

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	A helping hand	<ul style="list-style-type: none"> □ Demonstrate simple ways of giving positive feedback to others. 	<p>Think about ways of giving support to others and feedback which is helpful. How can a person support another and what could they say or do to help?</p> <p>Activity - Complete an obstacle course in pairs with one partner blindfolded and the other navigating. Discuss what was helpful and supportive and what wasn't.</p>	<p>Feedback Support Supportive Helpful</p>
2	Sam moves away	<ul style="list-style-type: none"> □ Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. 	<p>Think about things you have lost and how it has made you feel.</p> <p>Read the <i>'Sam Moves Away'</i> story, a story about a friend moving away and then coming back to visit. Discuss emotions felt by the characters.</p> <p>Activity- Children draw a picture of themselves at a time when they had to say goodbye to someone and at a time when they met someone again, with a focus on showing their emotions using facial expressions (or a hypothetical person).</p>	<p>Feelings Emotions Loss Frightened Nervous</p>
3	Haven't you grown!	<ul style="list-style-type: none"> • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult). • Understand and describe some of the things that people are capable of at these different stages. 	<p>Discuss how people grow and change from a baby to when they started school.</p> <p>Read 'Aunty Jean's Email' and look at the photos of Isaac. She hasn't seen Isaac for a long time. Children work in small groups to discuss what you can do at different stages of growth.</p> <p>Activity- Children use the writing frame to record what they could do as babies, now and what they will be able to do in the future.</p>	<p>Growth Baby Toddler Child Teenager Adult Food Rest Sleep Care Learning</p>

PSHE – Growing and Changing

Year 2

Summer 2

4	My body, your body	<ul style="list-style-type: none"> <input type="checkbox"/> Identify which parts of the human body are private. <input type="checkbox"/> Explain that a person's genitals help them to make babies when they are grown up. <input type="checkbox"/> Understand that humans mostly have the same body parts but that they can look different from person to person. 	<p>Review previously taught body parts. Label body outlines of a boy and a girl. Which parts of the body might we see when someone is wearing their uniform? Which parts of the body might we see when someone is wearing a swimming costume? Which parts of the body might we see if the person is having a bath / shower? Which parts of the body do boys and girls have the same of? Teach scientific names for private parts.</p> <p>Activity- Children label body parts on worksheet.</p>	<p>Special Unique Penis Testicles Vulva Nipples</p>
5	Respecting privacy	<ul style="list-style-type: none"> <input type="checkbox"/> Explain what privacy means. Know that you are not allowed to touch someone's private belongings without their permission. Give examples of different types of private information. <input type="checkbox"/> 	<p>What do we call 'privates'? Discuss what privacy means and why privates are private. Read the story about Georgia and Katie to learn about private belonging and private information. Discuss what privacy means. Explain this relates to people's belongings too. Explain that other people's belongings are theirs and should only be looked at or touched with permission. Discuss types of privacy- private parts, private belongings and private information.</p> <p>Activity- Decide which things should be private.</p>	<p>Penis Vulva Private Privacy Consent Permission</p>
6	Some secrets should never be kept	<ul style="list-style-type: none"> • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. 	<p>Discussion -Read the story again and ask the questions relating to the pages, as follows:</p> <p>Page 10 When Lord Henry started to tickle Alfred in a way that he did not like, how did Alfred feel? (Uncomfortable and sick) Why did Alfred feel this way? (He was touching his private parts- confirm that this means genitals; penis for a boy and vulva for a girl- and it felt wrong, it wasn't fun anymore) Was Alfred right to tell him to stop? (Yes) When Lord Henry did not stop, what should Alfred have done? (Tell his mum, or another trusted adult)</p> <p>Page 15 Why didn't Alfred tell his mother about the touching and tickling straight away? (Lord Henry told him not to. And said if he did, his mum would lose her job and they would not have any money for food or clothes, and that would be all his fault) How</p>	<p>Secret Trust Penis Vulva Private Privacy Consent Permission</p>

			<p>might Alfred have been feeling? (Sad, lonely, tearful, trapped, worried, confused)</p> <p>Page 16 Should Alfred have told his mother straight away? (Yes, his mother wouldn't want him to be so sad and worried) What made it difficult for him to tell his mum? (She thought Lord Henry was a nice and kind man, but that was because she didn't know what he was doing to Alfred)</p> <p>Page 18 Was Lord Henry a nice and kind man? (No, if someone is nice and kind they listen to you and don't make you do something you don't want to do) Should anyone tickle or touch your private parts? (No one should tickle your private parts, the only people that might need to touch your private parts is your doctor, but they must ask for your permission and there should always be another adult like your mum or dad with you).</p> <p>Page 27 If someone does touch or tickle your private parts, what should you do straight away? (Tell a trusted adult, like your mum or dad, or teacher) Alfred was worried that his mum wouldn't believe him. Luckily she did. What could he have done if she hadn't believed him? (Find another trusted adult to tell, like a gran or teacher)</p> <p>Page 26 What if the person says it is 'our special secret' – should you keep that kind of secret? (No, if a secret makes you feel sad, scared, or confused or it is a secret about kisses, hugs or touching then it is not a safe secret. Sometimes people keep secrets that are nice surprises, like a surprise party, for example. But if a secret is making you sad because something is happening to you, that you want to stop, then it is important you tell someone, so they can help make it stop. No matter how awful or scary a secret is, it should never be kept)</p> <p>Page 31 What happens in the end? (Lord Henry was banished from his castle and kingdom, and Alfred's mum promised him he would never have to see Lord Henry again. This made Alfred feel safe and loved)</p> <p>Safety Network Ask: if someone tells you to keep a secret, but it's not a safe secret (if it makes you feel uncomfortable, or give you an</p>	
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