








Year Group: Two		Topic Title: Growing and Changing		Half Term: Summer
<b>Aim of the unit:</b>  Changes when we growing older  Naming body parts  Moving into another class or year		<b>Links to RSE:</b> Pupils should know: <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• </li> </ul>		<b>Key Vocabulary:</b> Similar Different Sex Gender roles Stereotypes Boy Girl Male Female Private parts Penis Vulva Teats Udders Transition Change Emotions Feelings
Lesson	Learning Challenge	Learning Outcomes	Outline of Learning Experience	Resources
1	Can I begin to understand gender stereotypes and recognise the differences between males and females?	Children will be able to: <ul style="list-style-type: none"> <li>• Understand that some people have fixed ideas about what boys and girls can do</li> <li>• Describe the difference between male and female babies</li> </ul>	<b>Defining different and similar</b> Explain that the lesson will be about differences between boys and girls and refer to the learning challenge on the whiteboard and discuss what it means. Write the word DIFFERENT and SIMILAR on the board and ask the children to define what the words mean. Ask the children to give examples of things or people that are similar or different.  <b>Difference between boys and girls</b> In pairs, ask the children to discuss what the differences are between them. Share some ideas. In the same pairs, ask the	2 large PE hoops Boy/Girl/Everyone labels Bag of objects and clothing to explore male and female stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt) <b>OR</b> Pictures of objects and clothing Clothed Babies picture cards

	 <p>Reflection</p>  <p>Respect</p>  <p>Reciprocity</p>		<p>children to discuss what the differences are between boys and girls. Accept their ideas and use them to introduce the next part of the session, which explores whether the ideas they hold about boys and girls are always true.</p> <p><b>Who does this belong to? Sorting activity</b> Using the PE hoops, make a Venn diagram and label the spaces BOY, GIRL and EVERYONE. One by one invite the children to select an object from the bag of objects and clothing and place it beside the labels. Ask the children to explain their choice using the sentence stem: <i>I put it there because...</i> 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.</p> <p><b>Discussion and Review</b> When all the objects have been placed, ask the children what they think about the choices made. Explore any stereotypes or assumptions, asking questions such as:</p> <ul style="list-style-type: none"> <li>• <i>Is it always true that only boys wear trousers?</i></li> <li>• <i>Does anyone know any males with long hair?</i></li> </ul> <p>Ask the children if they would like to move any of the objects and why. Ask the children what they have learned from doing this activity. Draw out the idea that some people have fixed ideas (stereotypes) about the difference between boys and girls.</p> <p><b>Male and Female babies</b> Write the words MALE and FEMALE on the board and ask the children to define the words. Explain that when people use the word FEMALE, they are often talking about girls or women, when they use the word MALE they are often talking about boys or men. In small groups, ask pairs to briefly discuss how we tell whether a baby is male or female when it is first born. Give each table a Clothed Babies Picture Card. Ask the pairs to</p>	<p>Clothed Babies whiteboard summary Pictures of newborn babies</p> <p>Princess Smartypant (JN has a copy) Amazing Grace (JN has a copy) Are you a boy or a girl? (JN has a copy)</p>
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			<p>decide if they can tell if their baby is male or female and how they know.</p> <p><b>Biological differences</b>  Display the Clothed Babies whiteboard summary. Feed back any ideas with the whole class about whether the baby in the picture is MALE or FEMALE. Explain that it is very hard to tell from the pictures whether the babies are male or female because we can't see the babies' bodies. Ask the children how a doctor or midwife might decide whether a newborn baby is female or male. Accept any terms the children use such as 'private parts' or other familiar names. Explain that in future lessons they will learn the scientific names for these parts of the body. Use the Pictures of newborn babies to support the discussion.</p> <p><b>Additional Activities</b>  Read stories that explore gender roles or stereotypes and how these make people feel. Explore how the characters are behaving in a way some people might not expect a person of a particular gender to behave.</p> 	
2	Can I explore some of the differences between males and females and to understand how this is part of the	Children will be able to: <ul style="list-style-type: none"> <li>Describe some differences between male and female animals</li> <li>Understand that</li> </ul>	Remind the children of the last lesson when they talked about some of the fixed ideas people have about boys and girls and about how to tell the difference between male and female babies. Refer to the learning challenge for the lesson and explain that they are going to learn about some of the differences between male and female animals and why they	Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals

