

RSHE Curriculum Year 2

| <p>National Curriculum target links:</p> <p style="text-align: center;"> Healthy and safe Anti-bullying Relationships and Sex Education (RSE) </p> <p style="text-align: center;"> Emotional Health Citizenship / British Values Values – inc. diversity and equal opportunities </p> <p>SG = contributes to safeguarding</p> | | | |
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| Core Theme | Autumn Term | Spring Term | Summer Term |
| Health and Wellbeing | <p>Week 1</p> <p>Character Education</p> <p>https://www.jubileecentre.ac.uk/1635/character-education</p> <p>ISHI</p> <p>Aspirations</p> <p>Talents – experiencing success</p> | <p>Week 1</p> <p>Character Education</p> <p>https://www.jubileecentre.ac.uk/1635/character-education</p> <p>ISHI</p> <p>Class virtue</p> | <p>Week 1</p> <p>Character Education</p> <p>https://www.jubileecentre.ac.uk/1635/character-education</p> <p>ISHI</p> <p>Class virtue</p> |
| | <p>Week 3</p> <p>Class virtue</p> | | |
| | <p>Week 5</p> <p>Healthy people</p> <p style="color: #E67E22;">Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about what healthy people do. This should include learning about the benefits of rest and exercise. <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe the components of a healthy day | <p>About my body</p> <p style="color: #E67E22;">Emotional Health – self esteem</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • more about parts of the body and how the body works SG <p>Children should:</p> <ul style="list-style-type: none"> • be able to show understanding of key bodily functions SG Keeping fit Healthy and safe <p>Children will:</p> | <p>Mums and babies – how we grew</p> <p style="color: #E67E22;">Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about babies and birth • about the process of growing from young to old • how people’s needs change and responsibilities that increasing independence may bring SG <p>Children should:</p> |

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| | <ul style="list-style-type: none"> • be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences SG • research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people | <ul style="list-style-type: none"> • learn about exercise and what makes places healthy • begin to learn how to make real, informed choices that improve their physical and emotional health SG Children should: • plan and carry out a programme of exercise | <ul style="list-style-type: none"> • if possible bring in photographs of themselves / their parents/carers at different stages from birth till now. Healthy eating Healthy and safe Children will learn: • about what food is healthy <p>Children should:</p> <ul style="list-style-type: none"> • use their learning to plan a healthy lunchbox |
| | | <p>Week 3 All are Welcome To understand what makes someone feel proud To be able to work with everyone in my class</p> | |
| Relationships | <p>Week 7 Same and different – being truthful Emotional Health Anti-bullying Children will learn:</p> <ul style="list-style-type: none"> • about truth and lies SG, and more about diversity <p>Children should:</p> <ul style="list-style-type: none"> • be able to show what constitutes a good friend recognise what is fair and unfair, kind and unkind, what is right and wrong | <p>Week 5 <u>RSE – Journey in Love (Linked to Science)</u> We see God’s love in the community</p> | <p>Week 3 Mums and babies Emotional Health Children will learn:</p> <ul style="list-style-type: none"> • that babies need care and attention (love) in order to calm them if they are upset <p>Children should:</p> <ul style="list-style-type: none"> • plan a visit by a Mum and formulate questions <p>Week 5 Personal Identity Emotional Health – self-esteem</p> |

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| | | | <p>Children will learn:</p> <ul style="list-style-type: none"> • to set simple but challenging goals <p>Children should:</p> <ul style="list-style-type: none"> • be able to learn from their experiences • be able to recognise and celebrate their strengths |
| | <p><u>Week 9</u> <u>All are Welcome</u> To understand what diversity is To feel proud of being different To understand how we share the world</p> | <p><u>Week 7</u> Making and breaking friendships Emotional Health Values Children will learn: <ul style="list-style-type: none"> • about when friendships break up, or people move away Children should: <ul style="list-style-type: none"> • understand about the feelings associated with this SG </p> | <p><u>Week 7</u> <u>Healthy Family Relationships - San</u> Expect Respect Toolkit – PPT Can women and men do the same jobs?</p> |
| | <p><u>Week 11</u> Coping with conflict Emotional Health Anti-bullying Children will learn: <ul style="list-style-type: none"> • more about teasing and bullying SG • that there are different types of teasing and bullying, that these are wrong and unacceptable SG </p> | <p><u>Week 9</u> Variety of relationships Emotional Health Values Healthy and safe Children will learn: <ul style="list-style-type: none"> • about people who look after them, their family networks, who to go to if they are worried and how to attract their attention </p> | <p><u>Week 9</u> Personal Safety Healthy and safe Emotional Health Children will learn: <ul style="list-style-type: none"> • about who to talk to if they have concerns, questions or worries SG • about the things they should not keep 'private'; SG </p> |

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| | <ul style="list-style-type: none"> • the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities SG • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help SG <p>Children should:</p> <ul style="list-style-type: none"> • know why this is wrong and how to get help. SG • recognise when people are being unkind either to them or others, how to respond, who to tell and what to say SG | <p>SG, ways that pupils can help these people to look after them</p> <ul style="list-style-type: none"> • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another SG <p>Children should:</p> <ul style="list-style-type: none"> • recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' SG • know what 'privacy' means SG | <p>Children should:</p> <ul style="list-style-type: none"> • know the difference between secrets and surprises and understanding not to keep adults' secrets SG |
| <p>Living in the Wider World</p> | <p>Week 13 Money and shopping Citizenship / British Values – financial capability</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about money and spending <p>Children should:</p> <ul style="list-style-type: none"> • be able to role-play simple financial transactions | <p>Week 11 Our school community Citizenship / British Values – sense of community</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • rules for and ways of keeping physically and emotionally safe SG (including road safety, cycle safety (through bikeability programme) • rules for safety in the environment (including rail, water and fire safety) SG | <p>Week 11 Special days Values – diversity and equal opportunities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about a range of festivals <p>Children should:</p> <ul style="list-style-type: none"> • demonstrate this learning at an assembly or display <p>Global food Citizenship / British Values – sustainable development, government</p> <p>Children will learn:</p> |

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| | | <ul style="list-style-type: none"> • about safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets) SG • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to offer constructive support and feedback to others • to identify and respect the differences and similarities between people • about the importance of respecting others' privacy <p>Children should:</p> <ul style="list-style-type: none"> • share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • use various media to illustrate this | <ul style="list-style-type: none"> • about where food comes from <p>Children should:</p> <ul style="list-style-type: none"> • learn more about the ethics of food supply |
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| Aspect | Date covered |
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| Circle time - fortnightly | |
| Mission statement | |
| Class virtues – <u>Courage</u> | |

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| Friendship, kindness and love | |
| Aspirations and vocational choices | |
| Success for all | |
| Staying safe | |
| <u>All are Welcome</u> To understand what diversity is To understand how we share the world To understand what makes someone feel proud To feel proud of being different To be able to work with everyone in my class | |
| <u>RSE – Journey in Love</u> We see God’s love in the community | |
| <u>Healthy Family Relationships</u> Expect Respect Toolkit – PPT Can women and men do the same jobs? | |
| Emotional wellbeing - Ishi | |
| Physically and emotionally healthy A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices) | |