



PSHE/Relationships and Health Education: Year 2

ME AND MY RELATIONSHIPS	LEARNING OUTCOMES
Our ideal classroom (1)	<ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom;</li> <li>Make and undertake pledges based on those actions.</li> </ul>
Our ideal classroom (2)	<ul style="list-style-type: none"> <li>The conventions of courtesy and manners.</li> </ul>
How are you feeling today?	<ul style="list-style-type: none"> <li>Use a range of words to describe feelings;</li> <li>Recognise that people have different ways of expressing their feelings;</li> <li>Identify helpful ways of responding to other's feelings.</li> </ul>
Let's all be happy	<ul style="list-style-type: none"> <li>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>
Being a good friend	<ul style="list-style-type: none"> <li>Recognise that friendship is a special kind of relationship;</li> <li>Identify some of the ways that good friends care for each other.</li> </ul>
Types of bullying	<ul style="list-style-type: none"> <li>Explain the difference between bullying and isolated unkind behaviour;</li> <li>Recognise that there are different types of bullying and unkind behaviour;</li> <li>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> </ul>
Don't do that!	<ul style="list-style-type: none"> <li>Understand and describe strategies for dealing with bullying;</li> <li>Rehearse and demonstrate some of these strategies.</li> </ul>
VALUING DIFFERENCES	LEARNING OUTCOMES
What makes us who we are?	<ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> </ul>
My special people	<ul style="list-style-type: none"> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> </ul>
How do we make others feel?	<ul style="list-style-type: none"> <li>Recognise and explain how a person's behaviour can affect other people.</li> </ul>

When someone is feeling left out	<ul style="list-style-type: none"> <li>• Explain how it feels to be part of a group;</li> <li>• Explain how it feels to be left out from a group;</li> <li>• Identify groups they are part of;</li> <li>• Suggest and use strategies for helping someone who is feeling left out.</li> </ul>
An act of kindness	<ul style="list-style-type: none"> <li>• Recognise and describe acts of kindness and unkindness;</li> <li>• Explain how these impact on other people's feelings;</li> <li>• Suggest kind words and actions they can show to others;</li> <li>• Show acts of kindness to others in school.</li> </ul>
Solve the problem	<ul style="list-style-type: none"> <li>• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>
<b>KEEPING MYSELF SAFE</b>	<b>LEARNING OUTCOMES</b>
Harold's picnic	<ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they're ill;</li> <li>• Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> </ul>
How safe would you feel?	<ul style="list-style-type: none"> <li>• Identify situations in which they would feel safe or unsafe;</li> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help.</li> </ul>
What should Harold say?	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
I don't like that!	<ul style="list-style-type: none"> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>• Identify the types of touch they like and do not like;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>
Fun or not?	<ul style="list-style-type: none"> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Know that they can ask someone to stop touching them;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul>
Should I tell?	<ul style="list-style-type: none"> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>
<b>RIGHTS AND RESPECT</b>	<b>LEARNING OUTCOMES</b>
Getting on with others	<ul style="list-style-type: none"> <li>• Describe and record strategies for getting on with others in the classroom.</li> </ul>
When I feel like erupting	<ul style="list-style-type: none"> <li>• Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul>

Feeling safe	<ul style="list-style-type: none"> <li>• Identify special people in the school and community who can keep them safe;</li> <li>• Know how to ask for help.</li> </ul>
Playing games	<ul style="list-style-type: none"> <li>• Know the importance of keeping personal information private, when online and only talking to people they know in real life;</li> <li>• Know that they can tell an adult they trust if anything happens that makes them worried.</li> </ul>
Harold saves for something special	<ul style="list-style-type: none"> <li>• Understand that people have choices about what they do with their money;</li> <li>• Know that money can be saved for a use at a future time;</li> <li>• Explain how they might feel when they spend money on different things.</li> </ul>
How can we look after our environment?	<ul style="list-style-type: none"> <li>• Identify what they like about the school environment;</li> <li>• Identify any problems with the school environment (e.g. things needing repair);</li> <li>• Make suggestions for improving the school environment;</li> <li>• Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul>
<b>BEING MY BEST</b>	<b>LEARNING OUTCOMES</b>
You can do it!	<ul style="list-style-type: none"> <li>• Explain the stages of the learning line showing an understanding of the learning process;</li> <li>• Suggest phrases and words of encouragement to give someone who is learning something new;</li> <li>• Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> </ul>
My day	<ul style="list-style-type: none"> <li>• Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>• Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>• Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> </ul>
Harold's postcard – helping us to keep clean and healthy	<ul style="list-style-type: none"> <li>• Explain how germs can be spread;</li> <li>• Describe simple hygiene routines such as hand washing;</li> <li>• Understand that vaccinations can help to prevent certain illnesses.</li> </ul>
Harold's bathroom	<ul style="list-style-type: none"> <li>• Explain the importance of good dental hygiene;</li> <li>• Describe simple dental hygiene routines.</li> </ul>
What does my body do?	<ul style="list-style-type: none"> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> </ul>
Basic First Aid	<ul style="list-style-type: none"> <li>• See link to external resources for further information.</li> </ul>

GROWING AND CHANGING	LEARNING OUTCOMES
A helping hand	<ul style="list-style-type: none"> <li>• Demonstrate simple ways of giving positive feedback to others.</li> </ul>
Sam moves house	<ul style="list-style-type: none"> <li>• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul>
Haven't you grown?	<ul style="list-style-type: none"> <li>• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>• Understand and describe some of the things that people are capable of at these different stages.</li> </ul>
My Body, your body	<ul style="list-style-type: none"> <li>• Identify which parts of our body are private</li> <li>• Explain that our genitals help us make babies when we are older</li> <li>• Understand that we mostly have the same body parts but how they look is different from person to person.</li> </ul>
Respecting privacy	<ul style="list-style-type: none"> <li>• Explain what privacy means</li> <li>• Know that you are not allowed to touch someone's private belongings without their permission</li> <li>• Give examples of different types of private information.</li> </ul>
Some secrets should never be kept	<ul style="list-style-type: none"> <li>• Identify how inappropriate touch can make someone feel</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises</li> <li>• 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</li> </ul>