

Year 2	Lesson: PSHE
Autumn 2	Topic: Relationships, Health, Sex Education (RHSE)

Unit Information (*A brief description of the unit*)
 This unit focuses on important information that all children should be aware of regarding their bodies, language they should be using regarding their bodies and feelings and issues relating to privacy. **RHSE is not isolated to lessons only.** There should be planned opportunities throughout the school day/routines to touch upon relationships, health issues, sexual education (e.g. personal space when queuing for dinner, not touching others inappropriately, using correct names of body parts when toileting, assertiveness skills, asking to look in someone's bag/personal property). In addition, individual students/small groups may require specific intervention, frequent repetitive conversations or reminders about appropriate, sensitive issues, possibly through 1:1 or small, directed intervention groups.

NB: Lessons will need to be repeated/go over into another lesson. There is a lot of content to cover. Be thorough and use repetition.

Unit Rationale (*Reasons for teaching this unit / how will students benefit?*)

- Students will know the correct names for their body parts
- Students will recognize that boys and girls are different
- Students will understand that all bodies are different and it is ok to be different
- Students will learn that some body parts are private and that our own privacy and the privacy of others needs to be respected

<u>Key Skills</u>
Being respectful of self and others
Showing maturity around sensitive issues
Assigning names to objects
Recognizing difference

<u>Key Vocabulary</u>	
Body	Naked
Penis	Private
Testicles	Touch
Vagina	Personal space
Vulva	Respect
Bottom/Anus	

Lesson Coverage	Suggested Activities	I can statements
<p>Looking at bodies and body parts</p> <p>Know what words to use when talking about body parts (both boys and girls) - penis, testicles, scrotum, anus, vulva, labia, vagina, clitoris, uterus, ovaries (differentiate based on understanding and ability. E.g. It may only be appropriate to cover penis and vagina)</p> <p>Differences and similarities between boys and girls</p> <p>That boys and girls are different but are also the same—girls usually have a vagina and boys usually have a penis but everyone has nipples, bottoms, noses, hands, etc.</p> <p>Our bodies are different and that's ok</p> <p>This can refer to physical appearance (height, weight, use a wheelchair, etc.) but then hone in on the body parts that are different</p>	<p>Body part naming—have a life size picture of a boy girl/pictures on the board. Get students to name as many body parts as they can. Direct the session towards the sexual organs— ask students what they call their parts. Anything is fine at home, everyone uses different names but teach the correct words and use these consistently.</p> <p>Compare a girl and a boy picture, what is the same, what is different?</p> <p>Play 'Simon says put your hand on your...' - can everyone do each direction?</p>	<p>I can link names with objects</p> <p>I can recognize differences</p>
<p>Functions of our body parts</p> <p>Recap body parts from last lesson but then focus on the functions. Urine/wee comes out through your penis/vulva (we all have the same inner parts and urethra but the exit point is different!), poo comes out of your bottom/anus (it is ok to use appropriate slang but not all the time)</p>	<p>Play a body parts game (E.g. —what body part do you use to hop/clap/blink/smell/poo, etc.) - get students to do the action (obviously some would have to be pretend!!!)</p> <p>Label a body with parts and functions— use symbols, words, gestures</p>	<p>I can make connections</p>

Lesson Coverage	Suggested Activities	I can statements
<p>Changes in your body</p>	<p>Look at pictures of a boy/teenager, girl/teenager. How have their bodies changed? Have students noticed their bodies changing? Discuss things you have to do now that you didn't have to—e.g. wear deodorant/shave/use sanitary products/wear bra/ etc. Have all the changes listed on cards (symbols/ words/photos) and sort them into 'happens to girls', 'happens to boys', 'happens to everyone'</p> <p>Discuss periods/erections/masturbation—there are numerous websites and resources that can support you on this. I won't list everything here as there is easy access via online and you will need to make it appropriate to your group. Some websites that can help:</p> <p>https://www.brook.org.uk/your-life/puberty/</p> <p>https://www.nhs.uk/livewell/puberty/documents/4youmarch2010nonprinting.pdf</p> <p>https://www.schoolhealth.cnwl.nhs.uk/primary-school-children/health-and-wellbeing-zone/puberty/</p>	
<p>Body privacy</p> <p>Some body parts are private—these aren't for the whole world to see. Discuss boundaries about nudity—when it is ok to be naked (at home, in the bath etc.)</p> <p>Personal Space</p> <p>What is our personal space and how should it be respected. Asking for hugs, to touch etc.</p> <p>Respecting people's privacy and asking for privacy</p> <p>E.g. If the bathroom door is closed, you should knock ask if you can come in. You shouldn't go in someone's bag/drawer without asking.</p> <p>You can ask for your own privacy when toileting, changing, getting a bath etc.</p>	<p>Use hoops to demonstrate personal space.</p> <p>Role play what is an invasion of space and what isn't.</p> <p>Look at story cards/cartoons that show different scenarios—e.g. wanting to borrow someone's phone but they aren't there to ask—is it ok to just go and get it from their bag? Taking clothes off in public—Can work as a group to decide which is respectful and which isn't.</p> <p>Make a class contract about privacy and personal space which you can highlight throughout the school day. 'Student A just sat on Miss Goodwin's knee—is this respecting her personal space/did they ask' 'I was having a conversation in the cupboard with ...student A just barged in—did they respect our privacy?' etc.</p>	<p>I can show respect to others and myself</p>

Cross Curricular Links:

Science—The Body

Possible Trips/Visitors to school:

Health Team to support teaching