

| Year 2 | |
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| Me and my relationships | |
| SCARF Lesson | Learning Outcomes – children will be able to; |
| Our ideal classroom | <ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. |
| How are you feeling today? | <ul style="list-style-type: none"> • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. |
| Let's all be happy! | <ul style="list-style-type: none"> • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour. |
| Being a good friend | <ul style="list-style-type: none"> • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other. |
| Types of bullying | <ul style="list-style-type: none"> • Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. |
| Don't do that! | <ul style="list-style-type: none"> • Understand and describe strategies for dealing with bullying; • Rehearse and demonstrate some of these strategies. |
| Our ideal classroom (optional) | <ul style="list-style-type: none"> • Take part in creating and agreeing classroom rules |
| Bullying or teasing? (optional) | <ul style="list-style-type: none"> • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two • Identify situations as to whether they are incidents of teasing or bullying |
| Valuing Difference | |
| SCARF Lesson | Learning Outcomes – children will be able to; |
| What makes us who we are? | <ul style="list-style-type: none"> • 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. |
| My special people | <ul style="list-style-type: none"> • Identify people who are special to them; • Explain some of the ways those people are special to them. |
| How do we make others feel? | <ul style="list-style-type: none"> • Recognise and explain how a person's behaviour can affect other people. |
| When someone is feeling left out | <ul style="list-style-type: none"> • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; |

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| | <ul style="list-style-type: none"> • Suggest and use strategies for helping someone who is feeling left out. |
| An act of kindness | <ul style="list-style-type: none"> • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school. |
| Solve the problem | <ul style="list-style-type: none"> • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. |
| Keeping Safe | |
| SCARF Lesson | Learning Outcomes – children will be able to; |
| Harold's picnic | <ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. |
| How safe would you feel? | <ul style="list-style-type: none"> • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. |
| What should Harold say? | <ul style="list-style-type: none"> • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. |
| I don't like that! | <ul style="list-style-type: none"> • 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 • |
| Fun or not? | <ul style="list-style-type: none"> • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • |
| Should I tell? | <ul style="list-style-type: none"> • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. |

| Rights and respect | |
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| SCARF Lesson | Learning Outcomes – children will be able to; |
| Getting on with others | <ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom. |
| When I feel like erupting | <ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour. |
| Feeling safe | <ul style="list-style-type: none"> Identify special people in the school and community who can help to keep them safe; Know how to ask for help |
| Playing games | <ul style="list-style-type: none"> Internet safety Know how to respond safely to risks they may encounter online. |
| Harold saves for something special | <ul style="list-style-type: none"> Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things. |
| How can we look after our environment? | <ul style="list-style-type: none"> Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. |
| Harold goes camping (optional) | <ul style="list-style-type: none"> Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. |
| Being my best | |
| SCARF Lesson | Learning Outcomes – children will be able to; |
| You can do it! | <ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Suggest phrases and words of encouragement to give someone who is learning something new; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. |
| My day | <ul style="list-style-type: none"> Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. |
| Harold's postcard | <ul style="list-style-type: none"> Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. |
| Harold's bathroom | <ul style="list-style-type: none"> Explain the importance of good dental hygiene; |

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| | <ul style="list-style-type: none"> Describe simple dental hygiene routines. |
| What does my body do? | <ul style="list-style-type: none"> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood. |
| Spot the Danger Link to Red Cross First Aid champions | <ul style="list-style-type: none"> Understand ways we can keep ourselves safe Learn how to assess and spot dangers How to make a clear and efficient call to emergency services if necessary. |
| My body needs.. (optional) | <ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health |
| Growing and changing | |
| SCARF Lesson | Learning Outcomes – children will be able to; |
| A helping hand | <ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others. |
| Sam moves away | <ul style="list-style-type: none"> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. |
| Haven't you grown | <ul style="list-style-type: none"> 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. |
| Respecting Privacy | <ul style="list-style-type: none"> Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information. Recap PANTS rule from Y1 |