



YEAR 2

PSHE CURRICULUM



Year 2 PSHE Curriculum

KNOW IT!

What I should already know?

Some reasons why my class is a happy and safe place to learn.

That I am different and similar to other people in my class, and that this makes us all special.

How I feel when I am successful and how this can be celebrated positively.

Some ways to keep my body safe and healthy.

Why I have special relationships with some people and how these relationships help me feel safe and good about myself.

Some differences between now and when I was a baby and some of the changes that will happen to me as I get older.

The names of some different parts of the body and the parts which are 'private'.

VOCABULARY

safe, proud, consequences, rewards, rules, safe, similar, bullying, friends, goal, successful, healthy, ingredients, household products, family, greeting, human, lifecycle, positive



Key Vocabulary

worries	Worries make us feel troubled or anxious.
rights	Things we are allowed to do.
responsibilities	Rules we must follow or things we must do.
choices	Choices are when we choose between things.
fair	Things are fair when they are equal for everyone.
assumptions	We make assumptions when we think things are true without proof.
stereotype	An idea lots of people have that may be untrue or only partly true.
realistic goal	A realistic goal means there is a possibility of it being achieved.
challenging	Goals are challenging if they are difficult.
perseverance	Continuing to try even if things are hard.
strengths	Things we are good at.
co-operation	Working together to get something done.
medicine	Something used to help when we are sick or in pain.
relaxation	Being rested and calm.
stress	What you feel if you are worried or uncomfortable about something.
energy	You need energy to be able to do things.
trust	When you trust someone you believe what they say.
compliment	A compliment is when you say something nice about someone



TEACH IT

BEING ME IN MY WORLD



Hopes and fears

-  I can identify some of my hopes and fears for this year
-  I recognise when I feel worried and know who to ask for help



Rights and responsibilities

-  Identify some rights and responsibilities we have in school
-  Explain why these are important to keep our class a safe and happy place

Making choices: rewards and consequences



-  Understand that we make choices in school and these choices have consequences
-  Identify whether choices might be good or bad and explain why

A safe and fair learning environment



-  Explain some things that make my class a safe and fair place
-  Say how I feel about my class and why I like it being safe and fair.

CELEBRATING DIFFERENCE



Assumptions and stereotypes about gender

-  Identify some assumptions people make about boys and girls
-  Understand that we are all different and some assumptions are not true



Understanding bullying

-  Identify features of bullying
-  understand that sometimes children may be bullied because they are different

Standing up for yourself and others


-  recognise what is right and wrong and know how to look after myself
-  know how to get help if I am being bullied

Making new friends



-  Explain how it feels to have a friend and be a friend.
-  Suggest reasons why it is OK to be different from my friends.

DREAMS AND GOALS


Achieving realistic goals.

-  choose a realistic goal and think about how to achieve it



Perseverance.

-  Identify some steps I will need to take to achieve my goal
-  Understand that I will need to work hard to achieve my goal

Learning strengths.


-  Understand that different people have different strengths and we can use these to help each other

Learning with others



-  Work well in a group
-  Explain how I played my part in a group task and the parts other people played to create an end product.

HEALTHY ME



Healthy choices

-  Identify and compare some choices I can make to keep healthy



Medicines

-  Know and express key safety rules around taking medicines
-  Understand why these rules must be followed to keep safe

Relaxation



-  Explain why relaxing is important to keep healthy
-  Suggest some strategies to help relax

Healthier eating and nutrition.



-  Understand that some foods are healthier choices than others
-  Identify some foods that are healthier and some foods that are less healthy

RELATIONSHIPS



Different types of family.

-  Explain who is in my family and why my family is special to me
-  Understand that families are all different



Friendship and conflict

-  Know that all friends can fall out sometimes but it is possible to fix a broken friendship
-  Suggest some ways to try to mend a friendship

Trusting someone



-  Explain what trusting someone means
-  Identify ways to help build trust

Expressing appreciation for special relationships.



-  Know what a compliment is
-  Explain how it feels to give or receive a compliment

CHANGING ME



Life cycles in nature

-  Recognise cycles of life in nature
-  Understand there are some changes that are outside my control and can recognise how I feel about this

Growing from young to old

-  Explain some changes that have happened since I was a baby
-  Identify some changes that will happen to me as I get older





Preparing for transition.

