

What is PSHE including RSE?

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, Sex and Health Education (RSE) is a statutory part of the National Curriculum and it forms part of the wider PSHE curriculum.

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

This leaflet gives information on the RSHE curriculum we deliver and the use of themes, resources 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 scheme called Yasmin and Tom developed by the Family Planning Association.. 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. We look at the range of families that we all come from.

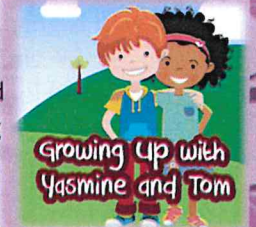
My body and my health

This unit links greatly with our science topic 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. They will examine why their body is brilliant.

We learn about what makes a healthy diet and about the different food groups. This also links to our Design and Technology learning. Children will also learn how they can help stop diseases spreading in school through regular handwashing.

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 different creatures.

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 to allow the children to share their ideas.

We develop an understanding that all feelings are normal. We look at 'big feelings' and what this means. 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 teach this around transitions in school (moving class / new teacher) or changes at home (new baby).

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 look at the importance of sleep and how we can help ourselves have better sleep.

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 also learn about keeping safe in different environments such as at home, on the street.



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

In this section we build on from work that was completed in Year 1 and we investigate how we can take care of our world.

We look at ways such as putting litter in bins, looking after green spaces and cutting down on vehicle pollution. The children will produce a poster to educate others.

Further information for parents and carers

We aim to work in partnership with parents and carers by ensuring you 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:

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

If you have any further questions about RSHE, please visit our school website or contact:

<https://riverdale.ironstoneacademy.org.uk/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents>