

Introduction

From 2020, Relationships and Sex Education (RSE) and Health Education became compulsory in all primary schools in England and Relationships and Sex Education will be compulsory in all secondary schools. This is in response to the identified risks children and young people may face through their increased online activities and the need to support them to be safe and healthy, and manage their academic, personal and social lives in a positive way. As an infant school we are required to teach Relationships and Health Education.

Statutory Requirements

As a maintained infant school we must provide Relationships and Health Education to all pupils as per section 34 of the [Children and Social work act 2017](#). We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum which includes the correct anatomical names for genitalia.

In teaching Relationships and Health Education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Aims

At Kempshott Infant School we will be implementing Relationships and Health Education. To ensure this is effective the school will ensure:

- An age-appropriate curriculum is designed, shared and followed.
- For SEND pupils, the Head Teacher will jointly discuss with parents if a pupil's specific needs need to be taken into account when making decisions about whether a pupil may be excused.

The aims of Relationships and Health Education at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Provide the children with understanding of the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, tolerance and empathy.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – a small group of parents were invited to attend a meeting about the policy and then published draft copy on school website for review.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

What is Relationships Education?

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. This will create opportunities to ensure children are taught about positive emotional and mental wellbeing and how friendships can impact on this. Children will also be taught (in an age appropriate way) to recognise and report different types of abuse, including emotional, physical and sexual. This will include focusing on boundaries and privacy so that children understand that they have rights over their own bodies and know how to seek advice when

they suspect or know something is wrong. There will also be opportunities to teach children about boundaries with their peers, including when they are online, ensuring they learn that where abuse takes place it is never the fault of the child who is abused.

Relationships and Education is about the emotional, social, and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Relationships Education involves a combination of sharing information, and exploring issues and values.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Relationships Education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

What is Health Education?

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the benefits and importance of exercise, good nutrition and sufficient sleep. Children will also be given the language and knowledge to understand the normal range of emotions that everyone experiences. Children will be taught about the two way positive relationship between good physical health and good mental wellbeing.

All lessons will be taught at an age appropriate level to meet the needs of the objectives in Relationships and Health Education curriculum, under the headings of:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health Prevention
- Basic First Aid

Please click [here](#) to see the Department for Education's guidance. Please note the information in this document details learning objectives that need to be covered by the end of primary school. Therefore not all of the objectives are relevant to infant age children and will not be covered during your child's time at Kempshott Infants.

Our Curriculum

As our children are 7 years and under, our team will determine the age-appropriateness of the Primary Objectives set out by the DFE. Meeting these objectives will require a graduated, age-appropriate programme of Relationships and Health Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Teaching methods should take account of these differences (including when they are due to specific educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. The Head Teacher should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Relationships and Health Education is taught within the personal development learning (PDL) education curriculum. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are included in religious education (RE), Physical Education (PE) and Computing. All PDL and Relationships and Health Education lessons will be taught by trained professionals who have already established a safe relationship with the children. All staff should refer to Relationships Education for Primary (by the DfE) for further teaching support. **Please see Appendix 1.**

Assessment

All teachers should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

Monitoring and Evaluating

The Subject Leader alongside the Head Teacher will monitor the impact of the Relationships and Health Education. This is not a standalone subject it is part of the school's ethos and values. The effectiveness of the Primary Objectives will be evaluated through:

- Assemblies
- Circle times
- Stories
- Pupil Questionnaires
- Parent Questionnaires
- Learning walks
- Lesson Observations

This policy will be reviewed by the Subject Leader annually. At every review, the policy will be approved by the governing body and Head Teacher.

Dealing with Difficult Questions and Statements

Good practice allows children an open forum to discuss potentially sensitive issues. This in turn can lead to an increase in children disclosing abuse, or of teachers becoming aware of concerns about a child's wellbeing. Teachers should understand how to respond to disclosures of abuse and report any concerns they may have, following the school's safeguarding procedures.

