



PSHE/Relationships and Health Education: Year 2

| ME AND MY RELATIONSHIPS | LEARNING OUTCOMES |
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| Our ideal classroom (1) | <ul style="list-style-type: none"> •Suggest actions that will contribute positively to the life of the classroom; •Make and undertake pledges based on those actions. |
| Our ideal classroom (2) | <ul style="list-style-type: none"> •The conventions of courtesy and manners. |
| How are you feeling today? | <ul style="list-style-type: none"> •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. |
| Bullying or teasing? | <ul style="list-style-type: none"> •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. |
| Don't do that! | <ul style="list-style-type: none"> •Understand and describe strategies for dealing with bullying; •Rehearse and demonstrate some of these strategies. |
| Types of bullying | <ul style="list-style-type: none"> •Explain the difference between bullying and isolated unkind behaviour; •Recognise that there are different types of bullying and unkind behaviour; •Understand that bullying and unkind behaviour are both unacceptable ways of behaving. |
| Being a good friend | <ul style="list-style-type: none"> •Recognise that friendship is a special kind of relationship; •Identify some of the ways that good friends care for each other. |
| Let's all be happy | <ul style="list-style-type: none"> •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. |
| VALUING DIFFERENCES | LEARNING OUTCOMES |
| What makes us who we are? | <ul style="list-style-type: none"> •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. |
| How do we make others feel? | <ul style="list-style-type: none"> •Recognise and explain how a person's behaviour can affect other people. |
| My special people | <ul style="list-style-type: none"> •Identify people who are special to them; •Explain some of the ways those people are special to them. |

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| When someone is feeling left out | <ul style="list-style-type: none"> • 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. |
| An act of kindness | <ul style="list-style-type: none"> • 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. |
| Solve the problem | <ul style="list-style-type: none"> • 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. |
| KEEPING MYSELF SAFE | LEARNING OUTCOMES |
| Harold's picnic | <ul style="list-style-type: none"> • 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. |
| How safe would you feel? | <ul style="list-style-type: none"> • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. |
| What should Harold say? | <ul style="list-style-type: none"> • 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. |
| I don't like that! | <ul style="list-style-type: none"> • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. |
| Fun or not? | <ul style="list-style-type: none"> • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. |
| Should I tell? | <ul style="list-style-type: none"> • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. |
| Some secrets should never be kept | <ul style="list-style-type: none"> • Identify how inappropriate touch can make someone feel • Understand that there are unsafe secrets and secrets that are nice surprises • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. |

| RIGHTS AND RESPONSIBILITIES | LEARNING OUTCOMES |
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| Getting on with others | <ul style="list-style-type: none"> •Describe and record strategies for getting on with others in the classroom. |
| When I feel like erupting | <ul style="list-style-type: none"> •Explain, and be able to use, strategies for dealing with impulsive behaviour. |
| Feeling safe | <ul style="list-style-type: none"> •Identify special people in the school and community who can keep them safe; •Know how to ask for help. |
| How can we look after our environment? | <ul style="list-style-type: none"> •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. |
| Harold saves for something special | <ul style="list-style-type: none"> •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. |
| Harold goes camping | <ul style="list-style-type: none"> •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. |
| Playing games | <ul style="list-style-type: none"> •Know the importance of keeping personal information private, when online and only talking to people they know in real life; •Know that they can tell an adult they trust if anything happens that makes them worried. |
| BEING MY BEST | LEARNING OUTCOMES |
| You can do it! | <ul style="list-style-type: none"> •Explain the stages of the learning line showing an understanding of the learning process; •Suggest phrases and words of encouragement to give someone who is learning something new; •Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. |
| My day | <ul style="list-style-type: none"> •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. |
| Harold's postcard – helping us to keep clean and healthy | <ul style="list-style-type: none"> •Explain how germs can be spread; •Describe simple hygiene routines such as hand washing; •Understand that vaccinations can help to prevent certain illnesses. |
| Harold's bathroom | <ul style="list-style-type: none"> •Explain the importance of good dental hygiene; •Describe simple dental hygiene routines. |
| My body needs... | <ul style="list-style-type: none"> •Understand that the body gets energy from food, water and oxygen; •Recognise that exercise and sleep are important to health. |
| What does my body do? | <ul style="list-style-type: none"> •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. |

| GROWING AND CHANGING | LEARNING OUTCOMES |
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| A helping hand | <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. |
| Sam moves house | <ul style="list-style-type: none"> • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. |
| Haven't you grown? | <ul style="list-style-type: none"> • 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. |
| My Body, your body | <ul style="list-style-type: none"> • Identify which parts of our body are private • Understand that we mostly have the same body parts but how they look is different from person to person. |
| Respecting privacy | <ul style="list-style-type: none"> • 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. |
| Basic first aid | See link to external resources for further information. |