



PSHE/Relationships and Health Education: Year 2

ME AND MY RELATIONSHIPS	LEARNING OUTCOMES
Our ideal classroom (1)	- Identify behaviours that can help create a happy, safe and welcoming classroom - Recognise that their actions can affect others and contribute to the wellbeing of the whole class - Describe a personal pledge that supports kindness, respect and cooperation
Our ideal classroom (2)	- Explain why classroom rules are important for keeping people safe and happy - Identify and demonstrate ways to be kind, caring, polite and respectful - Collaborate with others to agree on a set of class rules
How are you feeling today?	- Identify and name a range of feelings in themselves and others - Recognise that people may express their feelings in different ways - Identify kind and caring ways to respond to other people's feelings - Identify safe adults they can talk to if they need help for themselves or others
Let's all be happy	- Recognise and describe a range of feelings in themselves and others - Identify simple strategies to manage uncomfortable feelings in themselves and others - Recognise when it is important to ask an adult for help
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. - Recognise unkind behaviour and its impact on others - Identify when to get help from a safe adult, for themselves or others

Types of bullying	• Identify different types of bullying and unkind behaviour, including online • Explain why bullying and unkind behaviour are unacceptable • Explain why images of themselves or others should not be shared without permission • Identify who to ask for help, and how to ask for it, if they are worried about themselves or others.
Don't do that!	• Recognise that friendship is a special kind of relationship • Identify some of the ways that good friends care for each other • Recognise unkind behaviour and its impact on others • Identify when we get help from a safe adult, for themselves or others.
Bullying or teasing (optional)	• Define the terms 'bullying' and 'teasing' showing an understanding of the difference between them • Recognise that bullying can happen online as well as in person • Identify what to do in a bullying situation, including telling a safe adult • Explain why images of themselves or others should not be shared without permission

VALUING DIFFERENCES	LEARNING OUTCOMES
What makes us who we are?	• Identify some of the physical and non-physical differences and similarities between people; • Identify what makes them unique and special • Describe ways to show kindness, care and respect to others.
My special people	• Identify people who are special to them; • Explain some of the ways these people care for them. • Recognise how families are different, and show love and care in different ways • Explain what friendship is and what makes a good friend
How do we make others feel?	• Describe kind and unkind behaviours • Recognise and explain how a person's behaviour can affect other people. • Recognise that someone's feelings can affect how they behave • Describe simple ways of managing uncomfortable feelings

When someone is feeling left out	• Identify groups they are part of and explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Suggest ways to be kind, caring and include others • Identify when to get help from a safe adult
An act of kindness	• 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	• Recognise how good listening can help people get along, feel included and solve problems • Identify and demonstrate active listening techniques • Work cooperatively with others to find fair and respectful solutions to conflict

KEEPING SAFE	LEARNING OUTCOMES
Harold's picnic	• Explain how medicines can help us when we are ill and how to use them safely • Identify safe adults who can help when we are ill or need medicine • Identify different ways to help ourselves feel better when we are unwell
How safe would you feel?	• Recognise that a safe adult is someone they can talk to and who makes them feel happy, safe and cared for • Identify ways to keep safe in familiar and unfamiliar environments • Recognise risk in simple everyday situations and what action to take to be safer • Identify the people whose job it is to help keep us safe
What should Harold say?	• Identify trusted adults who help them feel safe, happy and cared for. • Recognise that medicines and some things found at home can be harmful if not used safely • Think about the best and most safe response to give to someone • Identify ways to say no when they feel pressured, uncomfortable or unsafe

I don't like that!	• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Think about ways to say no to someone if they make them feel uncomfortable • Recall that everyone's body belongs to them (PANTS)
Fun or not?	• Recognise that some touches are not fun and can hurt or be upsetting; • Recall that they can ask someone to stop touching them • Identify a safe adult who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Should I tell?	• Tell the difference between 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. • Recognise the importance of not keeping adults' secrets (only happy surprises)