To support our team in having a joint approach, the school have created the following guidance if a child asks a question that is deemed as beyond age-appropriateness or that is better dealt with on a 1—1 basis:

- The member of staff must acknowledge the question/statement and state 'Thank you for your question/thank you for sharing that, I'm going to write that down and we can talk about that together later'.
- If a child makes a comment that fuels other children's comments then the member of staff should say the following 'I can see there are lots of questions/thoughts, I need to have a think about these so let's move on.' Members of staff must seek advice from DSL, SLT or HT as soon as possible.

Roles and Responsibilities

The Governing Board approved the RHEd Policy, and hold the Head Teacher to account for its implementation.

The Head Teacher is responsible for ensuring that RHEd is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory/non-science) components of RHEd.

Staff are responsible for:

- Delivering RHEd in a sensitive way
- Modelling positive attitudes to RHEd
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the (non-statutory/non-statutory science) components of RHEd.

Staff do not have the right to opt out of teaching RHEd. Staff who have concerns about teaching RHEd are encouraged to discuss this with the Head Teacher.

Pupils are expected to engage fully in RHEd and, when discussing issues related to RHEd, treat others with respect and sensitivity.

Safeguarding and Vulnerable Children

Any child that causes concern should be referred to the DSL following the school's Child Protection Policy and procedures. If a child is finding the typical aspect of Relationships Education and PDL difficult in a group/whole class context, staff should discuss this with a DSL or SENDCo.

Vocabulary

As a school we feel it is essential that children learn the correct names for external genitalia including penis, testicles and vulva, as having the right language to describe all body parts of their body and knowing how to seek help if they are worried or uncomfortable about something and having the right vocabulary to describe why they are seeking help – are vital for safeguarding.

It was stated in the report 'Not Yet Good Enough – personal, social, health and economic education in schools' (Ofsted, 2013), Ofsted highlighted research by Lucy Faithful which indicated that 'failure to provide high quality, age-appropriate sex and relationships education may leave young people vulnerable to inappropriate language'. Although, while Sex education does not start till later in Key Stage 2, the imperative to keep children safe from abusive behaviours makes it essential to be introduced early in their schooling.

Parent' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education. However due to the age of our pupils 'sex education' will not be taught in the infant phase, **therefore there is no right to withdraw from Relationships and Health Education.**

Training

Staff are trained on the delivery of RHEd as part of our continuing professional development. The Head Teacher will also invite visitors from outside the school, such as school nurses, etc to provide support and training to staff teaching RHEd.

