



Core theme: Health and wellbeing

Objectives	Learning outcomes	Coverage
<p>To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating, dental health and taking care of our feelings</p> <p><i>How do we think healthy people look and feel?</i> <i>What do healthy people do some of the time? All of the time? Never?</i> <i>What do we do in and out of school that keeps us healthy?</i> <i>What else do we know about keeping healthy?</i> <i>What do we need to do more/less of to keep healthy?</i></p>	<ul style="list-style-type: none"> • Describe what being healthy means • Describe the different physical activities they do in and out of school • Explain how good health depends on physical activity, rest, healthy eating, taking care of their teeth • Describe different ways in which they can keep healthy • Explain what the benefits (short-term and long-term) are of being active, taking rest, eating healthily and looking after their teeth • Talk about the impact on their health and on others if they don't look after their bodies 	Project X
<p>To recognise what they like and dislike (how to make real and informed choices that improve their physical and emotional health), and that choices can have good and not so good consequences</p> <p><i>What does being healthy mean to us?</i> <i>Who tells us what choices we have?</i> <i>When can we choose for ourselves?</i> <i>What helps us to choose?</i> <i>What do we need to know to help us to make a choice?</i> <i>What/who helps us to keep to our decisions or change our minds?</i></p>	<ul style="list-style-type: none"> • Identify recent choices they have made • Describe the consequences of their choices, both good and not so good • Talk about what influenced their choices • Describe their feelings after they had made their choices 	Circle times Project X



Year 2 PSHE

<p>To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p> <p><i>What feelings do we all share?</i> <i>Where in our bodies do we feel these feelings?</i> <i>How do people know how we are feeling?</i> <i>How do these feelings affect our behaviour?</i> <i>What can we do to cope with these feelings?</i> <i>How can we tell people how we feel?</i> <i>How can we help others who may have not so good feelings?</i></p>	<ul style="list-style-type: none"> • Describe different feelings both good and not so good • Identify strategies they can use and practise to manage their feelings • Give reasons for managing their feelings and explain the responsibility they have toward others who may be affected • Talk about how they can help others who may have not so good feelings 	<p>Circle times new beginnings</p>
<p>How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p> <p><i>How do we feel when we are ill?</i> <i>How do we look and sound when we are ill?</i> <i>Who and what helps us to get well?</i> <i>What kinds of drugs which are medicines help us to get well?</i> <i>Who decides whether we need to swallow or sniff medicines or have injections?</i> <i>When and why do we have injections?</i> <i>How can we help ourselves to get better?</i> <i>What should we do to keep other people healthy?</i></p>	<ul style="list-style-type: none"> • Describe how some diseases are spread • Explain how the spread of some diseases can be controlled by personal hygiene practices • Identify some diseases, e.g. 'flu, that are controlled through vaccination and medication • Explain how they are responsible for their own health and that of others 	<p>Victorians</p>
<p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p><i>What are the things that we treasure most?</i> <i>How do we feel when things get broken or lost?</i> <i>How have things changed in our lives since we started school?</i> <i>How do we feel when friendships are broken?</i> <i>How do we feel if we lose something or if someone leaves our family?</i></p>	<ul style="list-style-type: none"> • Describe changes and losses that have happened to them or others since they started school • Identify feelings they or others may have had about change or loss • Identify strategies they can use to manage sad/unhappy feelings • Talk about what it means to lose something/someone special • Identify ways they can comfort or be sensitive to the needs of others who have experienced change or loss 	<p>Transition In the woods Shipwrecked RE- Creation, Easter</p>



