

Frank Barnes School for Deaf Children  
Relationships Education, Relationships and Sex Education and Health Education Curriculum

EYFS	Personal, Social and Emotional Development	Understanding the World	Physical Development
	<p>Making Relationships</p> <p>Self-Confidence and Self-Awareness</p> <p>Managing Feelings and Behaviour</p>	<p>People and Communities</p> <p>The World</p> <p>Technology</p>	Health and Self-Care

Year	Topic	Topic	Topic	Topic	Topic	Topic
1	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
2	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
3	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
4	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
5	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
6	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up

Relationships

Health and Wellbeing

Living in the Wider World

## Year 2 – Very Important People

Learning Objectives	Resources	Assessment
<ul style="list-style-type: none"> <li>• I can talk about the very important people in my life and explain why they are special.</li> <li>• I can describe why families are important.</li> <li>• I can describe what makes someone a good friend.</li> <li>• I can describe ways to help resolve arguments and disagreements without being unkind.</li> <li>• I can cooperate with others to achieve a task.</li> <li>• I can describe how I can show my special people that I care about them and I understand why this is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Whiteboard.</li> <li>• Computer / Printer / iPads.</li> <li>• Pupils’ PSHE workbooks.</li> <li>• PowerPoint Slides.</li> <li>• Activity sheets.</li> <li>• Internet.</li> <li>• Pens / Pencils / Ruler / Rubbers.</li> <li>• Photo/Picture Flashcards.</li> <li>• Topic Books.</li> </ul> <p><b>Twinkl:</b> PSHE and Citizenship KS1 VIPs Unit Pack  <a href="https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-vips-unit-pack-t-lf-2549584">https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-vips-unit-pack-t-lf-2549584</a></p>	<ul style="list-style-type: none"> <li>• Children’s Workbooks.</li> <li>• Questioning.</li> <li>• Discussions &amp; Responses.</li> <li>• Worksheets.</li> <li>• Quizzes / Multiple-Choice Quizzes.</li> </ul>
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
<ul style="list-style-type: none"> <li>• about the people whose job it is to help keep us safe</li> <li>• about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>• to identify the people who love and care for them and what they do to help them feel cared for</li> <li>• about different types of families including those that may be different to their own</li> <li>• to identify common features of family life</li> </ul>	<ul style="list-style-type: none"> <li>• All adults are trusted adults.</li> <li>• All families consist of: man, woman, girl, boy.</li> <li>• All bullying is face to face, at school.</li> </ul>	<ul style="list-style-type: none"> <li>• British Values</li> <li>• LGBTQ+</li> <li>• Religious Education</li> <li>• PSHE</li> <li>• Relationships Education</li> <li>• Health Education</li> <li>• Citizenship</li> <li>• BSL and English Communication and Language Development</li> <li>• Literacy</li> </ul>

**Frank Barnes School for Deaf Children**  
**Relationships Education, Relationships and Sex Education and Health Education Curriculum**

	<b>DfE Relationships Education and Health Education Statutory Guidance</b>	<b>DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes</b>
<ul style="list-style-type: none"> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> <li>• about how people make friends and what makes a good friendship</li> <li>• about how to recognise when they or someone else feels lonely and what to do</li> <li>• simple strategies to resolve arguments between friends positively</li> <li>• how to ask for help if a friendship is making them feel unhappy that bodies and feelings can be hurt by words and actions; that people can say hurtful things online about how people may feel if they experience hurtful behaviour or bullying</li> <li>• that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult about how to respond if physical contact makes them feel uncomfortable or unsafe how to listen to other people and play and work cooperatively</li> <li>• how to talk about and share their opinions on things that matter to them</li> <li>• how to recognise what others might be feeling</li> <li>• about ways of sharing feelings; a range of words to describe feelings</li> </ul>	<p>The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.</p> <p>This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.</p> <p>Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.</p>	<p>Respect for others should be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on.</p> <p>Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.</p>

**Frank Barnes School for Deaf Children**  
**Relationships Education, Relationships and Sex Education and Health Education Curriculum**



