

Year 2 PSHE Curriculum

<p>PSHE Year 2 - AUTUMN TERM 1</p> <p>Topic Focus</p> <p>Health and Wellbeing</p>	<p>Core Value</p> <p>about managing change, including puberty, transition and loss</p>	<p>Core Value</p> <p>how to manage risks to physical and emotional health and wellbeing</p>	<p>Core Value</p> <p>how to manage risks to physical and emotional health and wellbeing</p>	<p>Core Value</p> <p>ways of keeping physically and emotionally safe</p>	<p>Core Value</p> <p>how to make informed choices about health and wellbeing and to recognise sources of help with this</p>	<p>Core Value</p>	<p>Core Value</p>
	<p>Suggested Learning Outcome</p> <p>about growing and changing and new opportunities and responsibilities that increasing independence may bring</p>	<p>Suggested Learning Outcome</p> <p>that household products, including medicines, can be harmful if not used properly (Science)</p>	<p>Suggested Learning Outcome</p> <p>rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety,</p>	<p>Suggested Learning Outcome</p> <p>rules for and ways of keeping physically and emotionally safe including, road safety, cycle safety and safety in the environment, rail, water and fire safety</p>	<p>Suggested Learning Outcome</p> <p>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p>	<p>Suggested Learning Outcome</p>	<p>Suggested Learning Outcome</p>
<p>Topic Vocabulary -</p>							
<p>New Vocabulary -</p>							

<p>PSHE Year 2 - AUTUMN TERM 2</p> <p>Topic Focus</p> <p>Health and Wellbeing</p>	<p>Core Value</p> <p>how to make informed choices about health and wellbeing and to recognise sources of help with this</p>	<p>Core Value</p> <p>how to respond in an emergency</p>	<p>Core Value</p> <p>how to make informed choices about health and wellbeing and to recognise sources of help with this</p>	<p>Core Value</p>	<p>Core Value</p>	<p>Core Value</p>	<p>Core Value</p>
	<p>Suggested Learning Outcome</p> <p>about the ways that pupils can help the people who look after them to more easily protect them</p>	<p>Suggested Learning Outcome</p> <p>to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p>	<p>Suggested Learning Outcome</p> <p>what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>	<p>Suggested Learning Outcome</p>	<p>Suggested Learning Outcome</p>	<p>Suggested Learning Outcome</p>	<p>Suggested Learning Outcome</p>
<p>Topic Vocabulary -</p> <p>New Vocabulary -</p>							

<p>PSHE Year 2 - Spring Term 1</p> <p>Topic Focus</p> <p>Relationships</p>	<p>Core Value</p> <p>how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p>	<p>Core Value</p> <p>how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p>	<p>Core Value</p> <p>how to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p>Core Value</p> <p>how to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p>Core Value</p> <p>how to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p>Core Value</p> <p>how to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p>Core Value</p>
	<p>Suggested Learning Outcome</p> <p>to identify and respect the differences and similarities between people</p>	<p>Suggested Learning Outcome</p> <p>to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p>	<p>Suggested Learning Outcome</p> <p>to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>Suggested Learning Outcome</p> <p>that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>Suggested Learning Outcome</p> <p>to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	<p>Suggested Learning Outcome</p> <p>to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>Suggested Learning Outcome</p>
<p>Topic Vocabulary -</p>				<p>New Vocabulary -</p>			

<p>PSHE Year 2 - Spring Term 2</p> <p>Topic Focus</p> <p>Living in The Wider World</p>	<p>Core Value</p> <p>about the importance of respecting and protecting the environment</p>	<p>Core Value</p> <p>about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>the part that money plays in people's lives</p>	<p>Core Value</p> <p>about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>the part that money plays in people's lives</p>	<p>Core Value</p> <p>about respect for self and others and the importance of responsible behaviours and actions</p>	<p>Core Value</p> <p>about respect for self and others and the importance of responsible behaviours and actions</p>	<p>Core Value</p> <p>about rights and responsibilities as members of families, other groups and ultimately as citizens</p>	<p>Core Value</p>
	<p>Suggested Learning Outcome</p> <p>what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p>Suggested Learning Outcome</p> <p>that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p>	<p>Suggested Learning Outcome</p> <p>about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<p>Suggested Learning Outcome</p> <p>ways in which they are all unique; understand that there has never been and will never be another 'them'</p>	<p>Suggested Learning Outcome</p> <p>ways in which we are the same as all other people; what we have in common with everyone else</p>	<p>Suggested Learning Outcome</p> <p>about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help,</p>	<p>Suggested Learning Outcome</p>

						including dialling 999 in an emergency	
Topic Vocabulary -							
New Vocabulary -							

PSHE Year 2 - Summer 1 Topic Focus Relationships and Sex Education	Core Value To identify the differences between male and female.	Core Value To identify the differences between male and female.	Core Value To identify the differences between male and female.	Core Value	Core Value	Core Value	Core Value
	Suggested Learning Outcome To identify differences between males and females. Year 2 RSE lesson 1	Suggested Learning Outcome To describe the difference between male and female animals. Year 2 RSE lesson 2	Suggested Learning Outcome To describe the physical difference between male and female. Year 2 RSE lesson 3	Suggested Learning Outcome	Suggested Learning Outcome	Suggested Learning Outcome	Suggested Learning Outcome
Topic Vocabulary - Gender, female, male, growth, change, lifecycle, new-born, physical, sexual, differences, feelings. New Vocabulary - Stereotypes, sexual, scenarios							

<p>PSHE Year 2 - Summer Term 2</p> <p>Topic Focus</p> <p>Mental Health and wellbeing</p>	<p>Core Value</p> <p>to communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<p>Core Value</p> <p>to communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<p>Core Value</p> <p>about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p>	<p>Core Value</p> <p>about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p>	<p>Core Value</p> <p>to communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<p>Core Value</p> <p>to communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<p>Core Value</p>
	<p>Suggested Learning Outcome</p> <p>I can describe a range of feelings and emotions</p>	<p>Suggested Learning Outcome</p> <p>I can talk about the feelings people experience in different situations</p>	<p>Suggested Learning Outcome</p> <p>I know who, how and when to ask for help with my feelings</p>	<p>Suggested Learning Outcome</p> <p>I can use words to describe a bigger range of feelings</p>	<p>Suggested Learning Outcome</p> <p>I know who I can ask for help with big feelings</p>	<p>Suggested Learning Outcome</p> <p>I can use words and my body to describe and show lots of feelings, I am beginning to recognise how other people are feeling</p>	<p>Suggested Learning Outcome</p>
<p>Topic Vocabulary -</p>							

New Vocabulary -