

Learning objective	Success criteria
<ul style="list-style-type: none"> To talk about body parts correctly. 	<ul style="list-style-type: none"> I can say that private body parts are the parts covered by underwear or swimwear. I can use the correct names for body parts. I can explain that knowing the correct names for body parts helps keep people safe. I can say what I should do if someone touches my private parts or makes me feel unsafe.
<p>Before the lesson</p>	
<p>This lesson includes the option to upload an image of the class's PSHE agreement to the <i>Presentation: PSHE agreement</i> (see Teacher knowledge).</p> <p>Watch Pupil video: Naming body parts</p> <p>Have ready</p> <ul style="list-style-type: none"> <i>Presentation: PSHE agreement</i> (optional – see Teacher knowledge). <i>Presentation: High five!</i> <i>Presentation: Body parts.</i> <i>Presentation: Private parts.</i> <i>Presentation: Private parts sort.</i> <i>Presentation: Say the names.</i> A teddy bear in a swimsuit and a pair of swimming trunks (optional – see Adaptive teaching). <p>Print Print in advance of the lesson.</p> <hr/> <ul style="list-style-type: none"> Activity: Private parts sort (cut up – one set per table group). <p>Teacher knowledge</p>	

Teacher knowledge

This lesson focuses on naming private body parts. References to 'girls' and 'boys' refer to biological sex. It may be appropriate to alter the language to refer to female and male bodies to ensure the lesson is inclusive and appropriate for all children in the class.

Talking about private parts

Children and adults may find conversations about private parts uncomfortable or embarrassing. Create a safe and supportive environment so that the children feel able to talk openly and ask questions.

- Use correct scientific terminology and model this language confidently. This helps show respect for the topic and can reduce embarrassment.
- If the children giggle or make inappropriate comments, respond calmly. Acknowledge that it is normal to laugh when something feels new or unfamiliar.
- Be prepared for spontaneous or unexpected questions and address them in a safe, sensitive way. Ensure all questions are acknowledged and answered in an age-appropriate manner. Encourage the children to use the wonder box to ask questions or share any worries they may have.
- Learning the correct terminology does not sexualise children; it empowers them to understand names for body parts and know that they are not shameful body parts and that they are personal and private.
- In many cultures, girls' and women's nipples and breasts are usually covered by clothing or swimwear, whereas boys' and men's may not be. These expectations are based on social and cultural norms and can vary between families, communities and countries. Before puberty, there are no outward differences between boys' and girls' chests.

Misconceptions

Some children may think that:

- 'It is not allowed for people to take their top off in public places, such as on holiday' - at the beach or by a pool, some people may choose to take their top off. This is okay as long as they are choosing to do so themselves and feel safe.
- 'Private parts are covered by underwear or swimwear because they are rude parts' - private parts are just parts of the body and are not rude. They are covered because they are private and help keep people safe and comfortable.
- 'Body parts like hips or stomach are private because they are usually covered by swimwear' - body parts, like hips or stomach, may sometimes be covered but they are not private body parts. Different people choose to wear different clothing and that is okay.

Lesson organisation

Uploading images to a presentation

This lesson has the option to upload an image of the class's PSHE agreement to the Presentation: PSHE agreement.

- Open Presentation mode.
- Prepare the lesson with the chosen resources.
- Select the cloud icon.
- Select the 'Upload image' button and choose the saved image.

The image will appear in the *Presentation: PSHE agreement* to display within the lesson.

Cautions

If you know a child has specific issues, consider discussing the lesson with them in advance and adapting it as needed. They might benefit from adult support. If problems emerge during the lesson, consult your Senior Leadership Team. It is the teacher's responsibility to check all resources and lesson content to ensure it is suitable for their class setting.

Sensitivities

Personal boundaries

This lesson may bring to light experiences where children's boundaries have not been respected. Be alert to verbal or non-verbal signs of discomfort or disclosure and follow school's safeguarding procedures immediately.

- Norms around physical affection and personal space vary across families and cultures. Support the children to understand and respect these differences.
- Children with autism or sensory processing differences may find it harder to set or recognise boundaries. They may benefit from visual support and from revisiting key vocabulary through repetition and modelling to support understanding of body parts and privacy.
- Clarify that there are situations when trusted adults may need to cross boundaries (for example, for medical care or in an emergency). Emphasise that these situations should be explained to the child and involve trusted adults. Reinforce that children have the right to say no to unwanted touch and should speak to a trusted adult if they feel uncomfortable.
- Ensure children understand that it is not okay for anyone to ask a child to keep a secret about touching or something that makes them feel worried. Encourage children to tell a trusted adult.

Recap and recall

Optional: remind the children of the PSHE agreement created in the [Introductory lesson: Setting rules for RSE & PSHE lessons](#) and recap the agreed rules. If needed, upload an image of the agreement to the *Presentation: PSHE agreement*.

Arrange the children in pairs and tell them they will work with their partner to remember what they learnt about bodies and boundaries from the previous lesson. Display the *Presentation: High five!* and read it aloud. Allow time for paired discussion.

