

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 2

Term: Autumn 1



Unit: Rights, Rules and Responsibilities



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>adult – someone over the age of 18</p> <p>rights – what someone is entitled to</p> <p>rules - a law or direction that guides behaviour or action.</p> <p>vote - a formal expression of a choice in an election or other group decision.</p> <p>opinion - what one thinks about something or somebody; viewpoint. An opinion is not necessarily based on facts. Feelings and experiences usually help a person form an opinion.</p> <p>democracy – a country where the population have the right to vote for their ruler.</p>	<p>How to identify their own responsibilities in familiar settings, both in and out of school.</p> <p>Which areas of their lives for which adults are responsible and consider how this might change as they grow up.</p> <p>What existing classroom or school rules are and talk about why they have been made and what they mean in practice.</p> <p>What democratic decisions are and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom.</p>	<p>What a responsibility is and how that links to familiar settings, including school.</p> <p>What their responsibilities are and how these might change as they grow up.</p> <p>What adults responsibilities are towards them.</p> <p>What a democracy is.</p> <p>How this links to their everyday lives.</p> <p>How to share their opinions, ensuring that they listen to those of</p>	<p>Relationships Education:</p> <p>RR Respectful Relationships</p> <p>Name some adults in school who look after them and describe their responsibilities</p> <p>Describe some of the responsibilities they have in the classroom and at home, towards classmates and family</p> <p>Describe classroom ground rules and explain how they have been involved in making them</p> <p>Understand why we have classroom rules and describe how they make the classroom a better place for everyone</p>

<p>decision - the act or result of making up one's mind</p> <p>right – what a person is entitled to living in this country.</p> <p>responsible - expected to take care of particular duties and jobs.</p>	<p>What an opinion is and that they can share their own with others. How to share these with others.</p>	<p>others, taking turns and showing respect for each other.</p>	<p>Explain what is meant by voting and be able to name some people who make decisions at school</p> <p>Share information, opinions and feelings and listen to those of others, as part of a paired and class discussion.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 2

Term: Autumn 2



Unit: My Emotions



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>stress - a condition of strain or tension</p> <p>boredom - the state of being bored or of not feeling interested.</p> <p>anxious - feeling worried, nervous, or afraid about something uncertain</p>	<p>The names of a basic range of feelings and the strength of their feeling.</p> <p>What might prompt different feelings in themselves and others</p>	<p>The importance of naming their feelings.</p> <p>Their emotions and actions can have an effect on themselves and others.</p> <p>What impulsive behaviour is.</p>	<p>Relationships Education:</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p>

<p>anger - a strong emotion brought on by a person or thing that causes one great pain or trouble.</p> <p>manage – help to control</p> <p>assertiveness - Boldly self-assured; confident without being aggressive</p> <p>emotions - A person's internal state of being and response to an object or a situation</p> <p>network of support – A group of people who someone trusts .</p> <p>trusted adult – a person over the age of 18 who someone knows well and can trust.</p> <p>trust - a belief in the strength or truth of a person or thing</p>	<p>The difference between impulsive behaviour and that which is thought through, and what both might feel and look like.</p> <p>How to get support when they need it.</p> <p>How to talk about personal gifts and talents; what they are good at and also what they find more difficult.</p> <p>That they can do things to help change their mood and that this may be helpful.</p> <p>What 'relaxed' means and how it feels.</p> <p>It is possible to affect our behaviour by stopping and thinking about what we are doing.</p> <p>How to stand up for their own rights without being hurtful to others.</p>	<p>What different behaviours might feel and look like</p> <p>Where they can get support and who they can ask</p> <p>That we all have strengths and how to talk about these.</p> <p>What they can do to help their mood.</p> <p>What 'relaxed' means and how it feels.</p> <p>How we can stop our behaviour when necessary.</p> <p>How to stand up for their own rights without being hurtful to others.</p>	<p>Describe how they are feeling, including how strong that feeling is</p> <p>Recognise feelings in others</p> <p>Develop some strategies to deal with their own strong emotions, including calming and relaxing themselves</p> <p>Know that there is a link between thoughts, feelings and behaviour</p> <p>Understand that how they feel can affect how they approach tasks, including learning, and have some strategies for regaining a positive frame of mind</p> <p>Develop some understanding of the difference between behaviour which is impulsive and that which is considered</p> <p>Know what it feels and looks like to be assertive.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 2

