| Year group | lesson | Topic/theme details | science links |
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| **Year 2**  **Autumn 1**  **Me and My Relationships** | **Our ideal classroom 1**  **Our ideal classroom 2** | * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * The conventions of courtesy and manners. *Respectful relationships* |  |
|  | **Bullying or teasing**  **Don’t do that!**  **Types of bullying** | * That in school and in wider society they can expect to be treated with respect by others and that in return that they should show due respect to others, including those in positions of authority. *Respectful relationships* * About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders(primarily reporting bullying to an adult) and how to get help. *Respectful relationships* |  |
|  | **Being a good friend** | * How important friendships are in making us feel happy and secure, and how people choose to make friends. *Caring friendships* * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships* * That healthy friendships are positive and welcoming towards others , and do not make others feel lonely or excluded- *Caring friendships* |  |
| **Autumn 2**  **Valuing Difference** | **What makes us who we are?** | * The importance of respecting others, even when they are very different from them (for example physically, in character, personality or background) or make different choices or have different preferences or beliefs. *Respectful relationships* * Practical steps that they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* |  |
|  | **How do we make others feel?** | * Practical steps that they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* |  |
|  | **Special people** | * That families are important for children growing up because they can give love, security and stability. *Families and people that care for me* * The characteristics of healthy family life, commitment to each other, including at times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. *Families and people that care for me* * That others’ families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children’s families are also characterised by love and care. *Families and people that care for me* * That stable, caring relationship, which maybe of different types, are at the heart of happy families, and are important for children’s security as they grow up. *Families and people that care for me* |  |
|  | **An act of kindness** | * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * The conventions of courtesy and manners. *Respectful relationships* * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships* |  |
|  | **Solve the problem** | * Most friendships can have ups and downs, and that these can be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right. *Caring friendships* * How to recognise who to trust and who not to trust, how to judge when a friendship is making then feel unhappy or uncomfortable , managing conflict, how to manage these situations and how to seek help and advice from others if needed. *Caring friendships* |  |
| **Spring 1**  **Keeping Myself Safe** | **How safe would you feel?** | * What sort of boundaries are appropriate in friendships with peers and others (including in a digital context). *Online relationships* * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* |  |
|  | **What should Harold say?** | * What sort of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * How to respond safely and appropriately to adults that they may encounter (in all contexts including online) whom they do not know. *Being safe* |  |
|  | **I don’t like that!** | * How to respond safely and appropriately to adults that they may encounter (in all contexts including online) whom they do not know. *Being safe* * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. *Being safe* * The importance of permission-seeking and giving in relationships with friends, peers and adults*. Respectful relationships* |  |
|  | **Fun or Not?** | * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Online relationships* * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. *Online relationships* * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Online relationships* |  |
|  | **Should I tell?** | * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. *Being safe* * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* |  |
|  | **Some secrets should never be kept** | * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. *Being safe* * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. *Being safe* * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe* |  |
| **Spring 2**  **Rights and Responsibilities** | **Getting on with others** | * The conventions of courtesy and manners. *Respectful relationships* * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. *Respectful relationships* * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. *Respectful relationships* * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *Caring friendships* |  |
|  | **Feeling safe** | * How to ask for advice or help for themselves or others, and to keep trying until they are heard. *Being safe* * How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe* * Where to get advice e.g. family, school and/or other sources. *Being safe* |  |
|  | **Playing games** | * That people sometimes behave differently online, including by pretending to be someone they are not. *Online relationships* * That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. *Online relationships* * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships* * How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. *Online relationships* * How information and data is shared and used online. *Online relationships* * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. *Being safe* * How to ask for help for themselves or others, and to keep trying until they are heard. *Being safe* |  |
| **Summer 1**  **Being My Best** |  | The whole unit is based around Physical Health, Mental Wellbeing, Health eating and Y2 Science objectives | **Y2 Animals including Humans**  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Describe the importance for humans for exercising, eating the right amounts of different foods and hygiene. |
| **Summer 2**  **Growing and Changing** | **A helping hand** | * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships* |  |
|  | **My body, your body** | * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. *Being safe* | **Y2 Animals including humans**  Animals including humans, have offspring which grow into adults.  **Y2 Living things and their habitats**  Children should raise and answer questions that help them to become familiar with the life processes that are common to all living things. |
|  | **Respecting privacy** | * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. *Being safe* |  |