

KS1 Relationship and Sex Education



Lesson plans: Year 2

Introduction

These four lessons have been written by PSHE Lead Teachers on behalf of Brighton & Hove City Council to support the PSHE education curriculum for **Year 2** pupils. These lessons meet the DfE 2019 Relationships and Health Education guidance for primary schools. In addition they are informed by Brighton & Hove's *Relationship and Sex Education Guidance for Educational Settings* (2015) including KS2 Core Messages for Puberty & Relationships and national guidance including that by the PSHE Association and the Sex Education Forum. Teachers are invited to adapt and develop these lesson plans to meet the needs of their pupils and are invited to share any ideas they have via the PSHE Forum on BEEM. Faith schools should seek advice from their Diocese.

Children and young people are naturally curious about growing up, how their bodies work and human relationships. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus challenging misconceptions and addressing concerns and worries.

The purpose of RSE is to support children and young people to learn the skills they need to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. RSE is learning about the emotional, social and physical aspects of growing up; healthy relationships, sex, human sexuality and sexual health.

Good practice in RSE should be informed by the principle that everyone has equal worth and everybody has a right to be included and treated with respect. We can introduce and reinforce these values through teaching about gender identity, family diversity, puberty and reproduction, and protective behaviours.

Relationships and sex education is not value free and will provide a curriculum opportunity to promote school values. The other key messages or values to promote should include:

- Knowing what a relationship is, what friendship is and what family means
- We have the right to feel safe all of the time
- We can talk with someone about anything even if it feels awful or small
- Bodies grow and change during the human life-cycle, all bodies are different and there is no such thing as a perfect body
- We need to grow our confidence and emotional skills to manage how we grow and change and our relationships
- We have the right to say no to touches we don't like
- Families are all different and grow in different ways, but most are places of love and care
- Babies begin and get born in different ways
- In our friendships and relationships we try and treat each other honestly, and with kindness and respect, face to face and online
- There are lots of different ways to be a girl, and lots of different ways to be a boy, and

some people don't feel like a boy or a girl

- In grown-up relationships a man and a woman can have a relationship and get married if they want to, so can two men or two women.

It is important to reflect on the language to use when delivering sessions of RSE. Addressing a class using personalised terms like 'you' can mean pupils receive this information as something they should be engaging in, whether or not that is the intention. Effectively this normalises the behaviour of the topic which is being delivered, or makes assumptions that might not be the case. An example could be 'when you get a girlfriend or boyfriend'. Whilst this statement rightly accepts that most young people will at some time have a relationship, the fact the statement refers to 'you' is likely to make a pupil think 'does this mean I am expected to have a relationship now? Adapting this statement to 'if someone has a boyfriend / girlfriend' can depersonalise the subsequent discussion and produce a safer environment for exploring the topic.

The use of the word 'normal' in PSHE education with a focus on equalities and diversity can be a stereotypical concept and would need to be challenged, for example, 'girls normally play with dolls'. However in RSE, the use of the phrase 'normal and healthy' when talking about aspects of puberty, for example, 'puberty can start from between age 10-16', can be very reassuring. It is important, however, to be mindful of inclusive practice and issues of gender identity and sexual orientation and family diversity. Therefore, try to use inclusive language such as all genders rather than boys and girls, grown-ups instead of *mums and dads* (to ensure all family types feel included when discussion or reference is made to adults at home) and to not assume that all children will grow up to be heterosexual or be cisgender.

All children need to know the correct biological or medical names for the genitalia and reproductive organs. This will include using terms such as: vulva, vagina, clitoris, breasts, penis, testicles and scrotum and anus and nipples. In these lesson plans and in *Feeling good, Feeling Safe* vulva is used as the first word to learn as this word covers the external genitalia. Understanding this scientific language and having the confidence to use it to describe the personal and private parts of the body and knowing how to seek help is vital for safeguarding. In addition, using the phrase: the personal and private parts of the body, suggests that these body parts are private but not taboo and it is healthy and acceptable to name and talk about these parts.

