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| YEAR 2 AUTUMN |
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|  | **HEALTH EDUCATION** | **HEALTH EDUCATION** |
| 1 | **2 MENTAL WELLBEING** | **3 MENTAL WELLBEING** | **4 MENTAL WELLBEING** | **5 HEALTHY EATING** | **6 HEALTHY EATING** |
| To set a goal | To recognise and describe different feelings inthemselves and others. | Learn that feelings change and that not everyone experiences the same feeling in the same situation. | Learn about ‘big’ feelings and how to manage them. | To be able to recognise andname the 5 groups from the Eatwell plate. | To understand the benefits of eating at least 5 portions of fruit and vegetables. |
| Year 2 to follow the ‘Zones of Regulation’ planning from Robson House |
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| **HEALTH EDUCATION** | **RELATIONSHIPS EDUCATION** |
| **DRUGS, ALCOHOL &****TOBACCO** | **DRUGS, ALCOHOL &****TOBACCO** | **DRUGS, ALCOHOL &****TOBACCO** |  | **11 CARING FRIENDSHIPS** | **12 CARING FRIENDSHIPS** |
| To learn why medicines are taken. | To learn where medicines come from. | To learn how to stay safe around medicines. | To understand how the UK parliament is formed. | To identify what bullying isand how it makes people feel. | To explain how to resolve conflict. |

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| YEAR 2 SPRING |
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| **RELATIONSHIPS EDUCATION** |
| **1 RESPECTFUL RELATIONSHIPS** | **2 RESPECTFUL RELATIONSHIPS** | **3 RESPECTFUL RELATIONSHIPS** | **4 ONLINE RELATIONSHIPS** | **5 ONLINE RELATIONSHIPS** | **6 CARING FRIENDSHIPS** |
| To explore needs and wants. | To understand life in different countries. | To explore how life is different around the world. | To understand what personal information is. | To understand who to trust online. | To understand conflict. |
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| **HEALTH EDUCATION** |
| **7 CARING FRIENDSHIPS** | **8 CARING FRIENDSHIPS** | **9 BEING SAFE** | **10 BEING SAFE** | **11 RESPECTFUL****RELATIONSHIPS** | **12 RESPECTFUL****RELATIONSHIPS** |
| To explain what to do when conflict escalates. | To explain how to resolve conflict | To be able to identify and make safe risks and hazards in and around the home.To be able to make an emergency call to 999. | To be able to identify risks and hazards at school and know how to keep themselves safe. | To explore gender stereotypes in careers. | To explore gender stereotypes in careers. |

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| YEAR 2 SUMMER |
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| **RELATIONSHIPS EDUCATION** |
| **1. RESPECTFUL RELATIONSHIPS** | 2 **RESPECTFUL RELATIONSHIPS/BEING SAFE** | 3 **RESPECTFUL RELATIONSHIPS/ BEING****SAFE** | **4 RESPECTFUL RELATIONSHIPS** | **5 GROWTH & DEVELOPMENT** | **6 GROWTH & DEVELOPMENT** |
| 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. | To introduce the concept of male and female and gender stereotypes.To identify differences between males and females. | To explore some of the differences between males and females.Understand that a male and female are needed to make a new life. | To name the body parts.To know the correct names for body parts, including reproductive/sex parts. |
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| **SCIENCE** | **RELATIONSHIPS EDUCATION** |
| **7 GROWTH & DEVELOPMENT** | **8 FAMILIES AND PEOPLE WHO CARE FOR ME** | **9 SEX EDUCATION/ FAMILIES****AND PEOPLE WHO CARE FOR ME** | 10 **RESPECTFUL RELATIONSHIPS** | 11 **RESPECTFUL RELATIONSHIPS** | 12 **RESPECTFUL RELATIONSHIPS** |
| To know about growing young to old.To know that all living things, including humans start life as babies.To identify ways they are growing and changing. | To know that everyone needs to be cared for.To know how they can care for others. | To know about different types of families.To know their home life is special. | To understand pride. | To recognise how it feels to be proud of someone else. | To explain why you are proud of someone else. |