

Year 2 Curriculum Overview for PSHE

Autumn Term	Spring Term	Summer Term
<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving • Understand and describe strategies for dealing with bullying: • Rehearse and demonstrate some of these strategies. • 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. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; 	<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other • 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><u>Keeping Myself Safe</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. • 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. • 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. 	<p><u>Valuing Difference</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • 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 <p><u>Keeping Myself Safe</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Identify how inappropriate touch can make someone feel;

- Understand that bullying and unkind behaviour are both unacceptable ways of behaving.

Being My Best

In this unit, pupils learn to:

- Explain how germs can be spread;
- Describe simple hygiene routines such as hand washing;
- Understand that vaccinations can help to prevent certain illnesses.
- Explain the importance of good dental hygiene;
- Describe simple dental hygiene routines.
- Explain the stages of the learning line showing an understanding of the learning process;
- 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.
- Understand that the body gets energy from food, water and oxygen;
- Recognise that exercise and sleep are important to health
- 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.

Valuing Difference

In this unit, pupils learn to:

- Understand that there are unsafe secrets and secrets that are nice surprises;
- 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.

Rights and Responsibilities

In this unit, pupils learn to:

- Recognise that they all have a responsibility for helping to look after the school environment.
- 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.
- 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 My Best

In this unit, pupils learn to:

- 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.

Growing and changing

In this unit, pupils learn to:

- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.

- Identify people who are special to them;
- Explain some of the ways those people are special to them.
- Recognise and explain how a person's behaviour can affect other people.
- 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.
- 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.

Keeping Myself Safe

In this unit, pupils learn to:

- 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.

Rights and Responsibilities

In this unit, pupils learn to:

- Describe and record strategies for getting on with others in the classroom.
- Explain, and be able to use, strategies for dealing with impulsive behaviour.

- 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.
- Identify which parts of the human body are private;
- Explain that a person's genitals help them to make babies when they are grown up;
- Understand that humans mostly have the same body parts but that they can look different from person to person.
- 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.

<ul style="list-style-type: none"> • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help. • 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. <p><u>Growing and changing</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. 		
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