



Relationships and Health Education Resources: Year Two

In this pack you will find examples of lesson plans and resources used when teaching Health and Relationships education in Year Two at St Mary's School. Please note, lessons and activities will be appropriately adapted and differentiated by class teachers to suit the needs of the learners in their class.

The resources are categorised under the SCARF units of **Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being my Best** and **Growing and Changing**. The associated Department for Education units are listed in **red**.



Me and My Relationships

Respectful Relationships

Lesson Title: Our ideal classroom

Learning Outcomes
Children will be able to: Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions.
Introduction
Have quiet, calm music playing. Ask children to sit with their eyes closed, heads on tables or bent down if sitting on the carpet. Ask them to imagine their ideal classroom, a place where everyone feels happy and safe to be and to learn. Explain that we are just thinking and imagining at this stage, not sharing our ideas out loud. What would it look like? Imagine you are looking around, what can you see? What would it sound like? Listen carefully - what can you hear? How would it feel to be in that classroom? Allow time between each question for the children to 'feel' their imagined responses. Ask children to open their eyes and comment on something positive about how they responded during this activity (e.g. how many smiles you can see; how lovely it was to be in that classroom). Well we can make that classroom our classroom and we can all work together to make it a really happy, safe, caring, friendly place like the one that we imagined.
Activity
Compile a list based on what the children imagined. Record ideas on the large paper/flip chart. What did they see? What did they hear? How did they feel? Ask the children to think about how each of us can help to make our classroom a happy place to be. From the previous list, create some pledges, e.g., 'I will be kind' 'I will not shout' 'I will listen' 'I will share'. Give the children strips of paper and ask them to draw a self portrait and write a pledge on each one. The strips can be turned into paper chains and displayed across the classroom. Make your own pledges and invite other members of the class community to do the same – TAs, parents, parent helpers, Head teacher. The chain can be added to as more people make pledges
Plenary
Read out some of the pledges. Congratulate the children for making their pledges and explain that our behaviour affects others, that we are all linked, just like the chain.



Valuing Difference

Respectful Relationships

Lesson Title: What makes us who we are?

Learning Outcomes
Children will be able to: 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.
Introduction
Ask the children to stand in pairs facing each other. Ask them to discuss and identify: 3 things that make them look similar to each other 3 things that make them look different to each other 3 things that they have in common with each other (which are not to do with the way they look e.g. both interested in dinosaurs) 3 things that they do not have in common with each other (which are not to do with the way they look)
Activity
Discuss as a class the things they found that were similar between each and other and the things that were different to each other. Stress that we are all special because there is no-one else exactly like us on this planet – there never has been and there never will be again! (You can introduce the word 'unique' here if you feel it's appropriate). Give each child a piece of paper. Ask them to draw a picture of themselves. The picture must include (either drawn or written): Something about themselves which shows a distinct physical feature (e.g: brown hair, blue eyes, light or dark skin) A group that they belong to (this could be their family, a particular faith group, a friendship group, a club they belong to in school or out of school etc.) A physical activity they enjoy doing (e.g: running, football, cycling, swimming, bouncing on the trampoline etc.) A food they enjoy eating A favourite toy You can add further things to this list as you feel appropriate. Or replace some of the above with your own ideas. Discuss ideas with the class first so that they all have ideas to start them off. When children have completed their pictures ask them to share their pictures with others. What are the things that the different pictures have in common? What are the things that are in different in the pictures? After children have finished discussing their pictures ask them if it is OK to have things which make them different to others? If someone looks different to you or likes doing things that you don't like does that mean we should treat them differently? Set up your circle time in your usual way, reminding the class of your normal circle time rules. You may wish to play a few fun circle time games to warm the class up. Pass an object around the circle, starting with yourself. Tell the class something which you think is particularly special about yourself in terms of something you can do or something you're interested in (maybe you can play an instrument or ride a horse, juggle or whatever!) You then pass the object to the child on the right who has to say something positive about what you said. You might like to discuss possible responses before you start the activity e.g. 'Wow, that's very impressive,' - 'I would like to be able to do that,' – 'Wow, not many people can do that!' – 'I never knew that about you' – 'It must have taken a lot of effort for you to learn that' – 'That sounds



really interesting' and so on. That child says something special about themselves and then passes the object to their right and so on, all around the circle.

