

Me and My Relationships (Y2)

What you have already learnt in Year 1:

You will know that there are different types of relationships including families, friends and others (this includes same sex families) and how to respect those differences. You will know that family and friends should care for each other and families can give love, security and stability. You will be able to recognise when relationships both on and offline make me feel unhappy or unsafe. I am able to ask for help. You will know the names for the main body parts (including external genitalia) and why it is important to keep them private. You will understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends. You will be able to name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention. You will know what being a good friend means both on and offline and how they should make us feel happy and secure. You will be able to play and work cooperatively. You will be able to listen to other people and show them respect. You will be able to share appropriately. You will be able to recognise that my behaviour affects others both on and offline. You will know the difference between right and wrong, fair and unfair and kind and unkind both on and offline. You will be able to recognise there are different types of teasing both on and offline. You will know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). I know how to be nice to people both on and off line.

Key Skills

Personal Effectiveness

- Recognising and managing peer influence and the need for peer approval.
- Strategies for identifying and accessing appropriate help and support.
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).

Interpersonal and Social Effectiveness

- Valuing and respecting diversity.
- Using these skills and attributes to build and maintain healthy relationships.

Skills and knowledge I may use from other subjects:

English

- Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.
- Contributions to developing writing stamina through writing about real events and feelings.
- Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence.

Science

- Understand that animals, including humans, have offspring which grow into adults.

Computing

- Staying safe online and offline and appropriate use of the internet.

Opportunities for teaching diversity, equality and expanding cultural capital

Opportunities to meet people of different backgrounds (ethnic, cultural, faith and physically).

Opportunities to read stories about people of different backgrounds (ethnic, cultural, faith and physically).

What you will have learnt by the end of Key Stage 1.

You will have a good understanding of what a positive and healthy relationship looks like both online and offline. You will be able to confidently name the people who look after you and who are part of your family and friendship group. You will be able to understand that all families are different, and know how to respect this. You will have strategies you can use to help you if you are experiencing an unhealthy relationship.

You will acquire the skills to help you to become a good friend and listener, be able to share appropriately and respect others viewpoints and opinions.

You will be able to name parts of your body, including external genitalia, and recognise the similarities and differences between most girls and boys. You will understand what the term 'privacy' means, that people have rights over their own bodies and can name the differences between good and bad touching, including among your friends.

What you will have learnt by the end of this unit

- I know the characteristics of a healthy family life and the importance of caring for each other and spending time together
- I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help
- I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change
- I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age)
- I understand the importance of valuing of one's own body and recognising its uniqueness
- I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls
- I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)
- I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention
- I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient
- I know that there are different types of negative behaviours, bullying and teasing both on and offline
- I know that these behaviours are wrong and know how to deal with them including if I experience or witness it
- I know how to get help
- I can listen to others and respect their viewpoints
- I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)

Key Vocabulary

Behaviour – to act or react in a particular way.

Characteristics - a special quality or appearance that makes an individual or group different from others.

Differences – ways in which we are not the same.

Family – a group of people living under one roof composed of one or two parents and their children.

Friends – people who have a strong liking for and trust in each other.

Genitalia – genital organs on the outside of the body.

Love – a quality or feeling of strong affection for another.

Offline – not connected to a computer.

Online – relating to or connected to a computer or system such as the internet.

Private – something that is not shared with lots of people.

Process – a series of actions that leads to a result

Respect – to avoid interfering with

Security – the state of feeling safe.

Share – to give or be given a part of something.

Similarities – the state of being similar.

Stability – feeling secure.

Stereotypes – an idea that many people have about a thing or a group and that may often be untrue or only partly true.

Teasing – to annoy, pester or make fun of someone.

It is nice for us to spend time with other people. Sometimes, we also like to be alone.

We have many different feelings, e.g. happy, sad, excited, disappointed and angry.

There are ways that we can help ourselves feel better. Sometimes, other people can also help us to feel better too.

