



Relationships and Sex Education: Primary resource

YEAR 2 LESSON PLANS



YEAR TWO

Lesson order

1. **All About Me**
2. **My Family & Friends**
3. **Me, My Thoughts, Feelings & Behaviours**
4. **Me & My Body**
5. **Me, My Choices & Personal Boundaries**



LESSON 1: ALL ABOUT me

Lesson objectives:

- To help promote positive expectations, aspirations and identities for both girls and boys.
- Children will be given the opportunity to explore the physical and behavioural differences between boys and girls.
- Children will learn to challenge the gender stereotypes and social assumptions.

Resources required:

P.E gym mats or masking tape

2.3: Girls/boys/both signs

Variety of 'gendered' toys, items and clothing

2.4: Equal pay video clip

Activities:

2.1: The difference between girls and boys

2.2: Step in/out of the box

2.3: Sort the stuff

2.4: Grownup jobs

Introduction:

Today we are going to be starting our All About Me work. Over the week we will be exploring all the things that make you, you and how we keep ourselves safe. We will be talking about our relationships and the special people in our lives; about how we manage our feelings and our bodies and all the things we like to do best.

But first, today we are going to explore the differences between girls and boys...



2.1: What is the difference between girls and boys?

Ask the children the children to complete either of the following sentences;

All girls...

All boys...

eg: All boys like football

All girls have long hair

All girls are smarter than boys

All boys are faster than girls

All boys are better at sport

All girls wear skirts

If children mention genitals, congratulate them! It is a really good answer and should be something we are comfortable to mention without being silly or embarrassed. Encourage the class to shout out and name the private body parts using the correct terms. Do not tell them off if they offer other names, but instead ask them if they know the real names, these are the only real physical difference between boys and girls at this age.

Are these all true? Let's find out...



2.2: Step in/out of the box

If you have space you could use PE mats or using masking tape create big boxes on the floor. This can be fun and really helps visualise the exercise. Alternatively you can do this activity as a stand up/sit down exercise if you like.

Ask all the children to stand in a line.

NB: You may well have a child whom even at this early age doesn't feel like they fit the binary stereotypes of their birth gender.

During this exercise, allow them to stand in whichever gender box they identify with regardless of their birth gender.

This is an idea opportunity to talk to the class about the issue and ensure that their classmates are supportive and understand.

"Some people may feel that actually they like to dress in clothes or behave in a way we would usually associate with the opposite gender.

Some children may even feel that their body doesn't really fit how they feel - even though they were born with the body parts of a boy, that actually inside they feel like they are a girl, or vice versa. This can be really confusing for some children and for the grownups that support them. So it is important that we accept them for who they say they are."

Ask the children to step forward and move into the spare box if the statement applies to them.



Statements suggestions but feel free to shape your own to fit your own class:

Step forward and into the box if....

- ... if you have short hair?
- ... if you are one of the tallest?
- ... if you are one of the smallest?
- ... if you like to play football?
- ... if you are a good dancer?
- ... if you are good at maths?
- ... if you are fast?
- ... if your favourite colour is blue/pink?
- ... if your favourite colour is something else?
- ... if you are kind?
- ... if you help to take care of younger brothers or sisters?
- ... if you are scared of spiders?
- ... if your friends think you are funny?
- ... if you ever get scared?
- ... if you sometimes are a bit silly?

Was it always only boys or girls that stepped forward?



2.3: Sort the stuff

You can use the same boxes as for the last exercise or alternatively use 3 large hola-hoops instead. Pick one as the **boys box**, **girls box** and the final as **both**.

Gather together a number of different items, including toys, clothing and any other items you may find in the classroom (you may need to borrow some bits from the Reception classroom)

Suggested items:

Football/ baby doll/ action figures/ superhero outfit/ leotard/ trainers/ toy sauce pan/ skipping rope/ teddy/ train/ toy car/ flip-flops/ baseball cap/tea-set/ sports strip/ rolling pin/ crayons etc

Give out the items or have each child choose an item and pick where it should go. They should explain why they are putting it in whichever box they decide. Once all the items have gone, children can take it in turns to move an item, but only if they can justify why they are moving it.

Debrief and discuss objects once you have finished. Are their assertions always true? Is there anyone in class that doesn't conform to the stereotypes?

2.4: Grownup jobs?