Date January 2023

Review date: January 2024

Appendix 1

Kempshott Infant School

Relationships and Health Education Curriculum Map

Year Group	Term	Topic	Resources
Year 1	Aut 1	<p>Mental Well-being -- Feelings:</p> <p>To learn we are the same but different.</p> <p>To learn the body parts which make us different e.g. vulva, penis, testicles.</p> <p>To learn about a wide range of feelings.</p> <p>To be able to talk about being happy and know what makes us happy.</p> <p>To be able to talk about what makes me feel angry.</p> <p>To be able to talk about being sad and know what makes us sad.</p> <p>To be able to recognise when someone looks sad and I know ways to help them cheer up.</p> <p>To know about the different kinds of changes that have happened since starting school.</p> <p>To know about the different kinds of loss that can make us feel sad.</p> <p>To know how to help ourselves and others manage sad feelings.</p> <p>To be able to talk about what makes me feel calm.</p> <p>To recognise and name feelings in myself and others.</p>	<p>Boy/Girl dolls</p> <p>Moppy Handbook</p> <p>Moppy is Happy story book</p> <p>Picture of Moppy</p> <p>Sparkly object</p> <p>Moppy Handbook</p> <p>Moppy is angry story</p> <p>Sentences – that describe a character’s anger.</p> <p>Moppy Handbook</p> <p>Moppy is Sad story book</p> <p>A cloak</p> <p>A goblet</p> <p>A blue shape</p> <p>A small bell or triangle</p> <p>Moppy is sad- Book</p> <p>Moppy Handbook</p> <p>Moppy is Calm story book</p> <p>‘Great Big Book of Feelings’ – Mary Hoffman</p> <p>SEALS pack – emotions pictures.</p>
Year 2	Aut 1	<p>Mental Well-being - Feelings:</p> <p>To recognise and name some feelings that they might have.</p> <p>To describe how others might be feeling.</p> <p>To explain how feelings can make their bodies feel inside.</p> <p>To identify who can help them with feelings, and how they can help others.</p> <p>To identify feelings that are good or not so good.</p> <p>To recognise that people feel differently about things and situations.</p> <p>To recognise and name feelings in myself and others.</p> <p>To explain what can change their feelings (from good to not so good and from not so good to good).</p> <p>To suggest things that can help them and others to feel better.</p> <p>To recognise that feelings can get stronger.</p> <p>To describe how big feelings can affect their behaviour.</p> <p>To identify what can help them feel better when they have a big feeling.</p> <p>To be able to use words or phrases to ask for help with feelings.</p>	<p>Maz alien outline</p> <p>Feeling scenarios</p> <p>Feeling vocabulary cards</p> <p>Help cards</p> <p>Everyday feelings lists – class created</p> <p>My Feelings frame worksheet</p> <p>Maz’s changing feelings grid worksheet</p> <p>Large postcard addressed to Maz</p> <p>Say and do worksheets</p> <p>Sorting feelings cards</p> <p>Scenario and question cards – big feelings</p> <p>Text message worksheet</p>

<p>Year 1</p>	<p>Aut 2</p>	<p>Families and people who care for me / Respectful relationships</p> <p>To know about people who care for them e.g. parents, siblings, grandparents, relatives, friends and teachers.</p> <p>To know the different roles those who care for them play in their lives and how they care for them.</p> <p>To know about people who care for them e.g. parents, siblings, grandparents, relatives, friends and teachers.</p> <p>To know the different roles those who care for them play in their lives and how they care for them.</p> <p>To know what it means to be a family.</p> <p>To know that families are different.</p> <p>To know how to tell someone they are worried about their family.</p> <p>To know the importance of telling someone when you are worried about something in their family.</p> <p>To be able to identify different types of behaviour.</p> <p>To know what fair and unfair means.</p> <p>To know what right and wrong means.</p>	<p>'A special person is..' sheet</p> <p>Grandfather and I by Helen E. Buckley</p> <p>Class spider-gram - who are their special people</p> <p>Caring for reach other grid worksheet</p> <p>Caring for each other idea bank</p> <p>Different families, same love PowerPoint.</p> <p>My Family activity sheet</p> <p>Farmer Duck by Martin Waddell</p> <p>Fair is Fair by Sonny Varela</p> <p>Ten Little Pirates by Mike Brownlow & Simon Rickerty</p>
<p>Year 2</p>	<p>Aut 2</p>	<p>Caring friendships / Respectful relationships</p> <p>To learn about people who look after them, their family networks, whom they can go to if they're worried and how to attract their attention.</p> <p>The importance of listening to other people and find ways to resolve disagreements.</p> <p>To learn about groups and communities that they belong to.</p> <p>To know about ways to resist teasing and bullying and how coping strategies can be used.</p> <p>To know about the importance of respect for differences and similarities between people.</p> <p>To be able to communicate ideas and views.</p> <p>To be affirming to self and others.</p>	<p>'But Why Can't I? – Sue Graves</p> <p>Elmer series by David McGee</p> <p>This is Our House by Michael Rosen</p> <p>Broken object activity – string, sellotape, glue</p> <p>Scenario cards for friendship problems</p> <p>Toothpaste activity</p>

