


<b>PSHE Learning Journey</b>		<b>Year 2 Summer Term 2</b>			
<b>Theme Overview: Relationship and sex education (RSE) - Changes and Transition</b>			<b>Unit Outcomes</b>		
The children will recap their learning of lifecycles and the correct use of names for their private body parts. They will extend their learning of the human lifecycle by adding in the phase of older ages and also discuss how their abilities and development change from birth to this final phase. They will explore the concept of appropriate touch and their rights over their bodies. Finally, they will explore the feelings they have in respect of their transition to junior school.			The children will have a good understanding of the various phases of the lifecycle and how they have developed and changed so far. They will understand that there are appropriate and inappropriate forms of touch and their rights over their bodies. They will have had the opportunity to explore their emotions in respect to moving to year 3.		
<b>Skills Focus</b>		<b>PSHE Ethos</b>			
<b>Main Skills Focus:</b>		<ul style="list-style-type: none"> <li>This is an opportunity for the children to move away from traditional learning at tables.</li> <li>Children will sit in a circle on chairs, facing each other, to take part in dialogue and not only develop their confidence in speaking but also their ability to listen to their peers.</li> <li>A calm, safe environment will be promoted throughout starting with belly breathing to focus the children.</li> <li>The children will take turns to speak.</li> <li>They are all encouraged to speak but they have the right to pass.</li> <li>There is an emphasis on respect for all and promoting the use of positive, uplifting and inclusive language.</li> <li>Lessons are presented in mixed gender classes in order to promote tolerance and understanding across gender groups as well.</li> </ul>			
<p><b>PSHE at Bland's Infant School:</b> In our school, the teaching of Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of a society.</p> <p>It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We strive to provide our children with learning opportunities in specific lessons, circle time, and group activities that enrich pupils' experiences. It allows pupils to learn about rights and responsibilities</p>					
<b>Sequence of Learning</b>					
<b>Lesson 1</b>		<b>Lesson 2</b>		<b>Lesson 3</b>	
<b>LI: To recall lifecycles and understand that there are changes we cannot control.</b>		<b>LI: To explore the natural process of aging into older ages.</b>		<b>LI: To consolidate knowledge of each phase in terms of abilities and development.</b>	
Support the children through belly-breathing to create a calm environment. Show images of different weather phenomenon (electrical storms, heavy rain, wind, snow storms etc) Ask the children to share what control they have over these events. Share ideas. Allow the children to discuss what changes they may have noticed in themselves from year 1 to year 2 that they had no control over.		Support the children through belly-breathing to create a calm environment. Recall previous learning showing a life cycle from a baby to an adult. Take feedback about what changes they can see. Add an image of an elderly person to the cycle. What changes can they see? Explore this further than in respect of how an elderly person's abilities changes (move slower, taking part in same		Support the children through belly-breathing to create a calm environment. Recall previous learning. Children to bring in a box of items from home that identify with their different stages of development (baby: dummy, nappy; toddler: toys, children's cutlery; child: early reading books, age-appropriate toys, dressing up outfits,	

<p>and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.</p>	<p>How did these changes make them feel?  Put a selection of lifecycles out and allow children time to move around the different one and discuss each part of the cycle and what changes they see. Allow them to share their thoughts.  Remind children what a lifecycle and make specific links to the human life cycle.  Ask the children how their bodies might still change and how they feel about it. Explore different emotions (scared, anxious, weird, excited...)  Discuss what they could do if they are feeling worried at any time. Who could they talk to? Is it ok to talk to friends (emphasising that yes it is but they may not always have the correct answers for them so it's important to refer to an adult too)?  Allow an opportunity to ask questions make sure that children respectful of each other. If they are not confident to ask out loud, have a question box available where they can post questions. These can be addressed in the lesson or afterwards.</p>	<p>activities with children their parents might, become more knowledgeable..).  Link this back to changes the children cannot control as they develop and that this is a phase that people will encounter. Children to think about the members of their families and share what they can do that are different and how they are developmentally different.</p>	<p>skateboard and helmet; adult: something from their parents: make up, shaving foam, recipe book, old credit card; grandparent (if able): spare walking stick).  Children to take part in a show and tell explaining to the group how each of those relates to their age of development and what they could/couldn't do at that phase.  Allow children a chance to ask questions – use the question box if appropriate.</p>
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**Lesson 4**

**LI: To use the correct names for parts of the body.**

Support the children through belly-breathing to create a calm environment.

