

Year 2 PSHE Overview

Main areas studied:

| | Autumn 1 <u>Me and My Relationships</u> | Autumn 2 <u>Valuing Difference</u> | Spring 1 <u>Keeping Safe</u> | Spring 2 <u>Rights and Respect</u> | Summer 1 <u>Being My Best</u> | Summer 2 <u>Growing and Changing</u> |
|--------------------------|---|--|--|---|---|---|
| Key Questions | <p>Our ideal classroom (1)</p> <p>Our ideal classroom (2) (OPTIONAL)</p> <p>How are you feeling today?</p> <p>Let's all be happy!</p> <p>Being a good friend</p> <p>Types of bullying</p> <p>Don't do that!</p> <p>Bullying or teasing? (OPTIONAL)</p> | <p>What makes us who we are?</p> <p>My special people</p> <p>How do we make others feel?</p> <p>When someone is feeling left out</p> <p>An act of kindness</p> <p>Solve the problem</p> | <p>Harold's picnic</p> <p>How safe would you feel?</p> <p>What should Harold say?</p> <p>I don't like that!</p> <p>Fun or not?</p> <p>Should I tell?</p> | <p>Getting on with others</p> <p>When I feel like erupting</p> <p>Feeling safe</p> <p>Playing games</p> <p>Harold saves for something special</p> <p>Harold goes camping (OPTIONAL)</p> <p>How can we look after our environment?</p> | <p>You can do it!</p> <p>My day</p> <p>Harold's postcard - helping us to keep clean and healthy</p> <p>Harold's bathroom</p> <p>What does my body do?</p> <p>My body needs... (OPTIONAL)</p> <p>Basic first aid</p> | <p>A helping hand</p> <p>Sam moves away</p> <p>Haven't you grown!</p> <p>My body, your body</p> <p>Respecting privacy</p> <p>Some secrets should never be kept</p> |
| Assessment | Me and My Relationships - Pre and Post Unit Assessment: Y2/P3 | Valuing Difference - Pre and Post Unit Assessment: Y2/P3 | Keeping Safe - Pre and Post Unit Assessment: Y2/P3 | Rights and Respect - Pre and Post Unit Assessment: Y2/P3 | Being My Best - Pre and Post Unit Assessment: Y2/P3 | Growing and Changing - Pre and Post Unit Assessment: Y2/P3 |
| Learning outcomes | <p>Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. Take part in creating and agreeing classroom rules.</p> <p>Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings;</p> | <p>Identify some of the physical and non-physical differences and similarities between people;</p> <p>Know and use words and phrases that show respect for other people.</p> <p>Identify people who are special to them;</p> <p>Explain some of the ways those people are special to them.</p> | <p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> | <p>Describe and record strategies for getting on with others in the classroom.</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p> <p>Identify special people in the school and community who can help to keep them safe;</p> <p>Know how to ask for help.</p> | <p>Explain the stages of the learning line showing an understanding of the learning process;</p> <p>Help themselves and others develop a positive attitude that support their wellbeing;</p> <p>Identify and describe where they are on the learning line in a given activity and apply its</p> | <p>Demonstrate simple ways of giving positive feedback to others.</p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</p> |