-  Express what I am looking forward to and what I am worried about next year
-  Suggest some ideas to help with my worries





TEACH IT

SUGGESTED TEACHING SEQUENCE









BEING ME IN MY WORLD

-  **Ask** the children if they have any worries about being in this new class/school year? Can they think of some suggestions to help? (BM:1)
-  **Reinforce** that rights and responsibilities are important to help us learn and be safe. **Make** an 'agreement' using the children's responses with regards to their 'rights and responsibilities' (discuss the vocabulary beforehand). (BM:2)
-  **Explain** that responsibilities enable us to enjoy coming to school to learn safely and happily. (BM:3)
-  **Guide** the children to reflect on negative/unhelpful behaviours and how they deserve a consequence instead of a reward. (BM:4)

CELEBRATING DIFFERENCE

-  **Explain** to the children that we sometimes make 'assumptions' about boys and girls. Explain that the word assumption means to think something automatically. (CD:1)
-  **Make the point** that sometimes people can get bullied because they are different to the bully e.g. younger, wears glasses, is shorter, etc. (CD:3)
-  **Remind** the children that bullying is not fair or kind and that if it happens, children need to tell an adult they trust. (CD:4)
-  **Emphasise** that a kind community is accepting of all sorts of different people, and that we can all work together to help everyone feel they belong. Why is it good to be friends with someone who is different from ourselves? Make a jigsaw of friendship. (CD:6)





DREAMS AND GOALS

-  Ask the children if they know what realistic means and explain that if we choose challenges that are too easy, they aren't really a challenge. Explain that challenges are very personal. What one person finds difficult another person might find easy. Can the children think why that might be? (DG:1)
 -  Give each child a ladder template and working together in their groups, they need to identify the steps needed to take in order to achieve their challenge/goal, and write each of these onto the steps of the ladder. Can the children colour in the step/rung of the ladder which they think might be the most difficult? (DG:2)
- In groups and **working cooperatively**, encourage the children to create an imaginary dream bird that might live in the garden of dreams and goals. This is a garden of dreams and goals so they can use their imaginations. It is a happy, safe garden with nothing scary in it. Help the children to focus on effective group work by asking questions such as:
-  Has everyone on your group got a job?
 -  Is everyone clear in your team clear on the design of your bird?
 -  Is everyone clear in your team what their role is?
 -  Can you stop and think of an idea to use to help your group get on better with the task?
 -  Have you got any ideas about how to solve problems when people in the group disagree?
 -  What's working well in your group? (DG:4/5)





TEACH IT

SUGGESTED TEACHING SEQUENCE




HEALTHY ME

-  **Ask** the children to identify the different ways that they can keep their bodies healthy. Make a list as a class. What choices can they make to keep healthy? Discuss good/bad choices.(HM:1)
-  **Teach the children:** They must never take medicine on their own; they must only take medicine when a trusted adult gives it them. They must only take the dosage it says on the bottle/packet (not more). They must NEVER take each other's medicine. Medicine must be kept in a locked cupboard out of children's reach at home. (HM:3)
-  **Ask** the children why it is important to relax. What would happen to us if we didn't relax? Relaxing allows our minds and bodies to be quiet and calm and means we can rest and recover from things that cause us worry/stress/concern.(HM:2)
-  **Discuss** which foods our bodies need and don't need. Explore carbohydrates, fruits/vegetables and protein: these foods give us energy for a long time as opposed to chocolate, cakes, fizzy drinks, etc.(HM:4)

RELATIONSHIPS

-  **Ask** the children why we have families. Explain they are there to protect us and love us. **Talk** about families and how we belong with them. In pairs invite the children to share all the different people in their family and why each one is special. (RL:1)
-  **Discuss** that it is possible for even the closest of friends to fall out sometimes, but we can learn how to fix a broken friendship if both people are willing to try. (RL:3)
-  **Ask:** What does it mean to trust someone? **Talk** about the things that help trust grow, e.g. honesty, always being there, keeping good secrets, being a good listener, standing up for you, etc. (RL:5)
-  **Explain** to the children that when someone says or thinks something nice about us, it is called a compliment. Some people can find it hard to accept compliments or believe them, but when someone says something nice it is always polite to say thank you and enjoy the nice feeling. (RL:6)

CHANGING ME

-  **Show** different lifecycle images. Ask the children to think about what life cycles they can see in the pictures. Clarify for the children what a lifecycle is and how things grow and change from a baby to an adult: humans, animals, plants (Link to science) (CM:1)
-  **Draw** out from the children how our bodies might change and ask them to think about what other changes might happen, e.g. bodies become slower, old people run less but might get wiser and kinder. **Explain** that most boys are born with male body parts, and most girls with female parts (you don't need to expand on this).(CM:2)
-  **Explain** that the start of a new school year can be a big change. Ask the children to think about what they might be looking forward to /worried about in their next school year. Link back to first lesson of the year. (CM:6)