

Deykin Avenue J.I. School – Relationships and Health Education scheme of work for Year 2

British Values and Law	Healthy Relationships	Keeping Myself Safe	My Healthy Body
Unit 1: British Values and Law			
Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE	
<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. (Be proud of who they are and understand that difference does not mean better or worse.) • the characteristics of healthy family life, commitment to each other, including in times of difficulty, etc. (Including different types of families, eg, single parent, mother and father, 2 mothers, etc.) • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that families are important for children growing up because they can give love, security and stability. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Look at how this can be unfair, eg, for gender, race, etc.) • what is meant by mutual respect and tolerance of different faiths, and no faith, and how we can support this. (Look at similarities and differences.) 	<ul style="list-style-type: none"> • Class charter of rules developed through circle time. How can we make school/our class a happy place? We have to communicate and contribute. • Circle time - begin to accept everyone as an individual, respecting others' needs, opinions and feelings. • Watch https://www.youtube.com/watch?v=YNOnFsnjYhY to look at respect. • Look at different types of families – all different but all founded on love and acceptance. • Stories from a range of cultures. • Visitors from other parts of the world, who have been on journeys or who have moved within the UK. • Using advertisements to guess the product and begin to explore stereotypes. • What can boys do and what can girls do? What about people with different skin colour/religions? Can they all have the same hobbies/jobs? (stereotyping) • Year Two lesson from Women's Aid – Gender, Careers and Assumptions. • 	<ul style="list-style-type: none"> • Respectful relationships • Families and people who care for me 	

Unit 2: Healthy Relationships

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. (Eg, consider the qualities of a friend, and what they value in friends; understand what a friend is, and how to be a friend, etc.) practical steps they can take in a range of different contexts to improve or support respectful relationships. (Eg, understand that friendships can change, make new friends, deal with losing friends, etc.) about different types of bullying, the impact of bullying, and how to get help. (Include, eg, recognise ways in which their own choices and behaviour affects others, including bullying and being bullied, know when to keep a secret and when not to (eg, not reporting your friend is being bullied), etc.) how to communicate and co-operate with others effectively. how to express positive statements about themselves and others and to recognise and name feelings 	<ul style="list-style-type: none"> Circle time “I can ...”, “I like ...”, “When I am happy I ...”, “I make people happy by ...”, etc. Role play scenarios based on different feelings. Could implement a feelings board as they enter school each day, eg, smiley face/sad face/angry face, etc to show how they feel which could lead into discussions why and what to do to move from sad/angry to happy. Puppets, role play and stories to consider what characters should do in different situations when asked to keep a secret – whether to tell, who to ask and how to ask for help. Drawn outline of a friend – qualities gathered on <i>Post-its</i> then sorted into class display. Circle time on friends and being a good friend, co-operation, etc. Watch https://www.youtube.com/watch?v=TPkqoJ_k_98 to show what true friendship is. Puppets to illustrate aspects of friendship for others to identify. Stories about friendships. Anti-bullying week resources. Lessons 1-5 Birmingham Plans – My family and me – additional links to RSHE <p style="color: red; text-align: center; margin: 10px 0;">ONLINE RELATIONSHIPS EVOLVE 6 lessons</p> <ul style="list-style-type: none"> I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say ‘no’ or ‘I will have to ask someone’. 	<ul style="list-style-type: none"> Caring relationships Respectful relationships

	<ul style="list-style-type: none"> • I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. • I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. • I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online <p>ONLINE BULLYING EVOLVE 3 lessons</p> <ul style="list-style-type: none"> • I can explain what bullying is, how people may bully others and how bullying can make someone feel. • I can explain why anyone who experiences bullying is not to blame. • I can talk about how anyone experiencing bullying can get help. 	
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Unit 3: Keeping Myself Safe

