of prominent disabled people such as Nikki Fox (BBC disability correspondent), Peter Dinklage or Lisa Hammond (actors), or Lucy Martin (meteorologist), accessible via internet searches.

- Images of guide/assistance dogs and other disability support aids.

**Resource Examples:**

Venn diagram



Body outline



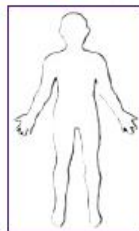
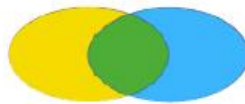
Naked Boy



Naked Girl

**Resource Examples:**

Venn diagram



Body Outline



Covered Naked Boy5



Covered Naked Girl



### **Teacher Introduction:**

We are going to learn about parts of our bodies and how they help us to be special. We shall be thinking about how boys' and girls' bodies are different, and how they are the same. When we are talking about these things we will remember our group agreement on being polite and respectful to each other.

Revisit or draft the learning agreement with the class.

### **Activity 1 – suitable for all stages:**

Remind the class about the group agreement on being polite and respectful to each other.

Split the children into small groups and give each group a large piece of paper or card showing a body outline. Ask each group to label each part of the body they can recognise, including eyes, ears, mouth, nose. Discuss what each part of the body will do – for example, our fingers pick things up, our feet walk, our bottoms mean we can sit down.

Ask the children to then label each part with the associated sense. Discuss these in turn and remind the children that whilst some parts are only associated with one sense (for instance only our ears can hear) we can feel with nearly every part of our skin.

**Also useful for: PH & HE, NCS**

### **Activity 2 – all stages:**

Explain that sometimes people can't use their bodies in the same way as others. This might be because someone was born different, or has had an illness or accident.

Reassure the children that people with different bodies can find lots of ways to learn to do things other people can do.

Show images of guide dogs/assistance dogs and ask the children how they think the dog is helping the person. List the things that the person can now do with the dog to help them.

Remind the children of their “I am good at...” activities from Understanding Differences (page X) . Show images of Paralympians or the Channel 4 trailer, or other prominent figures with disabilities. Ask the children to write down all the things that these people are good at. The trailer is particularly good for this activity as it helps children to recognise that even everyday things like cleaning our teeth can be an achievement; not everyone can be a Paralympian but everyone can learn to do their best. <https://www.youtube.com/watch?v=locLkk3aYIk>

Read “Giraffes Can’t Dance” by Giles Andreae and discuss the story – how did Gerald feel when he was trying to be the same as everyone else?

**Also useful for: UE, CF, RR**

### **Activity 3 – year 4+:**

Give the children a blank Venn diagram and explain how it is used. In the bit that overlaps, in pairs ask the children to list or draw parts of the body that are common to boys and girls. Then in one of the circles list those parts that belong to girls only and in the other those parts that belong only to boys. Remind the children to use correct names and provide the correct terms if the children are not aware of them. Explain that while it is okay to use different names at home, in school it is important to use the correct name so that everyone understands one another.

### **Activity 4 – year 3 +:**

Look at the pictures of the naked boy and girl babies. First look at the pictures where the genitalia are covered. Discuss with the children which they think is the boy and which they think is the girl.

Show the pictures where the genitalia are uncovered. Go back to the Venn diagram and discuss with the children what parts of the body are the same on male and female babies and which are specific to a boy or a girl. Remind the children why it is important to use proper names, such as penis and vagina.

**Also useful for NCS**

### **Plenary:**

Remind the children what they have learnt:

- That boys and girls are different.
- Boys and girls have lots of parts on their bodies that are the same but some are unique to a girl and some are unique to a boy.
- The proper names of parts of the body for boys and girls.
- That we can all learn to do things even if we learn to do them in a different way to other people.

### **Debriefing activity:**

Remind the children that they can talk to you or another trusted adult if they are worried or confused by anything they have learned.

Ask the children to think about how wonderful their body is, even if it is different to other people's. Allow a minute's quiet reflection then end the lesson.

**Differentiation for SEND:**

*Activity 2* is designed to help all children appreciate the uniqueness of their body, even if it is affected by illness or disability. Teachers will need to be mindful of any children whose condition may be life-limiting or who are still coming to terms with any changes to their physical condition. Similarly, children should be reminded that just as able-bodied people are not all able to run fast or to tap-dance, so not all disabled people can perform as international athletes. Children should be encouraged to think in terms of their personal best rather than needing to copy a particular role model or standard.