Year 2 PSHE

<p>To learn about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p><i>What things can we do on our own? With help?</i> <i>Why do we grow up so slowly?</i> <i>What new responsibilities do we have in school or at home that we didn't have before?</i> <i>Why do we have to have new responsibilities?</i></p>	<ul style="list-style-type: none"> • Describe ways they have grown and changed (emotionally, physically and socially) • Identify ways they are independent now from when they were younger • Describe additional responsibilities they have in class, school and at home • Identify new opportunities that increasing independence brings to them 	<p>In the woods Helping Hands</p>
<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p><i>Who are we?</i> <i>What makes us feel good about ourselves?</i> <i>How do our special people show us that we are special?</i> <i>How does it feel when we do something new?</i> <i>How does it feel when we do something difficult?</i> <i>How does it feel when we make a mistake?</i> <i>How does it feel when we overcome a problem or achieve something?</i></p>	<ul style="list-style-type: none"> • Describe what they are good at and what they need help with • Recognise that it is ok to make mistakes and that they are part of learning • Review their own targets and set themselves realistic but challenging personal goals 	<p>Metacognition</p>
<p>To learn rules for, and ways of keeping, physically and emotionally safe</p> <p><i>What do we have to keep safe from?</i> <i>Are these real dangers or pretend dangers?</i> <i>Is it something we do that makes them dangerous?</i> <i>Who can we ask to help us?</i> <i>Who has the job of keeping us safe?</i> <i>Do we always have to keep secrets?</i> <i>If we tell someone will we get into trouble?</i></p>	<ul style="list-style-type: none"> • Describe different ways of keeping safe in familiar and unfamiliar situations • Talk about ways they can ask for help from people whose job it is to keep them safe • Identify potential unsafe situations and steps they can take to avoid or remove themselves from them • Talk about how it is ok to keep fun surprises secret for a while but not adults' secrets • Describe ways of keeping safe online 	<p>New beginnings Green Code Risk assessments E Safety</p>



Year 2 PSHE

To learn about people who look after them, their family networks, ways that pupils can help these people who look after them, whom to go to if they are worried and how to attract their attention.

Who helps us to keep safe?

What are they trying to teach us to do or not to do?

How can we help them?

How do we know whom to ask for help?

How can we attract the attention of people that we want to help us?

How can we keep ourselves and others safe?

- Identify the people who look after them and how they care for them
- Explain what they can do themselves if they are worried and whom they can go to
- Talk about ways they can attract the attention of people who care for them if they are worried
- Describe how they can help and support those who care for them

Circle time
E safety
Shipwrecked



Core theme: Relationships

Objectives	Learning outcomes	Coverage
<p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p><i>How can we describe the intensity of our feelings, for example feeling scared could mean we're feeling slightly nervous or we're terrified?</i></p> <p><i>How do we show/tell people how we are feeling?</i></p> <p><i>How do others show their feelings?</i></p> <p><i>How can we try to see things from someone else's point of view?</i></p>	<ul style="list-style-type: none"> • Identify and name a wider range of feelings • Explain how we can manage feelings in a positive way • Give examples of ways to communicate feelings (helpful/not helpful) • Recognise and describe different ways that others show feelings • Identify different good and not so good ways to respond to others' feelings • Talk about the importance of seeing things from the viewpoint of others 	New beginnings
<p>To recognise how their behaviour affects other people</p> <p><i>What makes us feel good about ourselves?</i></p> <p><i>How do we behave when we feel good?</i></p> <p><i>What makes us feel not so good about ourselves?</i></p> <p><i>How do we behave when we feel not so good?</i></p> <p><i>How does other people's behaviour affect us?</i></p> <p><i>How does our behaviour affect other people?</i></p>	<ul style="list-style-type: none"> • Identify things that affect their behaviour in a positive way (mum coming to watch me in assembly) • Identify things that affect their behaviour in not so good ways (tiredness, sadness) • Give examples of ways they have been affected by the behaviour of others (helpful/not helpful) • Describe or demonstrate simple strategies we can use to help us manage our own behaviour • Describe or demonstrate ways to be sensitive to the needs of others 	Circle times



