

Year 2 – Sex and relationship education
Boys and girls, families

| Learning intentions and outcomes | Ideas for a lesson plan | Suggested teaching resources |
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| <p>LESSON ONE</p> <p>Pupils learn to understand and respect the differences and similarities between people</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to define difference and similarity understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that | <ul style="list-style-type: none"> Pre-topic assessment activity: <ul style="list-style-type: none"> Pupils add ideas to a brainstorm – What ways do people care for each other? Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Pupils sit in pairs (1 boy and 1 girl). Pupils talk to each other in their pairs and find one thing they have in common. Pupils repeat this to think of one thing that is different. <i>pairs</i> Introductory activity: Pupils are introduced to a glove puppet who is trying to find out about the differences and similarities between boys and girls. Pupils discuss how you know if someone is a boy or a girl. Pupils complete the sentence: One difference between boys and girls is _____. Use the puppet to draw out the differences between fact and opinion. <i>whole class/pairs</i> Main activity: Pupils have strips of paper with different statements on about boys and girls. Pupils tick the statement if they think it is true or put a cross if it is false or not always true. <i>pairs</i> Closing activity: Pupils complete a worksheet about what people about boys and girls, completing the sentences: Some people say that boys _____ but I am boy and I _____. <i>individual</i> | <ul style="list-style-type: none"> A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 2, Lesson 1, Girls and boys can... |
| <p>LESSON TWO</p> <p>Pupils learn about the biological differences between male and female animals and their role in the life cycle</p> <p>Pupils</p> <ul style="list-style-type: none"> know that female mammals give birth and nurse their young can describe the biological differences between male and female understand that the creation of life requires a male and female | <ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Review the previous lesson about the similarities and difference between boys and girls. Explain that one difference is that boys are males and girls are females. <i>whole class</i> Introductory activity: Pupils watch a section of the Channel 4, Living and Growing DVD (Differences, Unit 1, Programme 1 to “You said he’s a great cat. You mean she’s a great cat.”) <i>whole class</i> Main activity: Pupils discuss the film about Jahmal and Vicky looking for Mogsy. Pupils answer the following questions: is Mogsy male or female? Is it the male or female that gives birth to the babies? How do animals and humans feed their babies? What special part of the body does Mogsy use to feed her kittens? Pupils might also want to talk about their own pets. <i>whole class</i> Closing activity: Pupils look at the farmyard animals and identify whether they are male or female and how they know this. <i>pairs</i> | <ul style="list-style-type: none"> A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 2, Lesson 2, What is male and female? Channel 4, Living and Growing DVD Anatomically correct farmyard animals toys/models, www.schleich.org.uk |

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| <p>LESSON THREE Pupils learn the biological differences between male and female children Pupils</p> <ul style="list-style-type: none"> • identify and name biological terms for male and female sex parts • can label the male and female sex parts with confidence • understand that the male and female sex parts are related to reproduction | <ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Pupils play ‘Simon says’ about males and females. For example, all the males put your hands on your head, all the females point to the ceiling. <i>whole class</i> • Introductory activity: Pupils discuss what they learnt last lesson about males and females. Pupils watch a section of the Channel 4, Living and Growing DVD (Differences, Unit 1, Programme 1, starting from the end of the Mogsy story “You said he’s a great cat. You mean she’s a great cat.” to the end of the ice-skating segment, “That’s me!” Pupils discuss what the video was about and review the names of the sex parts (privates, vagina, penis) and why males and females are different (so they can have babies when they are adults). <i>whole class</i> • Main activity: Pupils place cards with names or names and pictures of different body parts onto a Venn diagram labelled male, female, both. <i>groups</i> • Closing activity: Pupils tell each other something new they have learned over the last few lessons. <i>pairs</i> | <ul style="list-style-type: none"> • A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 2, Lesson 3, Labelling male and female bodies • Channel 4, Living and Growing DVD |
| <p>LESSON FOUR Pupils learn about growing from young to old and that they are growing and changing Pupils</p> <ul style="list-style-type: none"> • can identify key stages in the human life cycle • understand some ways they have changed since they were babies • understand that all living things including humans start life as babies | <ul style="list-style-type: none"> • Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. • Hook activity: Pupils are given pictures of people at different stages of the human life cycle. Pupils put these in order. <i>groups or whole class</i> • Introductory activity: Pupils are read a story about growing up from a baby to an adult such as <i>Once there were giants, by Martin Waddel</i>. Pupils discuss each stage as the story is shared, thinking about what it is like and what the main character could do at that stage. <i>whole class</i> • Main activity: Pupils produce their own timelines with 3 or 4 stages in it (baby, now, teenager, adult) and draw or write what they could or will be able to do at each stage. <i>groups</i> • Closing activity: Pupils think about some good things about growing and changing by completing the sentence starter: Growing and changing is good because _____. <i>pairs</i> | <ul style="list-style-type: none"> • A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 2, Lesson 4, Human life cycle • Once there were giants, Martin Waddel |