	<p>lifecyle?</p>   	<p>making a new life needs a male and a female</p>	<p>are different.</p> <p><b>Animal go-round</b> Introduce the talking object to the children and pass it around the circle asking each child to complete the following sentence: <i>My name is...and my favourite animal is...because...'</i></p> <p><b>Male and female animals</b> On the whiteboard, show a selection of the pictures of male and female animals. Ask the children 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 the male lion has a mane and the male peacock has a colourful fan of feathers. However, for most animals it isn't that easy to tell and we need to look closely at other parts of their body.</p> <p>Ask the children whether it is the male or the female which usually feeds the babies. Display the pictures of the cow, the bull and the cat feeding her kittens. Ask the children if they can tell the males from the females in this picture; ask them to explain how they know which is which. Introduce the words 'teats' and 'udders' and explain they are onlt found on females so that the female can feed her babies. Remind the children that, as with humans, male and female animals also have different private parts and this is another way we can tell them apart.</p> <p><b>Cats and Kittens worksheet</b> Display the picture of the cat feeding her kittens on the whiteboard; name the cat Mogsy. Ask the children if they know how a female cat might feed her kittens. Remind the 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</p>	
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			<p>the milk from the teats to help them grow. Ask the children if they have seen any other animals which feed like this.</p> <p>At tables, give each child a copy of the Cats and Kittens worksheet. Ensure the children understand the meaning of the following words: <i>male, female, kitten, teats</i> and write these on the board. Ask the children to complete the draw and write worksheet with their own picture of Mogsy the cat feeding her kittens and then use the words to label their picture. Check the children understand that with most animals we need a male and a female to make a baby.</p> <p><b>Pass the animals</b> Choose a male and female farmyard animal of the same species (ensure that they are anatomically different). Hold up both animals and check the children understand which is the male and female. Pass the animals around the circle, randomly call out stop and ask whoever is holding the animals to say whether it is male or female. Ask the children explain how they know, encouraging them to use the correct vocabulary.</p> <p><b>Reflect and review</b> Review learning and explain that in the next lesson they will be finding out more about the differences between male and female humans.</p>	
3	Can I focus on sexual differences and different body parts?	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>describe the physical differences between males and females</li> <li>name the different body parts</li> </ul>	<p><b>Simon says...</b> As a class use 'Simon says..' format to review the learning about similarities and differences e.g. anyone wearing blue stand up, anyone with ears put your hands on your heads, anyone with brown hair cross your arms, anyone with a head sit down.</p> <p><b>Recap lesson one and two</b></p>	<p>2 large PE Hoops Hoop labels Body Parts picture cards Female x-ray picture Body Parts worksheet</p>



Ask the children what they remember from the previous 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 children that although females and males share many similarities, there are some important differences between female and male bodies. Refer to the learning challenge for this lesson.

### **Body Parts Activity**





Create a Venn diagram on the floor using PE hoops. Use the Hoop labels to designate one side of the Venn diagram 'male', one side 'female' and the centre 'both'. Discuss how human bodies are all unique and that not all female and male bodies look exactly the same as the ones in the pictures. 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 read out 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 that they recognise that most body parts are similar for everyone, only the private parts are different. Use the Female x-ray picture to explain the vagina is inside the body.

### **Naming body parts worksheet**

Ask the children to complete the body parts worksheet by matching the words for body parts to the drawing. If the children finish this activity ask them to add any other body parts that they know of that are not on the list.

### **Song**

Remind the children that most of our body parts are the same. Sing and perform 'Heads, shoulders, knees and toes'.

4	<p>Can I learn how to manage my feelings about moving to a new class?</p>    	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• identify feelings people might experience when moving to a new class.</li> <li>• recognise common causes of worry, challenges and opportunities that may be part of this transition.</li> <li>• explain ways to positively manage the move to a new class.</li> </ul>	<p><b>Identify feelings</b> River is moving from Year 2 to Year 3 this year and has lots of feelings about the change. <b>Can you think of any of the feelings that River might have?</b> In the circles in Resource 1, write down or draw any good feelings River might have, any bad feelings that River might have and any feelings that are a bit of both!</p> <p><b>Similarities and differences</b> Most of the time River feels excited, but also a bit nervous. Think of some reasons why:</p> <ul style="list-style-type: none"> <li>• In what ways will school be the same in Year 3?</li> <li>• In what ways will school be different in Year 3?</li> </ul> <p>Explore the responses with the children.</p> <p><b>Changes</b> Explore the changes that River will be experiences as they move into Year 3. Using the table in <b>Resource 2</b>, or on a piece of paper, note down any positive things about each change and any questions River might have about each change.</p> <p><b>Managing changes</b> What could River do to manage the ‘not so good’ things? Examples</p> <ul style="list-style-type: none"> <li>- Keep trying</li> <li>- Spend time relaxing</li> <li>- Focus on the positives</li> <li>- Be organised</li> <li>- Ask for help</li> </ul> <p><b>Giving advice</b> Thinking about all the different ways of managing changes, and any new ideas they have, write a short sentence of advice to two individuals in Resource 4.</p>	<p>Resources sheets linked to PSHE unit Transition powerpoint</p>
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			<p>For each pupil they choose to advise, explain what they could do to help manage their problem.</p> <p><b>Thinking ahead</b>  Ask the children to create a poster of pictures and words showing all of the things River could look forward to in Year 3, as well as all the things or people that can help them. Use the template in Resource 5 to help them, or design their own!  Once completed, put it up somewhere in their house to remind them of all the exciting things ahead.</p>	
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