

Changes to the curriculum



- In September 2020, statutory changes were made to the teaching of Relationship and Sex Education (RSE)
- This area of PSHE learning is called Relationship Education
- As a school, we consulted with parents and have also worked with Camden to develop our new planning and sequence of lessons, in line with the changes made by the Department of Education and to reflect our school community.

Values



We are committed to creating an **inclusive school** that **promotes diversity and equality** and **fundamental British Values**. Teaching Relationship Education will ensure that all children develop respect for others and for difference, and tolerance and understanding of all aspects of diversity. We want all children to understand and feel accepted in the society they are growing up in and for every child in Camden to thrive in modern Britain.

We believe that Relationship Education promotes the aims and values of our school, which include:

- Respect for self and others
- Kindness, empathy and consideration for others
- Commitment, trust and love within relationships
- Promoting equality and respecting rights and responsibilities in relationships
- Respecting and celebrating difference and diversity
- Preventing prejudice and discrimination based on religion or belief, disability, sexual orientation, gender and gender reassignment**
- Promoting gender equality, challenging gender stereotypes and inequality
- Valuing family life and stable, loving and caring relationships, including marriage and civil partnerships, for bringing up children
- Everyone has the right to a healthy and safe relationship
- Democracy, individual liberty, the rule of law and mutual respect and tolerance

**protected characteristics as enshrined in law through the Equality Act 2010

What is Relationship Education?



The requirements for teaching Relationship Education in primary school are described in the DfE statutory guidance and based on that guidance, we have defined Relationships Education as learning about:

- Different relationships (including online) and how to make and maintain healthy, caring and respectful relationships within families and friendships;
- The importance of families for caring for children;
- How to recognise when a relationship is unhealthy or unsafe and how to seek help and report concerns or abuse (including online);
- The importance of respecting others who are different from themselves whether physically, their family structure, their race, religion, belief, disability or sexual orientation;
- Different types of bullying and discriminatory language, the impact it has and how to prevent it and get help;
- Stereotypes and how they can lead to prejudice and discrimination e.g. based on gender, race, religion, disability or sexual orientation;
- How to recognise risk and be safe online.

Why do we teach Relationship Education?



- Prepares children for the physical and emotional changes that will take place at puberty
- Develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices
- Make sense of misinformation in the media and from peers
- Provides an opportunity to talk about feelings and relationships
- Promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships
- Protects children from inappropriate on line content and exploitation
- Statutory part of the science curriculum covering the biological aspects of RSE



Relationship Education in summer term

- We use a worry box in class for children to write down any questions or queries anonymously that can be discussed with the class
- We ask children not to discuss content in the playground which might not be age-appropriate for other children
- We encourage children to share what they have learned in school with parents and carers
- We use scientific language
- We depersonalise by using stories, dilemmas and problem pages.

What is taught in Year 2?



Ideas and objectives covered: -

- introduce the concept of male and female and gender stereotypes
- difference between male and female babies
- correct biological words for the male and female body parts
- growing from young to old (human lifecycle)
- showing care to others
- how people are cared for at different stages of their lives

Lesson 1

To introduce the concept of male and female and gender stereotypes
To identify the differences between males and females

2. Defining Different and Similar

Explain that the lesson will be about differences between boys and girls and refer to the learning outcomes on the whiteboard and discuss what they mean. Write the words DIFFERENT and SIMILAR on the board and ask the children to tell you what the words mean. Ask the children to give you examples of things or people that are similar or different.

3. Differences Between Boys and Girls

In pairs, ask the children to discuss what the differences are between them. 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.

