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
Sex (protected characteristic)

Please note from September 2026 pupils should be taught 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. The RHSE guidance does not specify when pupils should be taught this content; that is a decision for the school.

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

Introduction

Look at suggested ground rules/ class agreement, share with children at the start of the lesson.

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 you cover: **fingers, head, ears, arms.** 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?***

The children may give you a range of words here. Listen to any nicknames used, then provide them with the scientific names- penis, vulva, anus, etc.

Suggestions should include **bottom/anus**, **penis, vulva, and scrotum, nipples (for girls - previously covered up by swimming costume)**. Explain that, apart from bottom, 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 Growing and Changing (including changes at puberty) Glossary for information and guidance.)

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?***

Clarify understanding of the following parts:

- Girls have a vulva on the outside of their body (in their pants area), and a vagina inside their body. Explain that the vagina allows the baby to leave a pregnant women's womb after about 9 months.
- Boys have a penis in their pants area, and testicles too. Testicles are held outside the body in a sack of skin called a scrotum.
- Boys and girls have an anus, where poo comes from.
- Boys and girls have nipples. Nipples 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 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 children 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 (and men) have a scrotum for? A scrotum is a bag of skin that holds the testicles in place. When boys are older, the testicles can make and store the sperm (seed) that helps make a baby, if they choose to do this when they are grown up.

Where do girls (and women) 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. The womb is where the baby grows.

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.
3. If they want to and time allows, children can add eyes, nose, mouth and hair.

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)

Children 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.

Adapting lessons for learners with additional needs

Our additional Signposting and Support page provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Version History

Wed, 01 Apr 2026

- Wording updated to include explanation of all private parts

- Vocabulary updated to include vagina, scrotum, anus, breasts, breastfeeding,

Mon, 11 Aug 2025

- Wording and key vocabulary updated to explicitly include bottom as a private part of the body

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.

Key Vocabulary

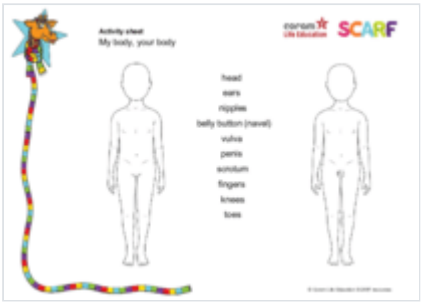
unique
special
penis
scrotum
vulva
nipples
private parts
my body is mine (body autonomy)
sperm
eggs
ovaries
womb
pregnancy
bottom
testicles
vagina
anus
breasts

breastfeeding

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 — print enough for working individually or in pairs

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.

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.
- 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.
- Developing bodies 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

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.