



Churchfields Infants' School: Year Two curriculum information

Relationships, Sex and Health Education



Outlined below is a summary of the skills children will work on during each half term in Year Two, along with some activities children will complete, key vocabulary that will be taught and ideas of how parents can help to develop this learning at home.

Half Term	Skills	Activities	Key Vocabulary	How can you help at home?
<p>Autumn 1</p> <p>Are We Nearly There Yet?</p>	<ul style="list-style-type: none"> - explore stereotypes and why some are unfair or negative - know how to develop respectful relationships - identify and share their similarities and differences (hobbies, race, religion, culture, interests) - how to respond to being encouraged to do something that makes them feel worried or unsafe (peer pressure) <p>Revision:</p> <ul style="list-style-type: none"> - learn how to be a good friend and to ask for help if finding it 	<ul style="list-style-type: none"> - range of discussion, responding to scenarios and engaging with stories and videos related to topics covered <p>Revision:</p> <ul style="list-style-type: none"> - <i>discussing class rules and playground behaviour</i> - <i>reinforcing ways to get help with finding someone to play with and forming and maintaining friendships</i> 	<ul style="list-style-type: none"> friend kind unkind welcoming excluded behaviour impact stereotype unfair negative consequence respectful relationship peer pressure uncomfortable right wrong worried unsafe help 	<ul style="list-style-type: none"> - discuss with your child how they may make friends in their new class and how they can welcome others who may have been separated from their friends or are new at school - continue to discuss and reinforce the way we should respond when made to feel uncomfortable or pressurised into doing something - ensure children are aware of ways in which they can get help of needed and remind them of the people they can go to for support - model challenging stereotypes when presented with them

	<p><i>difficult to make or maintain relationships</i></p> <ul style="list-style-type: none"> - learn how to build friendships in safe settings - learn how to make others feel welcome and not excluded 		<p>secure safe</p>	
<p>Autumn 2</p> <p>Once Upon a Time...</p>	<ul style="list-style-type: none"> - learn that their main body parts covered by their underwear/pants are private - learn to tell a trusted grown up if someone's physical contact makes them feel uncomfortable, unhappy or worried - learn that some people behave differently online compared to face to face - learn to tell a trusted grown up if someone does or says something online that makes them sad or worried - learn to tell a trusted grown up if they feel unhappy or worried 	<ul style="list-style-type: none"> - range of discussion, responding to scenarios and engaging with stories and videos related to topics covered <p>Revision:</p> <ul style="list-style-type: none"> - <i>discussing class rules and playground behaviour</i> - <i>reinforcing ways to get help with finding someone to play with and forming and maintaining friendships</i> 	<p>underwear pants private trusted adult tell share support contact uncomfortable online behaviour face to face user share password address details age appropriate age certificate appropriate inappropriate</p>	<ul style="list-style-type: none"> - reinforce messages about our private areas and remind children about how to react if somebody asks to see them <p>https://www.youtube.com/watch?v=LnroTxz7USI</p> <ul style="list-style-type: none"> - reinforce who to tell and how to get help if you are uncomfortable with somebody's behaviour, online or using technology - discuss reasons when it is safe for somebody else to see your private parts, and who these people might be (a parent at bath time, a doctor etc.) - name your own emotions and support children in doing the same to describe how they feel - show children how to check if DVDs, films and games online are appropriate for their age group and only allow them access to those that are age-appropriate - ensure filters and parental controls are active and effective on all devices your child has access to and supervise them whenever they are online

	<ul style="list-style-type: none"> - learn the names of different emotions and how they might make them feel or act - learn that some games and online videos are for grown ups and older children and how to check for age appropriateness <p>Revision:</p> <ul style="list-style-type: none"> - <i>how to respond to being encouraged to do something that makes them feel worried or unsafe (peer pressure)</i> 			
<p>Spring 1</p> <p><i>It's Cold Outside...</i></p>	<ul style="list-style-type: none"> - learn that spending time with family is an important part of family life - learn that protection, care and support in times of difficulty are some characteristics of family life - learn that families might look different for different children - learn who the people that love and care for them are <p>Revision:</p>	<ul style="list-style-type: none"> - range of discussion, responding to scenarios and engaging with stories and videos related to topics covered <p>Revision:</p> <ul style="list-style-type: none"> - <i>trusted adults</i> - <i>how to tell somebody if you have concerns or worries</i> - <i>relate to previous discussions about confiding in a trusted adult if you are uncomfortable with somebody's contact,</i> 	<ul style="list-style-type: none"> trusted adult tell share support contact uncomfortable family names of family members values security safety protection support love 	<ul style="list-style-type: none"> - reinforce who to tell and how to get help if you are uncomfortable with somebody's behaviour or actions, online or using technology - discuss your family together and why you love each other. What do you do together that makes your family special? - talk to other families about how their family is similar to, or different from yours. All of our families are different but it doesn't make them any less precious! - these videos may be helpful when discussing different types of families (you may like to watch them first in case they bring up any challenging topics for your child)