When you are a grownup are there any jobs that only men or women can do?

Talk through gendered jobs, are there any? Can you think anyone you know who has these jobs?

Explain, at one time people thought there were specific jobs that only men could do, and jobs that it was expected only women should do. Things like being a mechanic or engineer were male jobs, whereas caring jobs like looking after children or being a nurse were considered jobs for women.

Men would get paid more than women. But nowadays people are much more open-minded and we have realise that men and women are equal and should be treated and paid the same.

What job would you like when you grow up?

Show the **equal pay video clip**.

Close: Today we explored what we expect girls and boys to be like.

But we realised that just because you happen to be a girl or a boy doesn't automatically mean you have to like certain things or can't do certain things, girls and boys don't all fit neatly in the same box, and you can grow up to do anything you want to do.



LESSON 2: MY FAMILY & FRIENDS

Lesson objectives:

- Children will consider who we can feel love for.
- Children will think about whether we can feel different types of love in different relationships, such as within families, between friends & romantic relations.
- Children will explore different ways we can show people who are important to us that we care about them and the difficulties of sometimes doing so.

Resources required:

A selection of appropriate magazines and newspapers.

2.8: Heart card template

Activities:

- 2.5:** Who can we feel love for?
- 2.6:** How do we show people that we care for them?
- 2.7:** How do we touch people we like?
- 2.8:** Make a heart for someone

Introduction:

Today we are going to talk about the people closest to us, who we feel love for and how we might show people we like and care about them.



2.5: Who can we feel love for?

Can you think of any people we we might feel love for? Ask the children to shout out suggestions and write them on the board.

Encourage them to think as widely as possible, including family, friends and other important people in their lives. Include pets and teddies and imaginary friends if suggested.

Ask them:

Do we love all these people in the same way?

Do you love your friends the same as you love your mummy or daddy?

Do you love your brother or sister the same way we love our pets?

Can two men or two women love each other too? (Of course they can!)

2.6: How do we show people that we care for them?

Give out a number of magazines and newspapers to each table. Ask the children to find pictures of people who care for each other.

Instruct them to stick them on to a heart shaped piece of card to make a collage of people who care for each other.

As an art activity this can be done as quickly as you prefer. However, make sure that you spend time moving round the class and talking to children individually about the important people in their lives and how we show affection because this work may make them feel uncomfortable.

Please be aware that some children may have suffered abuse under the guise of physical affection, and some of this work may make them feel uncomfortable.

Use this time to check in with each child and talk about these issues.

If you have any children known to you that are vulnerable, it may be worth sitting a teaching assistant with them during this activity. Often allowing children the opportunity and space to talk when working can be extremely productive and will help ensure that they feel safer.



2.7: How do we touch people we like?

Looking at all your beautiful pictures, how do we touch people we like? What about grownups, do they touch each other differently than children?

Write the children's answers on the board.

Is it always nice when people touch us? What about grownups who care for us?

(NB: We will be talking more about this during our next session on Me, My Choices & Personal Boundaries)

Are there other ways of showing people we care for that we like and appreciate them?

Eg. we could tell them, make them something, give them a present, say something nice, remember to say thank you.

How does it feel when we don't know if someone likes us or still cares for us?

Do we ever forget to say or show important people in our lives that we care for them?

2.8: Make a heart for someone

Encourage the children to make their own heart shaped card for someone special in their life.

Use the template provided.

It could be for anyone they care for and they should write something nice inside.

If the children would like to show the rest of the class what they have made, and explain who it is for encourage them to do so. *Explain that you understand that some people might want it to remain private. Telling people we care about them isn't always easy, but is important to show them in other ways, like giving them a card.*

Close: Today we have talked about the important people in our lives and all the people we can feel love for.

There are lots of ways we can show we care for the important people in our lives. It is nice to know that people care about us, and it is important to show people that we care about them equally.

Please be aware, that children often make cards for people who are absent or they miss. These cards are not necessarily designed to be sent home, as they may upset some adults.

If parents have split up recently and the child decides to make a card for the absent parent or for a family member who has died recently. The cards are designed for the child's benefit as it is important to share these thoughts even if the card is not shared directly.

