



# Year Two RSE Information



[Insert Date]

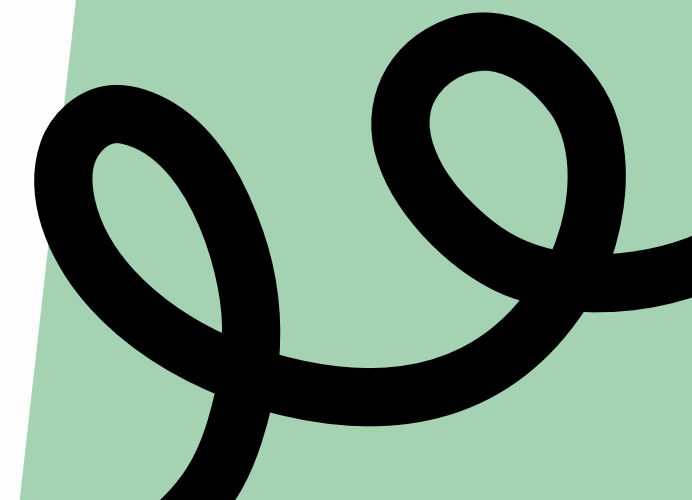
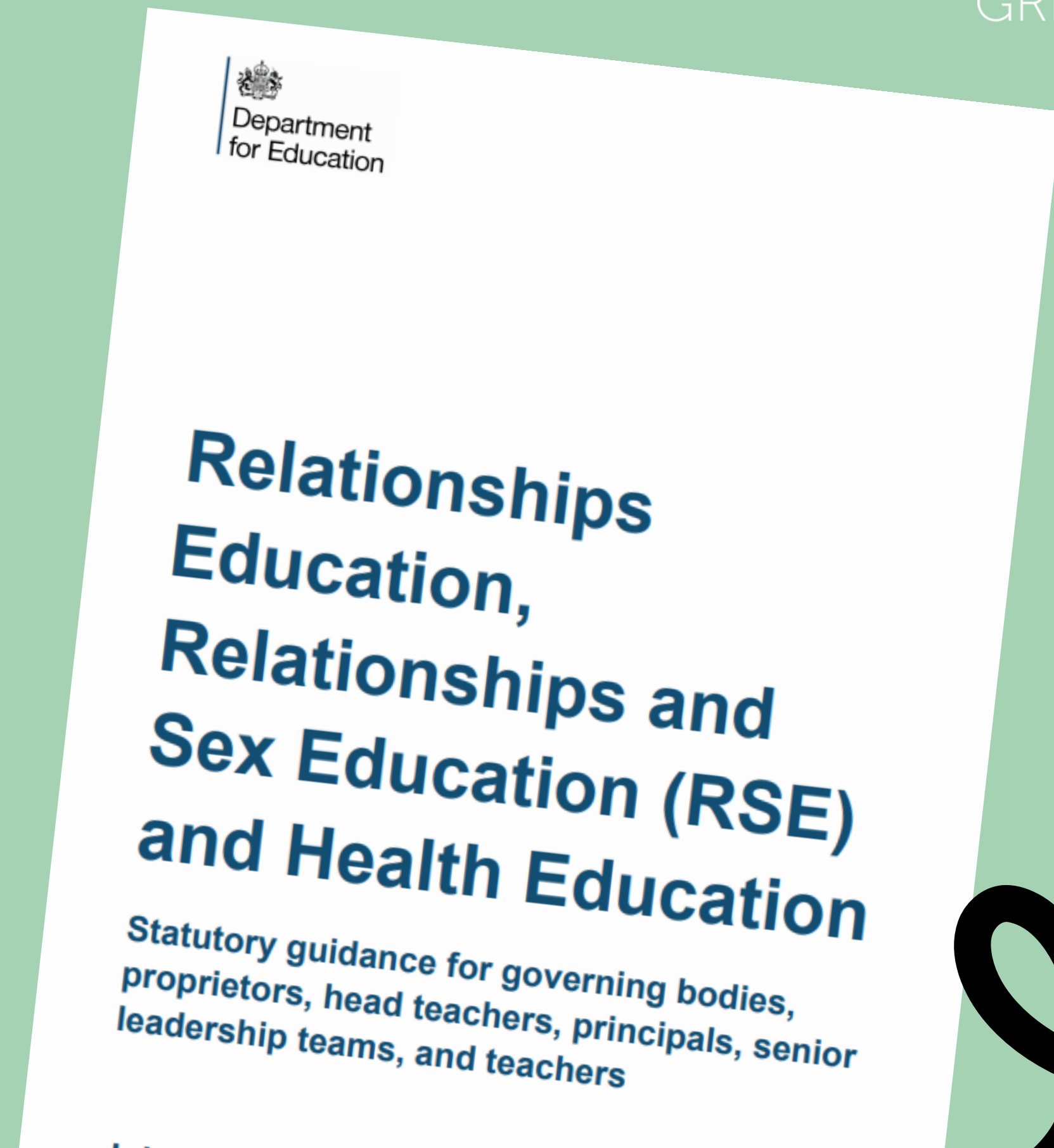


# Statutory requirements

Relationships Education and Health Education became statutory in all primary schools in September 2020, as outlined in the DfE's statutory guidance for Relationships, Sex and Health Education. Updated guidance was published in 2025 and will be implemented from September 2026.