Different people can help us at different times.

Feeling safe is when we do not feel scared or in danger.

Special people may help us or take care of us. We don't always get along with the special people in our lives, but this does

not mean that we don't care about each other!

Surprises and Secrets

A surprise is when something happens that someone wasn't expecting. A secret is when someone tells us not to tell something. Secrets can sometimes be bad. We don't

have to keep secrets if they make us feel uncomfortable. Our bodies can tell us when secrets are bad (e.g. feeling sick, going red).

Bullying

Bullying is when someone is repeatedly unkind or hurtful to another person. There are

different types of bullying:

1. Calling names/ saying hurtful things;
2. Hurting by hitting, punching, kicking, etc;
3. Leaving someone out of something;
4. Sending hurtful messages on technology.

We all feel sad sometimes. There are lots of different reasons why someone may feel sad (e.g. nobody to play with, they have lost something etc). When others are sad, we can help them to feel better through our words and actions.

We could talk to them, help them, tell a grown up about their problem, cheer them up by playing with them.

Acts of Kindness

Kindness is the act of being generous, friendly and considerate. We can say kind things like "I like your hair!" or we can also be kind in our actions towards someone (e.g holding a door open or helping to carry something).



Appropriate Touching

We should understand that some touching is not ok. Follow **PANTS**

P = Privates are private
A = Always remember, your body is yours,
N = No means no,
T = Talk about secrets,
S = Speak up, someone can help.



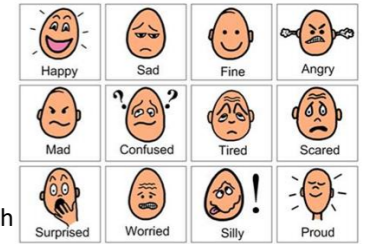
Thinking about Feelings

Our inner feelings are also known as our emotions. There are many different emotions that we can feel, e.g. happy, confused, scared or angry.

There are often different synonyms for emotions, sometimes with slightly different meanings, e.g. 'glad' and 'ecstatic.' We should use the most accurate words to describe emotions.

Our emotions can often be seen through our facial expressions and our body language.

It is ok and natural to have any feeling. We can talk about our feelings to people that we trust, e.g. trusted adults – parents/teachers, or our friends.



Affecting feelings

The way that we behave can affect the way that others feel. For example, if we are kind to someone, we can make them feel happy. We may even cheer them up if they were feeling sad!

We can also affect our own feelings by thinking about what is causing them. We can then act on this information to help us to stay in control of our emotions!

For example, *'I am feeling grumpy because I am tired. I need to have a nap!'*



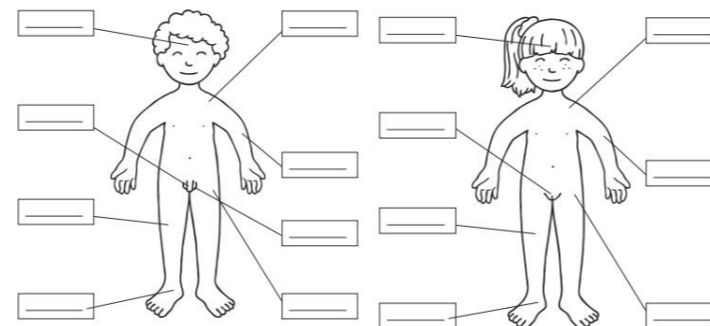
Recall and Remember

1. Can you describe your family and explain how you care for each other?

2. Who could you ask for help if you felt unsafe either online or offline?

3. Draw a picture of yourself as a baby and now and label it to show how you and your body has changed.

4. Label the diagrams below and write a sentence about how Girls and boys bodies are different?



5. List 3 ingredients that you think are the most important in your recipe for a good friend and explain your reasons for your choices.

6. List some similarities and differences about people with different faiths, cultures, beliefs and backgrounds.