



Year group: Year 2
Term: Autumn 1
Subject: PSHE – All About Me

Prior learning

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships

What comes next?

Year 4

Children will learn how to celebrate differences between their own characteristics and the characteristics of their peers. They will use their knowledge to explore more abstract emotions and will start to explore how to express their emotions in a safe and healthy way. The children will continue to build their vocabulary and knowledge around different character traits.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Whitney from Wednesbury is the character for this unit.

Key vocabulary

Core emotions, trait, unique, difference

Substantive Knowledge

I can name my core emotions: happiness, sadness, fear
I can name my character traits.
I can give a definition of the key vocabulary

Links to other curriculum areas

Procedural Knowledge

I can recognise different core emotions in myself and others.
I can recognise different character traits in myself and my peers.

End Points

To identify feelings and emotions in themselves and others..
To understand the link between a healthy body and healthy mind.
To have the knowledge and skills to make informed decisions.
To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know people use different strategies to cope with different emotions.
I know that a person's character traits is what makes them unique.



Year group: Year 2

Term: Autumn 2

Subject: PSHE – Resilience and Coping

Prior learning

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships

What comes next?

Year 4

Children will learn what it means to be mindful and the benefits of mindfulness. They will begin to understand what it means to have a 'kind mind.' They will begin to develop their understanding of what it means to be a resilient person and build on the idea of resilience. Pupils will learn that changes in families are normal and understand the emotions linked to such changes. They will learn that it is sometimes okay to change your mind.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Ollie from Oldbury is the character to be used.

Key vocabulary

resilience, mindfulness, worry, choice

LOIC

Mindfulness activity – outdoor activity to be mindful and calm.

Substantive Knowledge

I can give a definition of being mindful.

I can give a definition of resilience.

I can say who I can share my worries with.

Links to other curriculum areas

PE

Procedural Knowledge

I know how to be mindful.

I know how to be resilient.

I know how to share my worries.

I know the difference between a helpful/unhelpful choice.

End Points

To identify feelings and emotions in themselves and others..

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know that people use different strategies to be resilient.

I know that people use different strategies to help them be calm and mindful.

I know that people can make helpful or unhelpful choices.



Year group: Year 2

Term: Spring 1

Subject: PSHE – Being the Best I Can Be

Prior learning

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships.

What comes next?

Year 4

Pupils will begin to reflect on the various 'personal strengths' that they have. They will consider role models in the wider community and what character traits they may possess. Pupils will reflect on and discuss times in which they have persevered. They will be encouraged to reflect on their 'personal strengths' and the various jobs these may relate to in the future. Pupils will look at the various character traits related to helping at home. They will reflect on their learning throughout the module and relate this learning to jobs in the community.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Spike from Smethwick is the character to be used.

Key vocabulary

determination, persevere, role model, creativity

Substantive Knowledge

I can give a definition of the word determination.

I can give a definition of the word persevere.

I can name a role model.

Links to other curriculum areas

Religious Education

Procedural Knowledge

I know how to consider my role in the classroom.

I know how to consider my role at home.

I can identify what it means to be a role model.

End Points

To identify feelings and emotions in themselves and others..

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know that many different features are needed to make a role model.

I know that people do different jobs.

I know why perseverance and determination is important to help in the classroom and at home.



Year group: Year 2
Term: Spring 2
Subject: RHE – Differences

Prior learning

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self-Regulation, Managing Self and Building Relationships..

Previous year

Children learnt that we are all different, but we can still be friends with people that are different to us. They discussed how children grow and change. Children learnt that babies need care and support and that older children can do more by themselves. They explored the different types of families and who to ask for help and support. They also discussed who to ask for help when families make us feel unhappy or unsafe.

What comes next?

Year 3

Children will learn that people are unique and to respect those differences. They will explore the differences between male and female bodies, naming body parts using agreed words. Children will consider appropriate and inappropriate contact and consent. They will understand that each person's body belongs to them and the concept of personal space and unwanted touch. Children will explore different types of families and who to go to for help and support.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Recommended books -

Julian is a Mermaid – Jessica Love

Are you a boy or are you a girl – Sarah Savage and Fox Fisher

Princess Smartypants – Babette Cole

William's Doll – Charlotte Zolotow

Amazing Grace – Mary Hoffman and Caroline Binch

It's ok to be Different – Todd Parr

Six Dinner Sid – Inga Moore

Key vocabulary

Gender roles, sex, similar, different

Substantive Knowledge

I can name different body parts.

I can name physical features of males and females.

I can say a definition of the key vocabulary.

Procedural Knowledge

I can recognise different features of male and female babies.

I can recognise different features of male and female animals.

I can focus on sexual difference and name body parts.

I can explore the concept of stereotypes

Disciplinary Knowledge

I know that males and females are different and understand that this is part of the lifecycle

I know that making a new life needs a male and female.

I know that males and females are physically different and that some people have fixed ideas about what boys and girls should do.

Links to other curriculum areas

Science

End Points

To identify feelings and emotions in themselves and others.

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.



Year group: Year 2
Term: Summer 1
Subject: RHE – Keeping Safe

Prior learning

EYFS The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self-Regulation, Managing Self and Building Relationships.

Year 1

Children explored and discussed what is meant by a healthy lifestyle. They discussed what unhealthy and healthy means. The children explored unhealthy/healthy options. They explored what things we put into our bodies when we are feeling unwell; looking at how medicines get into our bodies. The children looked at people who help us and discussed if the person may or may not give us medicines or injections.

What comes next?

Year 3

Children will explore and consider smoking and its effects. They will discuss how smoking affects people and why people smoke. The children will look at the impact of smoking on the body - including passive smoking. They will explore some strategies to prevent starting smoking and consider the positive choice not to smoke. They will know the rules and law to prevent smoking.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Key vocabulary

Hazard, Dangerous, Symbol, Risky

Substantive Knowledge

- I can name some hazardous substances.
- I can say some rules about keeping safe.
- I can give a definition of the key vocabulary.

Procedural Knowledge

- I can recognise substances and situations that are safe or unsafe.
- I can recognise some hazardous substances.
- I can consider safety rules at home and at school.

Disciplinary Knowledge

- I know that some things that we put in our bodies can harm us.
- I know that there are rules to keep safe and it is important to follow the rules.
- I know when something is too risky and when something is safe or unsafe.
- I know how to follow safety instructions at home and at school.

Links to other curriculum areas

Science

End Points

- To identify feelings and emotions in themselves and others.
- To understand the link between a healthy body and healthy mind.
- To have the knowledge and skills to make informed decisions.
- To be considerate, respectful and tolerant members of the community.