

Year 2

Autumn 1	Concepts and components	Statement	I Now Know
Lesson 1	<u>Safety – Being safe – Feeling safe</u>	<ul style="list-style-type: none"> Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. 	INK what response to give to keep myself and others self.
Lesson 2	<u>Safety – Being safe – Protecting ourselves (Inc Consent)</u>	<ul style="list-style-type: none"> Explain the difference between a secret and a nice surprise; Identify safe secrets (including surprises) and unsafe secrets; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. 	INK what safe and unsafe secrets are. INK which adult I can talk to (children to specify)
Lesson 3	<u>CONSENT</u>	<ul style="list-style-type: none"> Know that they can ask someone to stop touching them; Consent means always choosing to respect others' boundaries Explain the difference between appropriate and inappropriate touch; Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts. 	INK the parts of my body which are private. INK that I need to be respectful of other people's boundaries.
Lesson 4	<u>SAFETY: Internet safety and harms – Online risks</u>	<ul style="list-style-type: none"> Start thinking about how to stay safe online, including safety around sharing images; Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. 	INK some ways to stay safe online.
Lesson 5	<u>SAFETY: Drugs, alcohol and tobacco</u>	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person 	INK some ways I can feel better with and without medicines.

		<p>can do to feel better without use of medicines, if they are unwell;</p> <ul style="list-style-type: none"> • Explain simple issues of safety and responsibility about medicines and their use. 	
Lesson 6		•	

Autumn 2	Concepts and components	Statement	INK
Lesson 1	<u>Health and Wellbeing – mental wellbeing – mental health</u>	<ul style="list-style-type: none"> • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Know what the term "Mental health" means and that it is just as important as physical health. 	INK what mental health is and some strategies to manage our feelings.
Lesson 2	<u>Health and Wellbeing – mental wellbeing – understanding emotions</u>	<ul style="list-style-type: none"> • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Suggest ways of dealing with different kinds of hurt. • Recognise the range of feelings that are associated with loss. • Identify helpful ways of responding to other's feelings. • Explain, and be able to use, strategies for dealing with impulsive behaviour. 	INK how to identify some negative emotions and ways to respond and deal with them.
Lesson 3	<u>Health and Wellbeing – mental wellbeing – community</u>	<ul style="list-style-type: none"> • Suggest and use strategies for helping someone who is feeling left out. • Identify special people in the school and community who can keep them safe; • Know how to ask for help. 	INK ways to help someone who may be feeling left out. INK some people in my community who can keep me safe and I can ask for help.

Lesson 4	<u>Health and Wellbeing – mental wellbeing – trusted adults</u>	<ul style="list-style-type: none"> Suggest people who may be able to help them deal with change. 	INK who to ask for help when dealing with a change.
Lesson 5	<u>Health and Wellbeing – physical health and fitness – healthy living</u>	<ul style="list-style-type: none"> Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. 	INK which choices are appropriate for me to make and how some choices can be healthy or unhealthy.
Lesson 6	<u>Health and Wellbeing – physical health and fitness – health risks</u>	<p>Understand and explain the simple bodily processes associated with them.</p> <p>Y1 Statement linked: Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</p>	INK the simple functions of major internal body parts.

Spring 1	Concepts and components	Statement	INK
Lesson 1	<u>Relationships – families and people who care for me – special people</u>	<ul style="list-style-type: none"> Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. 	INK some special people in my life and explain why they are special (children to specify).
Lesson 2	<u>Relationships – families and people who care for me – sense of belonging</u>	<ul style="list-style-type: none"> Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); 	INK that relationships I have with different people will be different.

		<ul style="list-style-type: none"> Give examples of features of these different types of relationships, including how they influence what is shared. 	
Lesson 3	<u>Relationships – families and people who care for me – difference</u>	<ul style="list-style-type: none"> Define the word respect and demonstrate ways of showing respect to others' differences. Identify some of the physical and non-physical differences and similarities between people; 	<p>INK ways people can be different.</p> <p>INK ways to respect people who may be different to me.</p>
Lesson 4	<u>Relationships – families and people who care for me – feeling safe</u>	<ul style="list-style-type: none"> Identify people who can help them when they feel unsafe. 	<p>INK who I can ask for help if I feel unsafe (children to specify).</p>
Lesson 5	<u>Relationships – caring friendships – making friends</u>	<ul style="list-style-type: none"> Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other 	<p>INK ways that friends care for each other (children to specify).</p>
Lesson 6	<u>Relationships – caring friendships – communication</u>	<ul style="list-style-type: none"> Give and receive positive feedback, and experience how this makes them feel. Demonstrate simple ways of giving positive feedback to others. Understand there are times when they might need to say "No" to a friends and that that's OK. 	<p>INK ways to give positive feedback to others.</p> <p>INK that it is OK to say "No" to friends.</p>