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| <p>LESSON FIVE</p> <p>Pupils learn that everybody needs to be cared for and ways in which they care for others</p> <p>Pupils</p> <ul style="list-style-type: none"> understand that we all have different needs and require different types of care identify ways we show care towards each other understand the links between needs, caring and changes throughout the life cycle | <ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Explain that everyone needs to be cared of at stage of the human life cycle. Pupils look at the pictures of the human life cycle and think about the type of care someone might need at each stage and who might care for them. <i>whole class</i> Introductory activity: Pupils are given a range of objects about caring for someone else. Pupils discuss who might use the object, why they need it and how it is used. <i>groups</i> Main activity: Pupils draw an object and write a few sentences or a short story about the person who uses it. <i>individual</i> Closing activity: Pupils think about all the things they do to care for another person. <i>pairs</i> In addition: Pupils are read the story, <i>The world is full of babies by Mick Manning and Brita Granstrom</i> | <ul style="list-style-type: none"> A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 2, Lesson 5, Everybody needs caring for The world is full of babies, Mick Manning and Brita Granstrom |
| <p>LESSON SIX</p> <p>Pupils learn about different types of family and how their home-life is special</p> <p>Pupils</p> <ul style="list-style-type: none"> can describe different types of family identify what is special and different about their home life understand families care for each other in a variety of ways | <ul style="list-style-type: none"> Ground rules: Remind the pupils of ground rules for PSHE lessons. Ensure they are understood and followed. Hook activity: Help the pupils to brainstorm words that relate to families by drawing a person on the board and writing all the vocabulary around them. For example, grandparent, mum dad, cousins, foster-parent, close friend. <i>whole class</i> Introductory activity: Discuss how families are different. Read a story about families, such as <i>Tell me again about the day I was born by Jamie Lee Curtis</i>. <i>whole class</i> Main activity: Pupils discuss what was special about the little girl's family in the story? Who was in her family? How did her family care for each other? How do we care for our families? How do our families care for us? <i>whole class</i> Closing activity: Pupils create an image about someone who is special in their family that illustrates why they are special. <i>individual</i> In addition: Pupils are given magazines and cut out pictures to make a family Post-topic assessment activities: <ul style="list-style-type: none"> Pupils add to / amend their original ideas to the brainstorm or complete a new version – What ways do people care for each other? Pupils complete the self-reflection sheet – Boys and girls, families | <ul style="list-style-type: none"> A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 2, Lesson 6, Special and different – Families Tell me again about the day I was born, Jamie Lee Curtis. |

| Children's literature to support the topic | Help, advice and support |
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| <ul style="list-style-type: none">• There's going to be a baby, John Birmingham and Helen Oxenbury• The great big book of families, Mary Hoffman• Your mummy ate my football, Birmingham Health Education Unit• Boys and girls, Birmingham Health Education Unit• The world is full of babies, Mick Branning and Brita Granstrom• Once there were giants, Martin Waddell• Tell me again about the day I was born, Jamie Lee Curtis. | <ul style="list-style-type: none">• Pupils should be encouraged to talk to someone who helps keep them safe and healthy, such as their parent, teacher or other adult they trust• ChildLine: 0800 11 11 www.childline.org.uk |