

Relationship & Sex Education

Year 2 - Year 2022/2023

Ground rules & Preparation

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other children (whether intentional or not). Such ground rules support broader class rules and the school's behaviour policy. To be effective, children and teachers should develop ground rules together, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending them as necessary.

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if you do not wish to comment

It is good practice for teachers to:

- work with children to establish ground rules about how they will behave towards each other in discussion
- offer some opportunities for children to discuss issues in small groups as well as sharing views with the class
- make something available in which children can place anonymous questions or concerns, to avoid having to voice them in front of the class
- provide access to balanced information and differing views to help children clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)
- exercise sensitivity to the needs of individuals, as some children may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality (ensuring that children understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)

RSE- Year 2 - Year 2022/2023

Overview

Y2 Sequence of Learning

Sequence of learning:

The content of each stage of may happen over a number of session to ensure the learning is covered in depth and children have time for a full understanding.

1. **What makes a good friend? (Lifewise scheme)**
2. **What are the similarities and differences between male and female animals?**
3. **What are the similarities and differences between boys and girls?**
4. **Is my body private? (Lifewise scheme)**
5. **How do I ask for permission?**

Are all families the same? Are the roles in all families the same? (Lifewise scheme)

Vocab:

friendship, problem, solution, feelings, online, similar, difference, boy, girl, male, female, stereotypes, sex, gender, doctor, midwife, penis, vagina, nipples, udders, teat, reproduce, eyes, nose, bellybutton, feet, fingers, knees, tummy, testicles, ears, permission, sharing, asking, consent, respect, love, nurture, role, gender.

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1. What makes a good friend? (Lifewise scheme)

What To Do When a Friendship Makes You Unhappy

[Lifewise - CLICK HERE](#)

Introduction

Having friends is great, we can have fun with them and we can have support from them if we are feeling sad or lonely. However sometimes our friends are the ones that make us unhappy. Today you are going to find out what you can do if a friendship is making you unhappy, or if you have made a friend unhappy.

Scenario

For the last few days Poppy has felt sad, ever since she had a falling out with her best friend, Cassie, at school. Poppy hadn't finished playing with the skipping rope when Cassie wanted it. Cassie said Poppy was selfish and a terrible friend and hasn't spoken to Poppy since.

- What can Poppy do to sort out the problem?
- What can Cassie do to sort out the problem?

Challenge activities - see Lifewise link

Being A Good Friend 15-20 mins duration. Individual activity.

Students can use the Good Friend template to design a poster. The poster should include advice on how to be a good friend and what to do when friends fall out.

What Is Happening? 15-20 mins duration. Individual or Paired activity.

Use the What Is Happening printable. There is an image from the book 'The boy the mole the fox and the horse.' Children should discuss the image and what is happening. Discussion should centre friendship.

A Helping Hand 15-20 mins duration. Paired/Trio activity.

In small groups children are given a selection of friendship issues. In their group they must discuss the issue and decide on a way to solve it.

Give paper for note taking.

Deeper understanding:

Recap what it means to be a good friend and explore what happens, how and when friends fall out. Focus on the feelings of children when they feel a friend doesn't want to play with them, or they feel left out. Sad, lonely, angry; all are relevant feelings to have. Discuss what children can do in those situations; talk to a trusted adult who can advise how to solve the problem, say sorry if you have said or done something unkind, ask the person who feels sad/lonely why they feel like that. Emphasise that feelings are valid, however it is better to solve the problem than dwell on the feeling.

Use activities to consolidate and reinforce the class discussion, the variety of activities available is to give an element of choice and individual or multiple tasks.

The printable resource is a jigsaw. It can be printed onto cardstock and students can colour it in as a mindfulness activity and then cut out for a friend to put back together. Printable can be used in addition to activities or as a stand alone activity.

Children will know:

- simple strategies to resolve arguments between friends positively.
- how to ask for help if a friendship is making them feel unhappy.
- that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.

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2. What are the similarities and differences between male and female animals?

What are the similarities and differences between male and female animals?

Animal Go-round

Introduce the talking object. Pass the talking object around the circle and ask each child to complete the following sentence: My name is ... and my favourite animal is ...

Cats and Kittens Worksheet

At tables, give each child a copy of the **Cats and Kittens worksheet**. Ensure the children understand the meaning of the words 'male', 'female', 'kitten' and 'teats' and write these words on the board. Ask the children to draw a picture of Mogsy the cat feeding her kittens and then use the words to label their picture.

