

Southway Primary School RHE Overview – YEAR TWO

Vertical Concepts (informing disciplinary knowledge): Relationship Education; Physical Health & Well Being; Digital Media Literacy; Emotional Health & Well Being

Vision Statement:

Our RHE curriculum at Southway Primary School is designed around the West Sussex Education for Safeguarding framework. The four cornerstones are:

Relationship Education

Our curriculum is designed to enable children to build the foundations for a future of healthy relationships. The content aims to give children the 'tools' necessary to form and sustain relationships with others that are based on mutual respect. We aim for them to understand what a balanced relationship is. Acceptance and respect for both ourselves and others as individuals will be the basis from which the children can learn how to manage conflict in a healthy way which helps to preserve relationships.

Physical Health and Wellbeing

The relationship between food, exercise, and the choices we make as individuals will be explored so that the children are able to develop good habits in relation to food, hygiene, and exercise. We aim to teach the children some basic emergency life skills within this curriculum so that they are aware of who to turn to when things go wrong.

Digital and Media Literacy

This module will cover topics that include safety online, being critical when looking at online information, online relationships, reputation, influence, and managing time online. We want our children to develop the necessary skills to keep themselves safe both physically and emotionally when online.

Emotional Health and Wellbeing

The children will learn how healthy relationships and care of our physical health all play a part in building resilience to help in times of challenge. However, as we all need help sometimes this module is about teaching children that they are not alone and where help can be found.

To further support the children and families at Southway Primary, we have a Safeguarding team and Inclusion team. Courtyard Club supports those children who find the hour of unstructured time at lunch a challenge and operates daily.

Our ethos at Southway Primary is to have a 'growth mindset' and enable our pupils to develop confidence in themselves by giving them memorable experiences and a positive learning environment. We look to embed the Southway Seven wherever possible, through assemblies, conversations, modelling and teaching across the curriculum.

Substantive Knowledge	Disciplinary Knowledge		
<p><u>Relationship Education</u> Family & friendships, online relationships, identity, being safe, feelings & attitudes.</p>		<p><u>Links to other areas of the curriculum</u></p>	<p><u>Resources</u></p>
<p><u>Family and friendship</u></p> <ul style="list-style-type: none"> To that families are all different Know what bullying/unwanted touch is and what to do if they experience or see it. 	<p><u>Family and friendship</u></p> <ul style="list-style-type: none"> To know that if someone must leave, they might still love them. To understand there are different ways of expressing love. Be able to talk about the value of being a friend and having friends. Be able to recognise bullying/unwanted touch and what to do if they experience or witness it. 		<p><u>Discovery Education RHE unit:</u> What Makes a happy friendship</p> <ol style="list-style-type: none"> What makes a happy friendship? Personal boundaries worries <p>Discovery Education Health and Relationships: families and committed relationships: The Diversity of families Video: Different families</p> <ol style="list-style-type: none"> Who is in a family? A happy family Families of all kinds <p><u>Anti-Bullying week</u></p>
<p><u>Identity</u></p> <ul style="list-style-type: none"> To recall the physical differences between boys and girls but understand how gender can be stereotyped. Know that there are similarities and difference between people, gender, appearance, abilities, families, cultural background etc. 	<p><u>Identity</u></p> <ul style="list-style-type: none"> Know that people have things in common but that every individual is unique. give examples of stereotypes, including gender stereotypes describe why stereotypes are unhelpful and unfair to everyone identify some of our own and others' strengths and abilities Respect other's needs, feelings and opinions. 		<p><u>Discovery Education RHE unit:</u> Strengths, abilities and stereotypes</p> <ol style="list-style-type: none"> My strengths and abilities Stereotypes Whose job?

<p><u>Online relationships and media</u></p> <ul style="list-style-type: none"> Describe places they need to be safe and what they would do in each of them to be safe. Describe ways to keep safe when online. 	<p><u>Online relationships and media</u></p> <ul style="list-style-type: none"> identify and use ways of keeping safe when an adult is not overseeing what they do. Recognise the need to be safe in unfamiliar places. Know how to ask for help and whom to ask. Know how to ask for help and whom to ask. 	<p><u>DML</u></p>	
<p><u>Being safe</u></p> <ul style="list-style-type: none"> identify when people might want (or need) to keep something private. the difference between appropriate and inappropriate touch. How to be able to recognise the physical signs of feeling unsafe. To know some basic rules for keeping themselves safe 	<p><u>Being safe</u></p> <ul style="list-style-type: none"> know when to keep a secret and when to tell. know that they have rights over their bodies. Understand if they have been asked to keep something private, but it is making them feel unsure, uncomfortable or hurt about something they should tell an adult they trust (even if they have been asked not to). Be able to say 'no' when subject to pressure when something feels wrong. To be able to recognise safe and unsafe. 		<p><u>Discovery Education RHE unit:</u> What Makes a happy friendship 2. Personal boundaries 3. worries</p> <p><u>Teaching point:</u> Know The Difference: SECRETS: can make us nervous, sad or scared exclude others have no end date SURPRISES: make is feel good, happy, excited are shared with others come out eventually</p>
<p><u>Feelings and attitudes</u></p> <ul style="list-style-type: none"> Sometime our feelings affect others and how change is part of life and how it can make us feel. 	<p><u>Feelings and attitudes</u></p> <ul style="list-style-type: none"> Be able to identify ways of helping self and others to respond proactively to negative feelings. Be able to talk about they feel when things change. 		
<p><u>Worries and asking for help</u></p> <ul style="list-style-type: none"> know some of the things that can cause different worries. identify where they can go for help and how to ask for help in different contexts. 	<p><u>Worries and asking for help</u></p> <ul style="list-style-type: none"> Begin to develop strategies to be able to manage worries. know where to get help and the people who can help them. 		<p>Special people in our communities</p> <ol style="list-style-type: none"> Community helpers When we need help Our communities and groups