These subjects are a statutory entitlement for all children. This means that whilst we highly value parental views and take these into account when planning and reviewing our curriculum, parents cannot withdraw children from Relationships or Health Education content. However, parents do retain the right to request withdrawal from specific non-statutory Sex Education lessons.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



# Lesson One: Lifecycles in Nature

## Lesson overview

- Can recognise cycles of life in nature
- Understand there are some changes that are outside my control and can recognise how I feel about this

## Key Vocabulary

- *Change*
- *Grow*
- *Life cycle*
- *Control*
- *Baby*
- *Adult*
- *Fully grown*

## Examples of lesson content



### Ask Me This:

- What life cycles did you see?
- How does change happen?

Ask them to think about how their bodies might change and to share with a partner how this feels e.g. exciting, scary, strange, etc.

### Slide 10

Look at the images of Seasonal Changes with the children.

Ask the children to think about how they feel about the seasons changing and to tell their talking partner; share some ideas.

If your school uses the [Jigsaw Outdoor Assemblies](#), you could also remind the children about the changes that happen in each season.

# Lesson Two: Growing from Old to Young

## Lesson overview

- Can tell you about the natural process of growing from young to old and understand that this is not in my control
- Can identify people I respect who are older than me

## Key Vocabulary

- *Growing up*
- *Old*
- *Older*
- *Young*
- *Elderly*
- *Change*
- *Respect*
- *Physical*

## Examples of lesson content



In talking partners, ask the children to describe two changes they can visibly see that happen to an older person (elderly person) – we call changes to our bodies as we grow 'physical' changes.

Share ideas. Draw out from the children how our bodies might change and ask them to think about what other changes might happen, e.g. bodies become slower, older people may run less but we might get wiser or even kinder.

Make the point that change is a natural process as we get older and we have no control over it. We will all grow from a baby, to a toddler, to a child, to a teenager, to an adult to an older person.



# Lesson Three: The changing me.

## Lesson overview

- Can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.

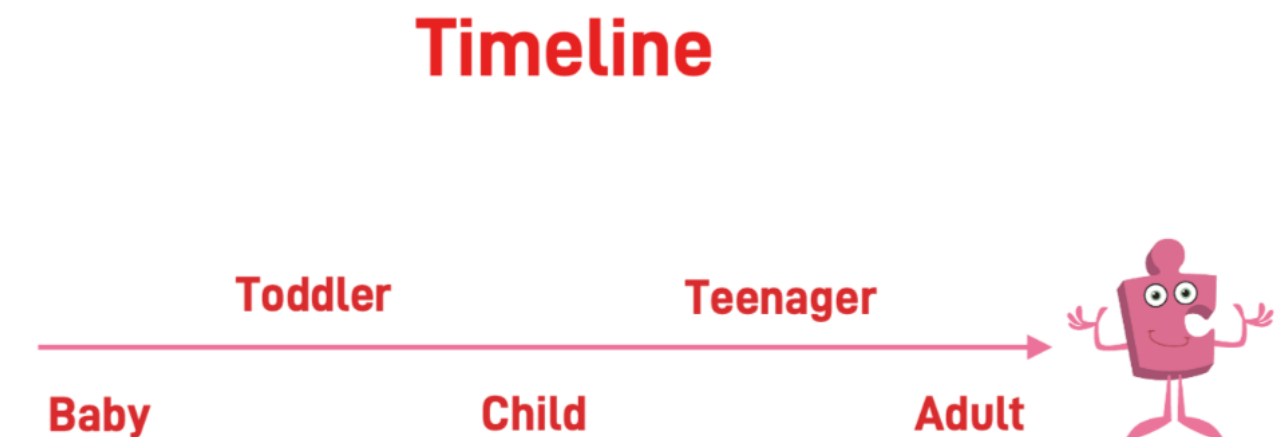
## Key Vocabulary

- Baby
- Toddler
- Child
- Teenager
- Adult
- Independent
- Timeline
- Freedom
- Responsibilities
- Control

## Examples of lesson content

Look at the pictures of a baby growing.