Important points to stress:

Everyone has something which makes them special

Each of us has different skills (things we're good at)

Everyone has different interests

Everyone has a chance to be respectful and praise others for those special things

Plenary

Ask the children what important things they have learnt in this SCARF session. If you haven't used the word 'respect' introduce it here.

When we are respectful towards other people this means that we accept the things that may make them different to us and don't try to put them down or make them feel sad or uncomfortable because of them.

Explain that over the next week you are going to be looking out for children who are being particularly respectful to others and will be giving rewards in line with your school's normal reward system.

After one week look back on all the kind things that you have heard being said or seen being done and praise the children for all their respectful words and actions



Keeping Myself Safe

Being Safe

Lesson Title: I don't like that!

Learning Outcomes

Children will be able to:

Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;

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.

Introduction

Think about the special people in our lives. How do they touch us? [hug, kiss, cuddle etc.] How does it make us feel when they touch us in this way? How do our bodies react when we do not want to be touched? [turn away, resist the touch, shrink from the touch, feel sick, can't breathe, panic etc.]

What sort of touch do we not like? – [e.g. when Grandad wants to kiss us and he has not shaved, when a friend leans all over us and it is hot etc.]

It is OK to tell family and friends when we do not want them to touch us. E.g. "Grandad, I don't want to kiss you because your chin is all rough and spiky."

Remind children of the NSPCC Underwear Rule:

P: Privates are private

A: Always remember that your body belongs to you

N: No means no

T: Talk about secrets that upset you

S: Speak up, someone can help

Model to the children how to say No. E.g.

"I'll tell that I asked you to stop and you didn't."

"Please don't do that. I am going to tell....."

"I am leaving to tell that you did this."

Class to practise doing this in small groups or in turns with others listening and encouragement from you.

NB: Talk to children about what to do if it doesn't feel safe to say No [e.g. wait until the next time you see an adult you trust - then share straight away]

Activity

Put children in groups of 4 or 5. Show the photos on the IWB and for each photo, ask the groups to discuss these questions (you may wish to play some music during the discussion) :

How the individuals are feeling?

How can the children tell that?

What should they do, if anything?

Encourage the children to look for signals in facial expression and body language. Explain that we should look out for these signals to check if people are feeling comfortable.

When all photos have been shown, go through the pictures as a whole class and ask for comments.

With the class to make a list of who to tell if they are worried about something (encourage generic, rather than specific people - i.e. Aunty, rather than Aunty Miriam. If children do say



specific people, acknowledge and thank for their idea, then simplify to the generic form on the written list you are making).

Next, ask each child to draw around their hand and write the names of 5 people they could tell if they were worried about something - one person per digit. The people can be from their family or from school.

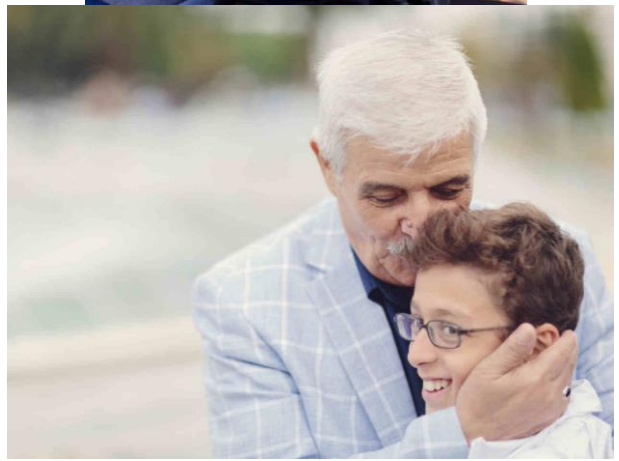
Display the hands in the classroom.

Plenary

Explain that if someone feels uncomfortable or worried about anything, including an inappropriate touch, then they should tell someone and if that person is busy or doesn't seem to listen then they should tell someone else.