Animal Activity

Give one species of farmyard animal to small groups; a male, female and young (ensure they are anatomically different). Ask the groups to look at the farmyard animals and decide which is male and female and to explain how they know. Record their ideas on the whiteboard. Feedback ideas to the whole class and discuss the differences between male and female animals.

Watch DVD - Living & Growing Unit 1, Programme 1, Differences

The film is about differences, in particular about the differences between male and female animals and between boys and girls. There will be cartoon pictures of male and female body parts.

Watch the DVD Differences stopping after the ice-skating sequence.

DVD Discussion

Ask the children to reflect in pairs on what they have seen and pose key questions such as: *What was the DVD about? What surprised you? What did you like/dislike about it?*

Share some ideas and acknowledge any feelings which came up during the film.

Lead a discussion with the class, asking questions such as:

What happened to Mogsy? Why was Jamal surprised when he found Mogsy? What were the kittens like when they were born? What do kittens need? How did Mogsy feed her kittens? Who did Mogsy need in order to make a kitten? Ask if anyone in the class has a pet. Is the pet male or female? Have they had any young?

Pass the Animals

Choose a male and female farmyard animal of the same species, (ensure that they are anatomically different). Hold up both animals and check the class understands which is male and female. Pass the animals around the circle, randomly call out stop (or pause music if using) and ask whoever is holding an animal to say whether it is male or female. Ask them to explain how they know (udders, teats, 'privates'). Repeat the process several times, using another species if time allows.

Children will know that:

- there are male and female animals.
- male and female animals have different body parts.
- a male and female is needed to form a new life.

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Cats and Kittens worksheet

Cats and Kittens

Draw a picture of Mogsy the cat feeding her kittens. Label your picture.

Who else did Mogsy need so that she could have her kittens?

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3. What are the similarities and differences between boys and girls?

What are the similarities and differences between boys and girls?

Differences between boys and girls

Make sure children understand the vocabulary 'similar' and 'difference'. Give examples of things or people that are similar or different.

In pairs, ask the children to discuss what the **similarities** are between boys and girls.

Share some ideas.

In the same pairs ask the children to discuss what the **differences** are between boys and girls.

Accept their ideas and use them to introduce the next part of the activity, which explores whether the ideas we hold about boys and girls are always true.

'Who Does This Belong To?'

Using the PE hoops make a venn diagram and label the spaces BOY, GIRL and BOTH. One by one invite the children to select an object from the bag of objects and clothing and place it in the BOY, GIRL or BOTH space.

Ask them to explain their choice using the sentence stem: ***I put it there because....***

Accept the children's decisions for the time being.

Alternatively, display the **Pictures of objects and clothing** on the whiteboard and encourage the class to sort them and discuss.

Discussion and Review

When all the objects have been placed ask the children what they think about the choices made. Explore any stereotypes or assumptions, asking questions such as: *Is it always true that only boys wear trousers? Does anyone know any males with long hair?*

Ask whether anyone would like to move any of the objects and why. Ask the children what they have learned from doing this activity.

Draw out the idea that some people have fixed ideas (stereotypes) about the differences between boys and girls.

Male and Female Babies

Write the words MALE and FEMALE on the board and ask the children to tell you what the words mean. Check that the children understand that a boy is male and a girl is female. In small groups at tables, ask pairs to briefly discuss how we tell whether a baby is a male or female when it is first born.

Give each table a **Clothed Babies** picture card.

Ask the pairs to decide if they can tell if their baby is male or female and how they know.

Biological Differences

Display the **Clothed Babies**. Feedback ideas with the whole class about whether the baby in the picture is a boy/male or girl/female. Reinforce that we cannot always tell who is a boy or girl by what they wear, like or do. Ask the class how a doctor or midwife would know whether a newborn baby is male or female.

Accept any terms the children use such as "private parts" or other familiar names. Penis and Vagina already used in Year 1.

Use the **Pictures of newborn babies** to support the discussion.

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3. What are the similarities and differences between boys and girls?

Simon Says

As a whole class use a 'Simon Says' format to review the learning about males and females; e.g. all the males put your hands on your head or all the females point at the ceiling. Catch the children out by giving a command without identifying the sex e.g. put your hand up.

