

## DfE Relationships and Health Education Requirements: Year 2

<b>Me and My Relationships</b>		
<b>DfE Statutory Requirements</b>	<b>SCARF Lesson Plan Title</b>	<b>SCARF Lesson Plan Learning Outcomes</b>
RR2	Our ideal classroom (1)	<ul style="list-style-type: none"> <li>- Suggest actions that will contribute positively to the life of the classroom;</li> <li>- Make and undertake pledges based on those actions.</li> </ul>
RR3	Our ideal classroom (2)	<ul style="list-style-type: none"> <li>- The conventions of courtesy and manners.</li> </ul>
MW2, MW3	How are you feeling today?	<ul style="list-style-type: none"> <li>- Use a range of words to describe feelings;</li> <li>- Recognise that people have different ways of expressing their feelings;</li> <li>- Identify helpful ways of responding to other's feelings.</li> </ul>
RR5, RR6	Bullying or teasing?	<ul style="list-style-type: none"> <li>- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>- Identify situations as to whether they are incidents of teasing or bullying.</li> </ul>
RR5, RR6	Don't do that!	<ul style="list-style-type: none"> <li>- Understand and describe strategies for dealing with bullying;</li> <li>- Rehearse and demonstrate some of these strategies.</li> </ul>
RR5, RR6,	Types of bullying	<ul style="list-style-type: none"> <li>- Explain the difference between bullying and isolated unkind behaviour;</li> <li>- Recognise that there are different types of bullying and unkind behaviour;</li> <li>- Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> </ul>
CF1, CF2, CF3	Being a good friend	<ul style="list-style-type: none"> <li>- Recognise that friendship is a special kind of relationship;</li> <li>- Identify some of the ways that good friends care for each other.</li> </ul>
<b>Valuing Difference</b>		
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RR1, RR2	What makes us who we are?	<ul style="list-style-type: none"> <li>- Identify some of the physical and non-physical differences and similarities between people;</li> <li>- Know and use words and phrases that show respect for other people.</li> </ul>
RR2	How do we make others feel?	<ul style="list-style-type: none"> <li>- Recognise and explain how a person's behaviour can affect other people.</li> </ul>
FPC1, FPC2, FPC3, FPC4	My special people	<ul style="list-style-type: none"> <li>- Identify people who are special to them;</li> <li>- Explain some of the ways those people are special to them.</li> </ul>
CF3, MW7	When someone is feeling left out	<ul style="list-style-type: none"> <li>- Explain how it feels to be part of a group;</li> <li>- Explain how it feels to be left out from a group;</li> <li>- Identify groups they are part of;</li> <li>- Suggest and use strategies for helping someone who is feeling left out.</li> </ul>
CF3, RR2, RR3, MW3	An act of kindness	<ul style="list-style-type: none"> <li>- Recognise and describe acts of kindness and unkindness;</li> <li>- Explain how these impact on other people's feelings;</li> <li>- Suggest kind words and actions they can show to others;</li> <li>- Show acts of kindness to others in school.</li> </ul>
CF4, CF5	Solve the problem	<ul style="list-style-type: none"> <li>- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>- Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and</li> </ul>

		maintain positive relationships.
<b>Keeping Myself Safe</b>		
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MW3, MW5, DAT1,	Harold's picnic	<ul style="list-style-type: none"> <li>- Understand that medicines can sometimes make people feel better when they're ill;</li> <li>- Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>- Explain simple issues of safety and responsibility about medicines and their use.</li> </ul>
BS1, BS3, BS5	How safe would you feel?	<ul style="list-style-type: none"> <li>- Identify situations in which they would feel safe or unsafe;</li> <li>- Suggest actions for dealing with unsafe situations including who they could ask for help.</li> </ul>
BS1, BS3, BS4	What should Harold say?	<ul style="list-style-type: none"> <li>- 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.</li> </ul>
BS4, MW2	I don't like that!	<ul style="list-style-type: none"> <li>- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.</li> <li>- Identify the types of touch they like and do not like;</li> <li>- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>
BS1, BS3, BS5	Fun or not?	<ul style="list-style-type: none"> <li>- Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>- Know that they can ask someone to stop touching them;</li> <li>- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>
BS1, BS2, BS3, BS5	Should I tell?	<ul style="list-style-type: none"> <li>- Identify safe secrets (including surprises) and unsafe secrets;</li> <li>- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	<ul style="list-style-type: none"> <li>- Identify how inappropriate touch can make someone feel</li> <li>- Understand that there are unsafe secrets and secrets that are nice surprises</li> <li>- 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.</li> </ul>
<b>Rights and Responsibilities</b>		
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CF5, RR3, RR5, RR6	Getting on with others	<ul style="list-style-type: none"> <li>- Describe and record strategies for getting on with others in the classroom.</li> </ul>
MW3, MW4	When I feel like erupting	<ul style="list-style-type: none"> <li>- Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul>
BS6, BS7, BS8	Feeling safe	<ul style="list-style-type: none"> <li>- Identify special people in the school and community who can keep them safe;</li> <li>- Know how to ask for help.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	<ul style="list-style-type: none"> <li>- Identify what they like about the school environment;</li> <li>- Identify any problems with the school environment (e.g. things needing repair);</li> <li>- Make suggestions for improving the school environment;</li> <li>- Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	<ul style="list-style-type: none"> <li>- Understand that people have choices about what they do with their money;</li> <li>- Know that money can be saved for a use at a future time;</li> <li>- Explain how they might feel when they spend money on different things.</li> </ul>

Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold goes camping	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.
<b>Being My Best</b>		
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Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	- Explain the stages of the learning line showing an understanding of the learning process; - Suggest phrases and words of encouragement to give someone who is learning something new; - Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
MW3, PHF2, HE1	My day	- 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.
HP5, HP6	Harold's postcard – helping us to keep clean and healthy	- Explain how germs can be spread; - Describe simple hygiene routines such as hand washing; - Understand that vaccinations can help to prevent certain illnesses.
HP4	Harold's bathroom	- Explain the importance of good dental hygiene; - Describe simple dental hygiene routines.
PHF1, HE1, HP3	My body needs...	- Understand that the body gets energy from food, water and oxygen; - Recognise that exercise and sleep are important to health.
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	- Explain the stages of the learning line showing an understanding of the learning process; - Suggest phrases and words of encouragement to give someone who is learning something new; - Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	- 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.
<b>Growing and Changing</b>		
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CF3	A helping hand	- Demonstrate simple ways of giving positive feedback to others.
MW2	Sam moves house	- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
CAB1	Haven't you grown?	- 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.
BS2	My Body, your body	- Identify which parts of our body are private - Explain that our genitals help us make babies when we are older - Understand that we mostly have the same body parts but how they look is different from person to person.
BS2	Respecting privacy	- 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.
BFA1, BFA2	Basic first aid	- See link to external resources for further information.