Year 2 PSHE

<p>To identify their special people (family, friends and carers), what makes them special and how special people should care for one another</p> <p><i>What things do our special people help us with?</i> <i>What do we help them with?</i> <i>What do we say and do to let our special people know that they are special to us?</i></p>	<ul style="list-style-type: none"> • Explain what we mean by our 'special people' • Talk about how special people can help us • Describe the various groups and communities that their special people belong to • Talk about the importance of special people in their lives • Explain the different kinds of ways people care for each other 	<p>RE</p> <p>Theme mornings</p>
<p>To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p><i>What do our bodies do when we feel uncomfortable</i> <i>How do we feel inside when we feel uncomfortable?</i></p>	<ul style="list-style-type: none"> • Talk about occasions when they have hurt themselves physically (falling in the playground/spraining an ankle etc) and how they felt at the time • Talk about occasions when their feelings have been hurt and how this felt at the time • Describe the differences and similarities between being hurt physically and emotionally • Describe how their bodies feel/what their bodies do when they feel uncomfortable or hurt, physically or emotionally • Identify people they can go to if they are feeling uncomfortable or hurt – physically or emotionally • Explain how they can let these people know they are feeling uncomfortable or hurt • Suggest ways they can make themselves and others feel better 	<p>Circle time</p>



Year 2 PSHE

<p>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p><i>Who are our special people and friends? What do we do together? What do we share or keep secret? What can sometimes make us feel uncertain, uncomfortable or worried? Who can we tell if we feel uncertain, uncomfortable or worried? What could we say and do to attract the attention of an adult when we want to tell them something?</i></p>	<ul style="list-style-type: none"> • Explain the difference between a surprise and a secret • Give reasons for keeping surprises • Explain that we should not keep adults' secrets* • Identify whom they can go to in school if they are worried about a surprise or a secret • Understand that no one should ask us to keep a secret or surprise that makes us feel worried or uncomfortable • Understand that we have a right to tell our teacher about any secret or surprise that makes us feel uncertain, uncomfortable or worried <p><i>*The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time</i></p>	<p>Circle time Leavers' assembly E safety</p>
<p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p><i>How can people tell that we are listening to them? Do people always see things the same way? What helps a group to work cooperatively? How can we stop our feelings overwhelming us and affecting our behaviour?</i></p>	<ul style="list-style-type: none"> • Describe or demonstrate how to listen to others and give reasons for why is it important to listen • Give examples of, or demonstrate, how to play cooperatively • Give examples of, or demonstrate, how to work cooperatively • Talk about or demonstrate strategies they can use to resolve simple arguments at playtimes • Talk about or demonstrate strategies they can use to resolve disagreements with others on their table • Identify links with classroom rules/playground rules 	<p>Talk partners Circle time</p>



Year 2 PSHE

<p>To be able to offer and receive constructive support and feedback to and from others</p> <p><i>When we receive support or feedback in class, how does it make us feel?</i> <i>How has support or feedback helped us?</i> <i>When or why might we not want feedback or support?</i></p>	<ul style="list-style-type: none"> • Explain what is meant by offering support and feedback that is helpful to others • Demonstrate different ways to offer support in class time and on the playground • Describe occasions when they have been offered/given support and feedback in class time and what effect it had • Suggest good and not so good ways to let others know when we don't want support or feedback • Describe or demonstrate ways we can be sensitive to the feelings of others 	<p>Circle time Self/peer assessment</p>
<p>To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</p> <p><i>How do our bodies react when our special people touch us?</i> <i>How do our bodies react when we don't want to be touched?</i> <i>How else can we say 'no' to being touched?</i></p>	<ul style="list-style-type: none"> • Recognise how our bodies behave when different people come close to us • Talk about what is appropriate /inappropriate touch between friends/family members/ people we don't know • Explain that they have a choice about being touched and the right to say 'no' if they don't feel comfortable • Identify whom to tell if they are worried about inappropriate touch and demonstrate how to tell them • Explain and demonstrate ways of saying no assertively to inappropriate touch 	<p>Circle time</p>



