



YEAR 2

RSE CONTENT AND EXAMPLE LESSONS

RSE Content:

- To know that humans produce babies that grow into children and then into adults (National Curriculum Science)
- To understand that babies grow inside a female body until they are ready to be born (National Curriculum Science)
- To consider the ways they have changed physically since they were born (National Curriculum Science)
- To consider their responsibilities now and compare these with when they were younger (Health Education, Changing Adolescent Bodies)
- To understand how the needs of babies and children are met by their family (Relationships Education, Families and People Who Care For Me)
- To understand that not all families are the same, but that love and care should be at the heart of all families (Relationships Education, Families and People Who Care For Me)

Example Lesson Plans

The Human Life Cycle		
Learning Objective	Success Criteria	Teaching Activities
To know that humans produce babies that grow into children and then into adults	To be able to: • explain that adult animals and humans have babies who look like them • show understanding that my parents were once children.	Provide the children with a set of pictures of babies, toddlers, older children and adults and ask the children to sequence the pictures by age. Alternatively, ask the children to draw pictures of members of their family and then place them in order of age to make a time line representing how people grow and change. In Circle Time, ask the children if any of them have a family member or friend who is older than their parents/carers who helps to look after them? Ask the children who this person is (granny or grandpa perhaps) and to share something special that this older person does to help look after them. Ask the children to draw a picture of themselves, a parent/carer and their older person/grandparent. Then ask the children how long ago they think each of the people in their drawing was a baby. They could write the guess under their picture. Ensure the children understand that everyone was once a baby, and that we all grow and change as we get older. Read 'Once There Were Giants' to the children and think about how the little baby in the story and the adults in the story changed over time. Read 'My Dog, My Cat, My Mum and Me' with the children. After the puppies are born ask the children why the girl thought the dog was getting bigger? Why did the dog get thin? And where did the puppies come from? Repeat the questions for the cat. Ensure that all the children understand that the puppies, kittens and babies came from inside their mothers, where they had been growing.
Growing Up		
To consider the ways they have changed physically, socially and emotionally since they were born.	To be able to: • describe some things I can do now that I couldn't do when I was a baby • describe some ways my body will change as I get older.	Ask the children to bring in a photograph of themselves as a baby and another recent photograph. Help the children to make a time line by mounting the photographs at either end of a strip of paper and drawing a line in between. Ask the children to draw and label the developments that have taken place in their physical capabilities since they were babies and place them on the time line, e.g. crawling, walking, running, using a skipping rope, swimming 5 metres, 10 metres. Encourage the children to share and talk about their timelines. Ask pairs of

		children to share their timelines with each other and spot similarities and differences. Emphasise the teaching point that we all develop at different rates and at different speeds.
Personal responsibilities		
To consider their responsibilities now and compare these with when they were younger.	To be able to: • explain some things I did when I was a baby • describe some responsibilities I have now • explain some ways I can help other people now I am older.	As a class, make a list of all the things that the children can do to help themselves and their families e.g. getting dressed, getting our own breakfast. In Circle Time, play the game Change places if... by asking all children to stand and change places with someone if they e.g. help to lay the table at home. Or ask children to mime different responsible jobs they do to help at home. Ask the children if they have always been able to do these things and ensure that they understand that they can do these things now because they have grown older and learnt new skills. Ask the children to think of words which describe how other people in their family feel when they do things to be helpful and show they are becoming more responsible.
Parents, Carers and Families		
To understand that not all families are the same, but that love and care should be at the heart of all families	To be able to: • describe the adult relationship in families I know	Ask the children to draw a picture of people and pets who live in their house, or who look after them at home. They might be able to write the names of people next to their pictures. Remind the children that there are all sorts of ways to be a family. Ask the children to share their pictures with a partner and find one thing about their families which is different and one thing which is the same. They might have one mum, or one dad, one mum and one dad, two mums, two dads, a granny or an aunty, a grandpa or an uncle. They might live in one house or two. Families might be different, but what makes all families special is that they love and care for the all the people in the family- whoever those people are. Share the Great Big Book of Families and talk about all the different sorts of families represented. Ask the children to stand up/put their hands up at the end of each page if they saw (in the pictures) or heard anything which was the same as their family.

Example Resource

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles 10 • SR 2 Sex and Relationships

Resource 1 - Babies to Adults

