

## 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, scrotum, nipples, touch, boundaries, consent, ask, stop, safe, trust, help

| Title                                    | Learning Intentions and Learning Outcomes                                                                                                                                                                                                                                                                                                                                             | Resources                                                                                                                                                                                                                                                      | Statutory Guidance                                                                                                                         |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 1</b><br>Gender stereotypes    | <b>Learning Intention</b><br>To explore and challenge gender stereotypes<br><b>Learning Outcomes</b><br>I can explain that boys and girls can like the same things.<br>I can give an example of something people think only boys or girls like - and say why that's not always true.<br>I can notice when someone is treated unfairly for liking something.                           | 2 large PE hoops<br><b>Boy/Girl/Everyone labels</b><br>Bag of objects and clothing to explore gender stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt) or <b>Pictures of objects and clothing Fair or Unfair sorting cards</b> | <b>Relationships education</b><br>Respectful Kind Relationships (RR5, RR10)                                                                |
| <b>Lesson 2</b><br>Male and Female       | <b>Learning Intention</b><br>To explore how male and female animals and humans are biologically different and to understand how this is part of the lifecycle<br><b>Learning Outcomes</b><br>I can spot some body differences between male and female animals.<br>I can explain how we usually tell if a baby is male or female.<br>I know that a baby is made by a male and a female | Talking object<br><b>Pictures of male and female animals</b><br><b>Clothed Babies picture cards</b><br><b>Drawings of newborn babies</b>                                                                                                                       | <b>Health Education</b><br>Developing bodies (DB1)<br>Science curriculum (S2)                                                              |
| <b>Lesson 3</b><br>Naming Body parts     | <b>Learning Intention</b><br>To focus on sexual difference and name body parts<br><b>Learning Outcomes</b><br>I can name the private parts using scientific words.<br>I can describe how male and female bodies are different.<br>I understand that most body parts are the same for everyone.                                                                                        | 2 large PE Hoops<br><b>Hoop labels</b><br><b>Body Parts picture cards</b><br><b>Body Parts worksheet</b>                                                                                                                                                       | <b>Relationships education</b><br>Being safe (BS2)<br><b>Health education</b><br>Developing bodies (DB2)<br><b>Science Curriculum (S1)</b> |
| <b>Lesson 4</b><br>My body belongs to me | <b>Learning Intention</b><br>To understand body privacy, personal boundaries, and the importance of consent.<br><b>Learning Outcomes</b><br>I know my body belongs to me.<br>I can notice when someone doesn't want to be touched.<br>I can ask for help if something feels wrong.                                                                                                    | Talking object<br><b>Social Story – Tonia and the tickles</b><br><b>What are the clues? Pictures</b>                                                                                                                                                           | <b>Relationships education</b><br>Being safe (BS1, BS2, BS3)<br>Respectful relationships (RR1, RR2, RR7, RR11)                             |