

Safe Relationships

In Year 2 this half term, we will be learning about safe relationships. We will be learning about privacy; how to stay safe including online and how to seek permission. Managing secrets; resisting pressure and getting help; recognising hurtful behaviour

I can describe ways to help resolve arguments and disagreements without being unkind.

I can discuss different scenarios where people have fallen out.

I can identify bullying and teasing and know what to do if it happens.

I know what bullying is.

I can identify what bullying is.

I can list the ways people can bully and how it makes the person being bullied feel.

I can talk about what someone should do if they are bullied.

I can talk about what you should do if you see someone else being bullied.

I know what I can share and what I should keep private to keep myself and others safe.

I know that some secrets and surprises are safe.

I can list things I should keep private to keep myself and others safe.

I can explain what to do if I feel unsafe or uncomfortable.

I can make good choices.

I can recognise good and bad choices

I can identify risks

I can consider consequences

I know the importance of speaking to a trusted adult

I know how to ask for help.

I know when to ask for help

I know who to ask for help

I know vocabulary to use

Key vocabulary: conflict, sort, solve, positive, choices, consequences, disagreement, making up, friendship, trust, help, talk, listen, bullying, verbal, physical, ignoring, name-calling, standing up, telling an adult, walking away, choices, consequences, help, talk, listen, conflict, solve, making-up, secret, surprise, private, safe, unsafe, comfortable, uncomfortable, share, private, respect, privacy, body, underwear, pants, touch, pressure, permission, consent, help, decisions, pressure, safety, trusted adult.

Further information for parents:

<https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships/>

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>

Statutory Guidance Links:

Topic: Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Topic: Respectful Relationships

- practical steps they can take in a range of different contexts to improve or support 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.
- 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.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

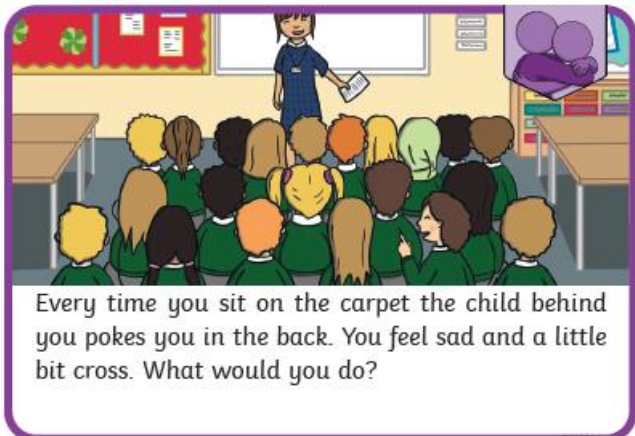
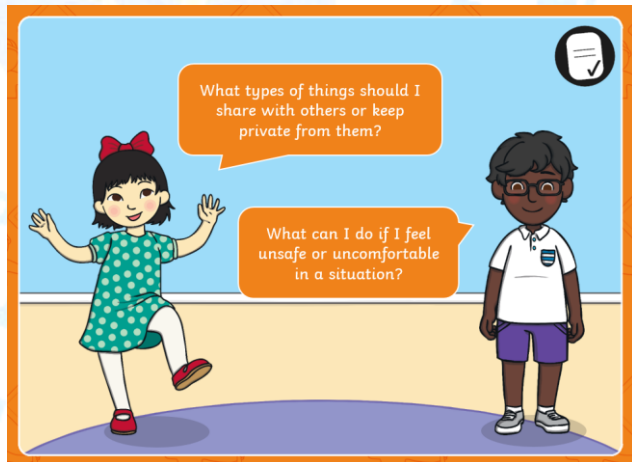
Topic: Mental wellbeing

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Year 1 Autumn 2 PSHE Information Leaflet

Safe Relationships

Below are some examples of resources that will be used within the lessons:



"WHAT IF" Game

What if you are at school and you see someone steal something.	What if you are at home and there is a knock at the door.
What do you say? What do you do?	What do you say? What do you do?
What if you are playing outside your house with a group of friends and a neighbour invites you into their house.	What if you are playing outside with a friend and a car pulls up next to you and asks for directions.
What do you say? What do you do?	What do you say? What do you do?
What if you are at the shopping centre with your parent/carer and you want to go see a different section.	What if you are out with a friend and their parent and you need to use the bathroom.
What do you say? What do you do?	What do you say? What do you do?
What if a neighbour (an adult) asks you to help them (bake chocolate chip cookies, carry some bags into the house, etc.).	What if you are at a shopping centre or big park, and you get separated from your family, (or on a field trip and get separated).
What do you say? What do you do?	What do you say? What do you do?

DRUGS, ALCOHOL & TOBACCO EDUCATION Primary Curriculum

KS1 | L10 - HEALTH AND WELLBEING/LIVING IN THE WIDER WORLD

GOOD CHOICES & BAD CHOICES

Dillon

Dillon finds Maths really hard. When he sits down at his table to do his work, he doesn't know what to do.

Choice 1

Dillon chooses to copy the answers his from a friend.

Consequence

Choice 2

Dillon chooses to ask his teacher for some extra help.

Consequence

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KS1 | L7 - RELATIONSHIPS