LESSON 3: me, my THOUGHTS, FEELINGS & BEHAVIOURS



YEAR 2

Lesson objectives:

- To help children understand and better manage their anger.
- Children will learn that feeling angry is perfectly normal, anger is not a bad or a wrong way to feel, what is important is how they behave when they feel angry.
- Children will consider what makes them angry and learn to recognise their own physical signs and triggers.
- Children will explore how it feels to be calm and learn strategies to help them better manage their emotions.

Resources required:

Lesson slides

2.14: When anger is about story

Activities:

2.9: What sort of things might we feel angry about?

2.10: What does your anger look like?

2.11: When anger is about i feel...

2.12: How does it feel when calm is about?

2.13: How can we make anger go away?

2.14: When anger's about story time

Introduction:

We all feel angry from time to time, especially when things don't seem to be going our way or perhaps when we have been hurt by someone else. Feeling angry isn't a bad thing (remember there are no such things as bad feelings), but sometimes when we are feeling angry we can behave in a way that isn't always safe. Today we are going to look at how we might be able to control our anger better and things that might help us to stay calmer.



2.9: What sort of things might we feel angry about?

Encourage the children to make some suggestions they can either do this in pairs and feedback or alternatively do it as a whole group activity.

2.10: What does your anger look like?

Encourage the children to draw their anger and give it a physical form;

Is it a big scary monster, a roaring tiger, or a hissing snake?

What colour is it? How big is it? Does it have a name?

This is a useful anger management tool, for many children, visualising their anger outside of themselves can help them gain control over it. They can put their anger into perspective and be helped to diminish the problem. We can also use this method to stop children with anger issues feeling that they themselves are 'bad children' (and thus feeding back into a cycle of negative behaviours) and instead help them identify means of dealing with their anger.



2.11: When anger is about I feel...

When anger is about where on your body do you feel it?

How does it affect your body?

For example, early warning signs might be huffing or pursing your lips, you might clench your fists or grind your teeth.

Ask the children to stand up and act out each behaviour that is suggested.

2.12: How does it feel when calm is about?

This is a repeat of the previous exercise, again ask the children to copy and act out each suggestion, it is designed to encourage them to think about being relaxed and calm. Ask them to think about how other people around them, such as friends, family members or teachers might behave when calm is around.

What do you think your calm would look like?

How does calm feel?

How does your body feel when you are calm?

What helps you feel calm?

Who can help you feel calm?



2.13: How can we make anger go away?

Talk through simple breathing and visualisation techniques and get the children to try them all out together and practice.

Focus on your breathing, breathe in and out slowly for a count of 10.

Ask them to picture their anger in their head, how can you make it smaller or look silly? For example if it was a gigantic tiger, perhaps its teeth could fall out? As they breathe ask them to imagine their anger shrinking, getting smaller and smaller.

2.14: When anger's about story time

Read out the first part of the story showing the pictures as you go.

Once you have completed the story put the storyboard on the screen so the children can see all the pictures at once.

Ask the children to spot the physical signs that Jay was feeling angry?

What were Jay's earliest warning signs?

Is there anything they could have done at this point to have stopped them becoming aggressive or behaving badly?

Hopping Mad:

For excited children physical activity can help, for example, get them to hop on the spot...

(Have you ever heard the expression hopping mad? Well it is impossible to hop and be mad!)



When anger's about

This is Jay, he loves football more than anything else. He plays it whenever he can and when he's not playing he is watching it.

"Jay, can you come and help me please it will only take a minute" calls mum from the kitchen door.

Jay lets out a big sigh and grinds his teeth, "can't mum see I am busy" and he kicks his ball as hard as he can against the wall.

Oh no, he missed and it bangs on the kitchen window making a very loud noise! Mum will not be happy...

"Jay! Come here now!" shouts mum he is in real trouble, Jay stumps his way to the house.

In the kitchen Mum gives Jay a stern look but then speaks slowly and calmly to him, "I only wanted you to help me for a second, I am busy too and need you to help me it will only take a minute and then you can get back to your game but if you kick the ball against the window again, you will lose it"

Jay can feel his hands ball in to fists at his side... "But mum! That's so unfair..." he shouts at mum without thinking.

"Jay, please do not shout, that is not how you get your way.." mum replies calmly.

Jay can feel his face get hot as he shouts "Shut up!"

"Give me your ball and go to your room and calm down".

