

Year 2 RHSE Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Healthy Minds	Families and Marriage	Feeling Included	Keeping Safe	Living in the Wider World	Me, My Body, My Health Life Cycles

Click the link to go to the correct section for each half term.
Scroll to see individual sessions



DEAR GOD,

Thank you for making us individually, with different likes and dislikes.

Thank you for our feelings, they make life interesting and exciting!

Please help us to understand our feelings more,
and help us to communicate about them better.

Amen



Autumn 1 – Healthy Minds

Let the Children Come



What happens in the sessions?

Over five days, children will hear and experience the Gospel story of Jesus welcoming little children to Him in spite of others telling them to stay away. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love.

What do children learn?

- We are created individually by God
- God wants us to talk to Him often through the day and treat Him as our best friend
- God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness
- We are created as a unity of body, mind and spirit: who we are matters and what we do matters
- We can give thanks to God in different ways

Suggested Home Activity

Look together at mementos of your child's baptism or babyhood. Perhaps they were given Christening or birth presents, a baptismal candle or a Christening dress that they wouldn't have been aware of at the time. Bring them out and talk about their birth and what they were like as a baby. If you don't have any mementos or photos, tell stories about their baby days.

Autumn 1 – Healthy Minds

Session	Key Learning
1 – Marvelous minds	Pupils think about all the things our minds cope with throughout the day and how important it is that we look after them
2 – Emotions everywhere!	This lesson focuses on identifying a range of emotions and using pupils' creativity to express what they think these emotions might look like as artwork.
3 – Screen time and sleep	This lesson focuses on the importance of sleep and asks pupils to reflect upon their own sleep routines.
4 – Self-care and relaxation	This lesson looks at relaxation techniques at home, school and elsewhere

Autumn 2 – Families and Marriage

Session	Key Learning
1 – What is a family?	Pupils create their families and show what they look like. They describe what their family means to them.
2 – Families are different and the same	The emphasis in this lesson is on the great diversity of families
3 – How do you spend time with your family?	Pupils explore the ways in which they spend time with their families and how their families make them feel secure and happy
4 – Weddings and marriage	Pupils look at marriage and learn that it represents two people's commitment to each other. Pupils learn about wedding ceremonies from different traditions.

Spring 1 – Feeling Included

Session	Key Learning
1 – An alien welcome	This lesson focuses on the ways in which pupils can make their school and classroom more inclusive
2 – Including everyone	This lesson focuses on how people can be included in games and what to do when someone wants to be included but can't be – and how to articulate this.
3 – We've fallen out	This lesson will allow pupils to explore a range of common friendship conflicts and discuss the ways in which these can be resolved.
4 – Important people in history	This lesson will focus on important people in history and how they contributed to or changed the world.

In Unit 3 – Keeping Safe, Super Susie helps children to tell the difference between good and bad secrets. This unit also explores the risks of being online by incorporating the ‘Smartie the Penguin’ resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Datfa, children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do if in an emergency situation.

In this Unit, children explore issues around safety, secrets and physical contact. For the Unit prayers, spend time with children reflecting on the fact that they find security in the loving arms of Jesus. Revisit the Scripture passage from Module 1 Unit 1 with your child and praise God that Jesus loves children so deeply.

‘It was the end of a long day and Jesus was tired. Then people brought little children to Jesus for him to place his hands on them and pray for them. But the disciples told them off. They thought Jesus wouldn’t want to be bothered by little children!’

But Jesus said, “Let the little children come to me, and do not hold them back, because they are very special to me! And the kingdom of heaven belongs to such as these.”

Matthew 19:13 – 14

Spring 2– Keeping Safe

Session 1 – Being Safe



What happens in the sessions?

This session helps children to recognise safe and unsafe situations in real life and online. Through activities and the story of Smartie the Penguin, children will understand that being safe is not just about physical precautions, they need to feel safe on the inside too.

This resource embeds the resource **Smartie the Penguin** by **Childnet** International within the programme, **Life to the Full**.

What do children learn?