Naming Body Parts Worksheet

At tables, ask children to individually complete the **Body Parts worksheet** by matching the words for body parts to the drawing. If the children finish this activity ask them to label the parts male, female and both.

Animal Activity (recap)

Show some pictures of animals; e.g. lions, kangaroos, cats, cows, birds. Ask the children whether they can tell if they are male or female and how they know.

Body Parts Activity (Venn diagram)

Create a Venn diagram on the floor using two PE hoops. Use the **Hoop labels** to designate one side of the Venn diagram 'male', one side 'female' and the centre 'both'.

Give a **Body Parts picture card** to each pair of children and ask them to consider where it belongs in the Venn diagram. When they have all decided, ask the children to read out their card and place it in one of the spaces. Correct any misunderstandings.

When the activity is complete ask the children what they notice and ensure they recognise that most body parts are the same for males and females, only the private parts are different.

Use the Female x-ray picture at your discretion to explain that the vagina is inside the body.

Children will know that:

- Girls and boys can wear the same types of clothes, play with the same types of toys and have the same hobbies.
- It is important not to form stereotypes linked to gender.
- Boys have a penis and girls have vagina. These are often call 'private parts'.
- The vagina is inside of the female body.
- Apart from the penis and vagina, all other male and female body parts are similar.

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Pictures of objects and clothing



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Pictures of objects and clothing



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Pictures of objects and clothing



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Clothed baby photos



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Pictures of newborn babies



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Naming body parts - Hoop labels