**BSL Vocabulary Video: TBC**

**Vocabulary:**

achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult

## Year 2 – Safety First

Learning Objectives	Resources	Assessment
<ul style="list-style-type: none"> <li>• I know how to stay safe and who can help if I feel unsafe.</li> <li>• I know how to stay safe at home.</li> <li>• I know how to stay safe when I am out and about.</li> <li>• I can keep myself safe in different situations with people I don't know.</li> <li>• I know what I can share and what I should keep private to keep myself and others safe.</li> <li>• I know who to go to if I need help.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Whiteboard.</li> <li>• Computer / Printer / iPads.</li> <li>• Pupils' PSHE workbooks.</li> <li>• PowerPoint Slides.</li> <li>• Activity sheets.</li> <li>• Internet.</li> <li>• Pens / Pencils / Ruler / Rubbers.</li> <li>• Photo/Picture Flashcards.</li> <li>• Topic Books.</li> </ul> <p><b>Twinkl:</b> PSHE and Citizenship KS1 Safety First Unit Pack  <a href="https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-safety-first-unit-pack-t-lf-2549540">https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-safety-first-unit-pack-t-lf-2549540</a></p>	<ul style="list-style-type: none"> <li>• Children's Workbooks.</li> <li>• Questioning.</li> <li>• Discussions &amp; Responses.</li> <li>• Worksheets.</li> <li>• Quizzes / Multiple-Choice Quizzes.</li> </ul>
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
<ul style="list-style-type: none"> <li>• about rules and age restrictions that keep us safe</li> <li>• to recognise risk in simple everyday situations and what action to take to minimise harm</li> <li>• basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>• about how to keep safe at home (including around electrical appliances)</li> </ul>	<ul style="list-style-type: none"> <li>• You have to rely on hearing people to call 999.</li> <li>• All adults are safe.</li> <li>• A situation or place is safe because parents are there.</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• Science</li> <li>• Computing</li> <li>• PSHE</li> <li>• Relationships Education</li> <li>• Health Education</li> <li>• Citizenship</li> <li>• BSL and English Communication and Language Development</li> <li>• Literacy</li> </ul>

**Frank Barnes School for Deaf Children**  
**Relationships Education, Relationships and Sex Education and Health Education Curriculum**

	<b>DfE Relationships Education and Health Education Statutory Guidance</b>	<b>DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes</b>
<p>and fire safety (e.g. not playing with matches and lighters)</p> <ul style="list-style-type: none"> <li>• that household products (including medicines) can be harmful if not used correctly</li> <li>• ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</li> <li>• how to respond safely to adults they don't know</li> <li>• to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> <li>• about how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>• about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</li> <li>• what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> <li>• about the people whose job it is to help keep us safe</li> <li>• about what to do if there is an accident and someone is hurt</li> </ul>	<p>The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.</p> <p>Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.</p>	<p>Pupils should be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.</p> <p>Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.</p>

**Frank Barnes School for Deaf Children**  
**Relationships Education, Relationships and Sex Education and Health Education Curriculum**

<ul style="list-style-type: none"> <li>• how to get help in an emergency (how to dial 999 and what to say)</li> </ul>		
<p><b>BSL Vocabulary Video:</b> <a href="https://youtu.be/R7W98UHefqU">https://youtu.be/R7W98UHefqU</a></p> <p><b>Vocabulary:</b>            999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water.</p>		