Year 2

Spring 2	Concepts and components	Statement	INK
Lesson 1	<u>SAFETY - Basic First Aid</u> SUMMER 2, WEEK 5	How to get help in an emergency (how to dial 999 and what to say)	INK how to get help in an emergency.
Lesson 2	<u>SAFETY – living safely and well - fire safety</u> (London Fire Brigade Activities to support) DO IN JULY WHEN FIRE BRIGADE IN ROTATION SUMMER 2	<ul style="list-style-type: none"> To know how to keep safe at home (including around electrical appliances) Year 1 statement - To know about basic fire safety (e.g. not playing with matches or lighters), who can help us.	INK how to keep safe at home when around electrical appliances.
Lesson 3	<u>SAFETY: Money Management (including jobs/ aspirations)</u> SSUMMER 2 WEEK 6	<ul style="list-style-type: none"> Understand that people have choices about what they do with their money and that these can be spent on essential and non-essential items. Know that money can be saved for a use at a future time and know the reasons people might do this. Explain how they might feel when they spend money on different things 	INK money can be spent on essentials, non-essentials or saved.
Lesson 4	<u>SAFETY: Road Safety</u> (Based on https://www.think.gov.uk/) ROTATION SUMMER 2	<ul style="list-style-type: none"> To understand why it is important to be bright and seen. To know why I need a child car seat when I travel in a car. To know how to travel in a car or a bus To know safer crossing places and how to use them To know how to use the correct behaviour to keep myself safe. 	INK ways I can be safe when travelling (in and out of cars).
Lesson 5	<u>SAFETY: Water safety</u> (Based on https://rnli.org/youth-education/) Water safety passport 1 resources ROTATION SUMMER 2	Ways to keep safe in familiar and unfamiliar environments (eg. Beach, river...)	INK ways to keep safe around water.

Summer 1	Concepts and components	Statement	INK
Lesson 1	<p><u>Health and Wellbeing – healthy eating – healthy diet</u></p> <p>COVERED IN SCIENCE</p>	<ul style="list-style-type: none"> • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. 	<p>INK how to make healthy choices with food.</p>
Lesson 2	<p><u>Health and Wellbeing – keeping healthy – sleep hygiene</u></p> <p>SUMMER 2 WEEK 3</p>	<ul style="list-style-type: none"> • Identify simple bedtime routines that promote healthy sleep. 	<p>INK a simple bedtime routine to help me sleep (children to specify).</p>
Lesson 3	<p><u>Health and Wellbeing – keeping healthy – dental hygiene</u></p> <p>SUMMER 2 WEEK 4</p>	<ul style="list-style-type: none"> • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. 	<p>INK a simple dental routine and why it is important (children to specify routine).</p>
Lesson 4	<p><u>Health and Wellbeing – keeping healthy – personal hygiene</u></p> <p>COVERED IN SCIENCE</p>	<ul style="list-style-type: none"> • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. 	<p>INK how a simple hygiene routine can prevent germs being spread.</p>
Lesson 5	<p><u>Health and Wellbeing – changing adolescent body – my changing</u></p>	<ul style="list-style-type: none"> • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages 	<p>INK different stages of human development and describe some things people can do at each stage.</p>

	<p><u>body covered in science</u> <u>(recap)</u></p> <p>COVERED IN SCIENCE - QUICK RECAP - WEEK 3</p>	<ul style="list-style-type: none"> • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. 	Recap
Lesson 6			

Summer 2	Concepts and components	Statement	INK
Lesson 1	<p><u>Relationships – caring friendships – healthy friendships</u></p> <p>Combined WEEK 1</p>	<ul style="list-style-type: none"> • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school; • Describe and record strategies for getting on with others in the classroom. 	<p>INK ways to be kind to others.</p> <p>INK ways to get on with others in the classroom.</p>
Lesson 2	<p><u>Relationships – respectful relationships – respectfulness</u></p> <p>WEEK 2</p>	<ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions; • Recognise and explain how a person's behaviour can affect other people; • Know that you are not allowed to touch someone's private belongings without their permission 	<p>INK ways to contribute to the classroom positively.</p>

<p>Lesson 3</p>	<p><u>Relationships – respectful relationships – responsibilities</u></p> <p>SUMMER 2 COMBINED WEEK 2</p>	<ul style="list-style-type: none"> • Explain the importance of looking after things that belong to themselves or to others. 	<p>INK that it is important to look after my own and others belongings.</p>
<p>Lesson 4</p>	<p><u>Relationships – respectful relationships – bullying</u></p> <p>COVERED PREVIOUSLY IN YEAR</p>	<ul style="list-style-type: none"> • Understand and describe strategies for dealing with bullying: including saying who they could get help from in a bullying situation • Rehearse and demonstrate some of these strategies. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; • Understand that bullying is usually quite rare. • Say who they could get help from in a bullying situation 	<p>INK what bullying is and how it is different to unkind behaviour. INK strategies to deal with both bullying and unkind behaviour.</p>
<p>Lesson 5</p>	<p><u>Relationships – online relationships – online relationships</u></p> <p>COVERED IN COMPUTING</p>	<ul style="list-style-type: none"> • Know the importance of keeping personal information private, when online and only talking to people they know in real life; • Know that they can tell an adult they trust if anything happens that makes them worried. • Identify situations in which they would need to say "Yes", "No", "I'll ask" or "I'll tell" in relation to keeping themselves or others safe. 	<p>INK how and why to keep my personal information private when online.</p>
<p>Lesson 6</p>			