Lesson Resources:

These lessons, the accompanying Power Points and resources are all available to download from BEEM. You will also find further guidance and lesson planning materials on the PSHE Education Service resources pages.

Assessment for and of learning opportunities are highlighted in the plans next to a suggested assessment activity and also at the end of each lesson plan.

Several of the lessons include film clips. These can be downloaded and saved for future use using websites such as Keep Vid at <https://keepvid.com/>

Safe learning environments:

As with all PSHE lessons it is very important to reflect on procedures and practices to establish a safe learning environment for pupils and staff. It is suggested that these lessons

are delivered by a trained class teacher.

a. Before the lesson:

Parents and carers should be given every opportunity to understand the purpose and content of Relationship Education and RSE. Good communication and opportunities for parent carers to understand and ask questions about the school's approach would help to increase confidence in the curriculum. It would be best practice to inform all parents and carers before teaching units of relationships and sex education so that firstly they can inform the school of any issues it could raise in their children and secondly so they can be ready to discuss issues or answer questions at home that may arise. Information about teaching and learning about RSE could be shared in meetings for parents and carers with the PSHE Co-ordinator as well as the usual curriculum information and year group specific letters informing them of what will be covered in the lessons and when they will be taught. Extra care should be taken, perhaps in partnership with EMAS, to ensure families with English as an additional language or faith perspectives understand this aspect of the curriculum and particularly its role in safeguarding children. Schools have a statutory duty to inform parents and carers of their right to withdraw their child from relationships and sex education. Many schools inform parents and carers of their right to withdraw as part of the induction process into their school.

Prior to delivery of these lessons, reflect on the needs and experiences of children in your class for whom the content of the lesson may be a trigger for difficult or emotional feelings. For example this could include children who:

- Are looked after or have been adopted
- Have experienced family loss or bereavement
- Have experience personally, or within the family, of sexual abuse
- Have witnessed domestic abuse
- Are questioning their gender identity
- Have a special education need or disability such that their developmental stage might mean the lesson may not be appropriate for them.

Reflect on your own and or colleagues needs and confidence to deliver these lessons and seek support from your Senior Leadership Team if necessary. This may be a lesson where co-teaching with another colleague may be appropriate. Inform support staff about the use of language, this could include for example: use of scientific terms for personal and private parts of the body and use of the term 'grown up'. In addition, explain ground rules for keeping everyone safe in the lesson particularly about sharing of personal information both by staff and children. If these sessions bring up issues for staff, then they should be encouraged to speak with someone who could support. If possible, consider teaching this lesson before a break or at the end of the day so that pupils and do not have to go straight into another lesson afterwards.

Rehearse answering questions with colleagues and perhaps devise a script for yourselves of possible answers to pupil questions and remember to use a question box to gain time to think about responses. Appendix 6 *Relationship and Sex Education Guidance for Educational Settings* (2015) provides scripts for answering questions.

b. During the lesson:

Some children may be supported to participate in the lesson by some pre-teaching before the lesson, some may need *right to pass* arrangements during the lesson and there may be some children for whom the lesson is not appropriate and alternative provision will be needed. All arrangements should be discussed with the child, the school team around these more vulnerable children and in close consultation with parent and carers.

Be very clear and explicit about ground rules at the start of each lesson so that everybody feels safe to join in. For example, guide the class to think carefully about what they share in the public setting of the classroom and suggest no names are used and instead, say instead *someone I know; my friend etc.* This will reinforce the expectation of respectful behaviour and reduce unintentional disclosures. It is important for the teacher and any other members of staff not to offer personal experiences as this can make children feel unsafe and think that they are expected to do the same. Negotiate use of language, for example: use of scientific language for personal and private parts of the body so that everybody is clear and feels comfortable. Reassure the class that when we have relationships and sex education lessons we are helping them to understand how they can have healthy relationships themselves and keep others safe and make healthy choices in future.

