



Brighstone C.E. Aided Primary School

Headteacher: Mrs R Lennon

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Thursday 21st May 2026

Dear Parent/Carer,

Re: Year 2 – Relationships and Sex Education

As part of the school's Relationships and Sex Education (RSE) programme, children in Year R to Year 6 all receive approximately four age-appropriate lessons on ourselves, families, relationships, sexual health and personal safety. These lessons take place in the second half of the summer term.

The programme of learning is based upon 'The Christopher Winter Project' that is being used by many schools across the UK, and its purpose, which is presented in a sensitive, objective and balanced manner, is to help in the development of making safe choices, building self-esteem and healthy and responsible relationships with others. This programme has now operated for a number of years and has been well received by both parents and children. This is also closely linked to 'Kapow' that we use for our Personal, Social and Health Education (PSHE) lessons. This year, we will be using the updated 'Christopher Winter Project: Teaching RSE with Confidence in Primary Schools 2026' which has been fully reviewed and updated in line with the 2025 DfE Relationships Education guidance.

The programme for Year 2 pupils is 'Differences'. A copy of the scheme of work is available on the back of this letter. If you would like to view the detailed programme of learning or have any queries that you would like to discuss individually, please contact your child's class teacher or myself who will be happy to answer any questions you may have. In addition, the school's PSHE, Relationships and Sex Education policy is on our school website.

Parents/carers have the right to request that their child be withdrawn from sex education unless it forms part of statutory Relationships Education and Health Education or the science national curriculum. We would strongly urge parents to allow their child to participate, as it is likely that children will discuss the lessons and we feel that it is better for children to hear directly from the class teacher, rather than acquiring partial or inaccurate information from one another. Your child may also ask questions at home.

Requests for being excused should be put in writing by **Monday 8th June** using the form found in Appendix 6 of the PSHE, Relationships and Sex Education policy and addressed to the headteacher (if you would like a copy of this form sent to you, please inform the office). I will discuss the request with parents/carers before making an appropriate decision. A copy of these requests will be placed in the pupil's educational record. Alternative work will be given to pupils who are excused from elements of relationships and sex education.

Kind regards,

Mrs R. Lennon
Headteacher

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>