

Year Two Overview

My Happy Mind Units:

	Learning Objectives	Key Vocabulary	Depart of Education (DFE) Statutory Statements for Primary Schools
Meet My Brain x 5 Lessons	<ul style="list-style-type: none"> • We are learning what our brain looks like and how it helps us. • We are learning that the brain has 3 parts. • We are learning about how our brains grow. • We are learning what Neuroplasticity is. • We are learning how Team H-A-P help us be our best self • We are learning which emotions might impact Team H-A-P • We are learning how you can help Team H-A -P • We are learning more about Happy Breathing and how it helps us. • We are learning that our brain can react differently indifferent situations • We are learning how Neuroplasticity can help Happy Breathing. 	<ul style="list-style-type: none"> • Brain cells • Team HAP • Hippocampus- Stores memories • Amygdala- keeps us safe from danger • Prefrontal Cortex- helps us to make decision and solve problems • Happy Breathing • Neuroplasticity • Fight, Flight and Freeze 	
Celebrate x 4 Lessons	<ul style="list-style-type: none"> • We are learning all about character and why it matters. • We are learning about which Character Strengths we use the most. • We are learning why it's important to use Character Strengths. • We will be learning how we can grow our strengths. • We are learning about sharing your strengths with others and giving positive feedback. 	<ul style="list-style-type: none"> • Character Strengths • Love and Kindness • Bravery and Honesty Exploring and Learning • Teamwork and Friendship Love of Life and Our World • Unique, Special • Strengths Spotting • Neuroplasticity • Grow 	
Appreciate x 3 Lessons	<ul style="list-style-type: none"> • We are learning what Gratitude means. • We are learning how we can show gratitude. • We are learning who we may be grateful for. • We are learning about the importance of showing gratitude to ourselves. 	<ul style="list-style-type: none"> • Appreciate • Grateful • Thankful • Gratitude Wheel • Oursel 	Families and people who care for me 1. That families are important for children growing up safe and happy because they can provide love, security and stability.

	<ul style="list-style-type: none"> • We are learning how Gratitude helps Team H-A-P. • We are learning why it is important to be grateful for experiences. 	<ul style="list-style-type: none"> • Others • Experiences • Team H-A-P • Happy Breathing 	<p>Families and people who care for me</p> <p>2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Caring friendships</p> <p>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>
Relate x 3 lessons	<ul style="list-style-type: none"> • We are learning how we can have good relationships with other people • We are learning how our differences can help us. • We are learning more about how we relate with others. • We are learning how to use our strengths to relate to others • We are learning about Active Listening and how it helps us to relate to others. • We are learning about other people's reactions. • We are learning how Happy Breathing can help with our friendships 	<ul style="list-style-type: none"> • Character Strengths • Relate • Get Along • People • Active Listening • 'Stop, Understand and Consider' • Team HAP • Friendships • Relationships • Differences 	<p>Caring friendships</p> <p>2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</p> <p>3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</p>
Engage x 4 Lessons	<ul style="list-style-type: none"> • We will be learning how we can use everything that you have learnt to feel good and do good • We will be learning when we feel good, we do good. • We will learn how to set goals. • We are learning how we can keep focused on our goals when things get tough • We are recapping everything we have learnt this year. 	<ul style="list-style-type: none"> • Engage • Activity • Goal • Goal Setting • Feel Good • Do Good • Believe to Achieve • Happy Breathing • Habits 	

Year 2 – Yasmine and Tom RSE and Health Overview

	Learning Objectives	Key Vocabulary	Depart of Education (DFE) Statutory Statements for Primary Schools
Lesson 1: Keeping clean and taking care of myself	<ul style="list-style-type: none"> Name objects used to help keep someone clean and healthy. Explain why it is important to keep clean. Name tasks we can do for ourselves to look after our bodies. 	<ul style="list-style-type: none"> Clean Hairbrush Hygiene Nit Comb Shampoo Soap Toothbrush Washing your hands 	Health protection and prevention 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
Lesson 2: Naming body parts - external and private	<ul style="list-style-type: none"> Name different parts of our body including the private and personal body parts. Explain what private and personal parts are and how they are identified. 	<ul style="list-style-type: none"> External Nipples Penis Private Testicles Vulva 	Developing bodies 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
Lesson 3: Keeping safe (lesson revisited)	<ul style="list-style-type: none"> Recognise when a situation is safe or unsafe. Describe some ways that we can keep safe. Describe how to get help. 	<ul style="list-style-type: none"> CEOP Help NSPCC Online Safe Unsafe 	Online safety and awareness 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
Lesson 4: Healthy eating	<ul style="list-style-type: none"> Know what a healthy diet is. Suggest healthy meals for the school cook. Understand what happens if you have a poor diet and the risks involved. 	<ul style="list-style-type: none"> Healthy diet Natural sugar Tooth decay Unhealthy 	Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Lesson 5: Emotions and anger	<ul style="list-style-type: none"> • Recognise different emotions. • Use techniques to help us manage our emotions. 	<ul style="list-style-type: none"> • Box breathing- similar to happy breathing • Emotions • Exercise • Helpful • Mindful • Stress • Yoga 	<p>General wellbeing</p> <p>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>
Lesson 6: Keeping fit	<ul style="list-style-type: none"> • Know what happens to the body when we exercise. • Know why it is important to exercise. 	<ul style="list-style-type: none"> • Exercise • Feelings • Heart • Mind 	<p>Physical health and fitness</p> <p>2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.</p>
Lesson 7: Safety- out and about	<ul style="list-style-type: none"> • Identify risks in the wider world. • Know about the Green Cross Code. • Know about the Water Safety Code. • Understand the dangers of fire. • Identify ways to keep safe from physical risk. 	<ul style="list-style-type: none"> • Danger • Green cross code • Risk • Safe • Unsafe • Water safety code 	<p>Personal safety</p> <p>1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</p> <p>2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</p>
Lesson 8: PANTS resources	<p>https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>		

Additional Online Safety lessons: Long Time Online and The Blame Game

Special Themed Weeks:

- Welcome back to school- Look at class charter, Zones of Regulation
- Anti-Bullying Week
- Children In Need
- Children's Mental Health Week
- Safer Internet Day
- Comic Relief