Explain that we can't control when we grow up – but that's OK because growing happens naturally and our bodies know just what to do



# Lesson Four: The boys and girls bodies.

## Lesson overview

I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private

I can describe what I enjoy about being a boy or girl whilst understanding we are all different

## Key Vocabulary

- **Male**
- **Female**
- **Penis**
- **Testicles**
- **Vulva**
- **Vagina**
- **Anus**
- **Public**
- **Private**

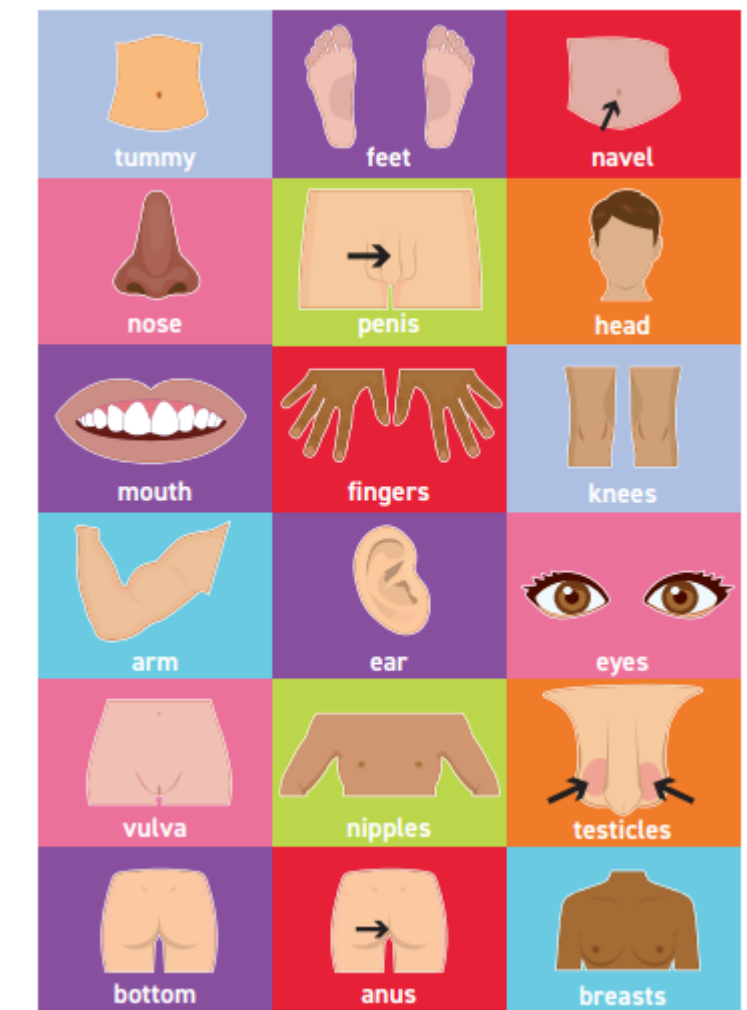
## Examples of lesson content

On two pieces of flip chart paper, draw an outline of 2 child-sized people from the class. From the outlines, ask if we can tell whether they are male (boys) or female (girls)?

Not really.

Use the body parts cards and invite children, one at a time, to place them as appropriate on the outlines

(you will need duplicates of all the cards that are common to both sexes).