## Year 2 – One World

Learning Objectives	Resources	Assessment
<ul style="list-style-type: none"> <li>• I can explore family life in different countries and say how it is the same as mine and how it is different.</li> <li>• I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.</li> <li>• I can explain what it is like to go to school in other countries and say how it is the same as or different from my school.</li> <li>• I can explore places where people live which are different from where I live.</li> <li>• I can think about how people use things from the earth and what problems this can cause.</li> <li>• I can say why it is important to care for the earth and identify how I can help protect it.</li> </ul>	<ul style="list-style-type: none"> <li>• Sticky Notes</li> <li>• Interactive Whiteboard.</li> <li>• Computer / Printer / iPads.</li> <li>• Pupils’ PSHE workbooks.</li> <li>• PowerPoint Slides.</li> <li>• Activity sheets.</li> <li>• Internet.</li> <li>• Pens / Pencils / Ruler / Rubbers.</li> <li>• Photo/Picture Flashcards.</li> <li>• Topic Books.</li> </ul> <p><b>Twinkl:</b> PSHE and Citizenship KS1 One World Unit Pack  <a href="https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-one-world-unit-pack-t-lf-2549553">https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-one-world-unit-pack-t-lf-2549553</a></p>	<ul style="list-style-type: none"> <li>• Children’s Workbooks.</li> <li>• Questioning.</li> <li>• Discussions &amp; Responses.</li> <li>• Worksheets.</li> <li>• Quizzes / Multiple-Choice Quizzes.</li> </ul>
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
<ul style="list-style-type: none"> <li>• to identify the people who love and care for them and what they do to help them feel cared for</li> <li>• about different types of families including those that may be different to their own</li> <li>• to identify common features of family life</li> <li>• to recognise the ways, they are the same as, and different to, other people</li> </ul>	<ul style="list-style-type: none"> <li>• All families are the same.</li> <li>• All countries/religions have the same rules/laws.</li> <li>• The world is completely fair.</li> <li>• The planet is fine / looks after itself.</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• PSHE</li> <li>• Relationships Education</li> <li>• Health Education</li> <li>• Citizenship</li> <li>• BSL and English Communication and Language Development</li> <li>• Literacy</li> </ul>



**Frank Barnes School for Deaf Children**  
**Relationships Education, Relationships and Sex Education and Health Education Curriculum**

<ul style="list-style-type: none"> <li>• how people and other living things have different needs; about the responsibilities of caring for them</li> <li>• about what rules are, why they are needed, and why different rules are needed for different situations about things they can do to help look after their environment</li> </ul>	<p style="text-align: center;"><b>DfE Relationships Education and Health Education Statutory Guidance</b></p> <p>It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.</p>	<p style="text-align: center;"><b>DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes</b></p> <p>Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers. Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.</p>
<p><b>BSL Vocabulary Video: TBC</b></p> <p><b>Vocabulary:</b> affect, care, choice, difference, earth, environment, environmental, family life, happy, harm, help, home, important, learn, love, natural, needs, people, planet, problem, protect, resources, right, safe, same, school, similarity, special people, trust, world.</p>		

## Year 2 – Digital Wellbeing

Learning Objectives	Resources	Assessment
<ul style="list-style-type: none"> <li>• I can talk about ways in which the Internet is useful.</li> <li>• I know how to balance screen time with other activities and understand why this is important.</li> <li>• I know how to stay safe online.</li> <li>• I can explain why we keep personal information private.</li> <li>• I know how to communicate online in ways that show kindness and respect.</li> <li>• I understand that not everything on the Internet is true.</li> </ul>	<ul style="list-style-type: none"> <li>• Large Sugar Paper</li> <li>• Colouring pens or pencils.</li> <li>• Sticky Notes</li> <li>• Small Whiteboard &amp; Pens.</li> <li>• Interactive Whiteboard.</li> <li>• Computer / Printer / iPads.</li> <li>• Pupils' PSHE workbooks.</li> <li>• PowerPoint Slides.</li> <li>• Activity sheets.</li> <li>• Internet.</li> <li>• Pens / Pencils / Ruler / Rubbers.</li> <li>• Photo/Picture Flashcards.</li> <li>• Topic Books.</li> </ul> <p><b>Twinkl:</b> PSHE and Citizenship KS1 Digital Wellbeing Unit Pack  <a href="https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-digital-wellbeing-unit-pack-t-lf-2549574">https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-digital-wellbeing-unit-pack-t-lf-2549574</a></p>	<ul style="list-style-type: none"> <li>• Children's Workbooks.</li> <li>• Questioning.</li> <li>• Discussions &amp; Responses.</li> <li>• Worksheets.</li> <li>• Quizzes / Multiple-Choice Quizzes.</li> </ul>
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
<ul style="list-style-type: none"> <li>• about how the internet and digital devices can be used safely to find things out and to communicate with others</li> <li>• about the role of the internet in everyday life</li> <li>• that not all information seen online is true</li> <li>• about rules and age restrictions that keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>• Everything you see/read online is a fact.</li> <li>• The Internet is a safe place.</li> <li>• Social media validates us – it is the only way to be happy/cool.</li> <li>• You are safe from bullying online.</li> <li>• Social media has no rules/punishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Computing</li> <li>• PSHE</li> <li>• Relationships Education</li> <li>• Health Education</li> <li>• Citizenship</li> <li>• BSL and English Communication and Language Development</li> <li>• Literacy</li> </ul>

