

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.

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 know my body belongs to me.

I know the private areas of my body.

I know I can decide what happens to my body.

I know who I can ask for help.

I know how to stay safe online.

I know the importance of asking permission online.

I can describe what the internet is

I can name the things they can do online

I can explain different things they need to ask permission for

I recognise how to make good choices online

I can explore ways to ask others for permission

I know the importance of not sharing personal information

Key vocabulary: secret, surprise, private, safe, unsafe, comfortable, uncomfortable, share, private, respect, privacy, body, underwear, pants, touch, pressure, permission, consent, help, touch, uncomfortable, private, respect, privacy, body, touch, pressure, permission, consent, choice, underwear, consent, Childline, serious problem, internet, online, question, answer, choices, check, ask, permission, personal information, consent, emotions

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: Online Relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

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.

Topic: Internet safety and harms

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online

Year 2 Autumn 2 PSHE Information Leaflet

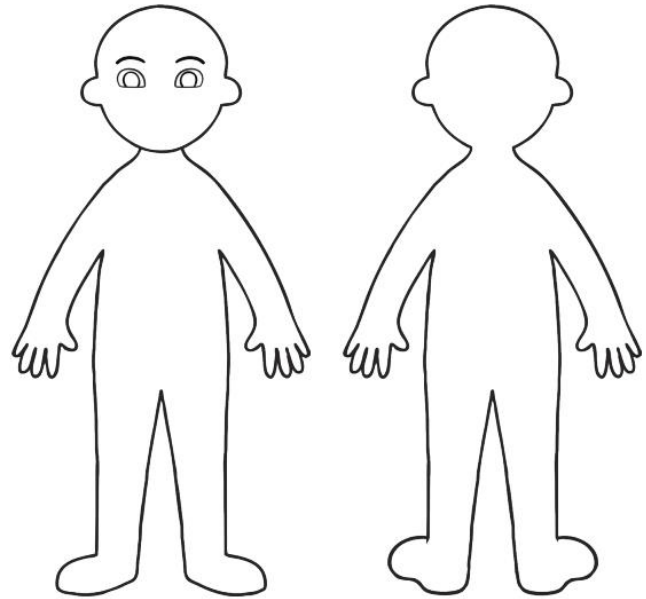
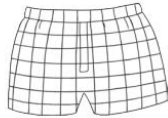
Safe Relationships

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

The Underwear Rule

Read through the text with your partner and see if you can work out the missing words. Write them in the gaps and read it again to check it makes sense.

1. My body belongs to _____.
2. The parts of my body covered by underwear are _____.
3. If we do not want to be touched, we say _____.
4. We do not have to keep _____ that upset us.
5. We can tell a trusted _____ if we are worried.
6. I know that there are trusted adults at _____ that I c



Back

What's the question?

These are some of the answers you heard in the story. What was the question?

- Question:

Answer: "Hey Zap! I don't like Level 3 that much."
- Question:

Answer: Zap wasn't sure about this question.
- Question:

Answer: "It's good you asked me to check Zap, this game is asking for your personal information."

Write and draw!

Imagine that Zap and Zoom carry on playing on Space Race. This time, Zoom gets a message from a different player that says:

Hi, you seem really good! Can you tell me your phone number so I can ask you how you complete Level 4?

What should Zoom do?



Whizz

I Can Say 'No' Worksheet

Colour red where you can say 'stop', 'no' or 'no thank you'.

<p>1 Someone touches you.</p> <p>You are playing with an uncle and they put their hands on your chest and tummy.</p>	<p>2 Someone kisses you.</p> <p>Your granny says goodbye and kisses you.</p>	<p>3 Someone hugs you.</p> <p>You are waiting in the dinner queue and someone puts their arms around you.</p>
<p>4 You hug someone.</p> <p>You give your teacher a hug at the end of school.</p>	<p>5 You kiss someone.</p> <p>You are playing with a friend and you kiss them.</p>	<p>6 You touch someone.</p> <p>You think a classmate's legs look interesting so you touch them.</p>

Once you've completed this, colour the situations yellow in which someone else can say 'stop', 'no' or 'no'