Example ground rules could include: Listen; Try to join in; Be respectful; Encourage others; No personal questions; Use scientific language for personal and private parts of the body and Think about what you share; Adults can't keep full confidentiality. Develop rituals, by following a similar process for each lesson, children will feel more familiar and confident and engage more fully with the content of the lesson.

If you are unsure as to how to answer a question that arises in a lesson or how much to say, use holding phrases such as 'That is a very important question and I am going to think about it some more and answer it next lesson' can be very helpful. This will give opportunities to discuss appropriate answers with colleagues and /or contact the PSHE Team for advice. Providing opportunities to ask questions through ask –it baskets or thought walls will also give time to reflect on appropriate ways to answer children's questions.

It is your responsibility to maintain a positive learning environment. Prejudice or stereotypes that go unchallenged will alienate individuals or groups affected and will reinforce the prejudiced view. See section 9.6 and appendix 7 of the Brighton & Hove *Relationship and Sex Education Guidance for Educational Settings* (2015)

Signpost pupils to key members of staff within school who they may wish to talk to about any issues raised during the lesson. Remind the group of where they can go to get help and signpost children to local and national organisations that they could contact for help and support.

Use the learning outcomes of the lesson to keep the lesson focused and on track and assess learning throughout and at the end of the lesson.

c. After the lesson:

Check in with identified children to see if they are ok. Feedback to parents, carers, SENCO, safeguarding lead as appropriate.

Reflect on responses to questions raised with supportive colleagues. Evaluate the lesson and use this to improve the programme.

d. Further support

Further materials to support relationships and sex education lessons can be found on BEEM. For training for teaching in the delivery of effective relationships and sex education please contact the PSHE team: pshe@brighton-hove.gov.uk.

Teaching Checklist Recap

- Familiarise yourself with school policies
- Set specific aims and objectives
- Consider vulnerable pupils
- Inform parents and carers
- Distance the learning
- Negotiate ground rules
- Consider likely questions / misconceptions
- Invite questions before and after the lesson
- Signpost support

For national updates and resources:

PSHE Association <https://www.pshe-association.org.uk/>

Sex Ed Forum <http://www.sexeducationforum.org.uk/>

Learning Objectives

All learning outcomes come from the Statutory guidance for RSHE and the references come from the PSHE Association Programme of Study, which is organised into 3 core themes:

Core Theme 1: Health and wellbeing (H)

Core Theme 2: Relationships (R)

Core Theme 3: Living in the Wider World (L)

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

Essential PSHE skills:

Essential skill 1: Identity, self-awareness, resilience and managing feelings

I can tell you what I like about my body

I can tell you what to do if I feel embarrassed

Essential skill 2: Getting on with others – negotiation and consent

I can tell you what is important about friendships

Essential skill 3: Risk management – staying safe

I can name all of my body parts including the private and personal parts of my body.

Essential skill 4: Getting help

I can tell you who to go to for help

Essential skill 5: Media messages – understanding and challenging / critical thinking

I can recognise bodies come in all shapes and sizes

Year 2 :Lesson 1

Suggested learning questions:

- Are any two bodies the same size and shape?
- What is great about our bodies?
- What can we say if someone says mean things about the way we look?

Resources :

- B&H PSHE team Y2 RSE Lesson plans and ppt
- I love my hair book by Natasha Anastasia Tarpley
- Paper heart shapes cut out for each child