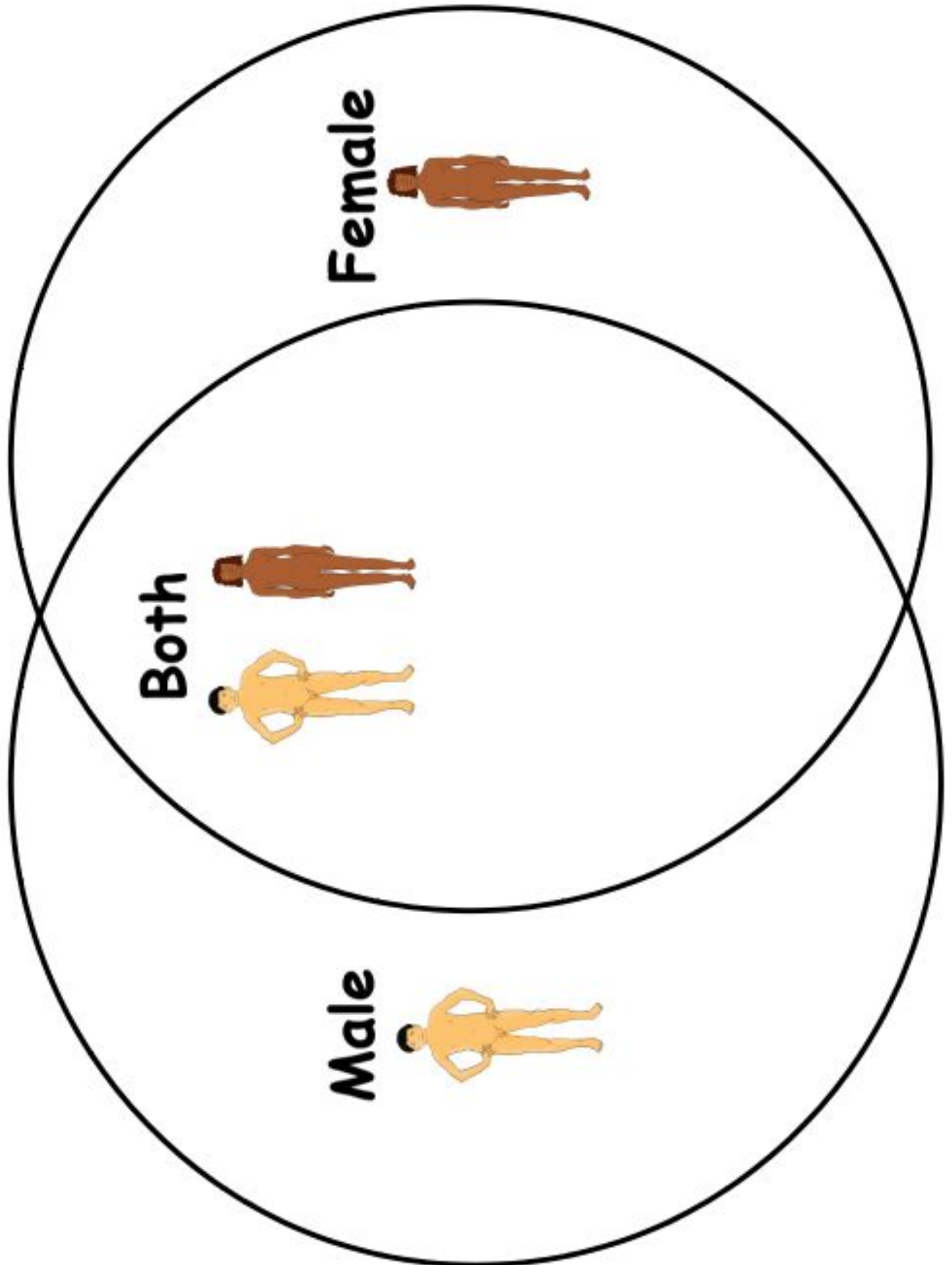
boy

girl

both

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Naming body parts





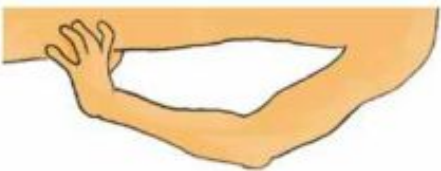
Eyes



Nose



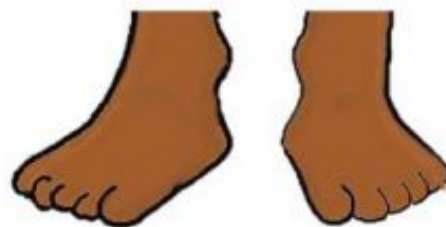
Arms



Belly Button



Nipples



Feet



Fingers



Head



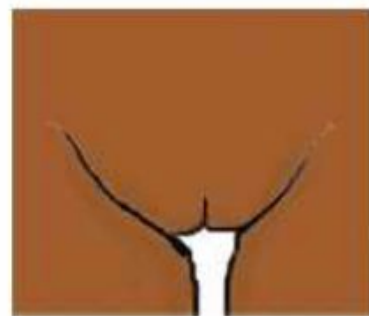
Penis



Knees



Tummy



Vagina



Testicles

Ears



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Female X-ray picture



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4. Is my body private? (Lifewise scheme)

Private Parts and How To Respond To Unwanted Touch

[Lifewise - CLICK HERE](#)

Introduction

We already know that there are parts of our body that are private (revision on PANTS - NSPCC). We will discuss how to keep these body parts private and what to do if someone makes you feel uncomfortable or unsafe about your body.

Scenario

Poppy had started a new gymnastics class and one of the instructors had helped her with a move that involved holding Poppy on her bottom. Poppy felt very uncomfortable with someone touching her there.

Should Poppy say something to the instructor?

Should Poppy tell her parents when they pick her up?

Should Poppy just forget it happened?

Challenge activities - see Lifewise link

How To Say No

Using the poster template printable children should design a poster on 'How To Say No' to unwanted touch.

What Can You Remember?

Rewatch the video from the start of the lesson.

My Body Safety Rules -

<https://www.youtube.com/watch?v=u03EHVf-7vl>

What can you do if you do not want to kiss or hug someone?

Can you name someone in your safety network?

What is an early warning sign?

Who can touch your private parts?

What must you do if someone asks you to keep a secret that makes you feel bad?

Private Parts Rap

In their small group children are to create a short rap on keeping private parts, private. They are to think of all they have learned through the lesson. They can choose to use the template and finish the rap or they can write their own if they want an added challenge.

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4. Is my body private? (Lifewise scheme)

Deeper understanding:

Recap the names of external genitals and how we keep them private. When discussing the scenario ensure you emphasise the need to talk to a trusted adult and to also let the person know they have touched inappropriately. Another important point to make is that sometimes adults ask children to keep secrets about bodies and touching: this is never OK and if this ever happens students must always tell a trusted adult immediately about what has happened/been discussed.

Use activities to consolidate and reinforce the class discussion, the variety of activities available is to give an element of choice and individual or multiple tasks.

Children will know:

- that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.
- how to respond if physical contact makes them feel uncomfortable or unsafe.
- the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).
- the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

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5. How do I ask for permission?

