

## Year 2 PSHE Overview of Skills & Knowledge

Year 2 Autumn 1	Skills & Knowledge – Relationships and Health objectives	Vocabulary
Making a class charter	<ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• The conventions of courtesy and manners.</li> </ul>	Communities, belonging, effects, pollution, recycle, friendships, relationships, unique, positivity, racism, equality, acceptance, tolerance, sympathy, diversity, inclusive, respect
Getting to know each other	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> </ul>	
Communities we belong to	<ul style="list-style-type: none"> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• Where to get advice (e.g. family, school and/or other sources)</li> </ul>	
Democracy week	<p>Democracy planning has learning objectives and activities to follow for this week.</p> <p>British values focus</p>	
Saving Energy/Recycling	<ul style="list-style-type: none"> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> </ul>	
Pollution	<ul style="list-style-type: none"> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> </ul>	

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Operation Encompass – Friendships & Relationships Activity 1 & 2  & Show Racism the Red Card	<ul style="list-style-type: none"> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> </ul>	
<b>Year 2 Autumn 2</b>	<b>Skills &amp; Knowledge – Relationships and Health objectives</b>	<b>Vocabulary</b>
What are medicines?	<ul style="list-style-type: none"> <li>How and when to seek support including which adults to speak to in school if they're worried about their health</li> <li>How to recognise early signs of physical illness</li> <li>Concepts of basic first aid, for example dealing with common injuries, including head injuries</li> </ul>	hazards, likeliness, safety, prevention, imaginary, charity, support, bullying, intentional, purpose, positive, mindset, negativity, healthy, danger
Real vs Imaginary Hazards	<ul style="list-style-type: none"> <li>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they're heard</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>Where to get advice (e.g. family, school and/or other sources)</li> </ul> <p>About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe</p>	
Bullying	<ul style="list-style-type: none"> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> </ul>	
Being Healthy	<ul style="list-style-type: none"> <li>About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing</li> </ul>	

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	<ul style="list-style-type: none"> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing</li> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> </ul>	
Household Chemicals	<ul style="list-style-type: none"> <li>• The characteristics of healthy family life: commitment to each other, including in times of difficulty; <b>protection and care for children</b> and other family members; the importance of spending time together and sharing each other's lives</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	
Operation Encompass – Emotions & Empathy – Activity 1 & 2	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feeling</li> </ul>	
Operation Encompass – Emotions & Empathy – How to	<ul style="list-style-type: none"> <li>• Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support</li> </ul>	

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help someone activity		
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Year 2 Spring 1	Skills & Knowledge – Relationships and Health objectives	Vocabulary
Why we have money?	<ul style="list-style-type: none"> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</li> <li>• That families are important for children growing up because they can give love, security and stability</li> </ul>	wants, needs, charities, affordability, compromise, rich, wealth, support, positivity
Affording something	<ul style="list-style-type: none"> <li>• To understand the differences between things you want and things you need.</li> <li>• To understand money is needed to buy things to support living.</li> </ul>	
Needs vs Wants	<ul style="list-style-type: none"> <li>• The characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other’s lives</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> </ul>	
Different meanings of Rich	<ul style="list-style-type: none"> <li>• The characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other’s lives</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> </ul>	

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Computing & Safety Internet – Computing lead to plan	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they're not</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> </ul>	
Simple Goals	<ul style="list-style-type: none"> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• The importance of self-respect and how this links to their own happiness</li> </ul>	
<b>Year 2 Spring 2</b>	<b>Skills &amp; Knowledge – Relationships and Health objectives</b>	<b>Vocabulary</b>
Knowing where food comes from	<ul style="list-style-type: none"> <li>• Connections with around the world</li> <li>• To understand the differences between countries</li> </ul>	Product, produce, celebrations, customs, rituals, respect, tolerance, fairness, poor, Fair Trade, goals, stereotypes, skills,
Custom and Ritual	<ul style="list-style-type: none"> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> </ul>	

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Chocolate Project 1	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• The principles of planning and preparing a range of healthy meals</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>	
Chocolate Project 2	Fair trade project	
Chocolate Project 3	Fair trade project	
Operation Encompass – Rules & Expectations – Activity 1 & 2	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>	
<b>Year 2 Summer 1</b>	<b>Skills &amp; Knowledge – Relationships and Health objectives</b>	<b>Vocabulary</b>
Special People	<ul style="list-style-type: none"> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> </ul>	emotions, feelings, wellbeing, families, choices, difficulties, countries, culture, respect, differences, stereotypes, friendships, manners, happiness, trust, resolve, support,
People that help us	<ul style="list-style-type: none"> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	

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	<ul style="list-style-type: none"> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they're heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice (e.g. family, school and/or other sources)</li> </ul>	
Different families	<ul style="list-style-type: none"> <li>• The characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong (FAMILY MAKE UPS)</li> </ul>	
Difficult Choices	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> </ul>	
People and places around the world	<ul style="list-style-type: none"> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> </ul>	



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Operation Encompass – Friendships & Relationships – How to help someone activity	<ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> </ul>	
<b>Year 2 Summer 2</b>		
Boys and Girls	<ul style="list-style-type: none"> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness</li> </ul>	Differences, similarities, lifecycle, unique, qualities, behaviour, respect, friendships, solutions
Lifecycle	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• Growing up through stages.</li> <li>• Science aspect</li> </ul>	
We are all unique	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> </ul>	
I can make change happen	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> </ul>	

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Changing my behaviour	<ul style="list-style-type: none"> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> </ul>	
Operation Encompass – Rules and Expectations – How to help activity	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they're heard</li> </ul>	
Transition week – preparing for meeting new teachers and different classroom environment	<ul style="list-style-type: none"> <li>• Preparing for changes, fears they might be feeling are normal, how can we overcome them?</li> <li>• New beginnings and new challenges</li> <li>• Working together with peers</li> <li>• Respectful relationships new and old</li> </ul>	