

YEAR: YEAR 2 **Theme:** Relationships (Summer)

Purpose: To equip pupils with the knowledge and skills they need to be physically healthy, mentally healthy and safe.

Related Units:

YEAR 1 – Relationships (Summer)

Unit overview	Vocabulary		Knowledge, Skills and Concepts
<u>Relationships</u> Our school's PSHE planning is ambitious for all pupils and is coherently planned and sequenced to ensure that pupils build on and gain new knowledge and skills as they progress through primary school. Our curriculum is broad and balanced to ensure that pupils leave primary schools with the knowledge and skills to keep themselves physically healthy, mentally healthy and safe. We also aim to equip our pupils with the knowledge, skills and attitudes they will need to be active, respectful and engaged citizens of modern Britain. Our PSHE curriculum has a wide range of child-centred activities to ensure the learning is enjoyable for pupils. The scheme of work is based on the learning descriptors laid out in the DfE's 'Statutory Relationships, Sex and Health Education guidance'. PSHE is taught as a discrete lesson once a week but also forms an integral part of the values and ethos of our school. The impact of our PSHE curriculum is also seen in the way pupils interact with others, the way in which they keep themselves mentally and physically healthy, the respect pupils have for other people and the way in which pupils can keep themselves and people around them safe.	New Vocabulary ◦ Male ◦ Female ◦ Penis ◦ Vagina ◦ Friendship ◦ Qualities ◦ Good friendship ◦ Conflict ◦ Resolution ◦ Different ◦ Similar ◦ Stereotype ◦ Private ◦ Boundaries ◦ Baby ◦ Adult ◦ Toddler ◦ Child ◦ Elder	Previously Taught (Revise) ◦ Pride ◦ Achievements ◦ Boy ◦ Girl ◦ Differences	In this unit, pupils are learning: • To identify the qualities of a good friend • To understand and learn the PANTS rules • To understand that they have the right to say “no” to unwanted touch Relationships Education Objectives • To explore stereotypes • To explain personal boundaries • To understand how boys and girls are different and to name boy and girl body parts • To understand the stages in the human lifecycle • To identify the people in my family, while recognizing that not all families look like mine • To explain where I can get help and support • To understand pride • To explain different types of feelings • To explore different emotions • To understand what makes a good friend • Identify ways to be a friend to someone else

Related Books/Resources	Whole School/Community Links	Assessment Opportunities
• 'Ruby Finds a Worry' by Tom Percival • 'The Worrysaurus' by Rachel Bright • 'Dealing With Feeling Roud' by Isabel Thomas • 'The Way Back Home' by Oliver Jeffers • 'A Sick Day for Amos McGee' by Philip Stead • 'Garcia & Colette Go Exploring' By Hannah Barnaby & Andrew Joyner • 'The Rabbit Listened' by Cori Doerrfeld • 'Pink is for Boys' by Eda Kaban Updated Ealing PSHE SoW > Short Term Planning > Summer > Year 2 • Suggested lesson slides • Suggested resources • Assessment opportunity resources	Collective Worship • <i>What does it mean to be a friend? What are the qualities of a good friend?</i> • Initiate display in classroom to celebrate friendship and kindness throughout term. Involve pupils and other staff in making contributions. LEPS Links • MindUp • Zones of regulation • Worry boxes • School Council • Collective worship	<u>Self-Assessment</u> Pupils to complete self-assessment sheet at beginning of Autumn Term and then at the end of Summer Term (in a different colour). Self-assessment sheets to be compiled by class teacher and handed over to next teacher as part of transition. <u>Formal Assessment</u> Lesson 1 – Draw a Good Friend (Baseline) <i>What does a good friend say? What does a good friend do? What does a good friend mean to you? What do you look for in a friend? What is important to you?</i> Lesson 12 – Draw a Good Friend (Summative) Revisit assessment from Lesson 1. <i>Is there anything you will add? Why? Is there anything you will remove? Why?</i> Lesson 4 – Stereotypes: Boys and Girls (Baseline) <i>How are boys and girls different?</i> Lesson 6 - Stereotypes: Boys and Girls (Summative) Revisit assessment from Lesson 4. Add new learning. <u>Evidence Gathering</u> Compile evidence of learning, from the above assessment opportunities, in individual PSHE books.