Whiteboard Slides





Rights and Responsibilities

Caring Friendships and Respectful Relationships

Lesson Title: Getting on with others

Learning Outcomes
Children will be able to: Describe and record strategies for getting on with others in the classroom.
Introduction
Start the lesson with a discussion about what children and staff need in school. What are the things we need in order to be able to do our best in school? [This could be quite an extensive list so prompt children to think as widely around this question as possible]. Ideas generated might include: A calm, quiet environment The proper equipment, stationery etc. to complete tasks An enjoyable break-time People around us (staff and children) who help us To feel safe To have a nice lunch and proper break at lunch time other ideas What do you think are the things the teachers and other staff need in order to help children do their best in school? [Many of their ideas will be the same as those generated above].
Activity
Read children the 'Derek's Art Project' story, pausing to ask children the prompt questions. Give out the Getting on with others Activity sheet. First, children draw and/or write the things they need in order to do their best in school. Next, they draw and/or write the things they need to do in order to help others do their best in school. Discuss children's ideas once they have completed this task. Explain that there are things we need in order to do our best but we also have a responsibility for helping others get the things they need so that they can do their best
Plenary
On a flipchart or your whiteboard make a list of things we can all do to help everyone do their best in school. Ideas might include: Share things Return things that have been lent or shared with you Take turns Listen carefully when you need to Help others when they are stuck with their work Help others to enjoy their break times - for example by inviting them to join in a game if they're alone or being excluded Display this list in your classroom and refer to it throughout the week (and beyond) to help children remember their needs and their responsibilities



Story sheet

Derek's art project

Derek was very excited. In art they were making a big model of a spaceship out of junk material. Art was Derek's favourite subject and he always looked forward to it, whether it was painting a picture, making an origami model, building a model out of junk material or even a sculpture of fruit!

Derek started by collecting all the things he would need to make his model: cardboard boxes, egg boxes, yogurt pots, bottle tops, tin foil and other bits and pieces.

Kiki, who was making a model of a castle, came over to Derek. 'You've taken all the boxes and I need some for my model castle. Please can I take some, Derek?' she asked.

'No!' said Derek, 'I'm not sure which I will need for my model yet. You'll have to wait until I've decided what I'm using!'

- *Was it fair of Derek to say no to Kiki?*
- *How would Derek's reply make Kiki feel?*
- *Why do you think he said that she couldn't take any of the boxes?*
- *Is there a way they could sort it out without any argument?*

At that moment, Mr Tomkins came over. He had seen what was going on and knew that they needed to sort it out quickly before an argument started.

'What's the matter, guys?' he asked. Derek and Kiki explained.

'Well, I can see that you want to build a really good model, Derek. But so does Kiki. Can you think of a way to sort it out so that you're both happy?' Mr Tomkins was very skilled at getting his pupils to try and work things out for themselves, instead of just telling them what to do.

Kiki thought for a moment and then said, 'Well, we could go through the boxes and decide together which ones we need.'

'That's a good idea!' said Derek. 'I'm good at making castles so I could tell you which boxes would be best.'

Mr Tomkins smiled. He knew that they would find a way to sort it out.

A bit later, Derek's model was looking great. He had stuck some boxes together to make the main body of the spaceship and some different sized yogurt pots on the top to make the cone. He was just about to do the tricky bit of sticking the wings on which he was cutting from cardboard. Mr Tomkins had said Derek could use the cold glue gun to do this, otherwise the wings would keep falling off.

Derek was still cutting the wings out when Kiki came over and asked if she could borrow the glue gun to stick the tower on her castle. 'Of course,' Derek replied, 'But don't be too long. I'll need it for my wings in a minute.'

'Thanks,' said Kiki, 'I'll give it back as soon as I've finished.'



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But she didn't. Kiki spent ages sticking the tower on and then Harold asked if he could borrow it for his model and without thinking she passed it over to him.

- *Was it kind of Derek to let Kiki to use the glue gun?*
- *If someone borrows something and promises to give it back, is it fair to keep it or lend it to someone else?*
- *If lots of people want to use something what is the best way to sort it out?*
- *What do you think Derek should do?*

Derek was very annoyed. He was ready to use the glue gun and didn't want to wait too long. He went straight over to where Harold was working. Harold had put the glue gun down while he was fixing part of his model. Derek picked up the glue gun and took it back to his table.

