Year 2 PSHE Coverage Autumn 1

Me and My Relationships

|  |  |
| --- | --- |
| 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

|  |  |
| --- | --- |
| Protective Behaviours Lesson 1Feeling 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 2Feeling 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 3Body 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 4Networks 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

|  |  |
| --- | --- |
| 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

|  |  |
| --- | --- |
| 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

|  |  |
| --- | --- |
| 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

|  |  |
| --- | --- |
| 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.
 |