To understand safe and unsafe situations, including online.

Suggested Home Activity

Explore [Jessie and Friends](#) with your child: it is a completely child friendly website all about internet safety. There's lots of information and also videos to watch. The Hector's World videos are particularly good for generating conversations about things that might happen online.

Spring 2– Keeping Safe

Session 2 – Good Secrets and Bad Secrets



What happens in the sessions?

In this session, children will learn the difference between good secrets that are safe to keep, and bad secrets that are unsafe to keep. They will help Super Susie to decide whether some secrets she is asked to keep are good or bad, and what to do about it. Through activities and teaching, children will learn how to resist pressure when feeling unsafe.

What do children learn?

- The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them
- How to resist pressure when feeling unsafe

Suggested Home Activity

Discuss with your child different ways to talk about things that they find difficult to mention. Sometimes, having a set form of words can make things a lot easier. Read through these together and decide which ones seem best to your child.

- Start by saying, “I have something to tell you, but I don’t know how to say it.”
- Draw a picture
- Write a note that says, “I need to talk” or “I need help”.
- Write a note that tells the whole story
- Speak with closed eyes or back turned
- Start by just talking about the feelings before moving on to what has happened/is difficult to talk about

Spring 2– Keeping Safe

Session 3 – Physical Contact



What happens in the sessions?

This session incorporates (with kind permission) the **PANTS** resources from the **NSPCC** that teach children:

- **P**rivates are private
- **A**lways remember your body belongs to you
- **N**o means no
- **T**alk about secrets that upset you
- **S**peak up, someone can help

What do children learn?

- To know that they are entitled to bodily privacy
- That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest

Suggested Home Activity

You might like to check out the [NSPCC website](https://www.nspcc.org.uk/keeping-safe/) that has lots of tips about how to talk about sensitive issues such as bodily privacy.

Spring 2– Keeping Safe

Session 4 – Harmful Substances



What happens in the sessions?

In this session, pupils will relate their prior knowledge of medicines and the need to be safe around them to new learning about harmful substances. Children will receive input from an animated expert, Dr Datfa, on the harm substances such as alcohol and tobacco can have on our bodies. This session is underpinned with the religious teaching that our bodies are a gift from God which we should take care of.

What do children learn?

- Medicines are drugs, but not all drugs are good for us
- Alcohol and tobacco are harmful substances
- Our bodies are created by God, so we should take care of them and be careful about what we consume

Suggested Home Activity

Discuss cigarettes and alcohol with your child, including if you have ever smoked or drunk alcohol? What does it feel like?

Help your child to write a quiz for their peers about harmful substances. Questions could include: when should we take medicine? Smoking is harmful – true or false? etc.

Suggest your child makes a short film or voice clip explaining the facts they have learnt about cigarettes and alcohol.

Spring 2– Keeping Safe

Session 5 – Can You Help Me



What happens in the sessions?

Underpinned by the religious understanding that we are created to love God and love others, and we should therefore look out for and care for one another, this session explores what makes a situation a 999 emergency and introduces children to the principles of basic First Aid through animated teaching, role play and discussions.

What do children learn?

- They should call 999 in an emergency and ask for ambulance, police and/or fire brigade
- If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999
- Some basic principles of First Aid

Suggested Home Activities

Have your child practise putting plasters/bandages on a sibling/family member.

Access some St John's Ambulance training as a family.

Visit an 'emergency services' open day and speak to the paramedics/emergency response workers.

Speak to any family members that have been involved in an emergency situation and ask them how they felt, how they reacted, how they helped or were treated etc.

In Unit 1 – Religious Understanding children will hear the story of The Good Samaritan and will be introduced to the concept of the Trinity – God as a three in one community of love – and think about what the Trinity means for them. This is a simple teaching that we will return to in more complexity in later years. These stories show children that God made us to be in loving relationships with one another.



I know that I have special people in my life that I can trust.
We say to God, THANK YOU FOR THE SPECIAL PEOPLE IN MY LIFE.