<p>Year 1</p>	<p>Spring 1</p>	<p>Physical Health and Fitness / Health and Prevention / Healthy eating</p> <p>To learn the importance of what it means to be healthy.</p> <p>To learn ways to take care of themselves on a daily basis.</p> <p>To learn about basic hygiene routines. E.g. hand washing.</p> <p>To learn about healthy and unhealthy foods, including sugar intake.</p> <p>To learn about physical activity and how it keeps people healthy.</p> <p>To learn about different types of play, including balancing indoor, outdoor and screen-based play.</p> <p>To learn about people who can help them to stay healthy, such as parents, doctors, nurses, dentists and lunch supervisors.</p> <p>To learn how to keep safe in the sun.</p>	<p>Ketchup on Your Cornflakes - Nick Sharratt</p> <p>Body Outline – large sheet of paper</p> <p>Personal Hygiene power point</p> <p>Healthy Food PDF -(Worksheet)</p> <p>Healthy food plate template</p> <p>Being active -power point</p> <p>Fantastic Fred Video Part Three</p> <p>Fantastic Fred Video Part Four</p> <p>Fantastic Fred Activity 3 – Be a fitness super star</p> <p>Prepared Table with 2 columns</p> <p>Body shape Outlines</p> <p>Dress to Impress worksheets</p>
<p>Year 2</p>	<p>Spring 1</p>	<p>Physical Health and Fitness / Mental Well-being / Drug, alcohol and tobacco / Healthy Eating</p> <p>To learn about routines and habits for maintaining good physical and mental health.</p> <p>To learn why sleep and rest are important for growing and keeping healthy.</p> <p>To know medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.</p> <p>To understand the importance of, and routines for, brushing teeth and visiting the dentist.</p> <p>To learn about food and drink which affect dental health.</p> <p>To learn ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others.</p> <p>To learn to manage big feelings including those associated with change, loss and bereavement.</p> <p>To learn when and how to ask for help, and how to help others, with their feelings.</p>	<p>Exercise Right, Sleep Tight Power Point</p> <p>A Good Night’s Sleep Game Cards</p> <p>Guided Meditation</p> <p>My Sleep Meditation Sheet</p> <p>Sleep factor Power point</p> <p>Resource 1: Mia’s story</p> <p>Resource 2: What can Mia do to rest and relax?</p> <p>Resource 2a: What can Mia do to rest and relax? — Expected answers</p> <p>Resource 3a: Mia’s new bedtime routine</p> <p>Spider diagram on the board/flip chart with ‘Things that keep Mia awake’ in the middle section.</p> <p>KS1 Dental Power point</p> <p>Draw/Write sheets</p> <p>Resource : Food & drink cards</p> <p>Resource 2:Steps to brushing teeth</p> <p>Resource 3: who can help cards</p> <p>Ways to Wellbeing power point</p> <p>5 Ways to Wellbeing worksheet</p> <p>Tree template</p> <p>Drug and Alcohol Power point</p> <p>Drug and alcohol lesson plan and the following resources:</p> <p>Feel better scenarios – resource 1</p> <p>Medicine cards – resource 2</p> <p>Scenarios sheet - pairs or groups - Resource 2 – under Mental Health lessons pdf – lesson 4 - change and loss</p>

