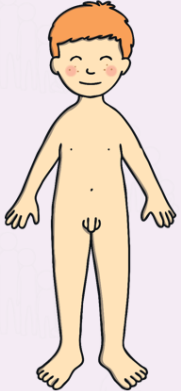
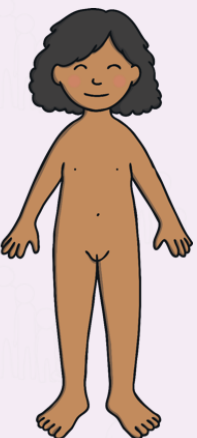











This appendix highlights the Sexual Education unit of work embedded within our Relationships and Sex Education and Health Education curriculum. The content highlighted in **red** are the non-statutory elements to our curriculum and therefore parents have a right to withdraw from these specific aspects taught in school. All of the text in **black** is statutory guidance and therefore children must be taught those aspects in line with their peers.

This document provides you with the lesson objectives and lesson content also indicating which year group it will be taught in and at what point in the academic year.

Year Group	Term	Lesson Information
Year 2	Summer Term 2	<p><b><u>Our bodies</u></b></p> <p>The children will be told that different body parts have special jobs to do. Children will look at the differences between boys and girls from what they can see e.g. arms, legs, lips, toes etc. We will introduce that the differences between boys' and girls' bodies are hidden under our underwear. We will explain that they can sometimes be called private parts but today we will use scientific names that a doctor would use to name these. <b>Children will name the external genitalia of a boy and girl, understanding that they are different. The words that the children will use are penis, testicles, vulva and vagina.</b> The children will find out that as we get older we want to cover these parts so will be designing a swimming costume or shorts to link with the learning</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="548 869 1142 1332" style="background-color: #e6e6fa; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center;"><b>Boys' Bodies</b></p>  <ul style="list-style-type: none"> <li>Boys have a body part called a <b>penis</b>.</li> <li>People have other names they use for this part of the body, but the scientific word is penis.</li> <li>Behind the penis are the <b>testicles</b>.</li> <li>These body parts are only on males – that's boys and men.</li> </ul> </div> <div data-bbox="1288 853 1921 1348" style="background-color: #e6e6fa; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center;"><b>Girls' Bodies</b></p>  <ul style="list-style-type: none"> <li>Females – that's girls and women – don't have a penis or testicles.</li> <li>Girls have a <b>vulva</b> on the outside and a <b>vagina</b>, which is inside.</li> <li>People have other names for these too, but vulva and vagina are the scientific words.</li> </ul> </div> </div>

<p><b>Year 2</b></p>	<p><b>Summer Term 2</b></p>	<p><b><u>Is it ok?</u></b></p> <p>The children will be learning about physical contact and understanding that consent means we can say yes and no. They will do this by acting out different scenarios with other children where they will ask if it is ok first. For example, 'Is it ok to play with your toy?' The children will discuss a variety of questions and provide a teddy some advice. This will reinforce the words private and privacy from the previous learning.</p> <p>One example-</p> <p>A child's mum gives massages to people as her job. The child suggests massaging their friends at a sleepover, but one child doesn't want to be massaged or touched like that.</p>  <p>Teddy, is it OK if I squeeze you hard?</p>
<p><b>Year 2</b></p>	<p><b>Summer Term 2</b></p>	<p><b><u>Pink and Blue</u></b></p> <p>The children will start by discussing things that people like e.g. toys, football etc moving towards whether we can tell what people like depending on if they are a boy or a girl. Children will be introduced to what a stereotype is and understanding that everyone can like different things and that is ok. The children will play 'find somebody who' game which will reinforce that everyone is unique and has their own set of likes and dislike</p>

Find someone who likes riding their bike. 	Find someone who likes pizza. 	Find someone who likes dancing. 	Find someone who has a dog. 
Find someone who has a favourite teddy. 	Find someone who wears shorts. 	Find someone who has a sister. 	Find someone who is scared of spiders. 

Year 1 and 2

Summer Term 2

**Look at me now**

Children will understand how things change as we grow up e.g. learn new things, become more independent and have more responsibilities. The children will discuss what they can do now that they couldn't do when they were a baby. We will discuss how we need lots of help to do certain things and think about how that might change as we get older.

**When We Were One**

It's sometimes hard to believe, but we were all babies once.

See if you and your partner can think of answers to these questions. You might think about babies you know or have seen.

What can babies do when they are first born?



What do they learn to do in their first year?

What sorts of things do babies need a lot of help with?



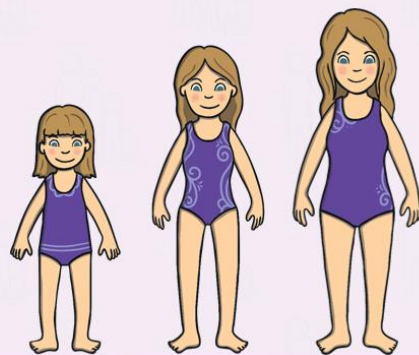
Year 1  
and 2

Summer  
Term 2

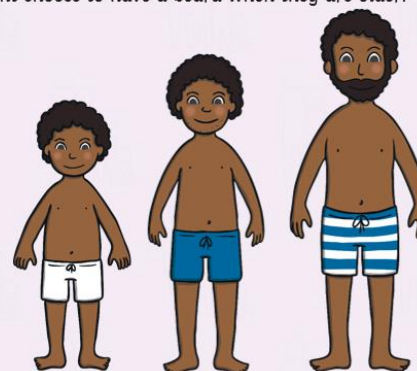
### Getting older

Children will be recapping the previous learning about things that they couldn't do when they were younger that they can now. They will move onto thinking about what changes might happen in the future. The children will find out that our bodies change and develop. This will be shown with some simple clothed illustrations. The children will then think about what they want to be when they are older and thinking about what responsibilities they might have e.g. feeding a pet, tidying their bedroom.

As we grow, our bodies change and develop. We get taller and some parts of our bodies change shape or get larger.



Our appearance changes as we grow older. For example, men grow facial hair and might choose to have a beard when they are older.



Year 1  
and 2

Summer  
Term 2

## Changes

The children will be introduced to changes focusing in things that might change in their life. E.g. moving home, losing toys, friends etc. The children will share some scenarios and think about how people might feel? Who they can talk to? And understand that all of these feelings are ok.

### Changes in People's Lives

Lots of things can change in a person's life.  
Little things can change and big things can change.



Some changes take a while to get used to.

Some changes make things better, but other changes can make things worse.

Some people like change, or cope with change really well. Other people find some changes really difficult.

Let's find out about some children who have been through some changes.

### New School



Kyla has started a new school. It's a big change for her. Her new school is very big, whereas her old school was really small.

She doesn't know anyone at the new school. She used to take a packed lunch to school, but now she is having school dinners.