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|  | <p>Year group: Year 2 - Summer 1</p> | <p>Area/topic: Relationships</p> |
| <p>(Objectives from NC/ELG/Development matters)</p> | | |
| <p>-I understand that there are lots of forms of physical contact within a family and some of this is acceptable and some is not. -I understand that sometimes it is good to keep a secret and sometimes it is not.</p> | | |

| <p>Prior learning</p> | <p>Future learning</p> |
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| <p>I know that there are different types of family and can talk about my family and how it feels to belong to a family. I can talk about how I am a good friend and know how to make a new friend. I know which ways are appropriate forms of greeting my friends and know which ways I prefer. I can also talk about which forms of contact are acceptable or unacceptable to me. I know who I can go to if I need help in my school community - and I can ask for help should I need it. I can talk about my qualities as a person and as a friend. I can express my appreciation for a friend/family member and talk about why they are special to me.</p> | <p>I know that most people value their family and understand my relationship with members of my family. I can talk about how I share and co operate as part of my family. I understand that there are forms of physical contact within a family and know which forms of contact are appropriate/inappropriate. I can talk about which forms of physical contact I like/don't like. I can talk about situations that can cause conflict with friends and can talk about ways in which I could avoid or solve situations in which conflict may occur. I can express my appreciation for a friend/family member and talk about why they are special to me. I can talk about times when a secret is a good thing and times when it isn't good to keep a secret. I can talk about people who can help me in my family,</p> |

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| | <p>school community and wider community. I know what it is to feel trust and can talk about people whom I trust.</p> |
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| What pupils need to know or do to be secure | |
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| Key knowledge and skills | Possible evidence |
| <p>Outcome: Families, greetings, community, acceptable and unacceptable, different relationships</p> <p>School Value: Trust</p> <p>Philosophical Question: Is it better to know the truth even if it might upset you?</p> <p>I can talk about my family and know that there are lots of different types of families.</p> <p>I can talk about what being a good friend means and know how to make a new friend.</p> <p>I can talk about appropriate ways of greeting friends and know which ways I prefer.</p> <p>I know which forms of physical contact are appropriate and inappropriate for me.</p> <p>I know who to ask for help in my school community.</p> <p>I can ask for help when I feel worried or unsafe.</p> <p>I understand that there are lots of forms of physical contact within a family and some of this is acceptable and some is not.</p> | <p>Observing children when faced with a challenge.</p> <p>Observing children when they are given a partner task.</p> <p>Talking to children about what might help them/how they could help themselves.</p> <p>Role play/drama Philosophy</p> |

I understand that sometimes it is good to keep a secret and sometimes it is not.

Key vocabulary

Appropriate, inappropriate, physical contact, comfortable, uncomfortable, school community, wider community, secret

Common misconceptions

Children may have the idea that telling a secret is always wrong and that you should not break a confidence.

Children may need support in distinguishing which forms of physical contact are appropriate for school and for family (ie; not kissing their friends),

Books linking to this area

Finns Little Fibs

Memorable first hand experiences

Design a friendship display with your class and let the children work in pairs/groups to create it.

Opportunities for communication

- During discussion [whole class or small group]
- During "Philosophy"
- During drama
- When planning and working in teams
- Planning and working with a partner

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Reasonable adjustments for pupils with SEND

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| <p>Communication and Interaction</p> <ul style="list-style-type: none">simplified stepssongs/videossmaller groupsusing puppets <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p> | <p>Cognition and Learning</p> <ul style="list-style-type: none">social storiesreal life experiencessongs/videossmaller groupsusing puppets <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p> |
| <p>Social, Emotional and Mental health</p> <ul style="list-style-type: none">Visual/practical activitiesbe aware of home life/experienceshave a trusted adult to talk to them | <p>Sensory and Physical</p> <ul style="list-style-type: none">explore ideas with visuals/equipment to reduce the need for vocalised communication [signing] |