4. Who Does This Belong To? Sorting Activity

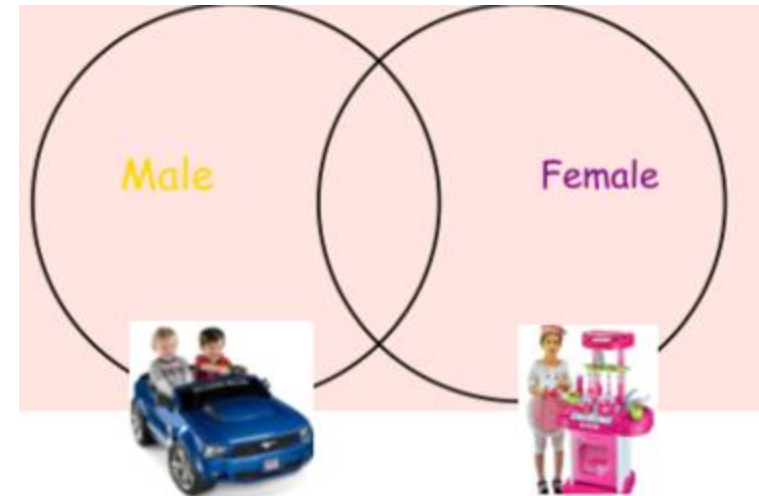
Using the PE hoops make a venn diagram and label the spaces BOY, GIRL and BOTH. One by one invite the children to select an object from the bag of objects and clothing and place it in the BOY, GIRL or BOTH space. Ask them to explain their choice using the sentence stem: *I put it there because...* Accept 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.

6. 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.

7. Biological Differences

Display the [Clothed Babies whiteboard summary](#). Feed back 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. Explain that in a future lesson they will learn the scientific names for these parts of the body. Use the [Pictures of newborn babies](#) to support the discussion.



Lesson 2

To explore some of the differences between male and female animals

3. Male and female animals

On the whiteboard show a selection of the Pictures of male and female animals. Ask pupils if they can tell from the pictures whether each animal is male or female - how do they know? Which part of the animal tells them? Explain that for some animals, such as lions and peacocks, it is very clear which is the male, for example a male lion has a mane and a male peacock has a colourful fan of feathers. However, for most animals it isn't as easy to tell and we need to look at other parts of their body.

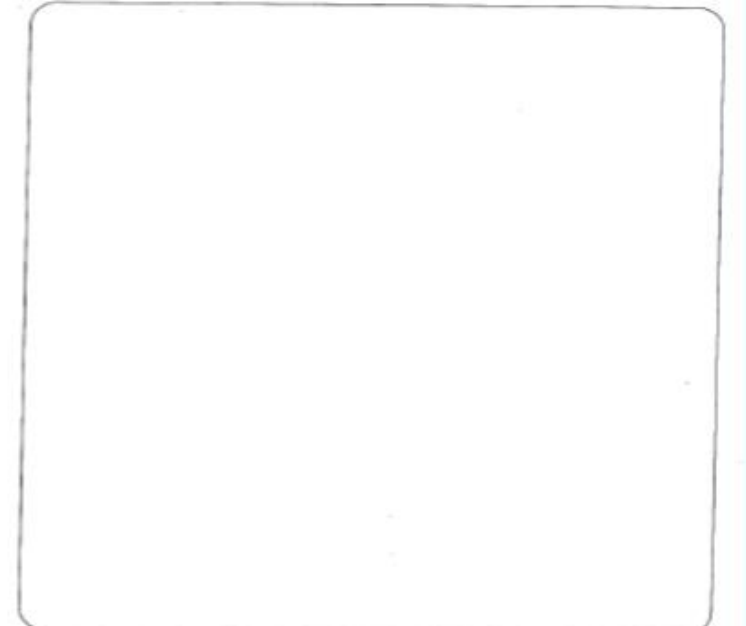
4. Cats and Kittens worksheet

Display the picture of the cat feeding her kittens on the whiteboard, name the cat Moggy. Ask the children if they know how a female cat might feed her kittens. Remind children of the word teats and explain this is the part of the cat's body where the milk comes out; the kittens need to drink the milk from the teats to help them grow. Ask the children if they have seen any other animals which feed like this.

At tables, give each child a copy of the Cats and Kittens worksheet. Ensure the children understand the meaning of the following words: male, female, kitten, teats and write these words on the board. Ask the children to complete the draw and write worksheet with their own picture of Moggy the cat feeding her kittens and then use the words to label their picture. Check children understand that we always need a male and a female to make a baby.

Cats and Kittens

Can you draw a picture of Moggy feeding one of her babies and label the picture with the words 'female' and 'kitten'?



Lesson 3

To name the body parts
To know the correct names for body parts,

3. Recap Lessons 1 and 2

Ask the class what they remember from the last two lessons. Prompt them using questions e.g. what are the differences between male and female animals? Who else does a female need to make a baby? How is a kitten born and fed? What do babies need when they are born? Remind the class that there are some important differences between male and female bodies and refer to the learning outcomes for this lesson.

