Me and my body - girls and boys

Year: R

Subjects and Issues

Being different Being yourself Body parts
Self-esteem Growing and changing
Safeguarding Privacy Confidence LGBT+
Sex (protected characteristic)

About the Growing and Changing Unit

This unit provides the initial building blocks for learning about reproduction in plants and animals, including humans. Please review the material to decide whether it's appropriate for the needs of your children. If you don't have nursery age children in your school you can also draw on the SCARF nursery plans for Growing and Changing for extra/different foundational material.

NB: please read this important information before starting. During this lesson, children are introduced to the words penis and vulva. Research shows that children who are taught the correct words for their genitals are more able and more likely to report sexual abuse if it is happening or has happened to them.

It is important not to encourage disclosures in the classroom but ensure the school has procedures in place so that in the event of any disclosure a child will be listened to. See our teaching training film clip on creating a safe learning environment in the Relationships Education resources section, and our suggested ground rules/ class agreement- ROCK agreement.

Introduction - whole class

Start by singing the song and do the actions to *Head, Shoulders, Knees and Toes*, together.

Then ask:

- What parts of the body do we sing about?
- Are there any parts of the body that we missed? (Arms, hands, fingers, anything else? What parts of the body are between the shoulders and knees? ....chest, tummy...)
- What about our private parts? (May induce some giggling.) Explain that there are parts of the body that are private and that we wouldn't touch as part of the song, but they are very important too.
- Can anyone tell us the correct words for our private parts? (Penis/testicles, vagina/vulva, bum/anus) - see puberty glossary in the Relationships Education resources section to understand how these parts differ.)
- Why are girls' bodies and boys' bodies different? (Because one day, if we want to, they are needed to have children. We need tiny eggs from the woman's body and tiny seeds called sperm from the man's body to make a baby.)
- Acknowledge there is another part of the body that both girls and boys have in the chest area. Does anyone know what they're called? (Nipples - they help a baby to drink milk from its mother's breasts. Boys and girls have nipples but only females grow breasts when they're older. Some babies are breastfed, some babies are bottle fed.)

Explain to the children that these parts of our body are private and no one should touch them without our permission. Ask the children who they could tell if someone tried to look at or touch their private parts. Show them the NSPCC PANTS film *Pantosaurus* (find the link to this in the Resources needed area).

Adult-guided activities (individual or small groups)

Look at non-fiction books about gender and growing up. Different types of toys, boys and girls can play with anything, challenge any gender stereotyping that

children mention. Similarly, different clothes: who might wear this and why? Again challenge any gender stereotypes and discuss.

Discuss why certain parts of our body are private/when do we do something that means we don't want others to see our private parts? (e.g. going to the toilet - keeping the door closed).

Gather together a collection of items and pictures to sort between children's activities/things and adult activities/things. Discuss with children as they sort through the items.

Using the picture of girls' and boys' bodies with the title 'Circle the parts that are the same on both boys and girls, get the children to complete the activity and colour the pictures, or draw themselves, label, etc. This can be found in **this** resource from Amaze Jnr.

Discuss with the children which parts weren't circled and why. What do they know about these parts of the body? (That they're private and that they help people make babies when they are grown up.)

NB: the pictures on this resource are child-friendly, covering lots of issues in a sensitive way.

Art: Ask the children to draw around each other on large pieces of paper and label the body parts

Enhancements for continuous provision

Role-play: items that help children to focus on what they might do and be like when they're older, e.g. dressing up, going out, putting makeup on, driving cars, working.

During Continuous Provision, adults should reinforce the language used and discussions of private parts e.g. not touching/looking at others.

Talking points

Provide different toys and images of children (try to get pictures of them dressed in a variety of 'girls', 'boys' and gender neutral clothes. The children could match a toy

with a child or just discuss. Use this opportunity to challenge gender stereotypes.

SCARF Time

Use SCARF time to explore the SCARF values of Safety and Caring with circles focusing on knowing who our trusted adults are and that our trusted adults might be different from other people's trusted adults, e.g. mum, dad, gran, two mums/dads/ foster carer/step-mum, teacher, etc. Use this time to help reinforce the message that families, no matter what they look like, are there to love and care for us and keep us safe.

Share your ideas

We'd really like to hear - and with your permission, share - any other ideas for enhancements for continuous provision that have worked well for you.

Please email us at CLE@coram.org.uk with your ideas if something has worked well and you think other teachers would like to try them.

Version History

Thu, 02 Apr 2026

- Wording updated to include discussion about breastfeeding from mother's breasts/ bottle feeding
- Vocabulary updated to include nipples, anus, nipples, breasts, breastfeeding

Learning Outcomes

Overarching learning intentions across this unit

Children will be able to:

- Understand that there are changes in nature and humans.
- Name the different stages in childhood and growing up.

- Understand that babies are made by a man and a woman.
- Use the correct vocabulary when naming the different parts of the body.
- Know how to keep themselves safe.

Learning outcomes specific to this plan

Children will be able to:

- Name parts of the body (including reproductive parts) using the correct vocabulary.
- Explain which parts of their body are kept private and safe and why.
- Tell or ask an appropriate adult for help if they feel unsafe.

Key Vocabulary

private parts
penis
vulva
testicles
vagina
sperm
eggs
privacy
my body is mine (body autonomy)
dolls and cars are for everyone (gender stereotyping)
nipples
breasts
breastfeeding
anus

Resources needed

NSPCC Pantosaurus Pants film

Pictures from the Amaze book for the Adult-supported activity (see details of this in the plan).

Puberty: Glossary of terms

Puberty glossary - for reference

DfE Relationships Education and Health Education statutory requirements

- Relationships Education Respectful relationships 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.
- 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.
- Relationships Education Being safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.

DfE Relationships Education and Health Education statutory requirements (2025)

- Being Safe 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- Being Safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- Developing bodies 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- Developing bodies 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- Respectful, kind relationships 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- Respectful, kind relationships 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.