Year 2 PSHE Coverage Autumn 1

Me and My Relationships

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| Our Ideal Classroom | * 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. |
| How are you feeling today? | * 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. |
| Bullying or teasing? | * 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. |
| Don’t do that! | * Understand and describe strategies for dealing with bullying * Rehearse and demonstrate some of these strategies. |
| Types of Bullying | * Explain the difference between bullying and isolated unkind behaviour; * Recognise that that there are different types of bullying and unkind behaviour; * Understand that bullying and unkind behaviour are both unacceptable ways of behaving. |
| Being a good friend | * Recognise that friendship is a special kind of relationship; * Identify some of the ways that good friends care for each other. |
| Let’s all be happy | * 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. |

Year 2 PSHE Coverage Autumn 2

Keeping Myself Safe

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| Protective Behaviours Lesson 1  Feeling Safe | * Know that all children have rights and that I have the right to feel safe * Talk about people and places that help them feel comfortable * Find a safe place to go to in their mind when they feel worried or stressed |
| Protective Behaviours Lesson 2  Feeling Unsafe | * Know why it is important to listen to my early warning signs * Understand what fun to feel scared means and why it is different to when I am unsafe * Say what tis fun to feel scared of for them |
| Protective Behaviours Lesson 3  Body Awareness | * Know the proper names for the parts of my body that are private including penis, vulva, vagina, anus, bottom, breast, nipple * Use the underwear rule to help them stay safe |
| Protective Behaviours Lesson 4  Networks and Telling | * Know the difference between secrets and surprises * Recognize safe and unsafe secrets and who is safe to tell * Know the people who look after them and who to go to if they are worried |
| Medicines | * 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. |
| What should you say? | * 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 | * 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. |

Year 2 PSHE Coverage Spring 1

Valuing Difference

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| What Makes us Who We Are? | * 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. |
| How Do We Make Others Feel? | * Recognise and explain how a person's behaviour can affect other people. |
| My Special People | * Identify people who are special to them; * Explain some of the ways those people are special to them. |
| When Someone Is Feeling Left Out | * 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; * Suggest and use strategies for helping someone who is feeling left out. |
| An Act of Kindness | * 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 | * 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. |

Year 2 PSHE Coverage Spring 2

Rights and Responsibilities

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| Getting On With Others | * Describe and record strategies for getting on with others in the classroom. |
| When I Feel Like Erupting | * Explain, and be able to use, strategies for dealing with impulsive behaviour. |
| Feeling Safe | * Identify special people in the school and community who can help to keep them safe; * Know how to ask for help. |
| How Can We Look After our Environment | * 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. |
| Saving For Something Special | * 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. |
| Spending Money | * 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 Online | * Understand how to set boundaries * Know that there are some positive and negatives of online communication * Understand how to seek help if needed |

Year 2 PSHE Coverage Summer 1

Being My Best

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| You Can Do It | * Explain the stages of the learning line showing an understanding of the learning process; * Help themselves and others develop a positive attitude that support their wellbeing; * 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 | * 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. |
| Keeping Clean and Healthy | * Explain how germs can be spread; * Describe simple hygiene routines such as hand washing; * Understand that vaccinations can help to prevent certain illnesses. |
| Dental Hygiene | * Explain the importance of good dental hygiene; * Describe simple dental hygiene routines |
| My Body Needs | * Understand that the body gets energy from food, water and oxygen; * Recognise that exercise and sleep are important to health |
| What Does My Body Do? | * 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. |

Year 2 PSHE Coverage Summer 2

Growing and Changing

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| A Helping Hand | * Demonstrate simple ways of giving positive feedback to others. |
| Someone moves away | * Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. |
| Haven’t You Grown? | * 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 | * 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. |
| Basic First Aid | * Know how to make a clear and efficient call to emergency services if necessary. * Develop concepts of basic first-aid, for example dealing with common injuries, including head injuries. |