Jay stomps off, as he gets to the hall he can see his little brother grinning at him, Jay Punches his brother as hard as he can, that will teach him!

What could they have done to calm down?

**Read the second half of the story - When anger is about:**

"Jay, can you come and help me please it will only take a minute" calls mum from the kitchen door.

Jay lets out a big sigh and grinds his teeth, "can't mum see I am busy" and he kicks his ball as hard as he can against the wall.

Oh no, Jay notices that he is grinding his teeth, anger is about.

BANG! he missed the wall and his ball has hit the kitchen window, mum will not be happy...

"Jay! Come here now!" shouts mum, he is in real trouble.

Jay takes deep breaths as he walks to the kitchen, he can feel anger getting smaller and smaller, but he will need to tell mum before anger grows again.

"Mum, I think I can feel anger is about" he calls as he gets to the door.

"Right" says Mum, "hop on the spot and count backwards from 10" (get the children to copy Jay). Mum does it too and they look so silly Jay can't help laughing... anger has gone!

Mum looks at Jay and says "well done. Now give me a quick hand and you can get back to your game"

Close: We all feel angry sometimes.

It is OK to feel this way, but it is never OK to hurt others or yourself. There are other ways of dealing with things other than letting anger take control. Especially if we know how to spot the signs that we are becoming angry.

How did Jay calm down? Who helped?



LESSON 4: ME AND MY BODY

Lesson objectives:

- Children will be given the opportunity to recognise their early warning signs, the physical cues that they feel unsafe.
- Children will consider their own rules for how they like to be touched by others and the rules of when it is appropriate to touch themselves, including self-stimulation.
- Children will learn the rules surrounding private parts in line with the NSPCC PANTS rules.
- Supports key messages from the Protective Behaviours Taking Care Programme.

Resources required:

Lesson slides

2.16: My early warning signs body map worksheet

2.17: My body, my rules worksheet

Activities:

2.15: Clues our bodies give us

2.16: My early warning signs body map

2.17: My body, my rules

2.18: Touching myself

Introduction:

Today we are going to talk about our bodies.

Yesterday we talked about how our bodies feel when they are both angry and calm. Our bodies are very clever as they give us clues as to how we are feeling. We call these clues our early warning signs.



2.15: Clues our bodies give us

Yesterday we talked about how it feels “when anger is about” and how it might affect your body.

Ask the children to remember some of the examples they gave in the previous lesson for both how our bodies might feel when we are angry and then again for feeling calm.

For example, early warning signs might be huffing or pursing your lips, you might clench your fists or grind your teeth.

It is not only when we are angry that our body gives us clues as to how we might be feeling but also when we feel unsafe, we call these clues our early warning signs.

Put up the picture of Autumn and the high ropes course.

Read out the description of how they felt.

Why did they want to do the high ropes course?

Did they both choose to?

Did you spot the children’s early warning signs? What were they?

Show the character’s EWS body maps as examples.

Can you think of something fun but scary you have chosen to do where your body gave you your early warning signs?

What were they?

2.16: My early warning signs body map

Give each child a blank body map.

Ask the children to mark in their own early warning signs on their body maps.

Why is it important to know what our early warning signs are?

2.17: My body, my rules

Do you remember in lesson 2 when we spoke about people we care for and how people might show that they care about each other? We also spoke about whether it always felt nice when people touched us?

If people touch us in a way we don't like we may get our early warning signs.

Show the short edit version of consent for kids.

Remember your body belongs to you and you get to decide how and if people touch you. No one should touch you without your permission, especially your private parts.

The only time anyone is allowed to touch your privates is if we are asking for help, or example if we are sore or poorly or too little to wash ourselves properly, **but anyone touches our private parts, this should never be a secret.**

Can you name them?

Penis and anus (bum) for boys

Vulva, vagina and anus for girls

Important - don't forget mouths are also considered private too.

Put up the NSPCC Pants rule and talk the children through it.

Ask the children to fill out the **My body, my rules worksheet**.





2.18: Touching myself

There are also rules about touching yourself too.

Now lots of people like to tickle or stroke themselves as it might feel nice. They might play with their hair, stroke their skin or they may even touch their private parts. This is really very normal. However, some people may get cross or say that it is dirty, especially when you touch your own privates.