I know that everyone has different people around them that they care about.
We say to God, THANK YOU FOR THE SPECIAL PEOPLE IN MY LIFE.

I know that I can talk to my special people if anything is troubling me.
We say to God, THANK YOU FOR THE SPECIAL PEOPLE IN MY LIFE.

Amen



Summer 1 – Living in the Wider
World
Session 1 – Three in One



What happens in this session?

Through a story about a girl called Lucy and her family, pupils will be introduced to the concept of the Trinity and think about what the Trinity means for them. This is a simple teaching that we will return to in more complexity in later years.

What do children learn?

- That God is love: Father, Son and Holy Spirit
- That being made in His image means being called to be loved and to love others

Suggested Home Activity

We've been learning about the Trinity: three persons (Father, Son and Holy Spirit); one God. Perhaps you would like to find other 'three in one' examples with your child.

For example, water exists as ice, liquid and steam but it's all water and nothing else. Or, an egg has three parts: yolk, white and shell but the whole is an egg. A rope may be plaited with three strands. What else can you find and relate to the Trinity?

Summer 1 – Living in the Wider

World

Session 2 – Who Is My Neighbour?



What happens in this session?

Through the story of **The Good Samaritan**, children will learn who their neighbour is – everyone! They will have an opportunity to reflect on what this means for them and their communities.

What do children learn?

- They will learn what a community is, and that God calls us to live in community with one another
- A scripture illustrating the importance of living in community as a consequence of this
- Jesus' teaching on 'who is my neighbour?'

Suggested Home Activity

Pick up a newspaper: a local free one might be best. Look through it with your child and find examples of people or organisations acting as 'Good Samaritans' i.e. helping others or doing something beneficial for the planet.

Building on this knowledge, Unit 2 – Me, My Body, My Health encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do! Teaching also includes maintaining personal hygiene and the physical differences between boys and girls.

DEAR GOD,

Thank you for making me me.

Thank you that you know all about me and think I'm special.

Help me as I learn and help me as I grow.

As I think and as I play,

Help me love you more I pray.

Amen



Summer 2 – Me, My Body, My
Health
Session 1 – I am Unique



What happens in the session?

This session builds on the Unit 1 Gospel reflections on Jesus welcoming little children to Him, helping pupils to remember that they're all special because they are made and loved by God. Children will be encouraged to notice similarities and celebrate differences between fictional people and each other as things that make us unique and special.

What do children learn?

That we are all unique, with individual gifts, talents and skills.

Suggested Home Activity

Make a family treasure box or time capsule. Find a box and collect things to put in it that you'd like to keep as mementoes for the future, e.g. first shoes, drawings, photos, crafts, favourite teddy/blankie. Perhaps take a family photo posed in the same place every year and keep them in the box. Your child might like to decorate this living piece of family history.

Summer 2 – Me, My Body, My Health

Session 2 – Girls and Boys



What happens in the session?

This session is all about celebrating our God-given bodies and the things they enable us to do! In an age-appropriate way, children will be encouraged to notice similarities and celebrate differences between girls and boys on physical, emotional and spiritual levels.

Parent note: Depending on the RSE Policy in your child's school, children may be taught the names of external body parts (genitalia). Your school will advise you if this is part of the teaching for your children.

What do children learn?

- Our bodies are good
- The names of the parts of our bodies. Children may be taught the names of 'private body parts' (genitalia) depending on the RSE Policy in your school
- Girls and boys have been created by God to be both similar and different – these differences are physical, emotional and spiritual and together make up the richness of the human family

Suggested Home Activity

Leaf through family photos and see if you can find family resemblances, either in looks or character. Discuss who else in the family has similar hair, eyes, allergies(!), or who makes everyone laugh, is as patient, likes music/dance/sports etc.

Summer 2 – Me, My Body, My Health

Session 3 – Clean and Healthy



What happens in the session?

Building from the last session where we learned that our bodies are good, this session teaches children how to take care of their bodies. Children will meet Super Susie and help teach her how to take care of herself. They will finish learning 'God Made Me, God Made You' and remember that their bodies are a special gift from God that they need to look after!