RIGHTS AND RESPECT	LEARNING OUTCOMES
Getting on with others	• Recognise what makes them unique and identify ways they are similar to and different from others • Express their feelings, needs and opinions respectfully, and listen to others • Suggest how to play and work cooperatively by sharing, taking turns, including others and resolving disagreements positively • Identify activities and experiences that support their wellbeing and help them feel good
When I feel like erupting	• Identify simple ways to resolve disagreements and recognise that hurting others is never a good way to solve a problem • Show politeness, kindness and respect towards others • Recognise kind and unkind behaviour and identify how words and actions can affect others • Use different ways to manage strong feelings, reactions and responses.

Feeling safe	• Identify people who help keep us healthy and safe; • Explain how rules and safety measures are important • Identify potential hazards and emergencies and know how to call 999 and give key information • Use videos and games online safely by recognising their benefits and also their risks
Playing games	• Use the internet and digital devices to communicate safely and respectfully with others • Recognise that people may behave differently online, including pretending to be someone they are not • Keep personal information private online and recognise that anything shared online may be shared more widely • Identify when to seek help from a safe adult about something seen, heard or experienced online
Harold saves for something special	• Explain what money is, how people get it and what it is used for • Identify ways to keep money safe, including using a bank and having savings • Describe different ways to pay for things and explain how money can be saved or spent • Distinguish between needs and wants and recognise that people make different choices about spending and saving
How can we look after our environment?	• Explain how everyone can help care for and respect the school environment • Recognise their own unique qualities, identify similarities and differences between people • Express their own likes, dislikes and needs respectfully while valuing the views and needs of others • Identify healthy habits and make informed choices about money including wants and needs, saving and spending.
Harold goes camping (optional)	• Explain how to keep money safe and use accounts to save and manage it • Describe different choices people make about saving and spending money • Recognise how families show care for one another and spend time together in different ways • Identify healthy habits, positive relationships and safe online behaviours that keep personal information secure

BEING MY BEST	LEARNING OUTCOMES
You can do it!	• 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.
My day	• Identify choices that they can make throughout the day • Recognise healthy choices that help keep them well • Explore how choices can affect their health and wellbeing
Harold's postcard – helping us to keep clean and healthy	• Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Recognise that vaccinations can help to prevent certain illnesses.
Harold's bathroom	• Explain the importance of good dental hygiene; • Describe simple dental hygiene routines.
What does my body do?	• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Recognise that what someone eats and drinks can affect their health • Describe how food, water and air get into the body and blood.
Basic First Aid	• Identify when someone might need first aid and who can help in an emergency • Describe simple first aid actions that can help keep people safe • Know how to help safely in an emergency
My body needs (optional)	• Recognise that the body gets energy from food, water and oxygen; • Appreciate that exercise and sleep are important to health • Explore how screen use can make us feel and learn how to make healthy and sensible choices

GROWING AND CHANGING	LEARNING OUTCOMES
A helping hand	• Name a range of feelings to explain why they felt this way; • Show kindness and care when helping others; • Demonstrate simple ways of giving positive feedback to others.
Sam moves away	• Talk about times when they have lost something or said goodbye to someone; • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to; • Explain that people may have different feelings about change and loss; • Identify ways of staying connected with people we miss.
Haven't you grown?	• 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; • Describe how people's needs change, and who can help them with different things as they grow older.
My body, your body	• 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; • Recognise that we can say no or stop to something that makes us feel uncomfortable; • Recognise they can talk to a safe adult if they have any questions or worries about these parts of the body.
Respecting privacy	• Identify which parts of the human body are private; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information; • Explain what privacy and consent mean and recognise that they can speak to a safe adult if they have worries about this.

Some secrets should never be kept	• Name private parts of the body; • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Identify safe adults who they should tell if someone is touching them in a way that they don't like (that these safe adults can help it stop).
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