# Lesson Five: Assertiveness

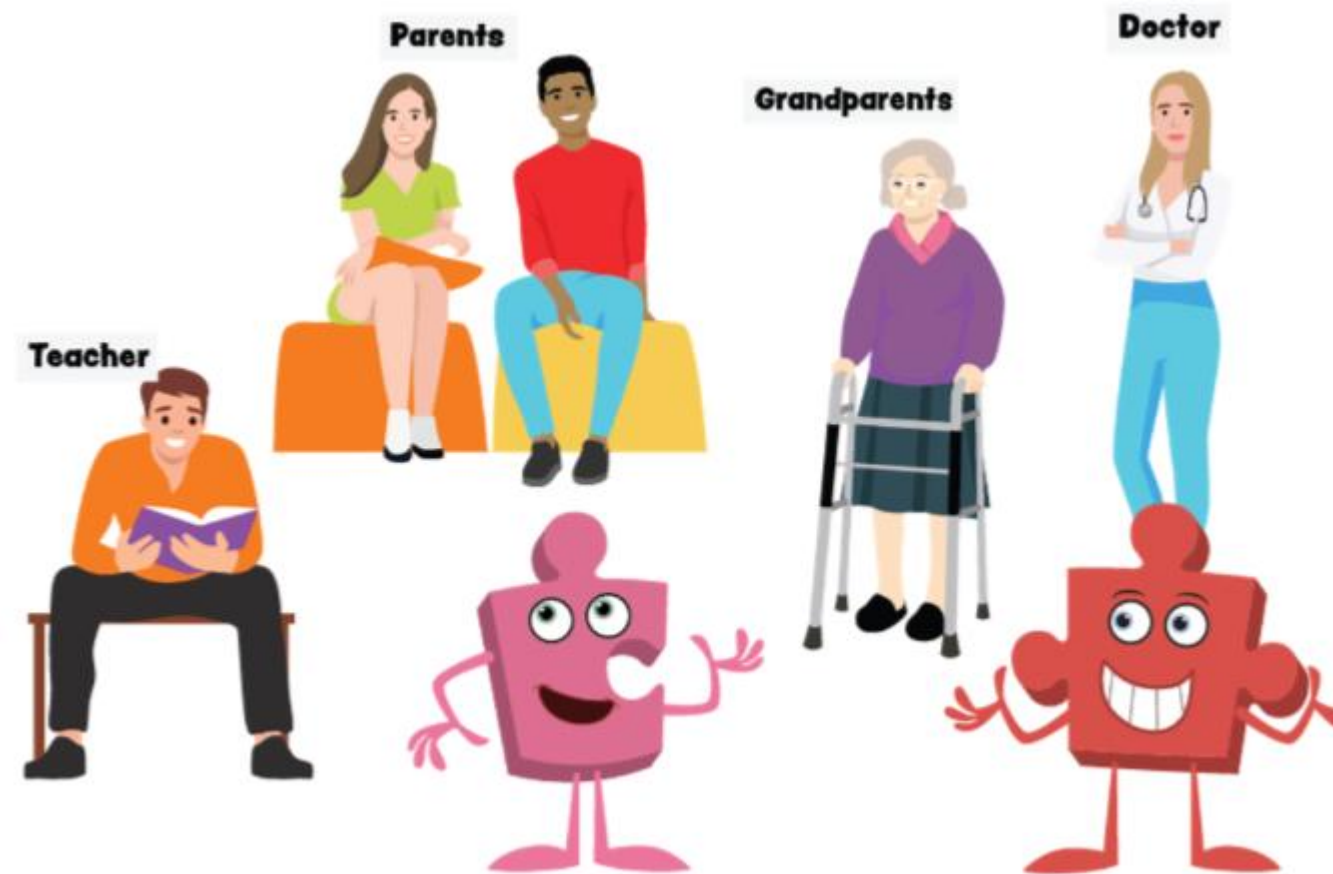
## Lesson overview

- I understand there are different types of touch.
- I can tell you which types of touch I like and don't like.
- I am confident to ask for help.

## Key Vocabulary

- Touch
- Texture
- Hug
- Like
- Dislike
- Comfortable
- Uncomfortable
- Assertive

## Examples of lesson content



## What can you say?

- A friend keeps tickling you and you don't like it
- A family member you love goes to give you a big hug, but you don't feel like it today
- Someone keeps touching your hair and you want them to stop
- A child at school puts their arm around you but you don't want them to

# Lesson Six: Looking Ahead

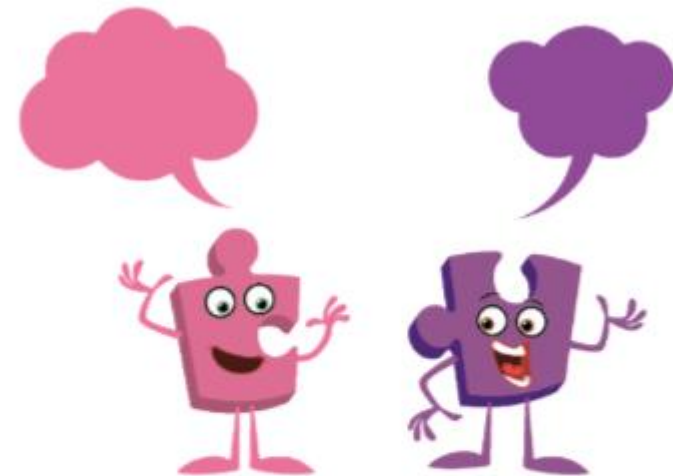
## Lesson overview

- I can identify what I am looking forward to when I move to my next class.
- I can start thinking about changes I will make when I am in my next class and know how I will go about this.

## Key Vocabulary

- Change
- Looking forward
- Excited
- Nervous
- Anxious
- Cope

## Examples of lesson content



**One thing I am looking forward to next year is . . .**

### **One side of your leaf write or draw:**

- **One thing you like about being who you are**
- **One thing you are looking forward to about getting older**
- **One thing you would like to change next year and how to do it**

### **On the other side of the leaf:**

- **Explain how you feel about getting older and facing new changes**