

Glenleigh Park Primary Academy

Growth, Perseverance, Positivity, Achievement



Wellbeing Curriculum

Year 2 Term 2

Our school's vision for our Wellbeing Curriculum is that children are able to keep themselves physically, mentally and emotionally safe and healthy, throughout their lives. They will do this by developing the skills and knowledge they need to make informed choices, build healthy & positive relationships and by knowing where to seek help when it is needed.

If you have any questions or concerns about any aspect of the Wellbeing Curriculum please contact the Wellbeing Lead, Mr Wheeler, through the school office for further information, clarification and support.

This term we will be learning...

- To understand how words/actions can affect how people feel
- To learn how to ask for and give (or not) permission for physical contact and how to respond to unwanted touch
- To understand and explain that name-calling, teasing, bullying and deliberately excluding others is not ok or acceptable; and know how to respond to these behaviours in different situations
- To know how to get help or report bullying

Our Key question for this term is...

What is Bullying?

Points to note= Bullying

When teaching these lessons teachers will be mindful of any pupils that have been vulnerable to bullying, alongside the dynamics within the classroom, to ensure the activities are not used as an opportunity for pupils to be unkind to each other. Careful consideration will be made to support pupils who exhibit bullying behaviours as well as those who may be targets of these behaviours. Please see the definitions of different types of bullying for your information.

Points to note– My body belongs to me

In these lessons the children will be learning about different types of touch– some types of touch feel nice and some may feel nice depending on who is doing it, where it is happening or the mood you are in. Some touching never feels nice. Unwanted touch makes us feel uncomfortable. The children need to learn the difference between these and to recognise when touch may not be safe, this makes us feel worried, scared or could hurt. Our aim is for the children to understand that they have the right to say NO to any type of touch, whoever is doing it, and to empower them to do this or to tell someone if they are unhappy or worried. Lessons like this can sometimes bring about disclosures, we follow our safeguarding policy and procedures. If you are worried by something your child discloses at home, please do ask if you need support. If we cannot help directly we will be able to signpost you in the right direction.

Key vocabulary we will learn and use...

*Bullying, Power imbalance, Repetitive, Purpose
Allow, Permission, Physical Contact*

If you or your child needs help and support these websites have information that can help...

<https://www.childline.org.uk/>
<https://anti-bullyingalliance.org.uk/>

We will be taking part in Anti-Bullying week again this year, 15th-19th November.

The theme this year is 'One Kind Word' and reinforces the importance of and power of Kindness, in particular with the things that we say and words we use.

We will take part in Odd Socks Day on Friday 19th November– further information will follow about this.



Different types of bullying are included below:

- **Physical** – pushing, poking, kicking, hitting, biting etc.
- **Verbal** – name calling, spreading rumors, threatening, teasing, belittling, making animal sounds whenever they are near the child etc.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, pulling faces at, intimidating, excluding etc.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse ('you're so gay'), (transphobic abuse) ('you're such a girl') etc.
- **Indirect** – Can include the exploitation of individuals, for example a pupil or group of pupils targeting a vulnerable child (EAL/SEN etc.) to persuade them to do things they do not fully understand.

Children in Year 2 will not be explicitly taught about bullying that is sexual, but any issues of these type that may arise will be dealt with in an age appropriate way.



Activity three: Personal space

Tell pupils that there are times that even though the type of touch and the person who is doing it is the same, we may not feel in the mood for it. This is unwanted touch.

For example, if someone in your family cuddles you it is likely to be safe and wanted touch. However, if they keep cuddling you lots when you want to go and play this is safe but unwanted touch. Ask pupils to pair, square and share examples of safe but unwanted touch. They can include examples of touch suggested in Activity one.

Suggested answers may include: a relative kissing them hello/goodbye, a friend playing with their hair, their sister/brother tickling them.

Tell pupils that everyone enjoys being alone sometimes to be quiet, or to enjoy an activity by themselves. For example, if your parent lets you be in the bathroom with them, sometimes they may ask to be alone in the bathroom. This should be respected as everyone has the right to privacy.

Tell pupils that there are times we allow someone into our personal space because there is something that they need to do for us. This is known as safe touch. Ask pupils to pair, square and share some examples of this.

Suggested answers may include: having hair cut, someone giving first aid, doctor doing a medical examination, dentist checking teeth, police officer holding your hand to stop you running away.

Display the naked child picture. Explain to pupils that you are going to suggest different types of people as you move your hand over the image of the naked child. Ask pupils to display their red/green hand to indicate whether they would be comfortable or uncomfortable for the suggested person to touch this part of their body:

- | | | |
|---------------------|-----------|--------------------|
| • Parent | • Teacher | • Religious leader |
| • Brother or Sister | • Doctor | • Stranger |
| • Friend | | |

Discuss any differences and highlight key trends. Reaffirm that it is never OK for someone to touch our 'private parts', this is the penis for a boy and vulva for a girl, without our permission.

Ask pupils to pair, square and share ideas about what they would do to stop a person from touching them if it made them feel uncomfortable.

Suggested answers may include: saying 'I don't want you to do that' clearly and assertively; scream and run away; remove yourself from the situation and find an adult you trust.