What do children learn?

- Our bodies are good and we need to look after them
- What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating
- The importance of sleep, rest and recreation for our health
- How to maintain personal hygiene

Suggested Home Activity

Write the food shopping list with your child, explaining what you need for the meal(s) you plan to make and involve them in the shopping trip. They can tick things off the list as you go.

Ask them to estimate how many minutes they brush their teeth for in the morning and evening. Dentists recommend brushing for three minutes. Are they anywhere close? Perhaps use an egg timer or alarm to sound after three minutes for next time.

Use the image provided on the left (click to enlarge it) to discuss with children what they learnt from 'Super Susie' about staying clean and healthy.

Unit 1 – Religious Understanding introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit this Gospel story at the end of this Module.



With my **HEART** | thank you for loving me and giving me feelings.

With my **HEAD** | ask you to help me make good decisions about how to act.

With my **STOMACH** | thank you for giving me food to eat to keep me healthy.

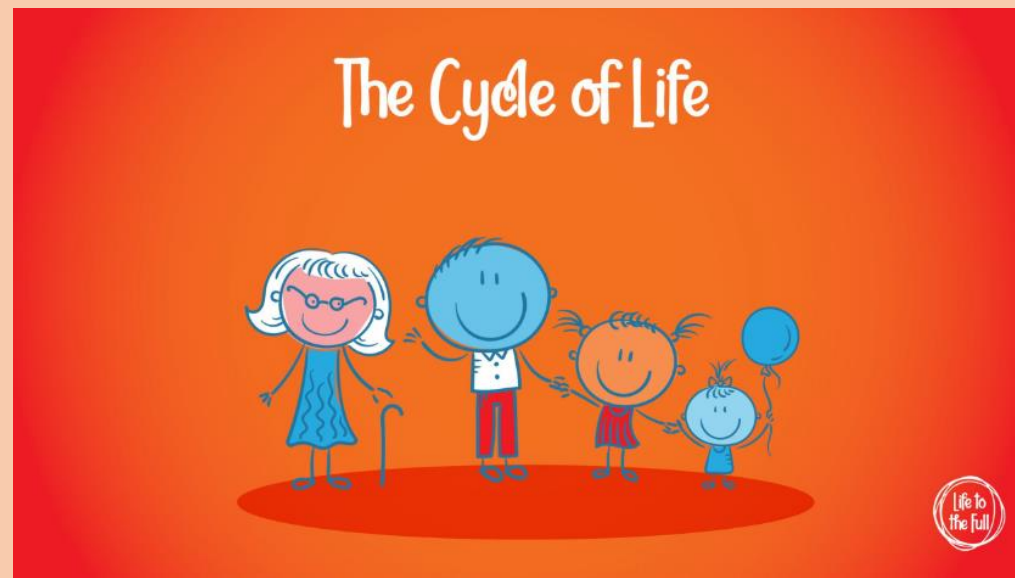
With my **LEGS** | thank you for making me grow bigger and older.

With my **HANDS** | thank you for making me me.



Summer 2 – Life Cycles

Session 1 – The Cycle of Life



What happens in the session?

The session starts by referring back to the account of Jesus welcoming the little children used in Unit 1 of this Module, to show that God created us to follow the cycle of life and He loves us at every stage. We are created to grow, change and learn, not least about the love of God and how we can share it with others. There can be joy in every stage of life! The session then moves to looking at the specifics of the human life cycle, and children will be encouraged to celebrate how they have already changed and grown.

What do children learn?

Children will know and appreciate that there are natural life stages from birth to death, and what these are

Suggested Home Activity

Measure your child's height against the wall and label it with the date and measurement. Continue this as your child(ren) grow. Talk about the things they couldn't do (or reach!) when they were smaller than they are now.

Pick a tree that you can see most days. i.e. from your house or on the route to school. Have your child draw or photograph it as it is now and then again in winter, spring, summer and autumn. Discuss the differences and changes of the season.