Presentation: High five!

Upload your own image on presentation mode

Invite the children to share their ideas. They may suggest:

- My body belongs to me.
- I can say no if I do not like something.
- People should ask before touching.
- If I say no, they should stop.
- I can talk to a trusted adult if I feel worried.

Attention grabber

Display the *Presentation: Body parts*. Ask the children to point to a body part on themselves that they can see in the image and ask their partner to name it.

Presentation: Body parts

Upload your own image on presentation mode

- **What body parts can you see?** (Answers may include: eyes; ears; nose; mouth; head; shoulders; toes; knees; chin).

Take feedback.

Main event

Show slide 1 of the *Presentation: Private parts*.

Ask the children to discuss the questions on the slide, click to reveal the answers.

Display slide 2 and click to explain what private means and why they are called private parts.

Ask the children:

- **Does what someone is wearing change which body parts are private?** (No.)

Explain that body parts that are private stay private, no matter what someone is wearing.

Play the *Pupil video: Naming body parts*.

Pupil video: Naming body parts

Explain that everyone has private parts and they are nothing to be embarrassed about. Point out that they have scientific names and it is important we know these so that we can understand our bodies better. Ask the children:

- **Why is it important to know the correct names for body parts?** (Answers may include: so we understand our bodies; so we can talk about our bodies.)

Show the *Presentation: Private parts sort*.

Explain that the children are going to decide which body parts are private and which are not. Read the first card on the slide and ask the class whether it belongs in 'not private parts' or 'private parts'. Drag and drop the card into the correct column and repeat with two more cards. Click to reveal the correct answers.

For each card, ask the children:

- **How do you know if it is a private part?** (It is a private part if it is covered by underwear or swimwear.)

Hand out the *Activity: Private parts sort* (one set per table group). Tell the children that you will read the names of the body parts together. Hold up or point to each card and read the word aloud, asking the class to repeat it.

Once all the words have been read and echoed, ask the children to sort the cards on their tables into the two groups. One child should choose a card, read it aloud and discuss with the group where it belongs before placing it. Remind the groups to talk together and check that everyone agrees. Support any conversations around the private parts by acknowledging that it is a private part because it is covered by underwear. It is not rude, it is just private.

Check the children's understanding once all cards are sorted and review the two groups together by sorting the remaining cards on the *Presentation: Private parts sort*. Ask:

- **How does knowing the correct names for private parts help us keep safe?** (Answers may include: it helps us to explain clearly if something is wrong; helps us to ask for help; helps us to talk to a trusted adult; helps doctors or nurses understand; helps us to know which parts are private.)
- **What should you do if someone tries to touch your private part without permission?** (Answers may include: say no; move away; tell a trusted adult; tell a teacher or parent; keep telling until someone helps; remember it is not your fault.)

Wrapping up

Display the *Presentation: Say the names* and read out the scientific name of each body part, asking the children to repeat each one, ensuring they can say them confidently.

Presentation: Say the names

Upload your own image on presentation mode

Conclude that all bodies are different, but everyone's body is important. Private parts are private, it is your body, your rules.

Point out that if they ever feel worried about their body or someone else's behaviour, they can always speak to a member of staff at school.

Allow the children a moment to consider their personal response to the lesson's enquiry question: **How can I talk about my body?**

Wonder box

Remind the children to use the wonder box if they have any comments or questions. Explain that if they need an adult to help them, they should write their name or initials on their note.

Vocabulary

nipples

Small, darker bumps on the chest.

penis

The part of a boy's body used for going to the toilet.

private parts

Parts of your body that are covered by your underwear or swimsuit.

scrotum

The soft bag of skin that hangs below the penis.

swimwear

Special clothing you wear when you go swimming.

testicles

Small round parts inside a little bag of skin called the scrotum, just under the penis.

underwear

Special clothing you wear under your other clothes to cover your private parts.

vagina

Part of a girl's body that is inside, between her legs.

vulva

The part of a girl's body on the outside, between her legs.

Assessing progress and understanding**Pupils with secure understanding can:**

- Recognise that private body parts are the parts covered by underwear or swimwear.
- Use the correct names for body parts.
- Recall how knowing the correct names for body parts helps keep people safe.
- Describe what to do if someone tries to touch a private body part without permission.

Pupils working at greater depth can:

- Confidently use correct vocabulary when talking about private body parts.
- Explain their reasoning for less obvious examples when sorting body parts.
- Recognise that clothing choices do not change which body parts are private.

Adaptive teaching**Pupils needing extra support:**

- Could discuss the *Presentation: Private parts* before the lesson to become familiar with the vocabulary.
- Could use a teddy bear in a swimsuit and a pair of swimming trunks to show which parts are covered up and therefore private.
- Could verbally explain their thoughts rather than sorting the cards in the Main event.

Pupils working at greater depth:

- Should explain how they have sorted some of the body parts that are less obvious.
- Could explain why body parts that are private remain private even if people choose to wear different clothing.