

Year 2 Medium Term Planning



Topic	NC Objectives	Key Skills and Knowledge	Vocabulary	Cross Curricular Links
<p>RSE – Respectful relationships</p> <p>Living in the wider world - Recycling</p>	<p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships;</p> <p>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;</p> <p>that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded;</p> <p>how to recognise who to trust and who not to trust</p> <p>how to judge when a friendship is making them feel unhappy or uncomfortable</p> <p>managing conflict, how to manage these situations and how to seek help</p> <p>to respect the importance of</p>	<p>how to be a good friend, e.g. kindness, listening, honesty</p> <p>about different ways that people meet and make friends</p> <p>strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p>about what causes arguments between friends</p> <p>how to positively resolve arguments between friends</p> <p>how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else cooperatively in different groups and situations</p> <p>how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p> <p>to know how recycling can have a positive effect on the environment</p> <p>To know how their choices impact the environment.</p> <p>The importance of protecting the environment and how everyday actions can either support or damage it</p> <p>How to show compassion for the environment, animals and other living things</p>	<p>Kindness listening honesty friends inclusion arguments help</p>	<p>Operation encompass</p> <p>Science</p>

	protecting the environment.			
<p>Dangers in the home</p> <p>Health and Prevention</p>	<p>How to make a clear and efficient call to the emergency services if necessary.</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;</p> <p>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;</p>	<p>to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> <p>how to help keep themselves safe at home in relation to electrical appliances, fire safety, medicines/household products</p> <p>about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel.</p> <p>about routines and habits for maintaining good physical and mental health</p> <p>why sleep and rest are important for growing and keeping healthy</p> <p>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p> <p>the importance of, and routines for, brushing teeth and visiting the dentist</p> <p>about food and drink that affect dental health</p> <p>how to describe and share a range of feelings</p> <p>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</p> <p>how to manage big feelings including those associated with change, loss and bereavement</p>	<p>Medicines, safety unsafe danger accident emergency</p>	<p>Science</p>

		when and how to ask for help, and how to help others, with their feelings		
Living in the wider world Money	<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>a basic understanding of enterprise</p>	<p>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p>how money can be kept and looked after.</p> <p>about getting, keeping and spending money</p> <p>that people are paid money for the job they do</p> <p>how to recognise the difference between needs and wants</p> <p>how people make choices about spending money, including thinking about needs and wants</p>	<p>Coin and note names</p> <p>Saving Bank</p> <p>Accounts</p> <p>Profit</p>	<p>Maths</p> <p>Enterprise Week</p>
RSE My Body Growing and Changing	<p>that each person's body belongs to them; the differences between appropriate and inappropriate or unsafe, physical, and other, contact;</p>	<p>about the human life cycle and how people grow from young to old</p> <p>how our needs and bodies change as we grow up</p> <p>to identify and name the main parts of the body including external genitalia</p> <p>about change as people grow up, including new opportunities and responsibilities.</p>	<p>life cycle</p> <p>human bodies</p> <p>responsibilities</p> <p>goals</p> <p>changes</p>	<p>Science</p>
Different Families and Cultures.	<p>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;</p> <p>the importance of respecting</p>	<p>to recognise that they are all equal, and ways in which they are the same and different to others in their community</p>	<p>Faiths</p> <p>Community</p>	<p>RE</p> <p>Geography</p>

	<p>others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;</p> <p>to respect diversity and equality and how to be a productive member of a diverse community</p>			
<p>KidSafe Programme 2</p>	<p>NC links and Key knowledge</p> <p>During the full programme two children will learn</p> <p>that each person's body belongs to them; the differences between appropriate and inappropriate or unsafe, physical, and other, contact;</p> <p>about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>how to report concerns or abuse and the vocabulary and confidence needed to do so;</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</p> <p>the conventions of courtesy and manners;</p> <p>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;</p> <p>the importance of self- respect and how this links to their own happiness;</p> <p>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;</p>			

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);

how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

why social media, some computer games and online gaming, for example, are age restricted;

Extra to programme 1

about the process of grieving and how grief can be expressed

the impact of the need for peer approval in different situations, including online.

strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication

where and how to report concerns and get support with issues online

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

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.

that cyberbullying has a negative and often lasting impact on mental wellbeing;

to know how arguments make you feel and have some ideas about how to recognise negative feelings and behaviour.

how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

GDS

The purpose of each of our PSHE lessons is to answer questions about the wider world, the status quo and to develop our understanding of the workings of communities. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons, and while some topics have outcomes which specifically lend themselves to fitting an assessment criteria others do not. Instead we look to individuals and how they perceive their role in their lives, their communities and their abilities to make a difference. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.