<p>Year 1</p>	<p>Spring 2</p>	<p>Families and people who care for me / Being safe</p> <p>To learn about what rules are and how they change for different situations. To learn that different people have different needs. To learn how we care for people, animals and other living things in different ways. To learn how we can look after the environment. To learn about the different jobs and the work people do. To understand that different strengths and interests are needed to do different jobs. To learn about people whose job it is to help us in the community.</p>	<p>'Library Lion' by Michelle Knudsen body Outline A sick day for Amos McGee by Philip C Stead or video – Grid – on large sheet of paper Tidy by Emily Gravett Writing frame –for job advertisements – editable and need words inserted in the word bank A Superhero like you by Dr Ranj' Sheet of folded card – for each child</p>
<p>Year 2</p>	<p>Spring 2</p>	<p>Caring Friendships / Respectful friendships / Online relationships/ Being safe / Internet safety and harms</p> <p>To learn how important friendships are in making us feel happy and secure, and how people choose and make friends. To learn the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. To learn the characteristics of friendships. To know that there is a range of emotions in relation to different experiences and situations. To begin to identify whether what they are feeling and how they are behaving is appropriate and proportionate. To learn to recognise when a friendship is making them feel uncomfortable or unhappy, managing conflict, how to manage these situations and how to seek help from others, if needed. To learn that most friendships have ups and downs, and that these can often be worked through so the friendship is repaired or even strengthened and that resorting to violence is never right. To learn where and how to report concerns and get support with issues online. To learn how important friendships are in making us feel happy and secure, and how people choose and make friends. To learn that most friendships have ups and downs, and that these can often be worked through so the friendship is repaired or even strengthened and that resorting to violence is never right.</p>	<p>Clancy and Millie and the Very Fine House by Libby Gleeson 30 x green leaf shapes Large tree (to put on the wall) or tree branch/twigs in a pot of sand Book - A Rainbow of Friends by P.K.Hallinan Friendship Wreath – Person template, glue, felt pens, coloured pencils, skin tone pencils, paper plates (one per group, each with the centre cut out). Book - Olive and the Big Secret by Tor Freeman Paper Planes by Jim Helmore Up the Creek by Nicholas Oldland Problem solving Sheet – A3 The Only Way is Badger by Stella J Jones</p>

Year 1	Sum 1	<p>Caring friendships / Respectful relationships / Online relationships /Being safe</p> <p>To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To know how friendships are important in making us feel happy and secure and how people choose and make friends.</p> <p>To know practical steps they can take in a range of contexts to improve or support respectful relationships.</p> <p>To understand the conventions of courtesy and manners.</p> <p>To know how to respect others who are different and make friends.</p> <p>To know that people behave differently on online, including pretending to be someone else.</p> <p>To know practical steps they can take in a range of contexts to improve or support respectful relationships.</p> <p>To understand the conventions of courtesy and manners.</p> <p>To know how to respect others who are different and make friends.</p> <p>To know when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others.</p> <p>To know how to consider friendships online and how to seek advice or help.</p> <p>To know the importance of respecting others even when they are different.</p> <p>To know how the characteristics of friendships and how to get support with problems and difficulties.</p> <p>To know that most friendships have ups and downs, and that these can be worked through so the friendship is repaired or even strengthened and that resorting to violence is never right.</p> <p>To know when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others.</p> <p>To know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To know practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>Too shy for show and tell – by Beth Bracken and Jennifer A. Bell</p> <p>Big AI by Andrew Clements</p> <p>Link –</p> <p>Listening Power Kids 14- Getting Along- Children’s Story Telling Read Along- Howard B.Wigglebottom - YouTube</p> <p>Hunter’s Best Friend at School – Laura Malone Elliott</p> <p>A Secret Worth Sharing by Johnathan Emmett</p> <p>Applause cards</p>
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Year 2	Sum 1	<p>Health and prevention / Being safe / Basic first aid</p> <p>To learn about the human cycle and how people grow old.</p> <p>To learn how our needs and bodies change as we grow up.</p> <p>To learn about the change as people grow up, including opportunities and responsibilities.</p> <p>To learn about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel.</p> <p>To learn about medicines, and the people who help them to stay healthy.</p> <p>To learn to recognise risk in everyday situations, e.g. road, water and rail safety and medicines.</p> <p>To learn about the rules for keeping safe around medicines and other household products.</p> <p>To learn to recognise risk in everyday situations, e.g. road, water and rail safety and medicines.</p> <p>To learn to keep themselves safe in familiar and unfamiliar environments, such as in school, online, and 'out and about'.</p> <p>To learn to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger.</p> <p>To learn to keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products.</p> <p>To learn to recognise risk in everyday situations, e.g. road, water and rail safety and medicines.</p> <p>To learn how to respond if there is an accident and someone is hurt.</p> <p>To learn about whose job it is to keep us safe and to get help in an emergency, including how to dial 999 and what to say.</p>	<p>Medway –Lesson 2 – Resource E – Picture of a baby and child</p> <p>Medway –Lesson 2 – Resource I – Things we can do(now, in the future)</p> <p>The Growing Story by Ruth Krauss and Helen Oxenbury</p> <p>Helpful/Harmful Cards</p> <p>Amritt's Dilemmas</p> <p>People who help us labels</p> <p>Feel Better Scenarios</p> <p>Medicine Cards</p> <p>Case Studies</p> <p>Empty, washed packaging from household products, including cleaning products and medicines.</p> <p>Hazard Labels Sheet</p> <p>Safety Rules and Labels (True, False, depends on situation)</p> <p>Safety Rule Scenarios</p> <p>Keeping Safe PowerPoint</p> <p>What would you do? scenario cards</p> <p>Teaching Children to Call 999 - Bing video</p> <p>Teaching children how to call 999 in an emergency with Lookout Lion - Bing video</p> <p>How to make a call to emergency services - BBC Teach</p> <p>Emergency Services PowerPoint</p>
Year 1	Sum 2	<p>Being safe / Caring friendships / Mental well-being</p> <p>To learn about what it means to keep something private.</p> <p>To learn about situations when someone's body or feelings might be hurt and whom to go to for help.</p> <p>To learn to recognise what makes them special and unique including their likes, dislikes.</p> <p>To learn how they are the same but different to each other.</p> <p>To be to say what they are good at.</p> <p>To learn to manage and whom to tell when finding things difficult, or when things go wrong.</p> <p>To learn it is okay to make a mistake.</p>	<p>Pantosaurus video – https://www.youtube.com/watch?v= SzbMEVYiyg&feature=emb_title</p> <p>NSPCC PowerPoint</p> <p>PANTS template</p> <p>Pumpkin Soup by Helen Cooper</p> <p>I Am Special Because... and other books and songs from Akili and Me, African cartoons! - Bing video</p> <p>Beautiful Oops by Barney Saltzberg</p>

