

# My body, your body

Year: Y2

## Subjects and Issues

- ◆ Body parts
- ◆ Body Image
- ◆ Safeguarding
- ◆ Safety
- ◆ Science
- ◆ Consent
- ◆ Relationships education
- ◆ Privacy
- ◆ Reproduction
- ◆ Keeping safe
- ◆ Relationships
- ◆ Life cycles
- ◆ Unwanted touch
- ◆ Inappropriate touch
- ◆ National Curriculum science - relationships elements

**Teacher guidance: ideally to be taught at some point after the lesson 'What does my body do?'**

## Introduction

Ask the children what they remember from the lesson "What does my body do?" if this has been covered already. (May name different body parts and be able to tell you what some of them do).

Explain that today we are going to look again at some parts of our body that are on the outside.

## Activity 1 - Name the body parts

Ask for two volunteers who are happy to be drawn around. Ask them to lie down on the paper. Draw around their bodies, therefore creating two outlines.

Explain that one body will be for a boy and the other for a girl. Can they name them giving them invented names that are different from those in the class?

Next, stick these up at the front of the class where everyone can see them.

Now ask: ***which parts of the body might we see when someone is wearing their school uniform?*** (take into account cultural considerations if someone is wearing a Hijab or similar head covering).

Make sure to cover: **fingers, head, ears, arms, eyes, and nose.** Label these on the body outlines by asking a child one at a time to come to the front of the class and point-out where they are.

Next ask: ***what parts of the body might we see if someone was wearing a swimming costume/shorts?*** (again taking into account some people choose to wear a full body swimsuit).

May sure to cover: knees, tummy, belly button (navel), nipples (for boys), and feet. Label these on the body outlines, as before.

Now ask: ***what parts of the body might we see if the person was having a bath or shower?***

Suggestions should include **penis, vulva, and testicles, nipples (for girls - previously covered up by swimming costume)**. Explain that these can be sometimes known as our privates or our genitals. Ask the class to point out where these are on the bodies and on which one. (See Puberty Glossary in Resources needed area for further information.)

Next, ask the class: ***which parts of the body do boys and girls have that are the same?***

Now ask: ***which parts do they have that are different?***

Explain that these parts of our body are private and no one has a right to touch them or look at them, that they belong to you. (This can be linked to the 'I don't like that' lesson plan).

Teacher guidance: you may find it useful to have some responses ready if the pupils ask some tricky questions during this lesson, or you may choose to raise these questions as part of the lesson. For example:

*Why do boys have a penis and girls have a vulva?* They are to help release urine (wee) from the body and, if a person wants to, create a baby when older.

*What do boys have testicles for?* So that when they are older, they can make and store the sperm (seed) that helps make a baby, if they choose to do this.

*Where do girls store their seeds/eggs?* They have something similar called ovaries which store the eggs, but they are kept inside her body between the hips above the womb.

*Why do boys have nipples?* For the first six weeks of pregnancy an embryo (the beginnings of a baby) develops the same parts of the body and this includes nipples. Then the bodies start to change depending on whether the embryo will be male or female and this is why the genitals are different for boys and girls. Girls have nipples so that when they are grown up, if they choose to have a baby then they can breastfeed their baby.

## Activity 2 - My body, your body

Now, with the children working individually or in pairs, distribute the *My body, your body*, Activity sheet.

This can be completed in one of the following ways:

1. Ask the children to draw a line from each of the body part names listed to the correct part of each of the two bodies (the girl and the boy) on the sheet. This will mean that most of the names will have two lines coming from them, each pointing to the boy or the girl. The exceptions to this are the penis, testicles and vulva.
2. Children draw the lines matching body names and parts (as in 1 above) and then write the correct name next to the body part, using the words in the centre of the page as a guide.

Ask the class if they noticed anything that was different about the two bodies. Reinforce that the only differences between boys' and girls' bodies are their genitals/private parts.

## Summing up

Explain that our bodies are **unique** and special. This means being the only one of its kind; unlike anything or anyone else.

Every person is unique. Even twins, who may look very similar, have some slight differences. They also think, feel and behave differently. How we think, feel and behave is what we call our **personality**. We each have a unique personality.

Explain that in this case, unique means that although we mostly have the same body parts, how each of us looks is unique (even if only slightly) and no-one's body will look exactly the same as ours, now or in the future.

You may wish to finish off the lesson by having a circle activity where each person takes a turn to say something that makes them different from the person next to them, and something that is very similar to the person next to them.

The theme of being unique can be extended over the coming days, with different circle rounds to highlight different ways in which we are the same or different from others.

## Extension (optional)

Pupils could think about some of the places that give them privacy, where they might be undressed but where no one can see their private parts, except maybe their family members or people who help them at home. Examples could include: toilet, bathroom, bedroom, swimming pool changing cubicle etc.

# Learning Outcomes

Children will be able to:

- Identify which parts of the human body are private;
- Explain that a person's genitals help them to make babies when they are grown up;
- Understand that humans mostly have the same body parts but that they can look different from person to person.

# Resources needed

Two large piece of strong paper, each big enough to draw around a child to form an outline of a person (e.g. plain wallpaper, pieces of flipchart paper, sellotaped together)

Blu-tac, pens suitable for drawing the outline of a person and then labelling body parts on this



**My body, your body - Activity sheet** - enough for working individually or in pairs



## Puberty glossary -for reference

## DfE Relationships Education and Health Education statutory requirements

- **Relationships Education** **Being safe** 2. 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.
- **Physical Health and Mental Wellbeing (Health Education)** **Changing adolescent body** 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

## National Curriculum Links

- **Science Y2** **Living things and their habitats** (Non-statutory guidance) Pupils should raise and answer questions that help them to become familiar with the life processes that are common to all living things.
- **Science Y2** **Animals including humans** Notice that animals, including humans, have offspring which grow into adults.