**Frank Barnes School for Deaf Children**  
**Relationships Education, Relationships and Sex Education and Health Education Curriculum**

	<b>DfE Relationships Education and Health Education Statutory Guidance</b>	<b>DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes</b>
<ul style="list-style-type: none"> <li>• basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</li> <li>• that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>• about how people may feel if they experience hurtful behaviour or bullying</li> <li>• that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> <li>• that sometimes people may behave differently online, including by pretending to be someone they are not</li> <li>• how to respond safely to adults they don't know</li> </ul>	<p>Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.</p> <p>Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.</p>	<p>The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.</p> <p>Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.</p> <p>Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why</p>

**Frank Barnes School for Deaf Children**  
**Relationships Education, Relationships and Sex Education and Health Education Curriculum**



		social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.
<p><b>BSL Vocabulary Video: TBC</b></p> <p><b>Vocabulary:</b> access, activity, address, apps, comfortable, communicate, connected, device, download, electronic, emoji, fact, fake, healthy, helpful, hobbies, information, interests, Internet, lie, mental wellbeing, message, messaging, network, news, offline, online, password, personal information, picture message, pretend, private, screen time, sleep, social media, surname, text message, true, trusted adult, uncomfortable, video call.</p>		

## Year 2 – Money Matters

Learning Objectives	Resources	Assessment
<ul style="list-style-type: none"> <li>• I can explain the different forms money comes in.</li> <li>• I can explain where money comes from.</li> <li>• I can explain how to keep money safe and why this is important.</li> <li>• I can explain choices I have about spending money and why it is important to keep track of what I spend.</li> <li>• I can explain the difference between things we want and things we need.</li> <li>• I can explain what happens when we go shopping.</li> </ul>	<ul style="list-style-type: none"> <li>• Colouring pencils and pens</li> <li>• Role-play money resource</li> <li>• Sticky notes</li> <li>• Interactive Whiteboard.</li> <li>• Computer / Printer / iPads.</li> <li>• Pupils’ PSHE workbooks.</li> <li>• PowerPoint Slides.</li> <li>• Activity sheets.</li> <li>• Internet.</li> <li>• Pens / Pencils / Ruler / Rubbers.</li> <li>• Photo/Picture Flashcards.</li> <li>• Topic Books.</li> </ul> <p>Twinkl: PSHE and Citizenship KS1 Money Matters Unit Pack  <a href="https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-money-matters-unit-pack-t-lf-2549542">https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-money-matters-unit-pack-t-lf-2549542</a></p>	<ul style="list-style-type: none"> <li>• Children’s Workbooks.</li> <li>• Questioning.</li> <li>• Discussions &amp; Responses.</li> <li>• Worksheets.</li> <li>• Quizzes / Multiple-Choice Quizzes.</li> </ul>
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
<ul style="list-style-type: none"> <li>• what money is; forms that money comes in; that money comes from different sources</li> <li>• that jobs help people to earn money to pay for things</li> <li>• different jobs that people they know or people who work in the community do</li> </ul>	<ul style="list-style-type: none"> <li>• My family’s money is limitless.</li> <li>• It is easy to get and keep a job and earn money.</li> <li>• All salaries are the same.</li> <li>• What I want is what I need.</li> <li>• Contactless card is limitless.</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Computing</li> <li>• Careers/Aspirations</li> <li>• Geography</li> <li>• PSHE</li> <li>• Relationships Education</li> <li>• Health Education</li> <li>• Citizenship</li> </ul>

**Frank Barnes School for Deaf Children**  
**Relationships Education, Relationships and Sex Education and Health Education Curriculum**

<ul style="list-style-type: none"> <li>• that money needs to be looked after; different ways of doing this.</li> <li>• that people make different choices about how to save and spend money</li> <li>• about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> </ul>		<ul style="list-style-type: none"> <li>• BSL and English Communication and Language Development</li> <li>• Literacy</li> </ul>
	<b>DfE Relationships Education and Health Education Statutory Guidance</b>	<b>DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes</b>
	<p>It is important for schools to promote pupils’ self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.</p>	<p>Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.</p>
<p><b>BSL Vocabulary Video: TBC</b></p> <p><b>Vocabulary:</b> bank, bank account, buy, choice, coins, community, contactless, credit card, electronic, goods, important, job, track, list, money, need, notes, offer, online banking, online transfer, payment, piggy bank, possessions, price, purse, receipt, record, role, safe, salary, save, shopping, spend, value, wages, wallet, want, work.</p>		