Recall previous learning.

*Tell the children are going hear some words for body parts that might make them giggle or perhaps feel a bit shy. Reassure them that these are all natural responses but that this is a safe place. Address the giggling and tell children these are parts of our body that we do and should keep private and they are covered up so it's understandable that they find it a bit embarrassing.*

Show the children 2 life size outlines of a child (prepared a head of time) and ask them if this is a boy or girl.

What features do boys and girls have that are different that can be used to easily discriminate between boys and girls. Can they remember the correct technical names for these boy parts?

Explain that boys and girls are normally born with different private body parts (male body parts and female body parts) – no need to explore this further.

Display the words and allow children the opportunity to say them out loud.

(Vocabulary: male, female, vagina, penis, testicles, vulva and anus).

Allow them to 'build' the body with the body part flashcards.

Provide a basket of clothes and allow the children to 'dress' the body outlines. If you have wig available use these or use wool to create hair. Don't give any instructions on the kind of hair to provide.

**Lesson 5**

**LI: To explore appropriate and inappropriate touch.**

Support the children through belly-breathing to create a calm environment.

Recall previous learning.

Have a selection of boxes with a hole in just big enough to put your hand in but they cannot see inside. Put different items inside (bark, slime, playdoh, corn starch, sand, water, sand paper, gelli baff).

Give children the opportunity to put their hands in and feel the items.

Tell the children there is nothing in the boxes that can hurt them but they are to focus on how the items feel. Reveal what is in the boxes.

Take feedback. Did they enjoy the feeling? Would they want to touch it again? What feelings did they experience?

Use a puppet and have a dialogue about a special item you have that you don't like other people touching.

Do the children have anything they don't like to share? Take feedback.

Share some scenarios where you are touched in different ways and ask children to say what they would do/how they feel in those situations (tickle – laugh/giggle; hug – smile/feel happy; pushed – cry; poked – uncomfortable; pinched – upset; stroked face – sleepy etc)

What kind of touches do children like?

Take feedback.

What would they do if they experience touches they don't like?

Reinforce that private body parts are the parts we keep private and we should not

**Lesson 6**

**LI: To say what they are looking forward to in their next class.**

Support the children through belly-breathing to create a calm environment.

Recall previous learning.

Talk to children about the move to year 3.

Discuss the emotions they may be feeling. Reinforce that children feel different emotions and they don't all feel the same. This is ok and a natural part of the process.

Review the questions they sent to Garlands and look at the answers.

Ask the children to share what they are looking forward to in year 3.

How do they think they may change when they go to year 3?

Children to share their favourite memories of year 2 are and create a class memory box.

	<p>Explore gender stereotypes in terms of hair and clothes. Change the outfits of the created people and explore whether this alters the gender.</p> <p>Allow children a chance to ask any questions.</p> <p>Clear up any gender misconceptions and stereotypes that come up such as hair styles and clothes choices.</p> <p>Reinforce that the way to determine if someone is a boy or girl is by the private body parts they have.</p> <p>*** Tell children they will be moving to year 3 in a few weeks. What questions would they like to ask the year 3 children. Write these down and ask teacher at Garlands to get some children answer them – perhaps make recordings.</p>	<p>allow others to touch them. This can make us feel uncomfortable. Take feedback and clear up misconceptions (they may ask about going to the Dr, parent's helping them bath etc).</p> <p><i>Gently make the point that some children may enjoy things like hugs from lots of people but some don't and it is ok for them to express that. Children need to feel empowered to say when they don't like a touch and know it's ok to say so. Be clear that sometimes accidental touches happen and this is not done to make them feel uncomfortable.</i></p>	
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