



KS1 PSHE Year 2				
TERM	UNIT	LESSON	SKILLS	VOCABULARY
AUTUMN 1	Me and My Relationships	Our ideal classroom (1)	Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions.	British Values Caring Rules and Laws
		Our ideal classroom (2)	Take part in creating and agreeing classroom rules.	British Values Caring Rules and Laws Safety
		How are you feeling today?	Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings.	Feelings Positive relationships Relationships Education (formerly SRE or RSE)
		Bullying or teasing?	Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying.	Bullying Safeguarding
		Don't do that!	Understand and describe strategies for dealing with bullying: Rehearse and demonstrate some of these strategies.	
		Types of bullying	Explain the difference between bullying and isolated unkind behaviour; Recognise that that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving.	Bullying Safeguarding Support networks
		Being a good friend	Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.	Bullying Safeguarding Support networks
		Let's all be happy!	Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.	Friendship Positive relationships Relationships Education (formerly SRE or RSE) Relationships Feelings Support networks Relationships Education (formerly SRE or RSE)



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<p>AUTUMN 2</p>	<p>Valuing Difference</p>	<p>What makes us who we are?</p> <p>How do we make others feel?</p> <p>My special people</p> <p>When someone is feeling left out</p> <p>An act of kindness</p> <p>Solve the problem</p>	<p>Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people.</p> <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>Identify people who are special to them; Explain some of the ways those people are special to them.</p> <p>Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.</p> <p>Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.</p> <p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>	<p>British Values Building self-esteem Diversity Respect Tolerance Great get together Relationships Education (formerly SRE or RSE)</p> <p>Conflict Resolution Feelings Relationships Education (formerly SRE or RSE)</p> <p>Positive relationships Support networks Relationships Education (formerly SRE or RSE)</p> <p>British Values Caring Community Diversity Feelings Respect Tolerance</p> <p>British Values Caring Respect Tolerance</p> <p>Conflict Resolution Respect Teamwork Tolerance</p>
<p>SPRING 1</p>	<p>Keeping Safe</p>	<p>Harold's picnic</p> <p>How safe would you feel?</p> <p>What should Harold say?</p>	<p>Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p>	<p>Drugs Medicines Safeguarding Safety</p> <p>Safeguarding Support networks Relationships Education (formerly SRE or RSE)</p> <p>Medicines Safeguarding Support networks Relationships Education (formerly SRE or RSE)</p>



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<p>SPRING 2</p>	<p>Rights and Respect</p>	<p>Getting on with others</p> <p>When I feel like erupting</p> <p>Feeling safe</p> <p>How can we look after our environment?</p> <p>Harold saves for something special</p> <p>Harold goes camping</p>	<p>Describe and record strategies for getting on with others in the classroom.</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p> <p>Identify special people in the school and community who can help to keep them safe; Know how to ask for help.</p> <p>Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.</p> <p>Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.</p> <p>Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>	<p>British Values Caring Cooperation Respect Rules and Laws</p> <p>Caring Feelings</p> <p>Safeguarding Relationships Education (formerly SRE or RSE) Relationships</p> <p>Caring Community Environment Outdoor education Pupil voice</p> <p>Money Saving Responsibility</p> <p>Money Responsibility</p>
<p>SUMMER 1</p>	<p>Being My Best</p>	<p>You can do it!</p> <p>My day</p>	<p>Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</p> <p>Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p> <p>Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.</p>	<p>Achievement Aspirations Building self-esteem Growth Mindset Resilience</p>



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		<p>Harold's postcard - helping us to keep clean and healthy</p> <p>Harold's bathroom</p> <p>My body needs...</p> <p>What does my body do?</p>	<p>Explain the importance of good dental hygiene; Describe simple dental hygiene routines.</p> <p>Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.</p>	<p>Hygiene Illness Viruses</p> <p>Dental hygiene Hygiene</p> <p>Science</p> <p>Body parts Physical activity Science</p>
SUMMER 2	Growing and Changing	<p>A helping hand</p> <p>Sam moves away</p> <p>Haven't you grown!</p> <p>My body, your body</p> <p>Respecting privacy</p> <p>Basic first aid</p>	<p>Demonstrate simple ways of giving positive feedback to others.</p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages.</p> <p>Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.</p> <p>Physical Health and Mental Wellbeing (Health Education) Basic first-aid 1. How to make a clear and efficient call to emergency services if necessary. Physical Health and Mental Wellbeing (Health Education) Basic first-aid 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Cooperation Teamwork</p> <p>Feelings Resilience Dealing with Loss</p> <p>Growing up Change Relationships Education (formerly SRE or RSE) National Curriculum Science - Relationships elements</p> <p>Appropriate touch Body Image Relationships Education (formerly SRE or RSE) Privacy Body parts (including genitalia) Relationships Life Cycles National Curriculum Science - Relationships elements</p> <p>Consent Relationships Education (formerly SRE or RSE) Privacy Body parts (including genitalia) Relationships</p>