Year 2	Sum 2	<p>Being Safe / Respectful relationships / Mental well-being / Internet safety and harms</p> <p>To learn the difference between good secrets and bad secrets.</p> <p>To learn to recognise hurtful behaviour, including online.</p> <p>To know what bullying is and different types of bullying.</p> <p>To understand how someone may feel if they are being bullied.</p> <p>To know what to do and whom to tell if they see or experience hurtful behaviour, including online.</p> <p>To learn about being part of different groups, and the role they play in these groups e.g. class, teams, faith groups.</p> <p>To learn how a community can help people from different groups to feel included.</p> <p>To recognise that they are all equal, and ways in which they are the same and different to others in their communities.</p> <p>To be able to communicate ideas and views.</p> <p>To be affirming to self and others.</p> <p>To know what money is and it's different forms e.g. coins, notes, and different ways of paying for things e.g. debit cards, electronic payments, apple pay using phones.</p> <p>To know how money can be kept and looked after.</p> <p>To know about getting, keeping and spending money.</p> <p>To recognise the difference between needs and wants.</p> <p>To know how people make choices about spending money, including thinking about needs and wants.</p>	<p>Howard Wigglebottom story – Listening Power 3- Kids Bullying-Children's Literature Story Telling Read Along- Howard B.Wigglebottom - YouTube</p> <p>Belonging PowerPoint</p> <p>My community worksheet</p> <p><i>Elmer</i> series by David McGee</p> <p><i>This is Our House</i> by Michael Rosen</p> <p>I Want It! Values, Money & Me (valuesmoneyandme.co.uk)</p> <p>I want it - Needs and wants (2nd page)</p>
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