

YEAR 2: SCHEME OF WORK - DIFFERENCES

Key Vocabulary: boy, girl, same, different, fair, unfair, stereotype, male, female, animal, baby, body, body parts, private, genitals, penis, vulva, touch, boundaries, consent, ask, stop, safe, trust, help

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
<p>Lesson 1 Gender stereotypes</p>	<p>Learning Intention To explore and challenge gender stereotypes</p> <p>Learning Outcomes I can explain that boys and girls can like the same things. I can give an example of something people think only boys or girls like - and say why that's not always true. I can notice when someone is treated unfairly for liking something.</p>	<p>2 large PE hoops Boy/Girl/Everyone labels Bag of objects and clothing to explore gender stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt) or Pictures of objects and clothing Fair or Unfair sorting cards</p>	<p>Relationships education Respectful Kind Relationships (RR5, RR10)</p>
<p>Lesson 2 Male and Female</p>	<p>Learning Intention To explore how male and female animals and humans are biologically different and to understand how this is part of the lifecycle</p> <p>Learning Outcomes I can spot some body differences between male and female animals. I can explain how we usually tell if a baby is male or female. I know that a baby is made by a male and a female</p>	<p>Talking object Pictures of male and female animals Clothed Babies picture cards Drawings of newborn babies</p>	<p>Health Education Developing bodies (DB1) Science curriculum (S2)</p>
<p>Lesson 3 Naming Body parts</p>	<p>Learning Intention To focus on sexual difference and name body parts</p> <p>Learning Outcomes I can name the private parts using scientific words. I can describe how male and female bodies are different. I understand that most body parts are the same for everyone.</p>	<p>2 large PE Hoops Hoop labels Body Parts picture cards Body Parts worksheet</p>	<p>Relationships education Being safe (BS2) Health education Developing bodies (DB3) Science Curriculum (S1)</p>
<p>Lesson 4 My body belongs to me</p>	<p>Learning Intention To understand body privacy, personal boundaries, and the importance of consent.</p> <p>Learning Outcomes I know my body belongs to me. I can notice when someone doesn't want to be touched. I can ask for help if something feels wrong.</p>	<p>Talking object Social Story – Tonia and the tickles What are the clues? Pictures</p>	<p>Relationships education Being safe (BS1, BS2, BS3) Respectful relationships (RR1, RR2, RR7, RR11)</p>