Activity and organisation	Guidance
<p>Ground rules: Share ground rules and introduce the learning outcomes/questions for the lesson.</p> <p>Warm up: Mirrored Dance - in pairs children try to mirror dance- moving in synch with each other. Show this dance to inspire: https://www.youtube.com/watch?v=ZT2U-QKgZXk</p> <p>Thinking questions: Why couldn't we exactly 'mirror' our partners? Are any two bodies the same? Can you find five similarities and five differences between your body and your partners?</p> <p>Whole class:</p> <p>Read the Body Book by Roz McLean Can you think of all the things your brilliant bodies can do? Take ideas from the class and scribe a list of ideas on the flipchart, egg run, jump, sign, breathe, heal etc. Watch 'I love my hair' Sesame street https://www.youtube.com/watch?v=enpFde5rgmw or share the book 'I love my Hair'</p> <p>Group work: Ask the children to think about what they love about their bodies- model speaking positively about your own body first and complete a heart shape with positive statements.</p> <p>Give out the paper hearts and display sentences starts to support children to complete their own body positive messages.</p>	<p>Ground Rules: As described above, these are an important part of every PSHE lesson to help establish a safe learning environment. They will develop into a more comprehensive list of safe and respectful behaviours that become increasingly important as the pupils go through school. In Year 2, this will include supporting children who may respond to another child's comments about sensitive issues negatively and will need more respectful comments to be modelled and practised.</p> <p>Disability Equality: When talking about moving our bodies, be mindful of saying phrases such as 'stand up and dance' etc.</p> <p>Positive vocabulary and responses: It is essential that the school adults model</p>

<p>Share some of the hearts.</p> <p>Thinking Questions: What could we safely say if someone says something mean about the way we look or the shape of our bodies?</p> <p>Scribe some of the safe responses the children think of in speech bubbles and practice saying them assertively together.</p> <p>Remind children if this behaviour happens several times on purpose then it is bullying behaviour and needs to be reported to an adult.</p> <p>Closing activities: Celebrate your bodies by moving them to a Go Noodle or similar dance activity. https://www.youtube.com/watch?v=fpD9kRyBn8o</p> <p>Ensure children are able to move as much or little as comfortable for them, but saying it is ok to stand up or sit down and rest if your body gets tired.</p>	<p>body confidence in this lesson and give examples about themselves to support the children in this work.</p> <p>When considering how to respond to mean comments, that this does not become personal and no children are specifically mentioned.</p>
<p>Assessment <i>for</i> and <i>of</i> learning: Can the children make positive statements about their own bodies? Can the children safely challenge negative comments made about others?</p>	<p>Essential skills 1&5</p>

Year 2: Lesson 2

Suggested learning questions:

- Do you know the names of all external parts of the body including personal private parts?
- Can you explain the similarities and differences between male and female bodies?
- Why are there differences between most girls' and most boys' bodies?

Resources:

- B&H PSHE team Y2 Lesson plans and ppt
- Sets of male/ female animal photo cards (use B&H or similar from Twinkle etc.)
- Male/female body part labels including personal private parts

Activity and organisation	Guidance
<p>Ground rules: How will we keep each safe and valued in this lesson?</p> <p>Whole class: Establish the children understand the meanings of words to do with gender and can sort the labels (man, women, boy, girl, male, female)</p> <p>Independent activity: In groups, ask the children to sort a set of animal photo cards into male and female.</p> <p>Thinking Question: Ask the groups how they knew which were male or female and if it was always possible to tell. Take feedback from the groups. Establish that sometimes the animals are different colours or shapes (such as lions) and you can see some of the male/female parts such as the udders or penis on the cow and bull. Move onto the look at the male and female human body personal private body parts labels on the ppt slide.</p> <p>In groups again, ask the children to sort the body part cards into female/male/both using hoops or Venn diagram outline. Check all can sort the parts and are clear on the personal private part names.</p> <p>Whole Class: Thinking Question: Why are there differences between most girls' and most boys' bodies? Explain that some people when, they are grown up, may choose to have a baby. The parts of the body that make them male or female are needed to make a human baby. To make a baby you need a sperm from a grown up male</p>	<p>Ground Rules: As described above, these are an important part of every PSHE lesson to help establish a safe learning environment. They will develop into a more comprehensive list of safe and respectful behaviours that become increasingly important as the pupils go through school. In Year 2, this will include supporting children who may respond to another child's comments about sensitive issues negatively and will need more respectful comments to be modelled and practised.</p> <p>This is intended to be a brief factual piece of information. If the children have further questions, it is a reasonable response to say they will learn more about this when</p>