How do I ask for permission? CONSENT

GETTING STARTED

Explain that they will be thinking about when and how to use 'yes' and 'no'? Introduce **Charlie**. Charlie really likes his brother's backpack with the Galaxy pattern on it, and he wants to use it for school instead of his own book-bag

Discuss in pairs

- What words could Charlie say, or what could he do that lets his brother know that he wants to borrow the backpack?

List ideas on the whiteboard and ask the class to vote on which idea they think is the best way for Charlie to ask for/show that he wants to use the backpack.

Then ask children to discuss:

- What word/s does Charlie need to hear that show that he has permission to use the backpack? e.g. 'Yes', 'You can borrow it', 'Of course', 'I don't mind', 'That's okay'.
- What word/s might Charlie hear that show that he does not have permission to use the backpack? e.g. 'No', 'You can't borrow it', 'It's not yours', 'Not today', 'I don't want you to'.

The ideas shared in this activity will give you an indication of how familiar the children are with the concept of permission asking and giving, any misconceptions they may have and what they still need to learn.

WHAT IS PERMISSION? DISCUSSION

Explain to children that asking for permission / asking if we are allowed to do something is a part of everyday life, and something we all do lots of times a day.

Working in pairs, ask children to think of any times in their day when they need to ask permission for something. This might be from a teacher, a parent, or a friend, at school or at home. Once pairs have discussed this, encourage pupils to share their ideas with the class.

Pupil responses might include:

Asking to borrow classroom equipment, asking to go to the toilet in lessons, asking to join in with a friend's game, asking to get down from the dinner table, asking if they can watch TV, asking to borrow a toy/book from a sibling, asking to go to a friend's house to play, etc.

HOW DO WE ASK?

Think about how the way we ask can sometimes mean that we get different answers. Working with the TA or using a puppet, act out different ways of asking to borrow something, for example

- Smiling face, polite voice, "Please could I borrow your pencil?"
- Angry face, shouty voice "Give me that pencil now!"
- Sulky face, whiny voice "I want that pencil."

Ask children to identify which is the better way to ask for something. Why do they think this is?

Next, encourage pairs to practise asking to borrow something from each other. Explain to the pairs that it is OK to say either 'yes' or 'no', so long as they do so politely. Children should all have an opportunity to both ask permission and to give/not give permission. If time allows, ask for volunteers to role model polite asking and permission giving/not giving before the next activity.

Ask children how it feels when the answer is 'yes' — see how many feeling words they can think of. Ask them what it feels like when the answer is 'no'.

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5. How do I ask for permission?

PERMISSION SCENARIOS - CONSENT

Explain to children that sometimes when people ask our permission, we can say yes, but sometimes we might want to say no.

Permission scenarios - For each scenario, ask the children what they think the character should do next.

What next? is provided to give children different options to discuss, as well as the option to add their own suggestion.

Help children to recognise that whether someone wants to give permission or not, they should try to do so in a polite way. It is OK to say no (for example, it would be okay for Halima to not want to share her special toy) so long as it is done in a kind, polite way. Ask children to work in pairs to come up with as many ways as possible to say 'no' clearly and politely.

Children might suggest: "No thank you", "I don't want to do that", "Let's do something different", "Please don't do that", "I don't like that".

- *What is different about Kyle and Sonya's scenario? If children don't identify it, point out that in this scenario, Kyle has not asked permission before holding Sonya's hand / trying to hug her.*
- *Why should Kyle ask permission before he holds Sonya's hand? Collect as many reasons as possible from the class, which should include: it's up to her if she wants to hold hands, it's polite, it's the right thing to do, Sonya doesn't like holding hands, it's her body, she might not know Kyle very well.*

NB Ensure children are clear at the end of the activity that it is OK to say 'no' when they want to or if they're not sure whether they should/want to say 'yes'.

Ask children to think about why it can sometimes be difficult to say 'no', even when we want to. They might want to focus on Halima's situation as an example to discuss.

LEARNING SUMMARIES

Learning summaries: ask children to complete each of the three sentences to summarise their learning. Collect these cards in at the end of the lesson to help gauge how much children have learnt and understood about permission seeking. These could be used to form a classroom display about respectful relationships

Children will know to:

- say why they should ask other people for permission in different situations, including when touching someone else.
- use simple phrases to ask for, give or not give permission.

Meet Charlie...

Charlie really likes his brother's backpack with the galaxy pattern on it.

He wants to use it for school instead of his own book-bag.



Meet Charlie: What could he do?



