

## Year 2 – PSHE - Medium Term Overview

Half term/ key question:	Topic	Prior learning Pupils have learnt...	In this unit of work, pupils learn...	Intended learning outcomes Pupils will be able to....
Autumn 1 <b>What helps us to stay safe?</b>	<p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> <li>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>how to respond safely to adults they don't know</li> <li>what to do if they feel unsafe or</li> </ul>	<ul style="list-style-type: none"> <li><b>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</b></li> <li><b>how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</b></li> <li><b>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</b></li> <li><b>how not everything they see online is true or trustworthy and that people can pretend</b></li> </ul>	<ul style="list-style-type: none"> <li>Give examples of ways to stay safe in different situations</li> <li><b>Understand how to stay safe in current times – importance of 'Bubbles', hand washing, hygiene</b></li> <li>Describe and demonstrate strategies they can use to stay safe and identify and avoid risks</li> <li>Identify good and bad secrets and know who to tell if they feel uncomfortable with a secret</li> <li>Give examples of online safety – tell an adult, cover screen, information sharing etc.</li> <li>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come</li> </ul>

		<p>worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <ul style="list-style-type: none"> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	<p><b>to be someone they are not</b></p>	<p>across something that scares or concerns them</p>
<p>Autumn 2</p> <p><b>How do we recognise our feelings?</b></p>	<p><b>Health and wellbeing</b></p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>	<p>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>	<ul style="list-style-type: none"> <li>• <b>how to recognise, name and describe a range of feelings</b></li> <li>• <b>what helps them to feel good, or better if not feeling good</b></li> <li>• <b>how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</b></li> <li>• <b>how feelings can affect people in their bodies and their</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of feelings and emotions</li> <li>• Recognise their own feelings and emotions and examples of when they have felt this way and how their body felt e.g butterflies, go red, heart beats faster.</li> <li>• Identify people who they can tell if they need to share how they are feeling</li> <li>• Recognise when they might need help with feelings and how to ask</li> </ul>

			<b>behaviour</b> <ul style="list-style-type: none"> <li>ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> </ul>	for help when they need it
Spring 1 <b>What makes a good friend?</b>	<b>Relationships</b> Friendship; feeling lonely; managing arguments  PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> <li>what they like/dislike and are good at</li> <li>what makes them special and how everyone has different strengths</li> <li>how they are similar or different to others, and what they have in common</li> </ul>	<ul style="list-style-type: none"> <li>how to make friends with others</li> <li>how to recognise when they feel lonely and what they could do about it</li> <li>how people behave when they are being friendly and what makes a good friend</li> <li>how to resolve arguments that can occur in friendships</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of, or demonstrate, how to work and play cooperatively</li> <li>Identify ways to offer support to others in class and on the playground</li> <li>Describe or demonstrate strategies they can use to resolve arguments or disagreements</li> <li>Be able to ask for help if a friendship is making them unhappy</li> </ul>
Spring 2 <b>What can help us grow and stay healthy?</b>	<b>Health and wellbeing</b> Being healthy: eating, drinking, playing and sleeping	<ul style="list-style-type: none"> <li>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>that things people put into or onto</li> </ul>	<ul style="list-style-type: none"> <li>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>that eating and drinking too much sugar can affect their health,</li> </ul>	<ul style="list-style-type: none"> <li>Recognise healthy food and balanced diets</li> <li>Identify different ways to stay healthy</li> <li>Identify foods with a lot of sugar and what detrimental effects they have on the body.</li> <li>Understand the importance of wearing sun screen and staying</li> </ul>

	<p>PoS refs: H1, H2, H3, H4, H8, H9</p>	<p>their bodies can affect how they feel</p> <p>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p>	<p><b>including dental health</b></p> <ul style="list-style-type: none"> <li>• <b>how to be physically active and how much rest and sleep they should have everyday</b></li> <li>• <b>that there are different ways to learn and play; how to know when to take a break from screen-time</b></li> <li>• <b>how sunshine helps bodies to grow and how to keep safe and well in the sun</b></li> </ul>	<p>out of direct sunlight at certain times</p> <ul style="list-style-type: none"> <li>• Recognise they need a balance of being active, learning and screen time.</li> </ul>
<p>Summer 1</p> <p><b>What jobs do people do?</b></p>	<p><b>Living in the wider world</b></p> <p>People and jobs; money; role of the internet</p> <p>PoS refs: L15, L16, L17, L7, L8</p>	<ul style="list-style-type: none"> <li>• what money is - that money comes in different forms</li> <li>• how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>• how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to</li> </ul>	<ul style="list-style-type: none"> <li>• <b>how jobs help people earn money to pay for things they need and want</b></li> <li>• <b>about a range of different jobs, including those done by people they know or people who work in their community</b></li> <li>• <b>how people have different strengths and interests that enable them to do different jobs</b></li> <li>• <b>how people use the internet and digital devices in their jobs and everyday life</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify different things we need to spend money on e.g bills, food, clothes</li> <li>• Recognise different jobs that people can do and what their families do jobwise</li> <li>• Recognise different skills are needed for different jobs and what these may be</li> <li>• Recognise and give examples of how ICT plays an important role in everyday life and jobs.</li> <li>• Identify ways of keeping money safe</li> </ul>

		<p>have the things they want</p> <ul style="list-style-type: none"> <li>• how to keep money safe and the different ways of doing this</li> </ul>		
<p>Summer 2</p> <p><b>What is bullying?</b></p> <p><b>*How do we recognise our feelings?</b></p>	<p>Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• the responsibilities they have in and out of the classroom</li> <li>• how people need to be looked after and cared for</li> </ul>	<ul style="list-style-type: none"> <li>• <b>how words and actions can affect how people feel</b></li> <li>• <b>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</b></li> <li>• <b>why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</b></li> <li>• <b>how to respond if this happens in different situations</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the differences and similarities between being hurt physically and being hurt emotionally</li> <li>• Describe different types of touch, when these are either nice to receive or when it is in a way we don't like or makes us feel uncomfortable</li> <li>• Identify what is meant by bullying and hurtful teasing and why this is wrong</li> <li>• Identify people they can go to if they are feeling hurt or uncomfortable and how to let them know.</li> <li>• Report bullying or other hurtful behaviour, including online, to a</li> </ul>

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- ❖ During Autumn Term – you will need to cover both Autumn term 1 and 2 topics highlighted at the beginning of September as and when appropriate. (Due to new start and Covid19)