Term: Spring 1



Unit: Working Together



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>persevere - to continue steadfastly in a task or course of action or hold steadfastly to a belief or commitment, esp. when met with opposition or difficulties; persist.</p> <p>behaviour - the way a person acts or behaves.</p> <p>self-worth – the internal sense of feeling good enough</p> <p>celebrate – praise, be happy for</p> <p>explain – to make something clear</p> <p>listening – to pay attention to using your ears</p> <p>taking turns – to do something one after another</p> <p>strength – something someone is particularly good at</p> <p>skill - the power or ability to perform a task well, especially because of training or practice</p> <p>reflect – to look back on something and consider its success</p> <p>goals – targets to hold for possible future achievements</p>	<p>That it important to think about and reflect upon how their own behaviours.</p> <p>What a strength is and what their strengths are.</p> <p>The strengths of others they know</p> <p>It is important to celebrate these strengths</p> <p>What a personal goal is and that they can set goals for themselves</p> <p>What group work situations are.</p> <p>What turn taking, listening and explaining are in a group situation and how to do these themselves</p> <p>That there are different roles children can play in group work situations.</p> <p>How they behave in a group and communicate with others.</p>	<p>What it means to reflect upon their own actions/ behaviour.</p> <p>How to identify their own (and others’) strengths and why this is important to do</p> <p>What a goal is and how to set a goal</p> <p>Why turn taking, listening and explaining are important when working in a group</p> <p>The different roles that they can take in group situations and how these contribute to effective group work</p> <p>The importance of reflecting on their own behaviour in a group situation.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>RR Respectful Relationships</p> <p>Name some of their own strengths and skills.</p> <p>Identify a new skill to develop.</p> <p>Understand and practise listening skills, take turns and make clear explanations.</p> <p>Understand and practise group work skills, including discussion, negotiation and co-operation.</p> <p>Be aware of how their strengths and skills can be useful in a group.</p> <p>Evaluate a group work task.</p>

<p>ground rules - basic rules governing the behaviour in a given situation</p> <p>communication - the sharing or exchange of messages, information, or ideas.</p> <p>evaluate - to reflect upon what has happened or a task carried out</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 2

Term: Spring 2



Unit: Managing Risk



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>risk - a chance of getting hurt or losing something.</p> <p>positive - bringing something good, or giving some kind of advantage</p>	<p>What a familiar situation is and that these can pose some risks. The emotions that could be associated with these.</p>	<p>How to identify a range a familiar situation which might entail risk and identify associated emotions.</p>	<p>Relationships Education:</p> <p>BS Being Safe</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p>

<p>negative - damaging or undesirable; bad.</p> <p>strategy - a plan, method, or series of actions meant to perform a particular goal or effect.</p> <p>responsibility - expected to take care of particular duties and jobs.</p> <p>emergency - a serious situation or sudden crisis that calls for fast action.</p> <p>accident- an event that happens by chance, especially a harmful one.</p> <p>benefit - anything that does someone good or gives an advantage.</p> <p>safety - the condition of being safe from danger.</p> <p>familiar - known by many people; easily recognised.</p> <p>risky situation – a situation that can feel unsafe</p> <p>familiar situation – a situation well known to the person</p>	<p>Basic personal information and know when they might need to give it.</p> <p>The range of people who can help in an emergency and how to call them.</p> <p>How to develop knowledge and skills to stay safer when they are lost.</p> <p>How to describe a place where it is physically safer to play.</p> <p>How to reflect on the benefits of being a road user, to identify some dangers and understand how to stay safer as a pedestrian and car passenger.</p> <p>How to describe the benefits of being outside and to know how to keep safer in the sun.</p> <p>How to identify familiar places where they enjoy being near water and to know how to keep safer.</p> <p>What a risky situation is.</p> <p>How to know how to reduce risk and keep myself safer in a variety of situations.</p> <p>What a familiar situation is.</p> <p>How to recognise familiar situations where they can offer help.</p>	<p>Why they need to know their personal information and when they would need to use it.</p> <p>Who could help them in an emergency.</p> <p>What they can do to help themselves if they get lost.</p> <p>What a safe place to play in is like.</p> <p>There are benefits of using roads, but also dangers. We can put things in place to keep ourselves safe on the roads.</p> <p>There are benefits to being outside but also dangers of being in the sun. We can put things in place to keep ourselves safe in the sun.</p> <p>The positives of being near water. That there are dangers and how to keep safe near the water.</p> <p>Possible risky situations and how to keep safe in these.</p> <p>How to prevent accidents in familiar situations</p>	<p>HP Health & Prevention</p> <p>BFA Basic First Aid</p> <p>Name a familiar risky situation and suggest ways of reducing risk</p> <p>Say their full name and address and know when this might be useful</p> <p>Explain a simple strategy for action if they are lost Recognise dangers that traffic poses</p> <p>Know ways to stay safer in the sun</p> <p>Describe ways of preventing accidents on the playground</p> <p>Understand what is meant by an emergency and who might help them.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 2