Think about how Charlie might ask his brother to borrow his backpack:

- How could Charlie let his brother know he wants to borrow his backpack?
- What could he say?
- What could he do?

How do we ask?



Please could I borrow
your pencil?



Give me that pencil now!



I want that pencil.

Time to practise!

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Consent - Permission Scenarios



Halima has a very special teddy that her granny gave her. Halima's friend, Lily, who doesn't have her own special teddy, asks if she can borrow the teddy and take it home.

Kim wants to use the classroom scissors but Tai is cutting with them right now. Kim asks if she can use the scissors when Tai is finished.



Kyle likes to hold hands in the playground. Sonya doesn't like holding hands with anyone. When Kyle tries to hold Sonya's hand she pulls it away.



What could Halima do next?

- Say "Yes", and let Lily borrow her special teddy
- Say "No, I don't want to lend it to you, I'm sorry."
- Snatch the toy back and shout "Don't touch it. It's not yours!"
- Something else?

What could Tai do next?

- Give Kim the scissors now
- Say "Yes, when I've finished."
- Shout "No! Get your own scissors. I need these all day."
- Something else?



What could Kyle do next?

- Keep holding her hand
- Ask to hold her hand and wait for Sonya to say yes or no
- Feel sad and run away
- Something else?



Saying no



"No thank you."

"I don't want to do that."

Talk to your partner about different ways of saying 'no' clearly and politely.

"Please don't do that."


"Let's do something different."


Let's see some possible answers...

"I don't like that."

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Consent - Learning Summary

 I have to ask permission when _____

 To ask permission, I can say _____

 If I want to give permission, I can say _____

 If I don't want to give permission, I can say _____

6. Are all families the same?

Are the roles in all families the same? (Lifewise scheme)

How Families Care and Respect Each Other

[Lifewise - CLICK HERE](#)

Introduction

We already know which people can be part of our family. Today we are going to find out about how we care for each other within a family and what that could look like in our daily lives. Remember all families are different and we all show our love in a variety of ways. They are all as important as each other.

Scenario

Joe woke one morning with a strange feeling in his tummy. He had an unsettling dream the night before... Joe loved baking, he often baked with his Uncle Matt for special occasions, such as birthday celebrations and Hannukah.

In Joe's dream he was told that he wasn't able to bake any more as this was a role that women and girls did, not boys. From now on he could only help his Uncle Matt fix things around the house instead.

How do you think this dream made Joe feel?

Is this something that Joe should be worried could happen in real life?

Do you think baking for someone is a way of showing you care? Why do you think that

Challenge activities - see Lifewise link

Families Care For Each Other

Using the Families Care printable, children should choose a relative and sketch the relative caring for them. This should be something that they do that shows the child they care for them. As an added challenge the child can write an accompanying sentence or two.

Are We The Same Or Different?

Watch the rest of the Our Family clip from the start of the lesson.

<https://www.bbc.co.uk/programmes/p09c6nzi>

Using the same or different printable the children can explore and answer the following questions with a partner, both children can make notes of their answers and see if they have any that are the same.

How is the family the same as your family?

What is different about their family and your family?

Is there anything the family does that you would like to do in your family?

What else would you like to add about the video and the family?

Roles For Everyone

In their small group children plan a short 1 minute drama sketch based around a family scenario. It should include non stereotype roles, to consolidate the notion that both male and female are able to carry out many roles within the family dynamic.

This could stimulate conversation that these roles are already displayed in some of the student's homes.

6. Are all families the same?

Are the roles in all families the same? (Lifewise scheme)

Deeper understanding:

Explore the roles that adults and children play in everyday life as a family and how this demonstrates love and respect. Place emphasis on this looking different for many families, dependent on family values, cultures.

Discuss needs and responsibilities within a family dynamic for both adults and children and how mutual respect is necessary in showing love/care to one another.

Use activities to consolidate and reinforce the class discussion, the variety of activities available is to give an element of choice and individual or multiple tasks.

The printable resource is a prompt for students to use playdough to make objects that demonstrate love and nurture within their family. This could be cooking items, books, sporting equipment etc, anything they love to do with family. Printable can be used in addition to activities or as a stand alone activity

Children will know:

- To identify the people who love and care for them and what they do to help them feel cared for.
- To identify common features of family life.
- How people and other living things have different needs; about the responsibilities of caring for them.
- About the different roles and responsibilities people have in their community.