<p>body and an egg from a grown up female body. Tell the children they will learn more about this when they are older. Read a book like 'Who has what?' by Robie Harris to develop understanding of the physical differences and reason for these.</p> <p>Remind children when and how to find an adult if they have questions or need to talk about the lesson.</p> <p>Finish by moving and singing along to a body song like Head shoulders Knees and Toes or similar</p> <p>https://www.youtube.com/watch?v=ZanHgPprl-0 https://www.youtube.com/watch?v=7y_TUJy2TY8</p>	<p>they are older.</p>
<p>Assessment <i>for</i> and <i>of</i> learning: Can the children label and name all body parts including the private and personal parts of the body?</p>	<p>Essential skill 3</p>

Year 2 : Lesson 3 (one lesson and one story time discussion)

Suggested learning questions:

- What is important about our friends?
- Does it matter if they are a boy or a girl?

Resources:

- B&H PSHE team Y2 Lesson plans and ppt
- Introducing Teddy book by Jessica Walton and Douglas MacPherson
- Paper hand shapes

Activity and organisation	Guidance
<p>Ground rules: How will we keep each safe and valued in this lesson?</p> <p>Whole class: Introduce the key question of the lesson and then ask the class to talk in pairs about how friendship feels- then watch video of children talking about friendship.</p> <p>Group Activity: Give each pair or group a hand shape to record their ideas on(use a range of skin tone hand shapes for this).</p> <p>Take feedback from the children and Write the key Words/phrases that emerge onto a hand shape drawn on flipchart and leave on display.</p> <p>Whole Class Introduce idea of 'growing friendship skills' and talk through the key points on the slides. Give children time to think about and then make a friendships pledge- you could record these individually and display.</p> <p>Plenary: Talk about the ups and downs of friendships and how this is a part of all relationships, but that is it is worrying you , it is time to get help. Clarify that repeated mean behaviour is bullying and it is important to tell a trusted grown up.</p> <p>In a Storytime following this lesson:</p> <p>Share the story <i>Introducing Teddy</i> Stop and use the slides as guide to ask the following questions at key points:</p> <ul style="list-style-type: none"> • How does Errol react when Tilly tells him that she is a girl teddy? 	<p>Ground Rules: As described above, these are an important part of every PSHE lesson to help establish a safe learning environment. They will develop into a more comprehensive list of safe and respectful behaviours that become increasingly important as the pupils go through school. In Year 2, this will include supporting children who may respond to another child's comments about sensitive issues negatively and will need more respectful comments to be modelled and practised.</p> <p>If you have any trans children or children who may be gender questioning in your class, it would be important to consult your Inco/Senco before teaching this lesson as it may be important talk through the lesson with parent/carers and the child before teaching it. Further guidance can be found in the Brighton & Hove Trans Toolkit on BEEM.</p>

<ul style="list-style-type: none"> • What does he say? • Is Errol being a good friend to Tilly the Teddy? • How does that make Tilly feel? • How does Ava react when Errol tells her that Tilly has a new name? • What does she say? • Is Ava being a good friend to Tilly the Teddy? • How does that make Tilly feel? • What four activities do Errol and Teddy always do together before Teddy tells Errol she is a girl? • What four activities do Errol and Teddy always do together after Teddy tells Errol she is a girl? • What does this tell us about their friendship? • How did Ava show us that there is more than one way to be a girl? • Could Errol wear a bow if he wanted to? • Why should you wear what you want to wear? <p>Thinking Question: Does it matter if our friends are girls or boys?</p> <p>Discuss this with the class, referring back to the Friendship High Five list.</p> <p>Talk about what it means to 'be yourself' and listen to the song together:</p> <p>https://www.youtube.com/watch?v=NxzUoJsXrdU</p>	
<p>Assessment for and of learning:</p> <p>Are the children able to describe the important things about friendships?</p>	<p>Essential Skill 2</p>