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> • what sort of boundaries are appropriate in friendships with peers and others, including online. (Eg, 1 person does not dominate by always choosing games to play, etc; do not grab friends – some people do not like being hugged, touched, etc.) • how to respond safely and appropriately to adults they may encounter (including online) whom they do not know. (Eg, do not arrange to meet anyone they meet online – should always tell parents if anyone asks them to; do not hug strangers or tell them personal info about themselves, etc.) • how to recognise and report feelings of being unsafe or feeling bad. 	<ul style="list-style-type: none"> • Making a directory of people who help across the community, demonstrating through role play. • Involving visitors from the community – eg: police officer, traffic warden, religious leaders • Brainstorm choices they make and how the impact they could have - good and bad. • Recognise that their actions have consequences for themselves – discuss examples and understand that they have choices, exploring ideas of <i>good</i> and <i>bad</i>, <i>right</i> and <i>wrong</i> and <i>uncertain</i>. • Design posters showing who they can ask for help. • Role play scenarios based on crossing roads safely and watch https://www.youtube.com/watch?v=odL77zH42Vs for general road safety advice. • Crossing the road safely - https://www.youtube.com/watch?v=KnwxN24E2yY . 	<ul style="list-style-type: none"> • Being safe • Online relationships

- where to get advice, eg, family, school, etc.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- the importance of road safety as a pedestrian, and the importance of wearing seat belts/using a booster seat.
- the reasons why they should not play with matches or electricity.
- that each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, and other, contact. ([Link to PANTS rules from NSPCC as well.](#))
- how to ask for advice or help for themselves or others, and to keep trying until they are heard. ([Trusted adults.](#))
- the rules and principles for keeping safe online, how to recognise risks, harmful content, and how to report it. ([Including age restrictions on games and why these are here – link to PEGI.](#))
- the correct names for boys and girls private parts and that they may use different words at home.

- Watch Run, Run, Run, Yell and Tell to show what they can do if an adult or someone tries to hurt us
<https://www.youtube.com/watch?v=g0dHB3HWzbY> .
- Ways to prevent fires in the home
<https://www.youtube.com/watch?v=eYvM2GohHr8> .
- Discussion why playing with matches is dangerous. Also why we should not poke fingers/other implements into plug sockets.
- Puppets, role play and stories to consider what characters should do in different situations when asked to keep a secret – whether to tell, who to ask and how to ask for help.
- Look at PANTS rules again – why should we follow them?
- Create posters showing how we can keep ourselves safe from harm.
- Watch <https://www.youtube.com/watch?v=GAXBz5kC3CQ> – CBBC about staying safe, not having 'friends' and digital footprint.
- Discussions based on e-safety.
- Read Boys and Girls from Clued Up for Growing Up to look at the correct names for our private parts and that it is really important to know these words in case you need to use them. When might this be? (If you need to talk to a doctor about a medical issue. If someone has touched you inappropriately. Etc.)
- Group work to label body parts – using an outline of a child, deciding which are *proper* names, family names, slang terms. Discussion on respecting personal body space.
- Rules for staying safe
<https://www.youtube.com/watch?v=CqH2QYt6oOc> .

SELF IMAGE AND IDENTITY EVOLVE

- I can explain how other people may look and act differently online and offline.
- I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.

Unit 4: My Healthy Body

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> • that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. • how and when to seek support including which adults to speak to in school if they are worried about their health. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. (If we are tired, it stops us feeling healthy and we cannot focus on tasks.) • the importance of building regular exercise into daily and weekly routines and how to achieve this. (Important to keep our heart healthy 	<ul style="list-style-type: none"> • What events happen to make us happy/sad/angry etc? How can our emotions affect us learning/eating/etc? • Create a class book showing who can help us if we are worried about our health. Why we need good quality sleep. Ways to deal with our emotions. Etc. • Create a possible physical activity routine we could do, even if we end up in another lockdown. Include exercises we could do in the house as well. • Looking at different medicines, over the counter and prescribed, and looking at safety information on labels. • School nurse or visitor to talk about the importance of exercise, good quality sleep and harmful substances. <p style="text-align: center;">HEALTH AND WELL BEING EVOLVE 2 LESSONS</p> <ul style="list-style-type: none"> • I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment 	<ul style="list-style-type: none"> • Mental wellbeing • Physical health and fitness • Health and prevention

<p>as well as our mind. Make links to lack of exercise during lockdown and mental health.)</p> <ul style="list-style-type: none">• that some substances can be harmful. (Eg, household substances, etc. Even medicines can be dangerous – discuss how and why.)	<ul style="list-style-type: none">• I can say how those rules / guides can help anyone accessing online technologies	
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