## Year 2 – Growing Up

Learning Objectives	Resources	Assessment
<ul style="list-style-type: none"> <li>• I can name the main parts of boys’ and girls’ bodies.</li> <li>• I understand how to respect my own and other people’s bodies.</li> <li>• I understand that we are all different and different people like different things.</li> <li>• I can talk about my family and others’ families’.</li> <li>• I can describe how I will change as I get older.</li> <li>• I can describe things that might change in a person’s life and how it might make them feel.</li> </ul>	<ul style="list-style-type: none"> <li>• Teddy Bear.</li> <li>• Baby photos brought in by the children.</li> <li>• Interactive Whiteboard.</li> <li>• Computer / Printer / iPads.</li> <li>• Pupils’ PSHE workbooks.</li> <li>• PowerPoint Slides.</li> <li>• Activity sheets.</li> <li>• Internet.</li> <li>• Pens / Pencils / Ruler / Rubbers.</li> <li>• Photo/Picture Flashcards.</li> <li>• Topic Books.</li> </ul> <p><b>Twinkl:</b> PSHE and Citizenship KS1 Growing Up Unit Pack  <a href="https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-growing-up-unit-pack-t-lf-2549676">https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-growing-up-unit-pack-t-lf-2549676</a></p>	<ul style="list-style-type: none"> <li>• Children’s Workbooks.</li> <li>• Questioning.</li> <li>• Discussions &amp; Responses.</li> <li>• Worksheets.</li> <li>• Quizzes / Multiple-Choice Quizzes.</li> </ul>
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
<ul style="list-style-type: none"> <li>• to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• about growing and changing from young to old and how people’s needs change</li> <li>• to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> <li>• about how to respond if physical contact makes them feel uncomfortable or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• All babies are born the same.</li> <li>• All humans develop the same.</li> <li>• Anything an adult tells me to do, even if I am uncomfortable, I have to do.</li> <li>• All humans die at the same age.</li> <li>• All children have 2 parents and 4 grandparents.</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• LGBTQ+</li> <li>• PSHE</li> <li>• Relationships and Sex Education</li> <li>• Relationships Education</li> <li>• Health Education</li> <li>• Citizenship</li> <li>• BSL and English Communication and Language Development</li> <li>• Literacy</li> </ul>

**Frank Barnes School for Deaf Children**  
**Relationships Education, Relationships and Sex Education and Health Education Curriculum**

	<b>DfE Relationships Education and Health Education Statutory Guidance</b>	<b>DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes</b>
<ul style="list-style-type: none"> <li>• basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe</li> <li>• what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> <li>• to recognise the ways in which we are all unique</li> <li>• to recognise the ways in which they are the same and different to others</li> <li>• about different types of families including those that may be different to their own</li> <li>• to identify common features of family life</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> <li>• about preparing to move to a new class/year group</li> <li>• about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</li> </ul>	<p>Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.</p> <p>Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.</p> <p>The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.</p> <p>Physical health and mental wellbeing are interlinked, and it is important that pupils</p>	<p>Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.</p> <p>Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.</p> <p>Puberty including menstruation should be covered in Health Education and should, as far as</p>



**Frank Barnes School for Deaf Children**  
**Relationships Education, Relationships and Sex Education and Health Education Curriculum**



	understand that good physical health contributes to good mental wellbeing, and vice versa.	possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.
<p><b>BSL Vocabulary Video: TBC</b></p> <p><b>Vocabulary:</b> adulthood, advice, carers, caring, change, childhood, comfortable, consent, coping, curious, develop, differences, difficult, emotions, female, genitals, grandparents, independence, love, male, needs, opportunities, parents, penis, private parts, respect, responsibility, rules, safe, siblings, similarities, stereotype, testicles, touch, traditions, trusted adult, uncomfortable, unique, vagina, vulva, worried.</p>		