| | | | | | |
|---|---|---|---|---|---|
| <p>Identify helpful ways of responding to other's feelings.</p> <p>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.</p> <p>Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.</p> <p>Understand and describe strategies for dealing with bullying:</p> <p>Rehearse and demonstrate some of these strategies</p> <p>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</p> <p>Identify situations as to whether they are incidents of teasing or bullying.</p> | <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>Explain how it feels to be part of a group;</p> <p>Explain how it feels to be left out from a group;</p> <p>Identify groups they are part of;</p> <p>Suggest and use strategies for helping someone who is feeling left out</p> <p>.Recognise and describe acts of kindness and unkindness;</p> <p>Explain how these impact on other people's feelings;</p> <p>Suggest kind words and actions they can show to others;</p> <p>Show acts of kindness to others in school.</p> <p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</p> <p>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships</p> | <p>Identify situations in which they would feel safe or unsafe;</p> <p>Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>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.</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</p> <p>Identify the types of touch they like and do not like;</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Recognise that some touches are not fun and can hurt or be upsetting;</p> <p>Know that they can ask someone to stop touching them;</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> | <p>Understand that people have choices about what they do with their money;</p> <p>Know that money can be saved for a use at a future time;</p> <p>Explain how they might feel when they spend money on different things.</p> <p>Recognise that money can be spent on items which are essential or non-essential;</p> <p>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p> | <p>positive mindset strategies to their own learning.</p> <p>Understand and give examples of things they can choose themselves and things that others choose for them;</p> <p>Explain things that they like and dislike, and understand that they have choices about these things;</p> <p>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p> <p>Explain how germs can be spread;</p> <p>Describe simple hygiene routines such as hand washing;</p> <p>Understand that vaccinations can help to prevent certain illnesses.</p> <p>Explain the importance of good dental hygiene;</p> <p>Describe simple dental hygiene routines.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</p> <p>Describe how food, water and air get into the body and blood.</p> | <p>Understand and describe some of the things that people are capable of at these different stages.</p> <p>Identify which parts of the human body are private;</p> <p>Explain that a person's genitals help them to make babies when they are grown up;</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Explain what privacy means;</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p> <p>Give examples of different types of private information.</p> <p>Identify how inappropriate touch can make someone feel;</p> <p>Understand that there are unsafe secrets and secrets that are nice surprises;</p> <p>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p> |
|---|---|---|---|---|---|

| | | | | | | |
|--------------------------|---|--|--|--|--|--|
| | | | <p>Identify safe secrets (including surprises) and unsafe secrets;</p> <p>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> | | <p>Understand that the body gets energy from food, water and oxygen;</p> <p>Recognise that exercise and sleep are important to health</p> <p>Learn some basic first aid.</p> | |
| Key Stories | | | | <p>Book 'My mouth is a volcano' by Julia Cook - versions of this are available online if you don't have a copy of the book Harold saves for something special - story sheet.</p> | | <p>A copy of the book 'Some secrets should never be kept' by Jayneen Sander,</p> |
| Key Resources/ Artefacts | <p>Calming music, paper, How are you feeling today feelings cards, small pieces of blank card, Special object, post it notes, Being a good friend Activity sheet, Bullying definition, Types of bullying sheet,</p> | <p>Paper, pencils, How do we make each other feel - playscript. If someone is being left out - Activity sheet. An Act of kindness story sheet,</p> | <p>IWB slides - what could Harold Do? How safe would you feel - Activity sheet and cards. What should Harold say story.</p> | <p>Derek's art project story sheet,</p> <p>Thinkuknow resources, Jessie and Friends Episode 3: Playing Games and accompanying storybook.</p> <p>Art equipment.</p> | <p>Learning Line PPT My Day Activity sheet Healthy Charades Postcards Harolds fantastic facts information sheet, Outline of body. First Aid Champions - resources.</p> | <p>Sam moves away story sheet. puberty glossary for the teacher.</p> |
| Key Vocabulary | <p>Ideal classroom, pledges, feelings, emotions, hurtful, repetition, Intentional, strategies, Don't do that.</p> | <p>Special, different, interests, skills, in common, physical features, sensitive issues, kindness, unkindness, impact, resolution, explaining, negotiating.</p> | <p>dose, medicine, safe/unsafe scenarios, touch, react, PANTS - NSPCC Underwear rule. uncomfortable, worried, anxious,</p> | <p>Sharing, excluded, erupting, holiday, contributions, school environment.</p> | <p>Learning line, line of achievement. Journey of Learning, Healthy choices Vaccinations, COVID 19,</p> | <p>Supported, change loss, unique, special, personality, consent, private, privates, private parts, private belongings, private information. safety network.</p> |