

Learning Objectives

- Array
- I understand how the body changes as a child becomes an adult.
- I can accurately label sexual external parts of the body.
- I can accurately label internal reproductive organs.

Before the lesson

Teacher's note Before the lesson

Attention grabber

1. Start the lesson with a 'Draw and write' activity, for which each child will need a piece of paper and a pencil or crayon. You could get the children to complete this task before the lesson, allowing you to adapt the lesson according to the results of the activity.

Explain to the children that you will read out some statements and they will draw or write their responses on their paper. Emphasise that this is an individual activity and there is no right or wrong answer. The exercise is only to find out what the children know about growing up.

Statement 1 - A boy and girl aged about 13 are walking down the road. Draw a picture of the boy and the girl.

Statement 2 - The boy and girl are talking about change. Draw or write some differences you could see in the boy and girl from when they were younger.

Statement 3 - Changes can't always be seen, draw or write some other changes the boy and girl might be experiencing.

Make sure each child writes their name on their paper. Collect in the papers. The children's responses will help you to plan subsequent lessons.

Key question

- What do we know about growing up?

Main event

1. Recap the rules that the children came up with for these lessons and give them the opportunity to add any more rules they may want.

2. Ask the children what the word 'puberty' means. Explain that during this lesson, the focus will be on the physical changes of puberty. Some of these changes will be external and things we can see. Other changes will happen inside our bodies.

3. Display *Pupil video: Puberty* (either the 'including clitoris' or 'excluding clitoris' version), which looks at the external parts of girls' and boys' bodies and changes that happen during puberty.

Show on your interactive whiteboard

4. Ask the class what parts of the body will change as they grow into adults. Recap the changes seen in the *Pupil video: Puberty*:

- For both sexes: getting taller, hair growth, sweating more, developing spots, mood swings.
- For boys: change in size of penis and testicles, voices breaking.
- For girls: breast development, starting their periods.

Make it clear to the children that these changes happen over time and at different times for different people. Discuss with the children that we use diagrams to illustrate and label body parts, but explain that children will not look exactly like the diagrams, as everyone is different and this is completely normal.

External body parts

5. Arrange the children into pairs to complete the *Activity: Male and female external body parts*. For some children, this activity will be revision.

Display slide 1 of the *Presentation: Male and female body parts* (choose the suitable version: including or excluding the clitoris). Invite volunteers to drag and drop the body part labels into the correct places and click to reveal the answers, asking the children to mark their activity sheets accordingly.

Internal body parts

Explain that the class will now look at internal body parts.

6. Hand out to each child a copy of either the *Activity: Female internal body parts: including clitoris* or the *Activity: Female internal body parts: excluding clitoris*, depending on which version you have chosen to use.

Invite the children to look first at the diagram on the left. Explain that these are external parts but they are not easy to see as they are between a female's legs and are hidden by folds of skin called the labia. Reinforce that this entire area is called the vulva. Ask the children to label these parts on their sheet, using the word bank to help. Next, ask the children to label the second diagram showing the female internal reproductive organs.

Display slides 2 and 3 of the *Presentation: Male and female body parts* (choose the suitable version: including or excluding the clitoris) and ask volunteers to drag and drop the labels into the correct spaces before clicking to reveal the answers.

7. Next, hand out the *Activity: Male internal body parts*, which shows the male reproductive organs and the bladder. Ask the children to work individually to label the body parts using the

words provided. Display slide 4 of the presentation and ask volunteers to drag and drop the labels into the correct spaces before clicking to reveal the answers.

8. Look at both the male and female focus activities and identify internal body parts that both males and females have:

- Urethra.
- Bladder (not shown on female diagram).

Ensure that the children are clear on the functions of each of these (the bladder holds urine and the urethra is a tiny tube that carries the urine out of the body).

Key question

- What are the correct names for parts of the body?

Wrapping Up

1. Explain that in the next lesson, you will be looking in more detail at what the different parts of the body are for.

2. Tell the children you want to answer any questions they may have and you know it can sometimes be embarrassing to put your hand up and ask. Introduce the question box as a way to ask questions without anyone else knowing. Hand out pieces of paper and ask the children to write down any questions they may have. If they haven't got any questions, ask them to write 'no question' so everyone is putting something in the box.

Explain that the box is going to be in the classroom so if they think of any other questions, they can add them. Tell the children when you will empty the box to help you prepare for the next lesson.

3. Remind the children that they can talk to you or other adults in school as well if they are worried about anything or have questions. You could also direct the children to websites they can look at if they want any help, such as [Childline](#).

Emphasise the importance of using reliable websites to ensure that the information they consume is safe and accurate.

Stress that it is fine to have questions and there is a safe way to ask these.

Glossary

- puberty
- cervix
- fallopian tube
- vagina
- clitoris
- change
- ovary
- uterus
- vulva
- urethra

- opening
- labia
- bladder
- sperm
- scrotum
- nipples

- vaginal opening
- penis
- testicle
- duct
- breasts
- menstruation

Assessing pupils' understanding and progress

Differentiation

Pupils with secure understanding

indicated by: Accurately naming all the relevant parts of the body.

Pupils working at greater depth

indicated by: Showing some understanding of the functions of parts of the body.

Differentiation

Pupils needing extra support: Could cut and stick the vocabulary, rather than writing it themselves for the labelling activities, or could be given the initial letter of each word.

Pupils working at greater depth: Should complete the activities without support and be challenged to explain the functions of some of the body parts.