	<ul style="list-style-type: none"> - who trusted adults are and the need to speak to them if something is worrying them - continue to reinforce the message about private parts being private - how to recognise their own emotions and continue to develop strategies to support when their emotions are more negative 	<p>physically or online to reinforce importance</p>	<p>care family time quality time activities</p>	<p>KS1 Relationships education: Our Family - BBC Teach</p>
<p>Spring 2</p> <p>What the Eyes Don't See...</p>	<ul style="list-style-type: none"> - learn how to listen to others and share their own opinion/thoughts respectfully - learn what manners children their age can show - What are emergency services and when and why do we call them? - to learn their own personal contact details in case of emergency (e.g. telephone number or address) and the special cases when it 	<ul style="list-style-type: none"> - range of discussion, responding to scenarios and engaging with stories and videos related to topics covered <p>Revision:</p> <ul style="list-style-type: none"> - <i>trusted adults</i> - <i>how to tell somebody if you have concerns or worries</i> 	<p>listen look active listener</p> <p>manners polite please thank you excuse me Please may I? Please would you? sorry apology respect consideration thoughtful</p> <p>emergency</p>	<ul style="list-style-type: none"> - continue to encourage your child to be a real active listener at home. They should be aware about 'listening behaviours' such as stopping, looking at the person who is talking and responding appropriately. If this is something that can slip at home sometimes (especially when it's time to tidy up for example!), remind them of the rules and be sure to model active listening yourself when your children speak to you! - continue to reinforce messages from school about using good manners and why they are necessary. These videos may be used at home and can support the messages being delivered about being kind!

	<p>is appropriate to share this information with someone else</p> <p>Revision:</p> <ul style="list-style-type: none"> - who trusted adults are and the need to speak to them if something is worrying them - continue to reinforce the message about private parts being private - how to recognise their own emotions and continue to develop strategies to support when their emotions are more negative - how families look different and how to show respect and consideration for the way other people's families look 		<p>service ambulance medical police firefighters</p> <p>999</p> <p>contact details telephone number</p> <p>share private appropriate</p>	<p>Kindness by The Juicebox Jukebox - Be Kind Kids Song Childrens Music New World Kindness Day 2021 - YouTube</p> <p>Sesame Street: Try a Little Kindness (with Tori Kelly) - YouTube</p> <ul style="list-style-type: none"> - discuss the emergency services with your child, and remind them of the different services that may be required and why - children should know how to contact the emergency services, but please do continue to reinforce messages about ONLY doing so if there is no adult around who can help, and if the situation is a genuine emergency. You may like to discuss some examples of what an emergency would be – these scenarios could help happily ever after pages dig-1.pdf (nwas.nhs.uk) - ensure your child knows their address and phone number in case they ever need to use them, but also continue to reinforce messages about keeping safe and not to share this information with anyone unless completely necessary i.e. if needed by the emergency services
<p>Summer 1</p> <p>From Out of the Ashes</p>	<ul style="list-style-type: none"> - learn that healthy friendships are kind and welcoming - learn that honesty, sharing interests and being respectful are some characteristics of friendship 	<ul style="list-style-type: none"> - range of discussion, responding to scenarios and engaging with stories and videos related to topics covered <p>Revision:</p>	<p>friendship relationship healthy equal kind thoughtful welcoming positive</p>	<ul style="list-style-type: none"> - continue to discuss friendships with your child. At this age they start to become more aware of their friends and become more upset when they disagree or have problems getting along than they ever would before - encourage your child to think about their own friendships and why they are healthy,