This is strange as it is really very normal, however, it is not polite to do it when other people are about. It is something we should only do when we are alone, perhaps in the bath or shower or in bed, a bit like picking your nose, it is certainly not polite to do in class when everyone is watching.

Remember no one else should touch your private parts, remember the pants rules!

Close: Our bodies are really very clever, they give us clues as to how we are feeling.

Our bodies belong to us and we get to choose who and how we are touched. Equally we need to respect other people's bodies too and we should never touch them in a way they don't like either.



LESSON 5: me, my CHOICES AND PERSONAL BOUNDARIES

Lesson objectives:

- Children will have an opportunity to review the rules they have learned about safe and appropriate touching and personal boundaries.
- Children will be reminded that feelings are neither good nor bad, but that there are things we can do that will help.
- Children will be able to think about who they can talk to if they need help.
- Supports key messages from the Protective Behaviours Taking Care Programme.

Resources required:

Lesson slides

2.19: "Ok", "Not OK" and "It depends" signs

2.20: My personal network worksheet

Activities:

2.19: Is it OK - what are the rules?

2.20: My personal network

Introduction:

During our last session we talked about about our bodies and the rules about being touched. Well, today we are going to put what we learned in to practice and think about whether it is OK to do certain things and if not, what we can do about it?

2.19: Is it OK - what are the rules?

After all the work we have been doing on the All About Me programme, we are going to see what you can remember about the rules we have learned about our bodies, our feeling and how we can touch each other.

Put up three signs around the room and ask the children to move around the room and stand in the correct area depending on whether they think the scenario you read out is **OK, IT DEPENDS** or **IT'S NOT OK**. Alternatively, you can give a set to each table and ask them to discuss and vote instead.

It's OK



It depends



It's not OK



Scenarios:

1. Dylan sometimes feels sad, angry and upset.
2. When Jay is angry he sometimes punches his brother.
3. When Autumn climbs really high her legs go wobbly and she feels scared.
4. When Fara worries about her Grandma she sometimes gets upset.

Put up the rule on the board and discuss what each of the children have done differently are there any things they could have done to help how they felt?

There's no such thing as bad feelings, its ok to feel angry or sad or upset, but it is never an excuse to hurt someone or yourself.



Scenarios:

- 5. *When Lucy and Dylan were playing Lucy kept tickling him even when he said to stop, he was laughing so she thought he was ok.*
- 6. *When Brian is at his aunts she always gives him a big sloppy kiss.*

Put up the rule on the board and discuss what each of the children have done differently are there any things they could have done to help how they felt?

Scenarios:

- 7. *When Lucy was poorly the doctor had to put some cream on her privates because she was sore.*
- 8. *Fara helps give her baby brother a bath and washes his penis and his bum.*
- 9. *When Jay is getting changed for PE he thinks its funny to show off his penis to the other boys.*
- 10. *When Autumn has a bath and is alone she likes to touch herself between her legs, it feels nice.*

Put up the rule on the board and discuss what each of the children have done differently are there any things they could have done to help how they felt?

No one should touch us in a way we don't like, especially our privates. If someone says no or stop these are important words and should always be listened to (even when said in fun).

The only time anyone is allowed to touch your privates is if we are asking for help, for example if we are sore or poorly or too little to wash ourselves properly, but if anyone touches our private parts, this should never be a secret.

We should only touch our privates in private.



For your information should you need it to remind children of the rules about self-stimulation.

There are also rules about touching yourself too.

Now lots of people like to tickle or stroke themselves as it might feel nice. They might play with their hair, stroke their skin or they may even touch their private parts. This is really very normal. However, some people may get cross or say that it is dirty, especially when you touch your own privates.

This is strange as it is really very normal, however, it is not polite to do it when other people are about. It is something we should only do when we are alone, perhaps in the bath or shower or in bed, a bit like picking your nose, it is certainly not polite to do in class when everyone is watching.

Remember no one else should touch your private parts.... remember the pants rules...

Close: We have talked about lots of the rules about our body and how to manage our feelings.

Remember, there are lots of people we can ask for help if we are worried.

2.20: My personal network

If we are worried about anything, no matter how awful or small, and if anyone touches us in a way we don't like or doesn't stop when we ask them to we can talk to a trusted grownup from our network.

Ask the children to fill in their own **personal networks worksheets**.

This is an opportunity to review their personal networks from when they last did the Taking Care Programme.