4. Body Parts Activity

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 re-arrange 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.

5. 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.


5. Song

Remind the class that most parts of our bodies are the same. Sing and perform the song Heads, Shoulders, Knees and Toes.


7. Reflect and Review


Ask the class to summarise what they have learnt

Male




Female







Eyes




Nose




Arms




Belly Button




Nipples




Feet




Fingers




Head



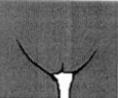
Penis




Knees




Tummy



Vagina



Testicles



Ears

Body Parts sheet

| |
|-----------|
| Arms |
| Feet |
| Vagina |
| Nipples |
| Penis |
| Testicles |
| Hand |
| Eyes |
| Ear |
| Knees |

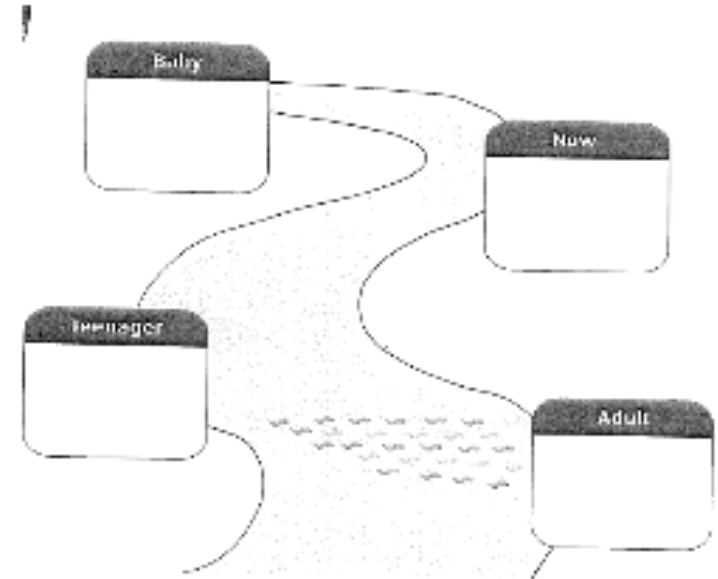
Lesson 4

To know about growing from young to old
To know that all living things, including humans, start life as babies
To identify ways they are growing and changing,



Main Activity

- On the carpet, read the children the story *Once there were giants* which is about growing up from a baby to an adult with your own baby
- Read sections of the book and pause for discussion after each of the stages represented by the pictures. At each stage ask the children to re-cap what the girl was like at that stage (What could she do? How did she feel?). Record their ideas underneath the relevant stage in the timeline
- Individually, ask children to produce their own time-line with 3 or 4 stages in it: e.g. baby, now, teenager, adult. You could use one of the packs worksheets (*My Timeline Yr2, Ln4, W/S7a, b, c*) and ask the children to draw and write what they could do and what they will be able to do at each stage



Lesson 5

To know about different types of families
To know their home-life is special

- **Explain** that the lesson is about families. Explain that all our families are very different. Some are small, others large; some live together, some don't; some people are blood relatives and some aren't, some people have two families, others don't but the important thing is that people in families care about each other. Ask the group to talk in pairs about who is in their family
- **Brain storm ideas** and record vocabulary on the board by drawing a person in the middle and writing all vocabulary around the outside, e.g. grandparents, uncles, aunts, cousins, boyfriend, partner, god-parents, guardians, close friends

Main Activity

- **Remind** the children that all families are different and that this story is about someone who has family and also has birth parents
- **On the carpet read, Tell Me About The Day I Was Born**
- **Review** the story and draw out: What was special about this little girl's family? Who was in her family? (refer back to your brain-storm) How did this little girl's family care for each other? How is this family different from your family? Who is in your family? (add any new words onto the board, you may want to include pets as in the story). What is special about your family? How do we care for our families? How do they care for us?

Closing Activity

- **Individually** think about somebody from your family who is special to you. Create an image of them that illustrates why you think they are special. Encourage children to be creative in the way they represent this person and what is special about them. Provide lots of resources to inspire them. Written descriptions could accompany artwork
- **Give children magazines** and ask them to cut out pictures to create a family and write about them