Physical Health & Well Being Keeping safe & taking risks, emergencies, hygiene & protecting health, drugs, alcohol & tobacco, eating well & being active		<u>Links to other areas of the curriculum</u>	<u>Resources</u>
<u>Keeping safe & taking risks</u> <ul style="list-style-type: none"> Identify potential hazards at home. Know how to keep safe at school. <u>Hygiene & protecting health</u> <ul style="list-style-type: none"> Understand the benefits of good hygiene routines and why they are important. What do we mean by well/unwell 	<ul style="list-style-type: none"> <u>Keeping safe & taking risks</u> Use resources in a safe manner at school. manage their own behaviour to ensure they are safe at school. be able to identify hazards to ensure health and safety at home. identify people they can trust who can tell us what things are safe to put on and into our bodies. <u>Hygiene & protecting health</u> Recognise when they feel unwell. Understand how some infections such as coughs and colds can be spread and how this can be reduced by washing hands, use of tissues etc 		<u>Discovery Education Health and Relationships: Healthy Bodies/Healthy minds: Staying safe and healthy</u> <ol style="list-style-type: none"> Healthy feelings Staying safe at home Feeling poorly
<u>Emergencies</u> <ul style="list-style-type: none"> Know the importance of having people who they can trust 	<u>Emergencies</u> <ul style="list-style-type: none"> Be able to name 5 trusted adults 		
<u>Eating well & being active</u> <ul style="list-style-type: none"> identify ways of being active identify the habits of healthy people. what might happen if we are not physically active	<ul style="list-style-type: none"> <u>Eating well & being active</u> Describe what being healthy means. Know that good health is affected by the choices we make. Know that our food/activity choices affect our bodies and mind 	<u>PE curriculum</u>	

Digital Media Literacy Staying safe online, online content & critical thinking, self-image, mental health & well-being, online relationships & cyberbullying, online reputation. See computing curriculum:	<u>Links to other areas of the curriculum</u>	<u>Resources</u>

Year 2: PSHE e-Safety unit



Lesson Title	e-Safety success criteria [& Project Evolve resources]
1 Self image and identity	<ul style="list-style-type: none"> I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened. I can give examples of how they might get help.
2 Online relationships	<ul style="list-style-type: none"> I can explain who I should ask before sharing things about myself or others online.
3 Online reputation	<ul style="list-style-type: none"> I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.
4 Online bullying	<ul style="list-style-type: none"> I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.
5 Managing online information	<ul style="list-style-type: none"> I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back, buttons, links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true.
6 Privacy and security	<ul style="list-style-type: none"> I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).

Emotional Health & Well Being

Emotional Resilience, sense of self, well-being, relationships, transition.

Links to other areas of the curriculum

Resources

<p><u>Protecting our mental health</u></p> <ul style="list-style-type: none"> • Talk about simple strategies that help with negative emotions (exercise, friendships, doing something we enjoy, eating and sleeping well) <p><u>Stereotypes boys and girls</u></p> <ul style="list-style-type: none"> • To know that activities and jobs are not limited by gender <p><u>Transition and moving on</u></p> <ul style="list-style-type: none"> • Understand that change, planned or unplanned can make us feel various emotions and that is ok. 	<ul style="list-style-type: none"> • Display increased resilience to cope with setbacks or challenges • Be confident to make choices in line with their personal preferences <ul style="list-style-type: none"> • To feel part of the class and Southway as a whole. <ul style="list-style-type: none"> • To feel confident to take responsibility for a job within the class • To be able to articulate any feelings associated with transition to next year group 	<p>PE curriculum</p>	<p><u>Discovery Education RHE unit:</u> Growing up and setting Goals</p> <ol style="list-style-type: none"> 1. When I am older 2. Looking at the changes ahead 3. Goals
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