- *Should Derek have just taken the glue gun without asking?*
- *How would that make Harold feel?*
- *What would have been the best thing to do?*

Mr Tomkins stepped in again. 'Er, Derek, did you just take that glue gun without asking?' he said.

'Yes, but Harold wasn't using it.' Derek replied, 'And I need it to do my wings. And Kiki said I could have it after her!'

'But you can't just take it like that,' said Mr Tomkins, 'You need to ask him if you can borrow it when he's finished and then wait. He'll probably only be a few minutes.'

At the end of the lesson Mr Tomkins gathered the class together to look at the models. He was really pleased with how everyone was getting on. 'Do you know what, Class 2? Not only have you learnt how to build some great models but you've also learnt some really important lessons about working together and getting on with others. Now we need to tidy up so can anyone tell me how we can all work together to do that as quickly as possible?'

Harold, Kiki and Derek smiled. They loved being in class 2 because Mr Tomkins really made them think about how they all worked together as a team – and this made them better, happier friends.

- *What do you think were the important lessons that the class had learnt about working together and getting on with others? [Try to tease out the following: sharing; taking turns; lending; borrowing and returning; thinking about what others want, not just what you want, being patient etc.]*
- *What ideas do you think the class had for being able to work together to tidy up the classroom as quickly as possible? [e.g. everybody tidies their own things away, put everything back in the right place, help others when you have finished your tidying, sit in your place when you have finished etc.]*



Activity sheet

Getting on with others



The things I need to do my best in school



The things I need to do to help others do their best in school





Being My Best

Physical Health and Fitness, Healthy Eating and Health and Prevention

Lesson Title: My body needs...

Learning Outcomes

Children will be able to:

Understand that the body gets energy from food, water and oxygen;

Recognise that exercise and sleep are important to health

Introduction

Start the lesson with some key questions such as:

Put your hands on your chest and take a big breath in. What do you notice? What do you think is happening? Where do you think oxygen goes to in the body? [Into the lungs and through into the blood]

Imagine you are holding your favourite fruit or vegetable. Take a bite, chew it up and swallow it. Now wash it down with a drink of water. Where do you think food and water go in the body? [Into the stomach, on to the intestines and through into the blood]

What happens to the food inside the stomach and intestines? [The body breaks it up into small pieces which can soak through into the blood. NB Food which can't be broken down becomes the waste material that we get rid of. This doesn't mean that this is bad food, just that the body has finished with it]

Why is it important to eat healthily? [So that the body gets all the things (nutrients) it needs to work properly]

What happens to our body when we sleep? [It rests, gets more energy, grows a bit and can help us recover when we're not feeling very well]

What are some of the different ways we can exercise our body? [Running; swimming; cycling; trampolining; playing sports; doing PE etc.]

Why is regular exercise important for our body? [It keeps just about every part of the body fit and healthy and makes us feel good]

Activity

Listen to the song Different Foods which the children may remember from a lesson. They can sing along if they would like to.

Ask the children what else the body needs to stay alive, as well as food? [oxygen, water]

'We couldn't live without food, water and oxygen. We need other things as well to keep our bodies healthy. Can you think of some things that our bodies need to keep healthy?' [sleep, fruit & vegetables, brushing teeth, clean bodies, exercise and rest]

'We're going to do some things now that help our bodies to be healthy.'

In the hall or outside space, set up 4 or 5 activity stations. These may vary depending on the equipment/space available. Possible activities could be:

Skipping

Dancing (music playing, children can 'freestyle' or make up a routine)

Football dribbling

Climbing /balancing

Tennis ball/racket 'keepy-uppy'

Take water bottles to the activity area.

With the whole class, demonstrate each activity.

Encourage everyone to take a sip of water before they start. Remind them of the importance of keeping hydrated, especially when exercising. Ask the children to feel their heart rate by putting their hands on their chest. Ask, 'What do you think will happen to your heart rate when you exercise?'



Split the class into 4 or 5 groups. Each group has 2 or 3 minutes at each activity. Blow a whistle as a signal to stop. In between each activity, encourage the children to sip water. When the children have completed the circuit of activities, ask them to feel their heart rate again and notice what happened. Explain that when we exercise, we use up energy and our heart has to beat faster to send the blood to deliver energy all around our body. 'As well as exercise, our bodies need a chance to relax and rest.'

