

## Keeping safe and looking after myself

In Year 2, we talk about which parts of the body are private and what the children can do if they do not want someone to touch them. We use resources provided by NSPCC Pantosaurus to support this.

We discuss what is appropriate and when it is ok for someone to touch them. We ensure that the children know it is okay to say no to anything that makes them uncomfortable.

Following on from this, we learn more about our support networks including trusted adults and how they can help us.

We use an online resource called Yasmin and Tom to cover this strand.



## People who help me

In this strand, children develop a greater understanding of the people who can help them. We share who they can ask if they need to know something or who they can go to if they feel worried. This may include people at home such as family, teachers in school and also people in the wider community such as the police.

## Living in our World

Through this unit, the children become more aware of what they like to spend money on and how they can keep it safe. We also explore why it is a good idea to save money.

We often teach this alongside our maths curriculum and relate money to their real-life experiences looking at the difference between things they may need/want to spend money on.

We provide roleplay opportunities by setting up a shop where the children can develop an understanding of the responsibility that comes with money and how cards are used.

## Further information for parents and carers

We aim to work in partnership with parents and carers by ensuring stake holders are well informed about curriculum content. We welcome your questions and are happy to share resources and teaching materials. Please contact your child's class teacher if you would like more information.

DFE information for parents:

<http://www.gov.uk/government/publications/relationships> sex and health education guides for schools

If you would like to find out more look at our school website: [www.nunthorpeprimary.org.uk](http://www.nunthorpeprimary.org.uk)

The link below is for the NSPCC website:

<http://www.nspcc.org.uk/keepingchildrensafe/supportforparentsx>

# Nunthorpe Primary Academy

## What is RSHE?

### Year 2

My body and my health

Relationships

Life Cycles

Keeping safe and looking after myself

People who help me

Feelings and attitudes

Mental wellbeing

Living in our world



## Why do we teach RSHE?

Relationships and Health Education is a statutory part of the National Curriculum.

It helps children to make informed decisions about relationships and friendships, emotional well-being, staying safe both on and offline and changes in their life and to their bodies. It supports our children in preparing for all opportunities, challenges, life decisions and responsibilities that they'll face.

This leaflet gives information on the RSHE curriculum we deliver and the use of themes and progressive vocabulary to talk about well-being, health and relationships at an age appropriate level.

## Relationships

In Year 2, we learn why friends are important and explore the qualities that make a good friend. We use drama to support this strand to act out different qualities and then think about what we can do to make other people feel happy.

In another aspect of this strand, we think about how their relationships have changed as they have grown up. We use the Yasmine and Tom resources to support this aspect. In addition, we share why our family are important and the children have the opportunity to draw their family which enable us to discuss how and why families are different.

In this strand, the children will explore the meaning of marriage.

## My body and my health

This unit links greatly with our science learning about animals. We look at how their body has changed since they were a baby and children can bring in photographs to show this.

We learn about what makes a healthy diet and about the different food groups. This also links to our English learning where we design and make a pizza.

Children will also learn how they can help stop diseases spreading in school through regular handwashing, using tissues etc and will explore the spread of germs through investigation.

They will gain an understanding of why medicines are locked away and why we can't take other people's medicines.

Also, children will think about how often they should be exercising, understanding the importance of a healthy lifestyle.



## Life cycles

Through this strand, children will learn about where babies come from. This is taught through our science curriculum where we look at the life cycles of e.g. humans and flowering plants.

We also look again at how our body has changed since being a baby which is also covered in the 'my body my health' strand.

## Feelings and attitudes

In this strand, the children learn about what makes them feel good. This is often linked to the mental wellbeing strand. We look at scenario cards and match them to emotions and use videos to explain a greater variety of feelings. We also think about what makes them feel bad. We use circle time too to allow the children to share their ideas.

We develop an understanding that all feelings are normal. Additionally, we begin to notice some physical signs (e.g. body language) that can be linked to their feelings and how we can use this to help others.

In this unit, the children identify changes which can be good but also changes that may worry them and reasons for this. We focus this around transitions in school (moving class / new teacher) or changes at home (new baby).

Children will also learn that some changes may be good for some people but may worry others such as moving house.

## Mental Wellbeing

Mental wellbeing in Year 2 builds on previous learning about exploring emotions and learn about how they can talk about their emotions and why this is important.

We read 'The Colour Monster' to support this strand which enable the children to understand their different emotions.

Children are encouraged to share their worries by using the class 'care and share box'.