Year 2 PSHE

<p>To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. 14) To learn how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p><i>Who are we? What makes us special? What are we proud of about ourselves/ community to which we belong? What are joking, teasing and bullying? How might each of these make people feel? How might people's feelings affect their behaviour? How can we support someone who might have been bullied? What can we do if we see someone being bullied? Should we help someone if they say they don't want our help? Why do some people do things that they know are wrong?</i></p>	<ul style="list-style-type: none"> • Explain what teasing and bullying are and give examples of each • Talk about how joking and teasing differ from bullying • Explain why bullying is wrong and unacceptable • Identify feelings that people have if they are being teased or bullied • Talk about reasons why children might bully • Describe their responsibility and demonstrate some simple strategies they can use if they experience or witness teasing, hurtful behaviour or bullying • Explain how they can be supportive of children who have been or feel they have been teased/bullied • Suggest ways that individuals or the whole class can stand up for people who are being teased/bullied • Explain what the class/school procedures are if someone is being teased/bullied • Identify people in school/at home whom they can talk to if they are worried about teasing/bullying 	<p>Circle time School assemblies</p>
<p>To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p><i>How do our bodies react when we feel that we have been treated unfairly? How do we feel when someone does or says something kind/unkind to us?</i></p>	<ul style="list-style-type: none"> • Describe what fair and unfair means in the context of decisions they/others have made • Talk about acts of kindness they have performed or witnessed • Describe the impact of kind/unkind actions • Give examples of what is right and wrong (in the context of situations they have seen) • Explain that we have choices when we make decisions, based on what we think is right or wrong 	<p>Helping hands Green Code</p>



Year 2 PSHE

To learn to identify and respect the differences and similarities between people

Who are we?

What makes us who we are?

How are we all the same?

In what ways are we different?

- Describe with confidence some of the ways in which they are similar/different to other class members
- Identify the groups they belong to and understand their purpose
- Identify different things that contribute to their identity including membership of different groups
- Describe ways of showing respect to people who are different/similar to them

RE- beliefs and respect
Science- comparison

Happy learners, great achievers.
Believe it can be done.



Core theme: Living in the wider world

Objectives	Learning outcomes	Coverage
<p>To learn how to contribute to the life of the classroom</p> <p><i>How do we contribute in the classroom?</i></p> <p><i>Do our actions always have a positive effect?</i></p> <p><i>What can we do to help our class room be a happy place?</i></p>	<ul style="list-style-type: none"> • Explain why it is important to contribute to the life of the classroom • Identify the different contributions that pupils make in their classroom and how this helps the classroom to run smoothly • Describe the effect that this has on pupils and the adults/teacher in the classroom • Give reasons for why it is a shared responsibility to contribute to classroom life 	<p>Monitor jobs</p> <p>Talk partners</p> <p>New beginnings</p>
<p>To help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p><i>Why is it important that we make up their own rules?</i></p> <p><i>What could happen if the rules are not followed?</i></p> <p><i>Why do we need rules in the classroom and in school?</i></p>	<ul style="list-style-type: none"> • Describe how rules have been constructed and agreed in their class • Give reasons for the rules that have been agreed • Identify what can happen if class/group rules aren't followed • Explain how class/group rules help them to learn and make the classroom a safe place 	<p>New beginnings</p> <p>Green Code</p>



Year 2 PSHE

<p>To understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</p> <p><i>What do we do at home to help or support our grown-ups or others who live with us?</i></p> <p><i>What do we do at school that shows that we can be responsible and meet the needs of our class mates?</i></p> <p><i>How do we feel when others are not meeting our needs?</i></p>	<ul style="list-style-type: none"> • Explain the different responsibilities they have to support the needs of other people in school/home • Describe or demonstrate the different ways that they can demonstrate their responsibilities (working co-operatively, asking for permission to borrow things) • Describe how it feels to have your needs met by your group/class (helped with work, sharing equipment, listening to others) and the importance of saying thank you. • Describe how it feels when your needs/others needs have not been met and what this can lead to • Explain some positive actions that can be taken to redress unmet needs 	<p>Eco Kids Helping hands Group work/talk partners</p>
<p>To learn that they belong to various groups and communities such as family and school</p> <p><i>Why do we need to cooperate when we work in a group?</i></p> <p><i>What could we do if someone disagrees with us, or if we disagree with them?</i></p> <p><i>How can we make sure that everyone feel included?</i></p>	<ul style="list-style-type: none"> • Identify the different aspects that make up each of these environments • Give examples of some of the problems that occur in these environments (litter, anti-social behaviour, neglect, etc.) • Give examples of different ways to improve their local, natural and built environments (signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas) • Explain the shared responsibility we have to take care of our environments for others • Suggest some steps they could take as an individual and as a class to improve their local community 	<p>RE- rituals Eco kids Helping hands Project X</p>