Do some gentle stretching exercises. Then ask the children to find a space to lie down in. Play some relaxing music and encourage them to put their hands on their chest, close their eyes and feel their breathing and heart rate slowing down.

After the rest period, remind the children that our bodies need fruit and vegetables to stay healthy. Offer a selection of healthy snacks.

Plenary

'There are so many different ways to exercise our bodies. Let's see which exercise you liked best.'

Provide a way of recording each child's favourite activity from the circuit – tick on the whiteboard or a star sticker on a chart.

Look at the results together and remind the children that exercise and keeping active are really important for our health. Point out that different people like different types of exercise and that is OK, because we are all different and there are lots of different types of exercise to choose from.



Growing and Changing

Changing Adolescent Body

Lesson Title: Haven't you grown!

Learning Outcomes

Children will be able 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.

Introduction

Link to the growth of a baby brother or sister. "I was so surprised when I saw xx last week! she/he has grown so much." Then ask about some of the things that the baby is doing now. If there are no baby siblings in the class, perhaps talk about a baby you know (or invent one!)

"Of course you've all grown so much since you started school. Can any of you remember anything about starting school?" Emphasise how they've grown not only physically, but in their capabilities too. There is a great opportunity here to value talents and skills in addition to academic achievements.

"I'm sure when you see family or friends that you haven't seen for a while then they comment on how much you've grown."

Activity

Introduce the letter from 'Aunty Jean' explain that she lives in Australia and has been sent some photos from her family in the UK. She hasn't seen them since Isaac was a baby. Read the email from Aunty Jean.

Dear Isaac,

Thank you for the photographs. It's such a long time since I saw you.

You've grown so much! I'd really like to hear more about all the things you've been doing.

Perhaps you could tell me more about the photographs?

Let's have a look at the photographs and think about the things that you could do and what you enjoyed at that age.

Show the photographs (provided) one at a time on the IWB.

In small groups, ask the children to share their memories of what they could do at that age and what things they enjoyed or any funny habits/ traits they had.

This could also be done as a paired discussion activity with group feedback for each photograph - you could play some background music as the pairs discussed the photographs.

Ask the children what changes Aunty Jean is likely to see in:

5 years' time, when Isaac is 11

10 years when he is 21.

Explain that we all grow at different rates and we all learn to do things at different times.

Ask them to think about when they were a baby and then, using the writing frame on the Haven't you grown! Activity sheet, write down some of the things that they could do. Then list the things that they can do now. Finally, look forward to the future (this can be left open in terms of how far in the future but some children might need a specific time, so perhaps say when they are 21).

Plenary

Bring the children together and let them share their writing. Congratulate them on all the things that they have learnt to do as they've grown.

Ask:

What do you think made us grow? [food, rest and sleep, care]

Who helped us grow? [people who look after us]

Now that you can do more things for yourself, what do you need to think about? [Being safe - sometimes asking adults for permission to do certain things.]



When you are younger, adults have to do everything for you. As you get bigger you can reach the hob or open the front door etc. so you have to think about making choices to keep safe and always ask an adult if you are unsure.



Activity sheet

Haven't you grown?

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When I was a baby I could.....

I liked.....

Now I can.....

I like.....

When I am a grown up, I will.....

This is how I feel about growing up –





Whiteboard Slides





Growing and Changing

Changing Adolescent Body and Being Safe

Lesson Title: My body, your body

Learning Outcomes

Children will be able to:

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.

Introduction

Ask the children what they remember from the lesson "What does my body do?" if this has been covered already. (May name different body parts and be able to tell you what some of them do).

Explain that today we are going to look again at some parts of our body that are on the outside.

Activity

Activity 1 - Name the body parts

Ask for two volunteers who are happy to be drawn around. Ask them to lie down on the paper. Draw around their bodies, therefore creating two outlines.

Explain that one body will be for a boy and the other for a girl. Can they name them giving them invented names that are different from those in the class?

Next, stick these up at the front of the class where everyone can see them.

