

ABBEY HULTON PRIMARY SCHOOL

PSHE CURRICULUM FRAMEWORK: YEAR 2

Each key theme is colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.

Health and Well Being

Relationships *RSE: Red italics*

Living in the Wider World *Life on Line: Blue italics*

Rights and responsibilities

Feelings and Relationships

RSE

Money

Safety and risk

Life on Line

Health

Identity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>How can we help?</p> <p>L1. To learn how they can contribute to the life of the classroom and school.</p> <p>L2. To help construct, and agree to follow, group, class, school rules and to understand how these rules help them.</p> <p>*L3. To understand that people and other living things have rights that everyone has, and responsibilities to protect those rights (including protecting others bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>L5. To identify what improves and harms their local, natural and built environments and develop strategies and skills</p>	<p>What is bullying?</p> <p>*R3. To understand the difference between secrets and nice surprises (that everyone will find out about eventually), and the importance of not keeping any secret that makes hem uncomfortable, anxious or afraid.</p> <p>R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them).</p> <p>*R13. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>*R14. To be aware of strategies to resist teasing or bullying, if they experience or witness it,</p>	<p>How can we be healthy?</p> <p>*H1. To recognise what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>*H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>*H6. To understand the importance of, and how to maintain personal hygiene, about people who looks after them, their family networks, who to go to if they are worried, and how to attract their attention.</p>	<p>What is the same and different about us?</p> <p>H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>H8. To know about the process of growing from young to old and how people's needs change.</p> <p>H9. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>H10. To know the names for the main parts of the body, and the bodily</p>	<p>How do we show our feelings?</p> <p>*H4. To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>H5. To be aware of change and loss, and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>H8. To know about the process of growing from young to old and how people's needs change.</p> <p>H9. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p>	<p>How can we keep safe in different places?</p> <p>*H13. To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>*H14. To understand about the ways in which pupils can help the people who look after them to more easily protect them.</p> <p>*H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask', and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>*H16. To know what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy.</p>

	<p>needed to care for these (including conserving energy).</p> <p><i>Including rules about use of technology in the classroom, setting and using passwords</i></p> <p>L3</p> <p><i>-That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</i></p>	<p>whom to go to and how to get help.</p> <p><i>Including online – how to respond if you are worried about something online</i></p> <p>R3</p> <p><i>-About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</i></p> <p>R13/14</p> <p><i>-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</i></p> <p><i>-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</i></p> <p><i>-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</i></p>	<p>*H7 To identify how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading,</p> <p><i>Including safe and appropriate screen time levels</i></p> <p>H1</p> <p><i>-That mental wellbeing is a normal part of daily life, in the same way as physical health.</i></p> <p><i>-The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</i></p> <p><i>-About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</i></p> <p><i>-What constitutes a healthy diet (including understanding calories, and other nutritional content)</i></p> <p><i>-About safe and unsafe exposure to the sun.</i></p> <p>H2</p> <p><i>-The characteristics and mental and physical benefits of an active lifestyle.</i></p> <p><i>-The importance of building regular exercise into daily and</i></p>	<p>similarities and differences between boys and girls.</p> <p>R8. To identify and respect the differences and similarities between people.</p> <p>L4. To recognise that they belong to different groups and communities such as family and school.</p>	<p>H4</p> <p><i>-How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</i></p> <p><i>-Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</i></p>	<p>*L10. To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including 999 in an emergency.</p> <p><i>Including social media and gaming classifications</i></p> <p>H13/14/15</p> <p><i>-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</i></p> <p><i>-The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</i></p> <p><i>-How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</i></p> <p><i>-How to ask for advice or help for themselves or others, and to keep trying until they are heard.</i></p> <p><i>-How to report concerns or abuse, and the vocabulary and confidence needed to do so.</i></p> <p><i>-Where to get advice from e.g. family, school and/or other sources.</i></p> <p><i>-Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing</i></p>
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