<p>- learn that their friendships might have ups and downs (including the difference between being alone and lonely)</p> <p>- know that 'secrets' usually have an end (e.g. surprise birthday party)</p> <p>- understand the importance of seeking adult permission</p> <p>Revision:</p> <p><i>- good listening behaviours related to showing that we are a good friend and can form healthy relationships with others</i></p> <p><i>- relate secrets to online safety and other teaching around staying safe (including around our private parts being private)</i></p> <p><i>- relate asking for permission to previous learning about staying safe</i></p>	<p><i>- who trusted adults are</i></p> <p><i>- emergency services and how and when to call them</i></p> <p><i>- checking children are aware of their basic contact details and when they may need to be used</i></p>	<p>happy</p> <p>respect</p> <p>caring</p> <p>consideration</p> <p>honesty</p> <p>alone</p> <p>lonely</p> <p>'falling out'</p> <p>disagreements</p> <p>time out</p> <p>resolving problems</p> <p>secret</p> <p>end</p> <p>final</p> <p>appropriate/ inappropriate</p> <p>safe</p> <p>concern</p> <p>trusted adult</p> <p>permission</p> <p>ask</p> <p>safety</p>	<p>even if there are sometimes disagreements between them and their friends</p> <p>- discuss your own personal experiences with your child if you can, either from when you were a child or even your friendships now. You could explain why you are friends with certain people, and how you have perhaps resolved any difficulties in your friendship? Children will respond well to hearing about other real life examples of friendships and can use what you may have learned in the past in their own experiences</p> <p>- continue to encourage your child to tell a trusted adult if they are unhappy</p> <p>- reinforce the message about secrets having an end, and that at their age they should not really have any secrets that are not shared with at least one of their parents (e.g. Father's Day plans may be shared with Mum but not Dad!). If they feel uncomfortable with a secret they have been asked to keep, they should tell a trusted adult</p>
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	- continue to remind about trusted adults who can be consulted if worried or upset			
Summer 2 Lost at Sea	<p>-learn what things benefit their own wellbeing (time outdoors, physical activity, community work, giving to others)</p> <p>- learn what an active lifestyle looks like for children their age and the benefits of it (walking to school, hobbies, PE)</p> <p>- learn what a healthy diet can include -eat well guide</p> <p>- learn why and how they should wash their hands to prevent germs</p> <p>- learn that some household substances are dangerous for children</p> <p>Revision:</p> <p>- link handwashing to prior learning in Science</p> <p>- link learning about health to prior learning in Science</p>	<p>- range of discussion, responding to scenarios and engaging with stories and videos related to topics covered</p> <p>Revision:- ideas around healthy eating</p> <p>- link to learning in Science</p> <p>- keeping active, especially when it's easier in the summer months with better weather</p> <p>- remind about safety in the sun</p> <p>- reminders about looking after yourself and your own wellbeing as well as that of others</p>	<p>wellbeing</p> <p>benefit</p> <p>physical activity</p> <p>giving</p> <p>sharing your time</p> <p>outdoor time</p> <p>healthy mind</p> <p>healthy body</p> <p>active lifestyle</p> <p>healthy diet</p> <p>balanced diet</p> <p>carbohydrate</p> <p>fat</p> <p>protein</p> <p>dairy</p> <p>fruit</p> <p>vegetables</p> <p>vitamins</p> <p>minerals</p> <p>water</p> <p>washing hands</p> <p>germs</p> <p>bacteria</p> <p>soap</p> <p>cleanliness</p> <p>hygiene</p>	<p>- talk to your child about ways in which you look after your own wellbeing and perhaps allow them to choose a couple of their own activities that they think will benefit theirs to try</p> <p>- encourage your child to stay active (this is especially easy during the summer when the weather is better)! Maybe they could try out a new sport or activity before they move up to the Junior School?</p> <p>- keep track of what you eat as a family for a day (or longer if you like!) and see whether or not you have followed a balanced diet. Did you eat your 5-a-day? Did you include all of the food groups? Did you limit your amount of saturated fat for the day? Did you still manage to allow yourself a little treat?</p> <p>- show your child the nutritional information on some food packaging so they can see how we can tell what is good for us and what is not!</p> <p>- continue to encourage hand washing and other good hygiene practices</p> <p>- ensure you continue to keep all potentially harmful substances away from children, but it may be a good idea to show them the symbols on containers (e.g. bleach) that show that something is toxic and could be harmful to ensure that</p>

	<p><i>- revisit other dangers that there could be to children and adults and how to keep themselves and others safe</i></p>		<p>danger symbols chemicals safety medicine</p>	<p>children will know if something is potentially dangerous to them. This includes medicines</p>
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