Term: Summer 1



Unit: Relationship and Sex Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>same – being identical</p> <p>similar – having a resemblance or likeness</p> <p>different – not the same</p> <p>unique – the only one of its type</p> <p>special – different from others; unique</p> <p>responsibility - expected to take care of particular duties and jobs.</p> <p>birth – being born</p> <p>death – the end of life in a living thing</p> <p>male – masculine sex – men, boys. female – female sex – women, girls.</p>	<p>Humans produce babies that grow into children and then into adults (NC Science)</p> <p>Babies grow inside a female body until they are ready to be born (NC Science)</p> <p>The ways they have changed physically since they were born (NC Science)</p> <p>Their responsibilities now and compare these with when they were younger</p> <p>How the needs of babies and young children are met by their families</p> <p>That not all families are the same, but that love and care should be at the heart of all families</p>	<p>The growth of humans</p> <p>Where human babies grow</p> <p>How humans change physically as they grow</p> <p>How their responsibilities have changed since they were born</p> <p>How families care for babies and young children and meet their needs</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>Health Education:</p> <p>CAB Changing Adolescent Body</p> <p>(Links to the National Curriculum Science)</p> <p>Recognise babies, children and adults of different ages and put them into age order</p> <p>Understand that human babies grow inside their mothers</p> <p>Describe the main physical developments which take place in early childhood</p>

<p>man – adult male human being</p> <p>woman – adult female human being</p> <p>teenager – human being age 13 – 18</p> <p>adult – grown up human being. Aged 18 and over.</p> <p>family – a group of people who are related to each other</p> <p>external body parts – eg. stomach, chest, leg.</p>		<p>Different family structures and that love and care should be at the heart of all of these.</p>	<p>Describe some of the changes in responsibilities and expectations during early childhood</p> <p>Understand a baby’s basic needs</p> <p>Understand how dependent a baby is on parents/carers to provide its basic needs.</p>
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St Anne’s C of E Primary School Curriculum Plan

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Term: Summer 2



Unit: Healthy Lifestyles



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to

<p>physical health – a state of well-being where your body can function as it should do</p> <p>mental health - a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community</p> <p>nutrient - something in food that helps people, animals, and plants live and grow.</p> <p>healthy – being well in both your mind and body</p> <p>balanced diet - a diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health.</p> <p>energy - is needed by the body to stay alive, grow, keep warm and move around. Energy is provided by food and drink.</p> <p>food group - categories into which types of food are classified in various nutritional schemes.</p> <p>exercise - activity done to keep the body or mind strong or to make them stronger.</p>	<p>About the range of things that help to keep them healthy.</p> <p>Why healthy eating is beneficial and how it supports physical activity.</p> <p>Understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise.</p> <p>Which foods they like and dislike with reasons why.</p> <p>How to recognise how foods fit within the basic food groups in the Eatwell Guide, and what constitutes a balanced meal.</p> <p>That we need food to grow, be active and maintain health.</p> <p>That everyone should eat at least 5 portions of fruit and vegetables every day.</p> <p>How to make healthy eating choices and know how to prepare simple healthy meals.</p> <p>How to make choices which promote healthy living.</p>	<p>Ways to keep themselves healthy, including healthy eating and physical activity</p> <p>The benefits of exercise</p> <p>Different food groups and what makes a balanced meal</p> <p>Why we need a balanced diet</p> <p>The importance of eating enough fruit and vegetables</p> <p>How to make healthy eating choices and know how to prepare simple healthy meals.</p> <p>How to make choices which promote healthy living.</p>	<p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>PHF Physical Health & Fitness</p> <p>HE Healthy Eating</p> <p>HP Health & Prevention</p> <p>Give examples of how to be healthy and to reflect on their own lifestyles and choices.</p> <p>Explain why healthy eating and physical activity are both important.</p> <p>Know the difference between being active and inactive, and give some examples.</p> <p>Explain what changes physically and emotionally when they are active.</p> <p>Talk about food likes and dislikes and give reasons.</p> <p>Understand that food can be divided into different groups and know that for good health we need a balanced diet.</p>
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