



Claremont Primary and Nursery School RHSE Curriculum

RHSE – Year 2

SCARF Unit Title	Knowledge
Me and My Relationships	<ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. • Take part in creating and agreeing classroom rules. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying. • Understand and describe strategies for dealing with bullying; • Rehearse and demonstrate some of these strategies. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour. <p>Key Vocabulary: happy safe caring friendly rules feelings showing feelings help bullying teasing repeated regular bullying help don't do that bullying repeated friendly friendship feelings help</p>
Valuing Difference	<ul style="list-style-type: none"> • Identify some of the physical and non-physical differences and similarities between people; • Know and use words and phrases that show respect for other people. • Recognise and explain how a person's behaviour can affect other people. • Identify people who are special to them; • Explain some of the ways those people are special to them. • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out. • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school. • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. <p>Key Vocabulary: unique respect feelings behaviour calm aggressive solve special people help feelings cooperate kind kindness unkind feelings listening being listened to listen problem</p>
Keeping Myself Safe	<ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;



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	<ul style="list-style-type: none"> • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. <p>Key Vocabulary: sleep medicines safety safe unsafe feelings worried safe unsafe feelings getting help touch feelings uncomfortable touch hurt uncomfortable surprise secret safe unsafe tell genitals penis vulva private private parts consent permission secret uncomfortable unsafe tell someone you trust</p>
Rights and Responsibilities	<ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom. • Explain, and be able to use, strategies for dealing with impulsive behaviour. • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help. • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment. • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things. • Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. <p>Key Vocabulary: responsibility help share take turns listen feelings control erupt safe unsafe uniform ask for help environment responsibility money spending saving</p>
Being My Best	<ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process; • Help themselves and others develop a positive attitude that support their wellbeing; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood. <p>Key Vocabulary: practice encourage goal achieve challenge choose choices healthy unhealthy vaccination injection disease hygiene germs teeth dental hygiene oxygen water food exercise rest brain heart lungs stomach small intestine large intestine food water</p>
	<ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others.



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Growing and Changing	<ul style="list-style-type: none">• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);• Understand and describe some of the things that people are capable of at these different stages.• Identify which parts of the human body are private;• Explain that a person's genitals help them to make babies when they are grown up;• Understand that humans mostly have the same body parts but that they can look different from person to person.• Explain what privacy means;• Know that you are not allowed to touch someone's private belongings without their permission;• Give examples of different types of private information.
	<p>Key Vocabulary: help support supportive change loss feelings emotions frightened nervous growing food rest sleep care learning unique special penis testicles vulva nipples genitals penis vulva private privacy consent permission first aid risk accident danger hazard kettle safe burn scald accident emergency</p>