Now ask: which parts of the body might we see when someone is wearing their school uniform? (take into account cultural considerations if someone is wearing a Hijab or similar head covering).

Make sure to cover: fingers, head, ears, arms, eyes, and nose. Label these on the body outlines by asking a child one at a time to come to the front of the class and point-out where they are.

Next ask: what parts of the body might we see if someone was wearing a swimming costume/shorts? (again taking into account some people choose to wear a full body swimsuit).

Make sure to cover: knees, tummy, belly button (navel), nipples (for boys), and feet. Label these on the body outlines, as before.

Now ask: what parts of the body might we see if the person was having a bath or shower?

Suggestions should include penis, vulva, and testicles, nipples (for girls - previously covered up by swimming costume). Explain that these can be sometimes known as our privates or our genitals.

Ask the class to point out where these are on the bodies and on which one.

Next, ask the class: which parts of the body do boys and girls have that are the same?

Now ask: which parts do they have that are different?

Explain that these parts of our body are private and no one has a right to touch them or look at them, that they belong to you. (This can be linked to the 'I don't like that' lesson plan).

Teacher guidance: you may find it useful to have some responses ready if the pupils ask some tricky questions during this lesson, or you may choose to raise these questions as part of the lesson. For example:

Why do boys have a penis and girls have a vulva? They are to help release urine (wee) from the body and, if a person wants to, create a baby when older.

What do boys have testicles for? So that when they are older, they can make and store the sperm (seed) that helps make a baby, if they choose to do this.

Why do boys have nipples? For the first six weeks of pregnancy an embryo (the beginnings of a baby) develops the same parts of the body and this includes nipples. Then the bodies start to change depending on whether the embryo will be male or female and this is why the genitals are different for boys and girls. Girls have nipples so that when they are grown up, if they choose to have a baby then they can breastfeed their baby.



Activity 2 - My body, your body

Now, with the children working individually or in pairs, distribute the My body, your body, Activity sheet.

This can be completed in one of the following ways:

Ask the children to draw a line from each of the body part names listed to the correct part of each of the two bodies (the girl and the boy) on the sheet. This will mean that most of the names will have two lines coming from them, each pointing to the boy or the girl. The exceptions to this are the penis, testicles and vulva.

Children draw the lines matching body names and parts (as in 1 above) and then write the correct name next to the body part, using the words in the centre of the page as a guide.

Ask the class if they noticed anything that was different about the two bodies. Reinforce that the only differences between boys' and girls' bodies are their genitals/private parts.

Plenary

Explain that our bodies are unique and special. This means being the only one of its kind; unlike anything or anyone else.

Every person is unique. Even twins, who may look very similar, have some slight differences. They also think, feel and behave differently. How we think, feel and behave is what we call our personality. We each have a unique personality.

Explain that in this case, unique means that although we mostly have the same body parts, how each of us looks is unique (even if only slightly) and no-one's body will look exactly the same as ours, now or in the future.

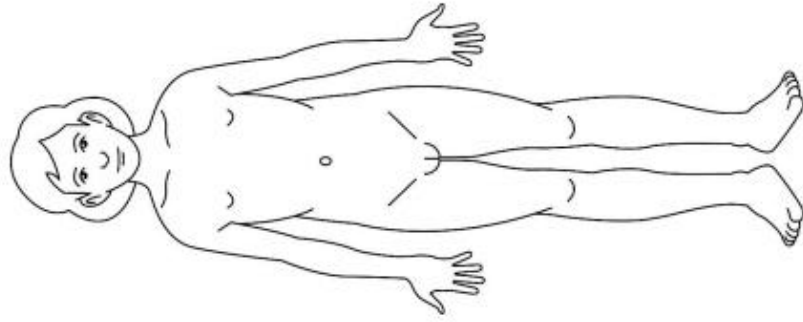
You may wish to finish off the lesson by having a circle activity where each person takes a turn to say something that makes them different from the person next to them, and something that is very similar to the person next to them.

The theme of being unique can be extended over the coming days, with different circle rounds to highlight different ways in which we are the same or different from others.



Activity sheet

My body, your body



- head
- eyes
- ears
- nose
- nipples
- belly button (navel)
- vulva
- penis
- testicles
- fingers
- knees
- toes

