

PSHE/RSE Scheme of Work

Year 2 - Living in the Wider World

Teaching and Learning	Autumn 1							Autumn 2						
	To explain why it is important to contribute to the life of the classroom and identify the contributions that can be made.	To describe the effect their contributions to the life of the classroom have on the pupils/adults and why it is a shared responsibility.	To help construct and agree to follow, group and class rules.	To identify what can happen if rules aren't followed and explain how rules help them in the classroom.	To understand that people and other living things have needs and that they have responsibilities to meet them.	To describe how it feels to both have your needs met and not met, explain positive actions to redress unmet needs.	To learn about the various groups and communities that they belong to such as families and school.	To identify the different aspects that make up their local, natural and built environments and what can improve or harm them.	To explain the shared responsibility we have to take care of our environments and suggest ways to improve the local community.	To learn about what money can be used for and understand that not everyone has money through work (if receive money from the government to help them.)	To describe how money can affect how we feel and understand what it means to spend and save money.	To explain where money can be stored to keep it safe and describe different kinds of money and ways of paying for things.	To describe some of the choices they or family members have about spending money and what influences these choices.	To identify some ways and examples of how governments may use money.
Notes/RSE	- Recognise that their behaviour can affect other people. (RE2) - listening to others (RE2)	- Recognise that their behaviour can affect other people. (RE2) - How special people care for one another (RE2)	- Recognise that their behaviour can affect other people. (RE2)	- Recognise that their behaviour can affect other people. (RE2)	- Caring for others and families. (RE2) -Mutual respect. Characteristics of friendship. (RE2)	-Love, stability and security. (RE1) -How family makes you feel safe. (RE1) -Asking for help. (RE5) -Worries about health (PM3) -Signs of illness (PM6)	-Family and people who care for me. -What different families look like? (Can include civil partnerships/marriages) (RE1)		-Benefit of time outdoors and importance of volunteering) (PM1)	-Respecting differences and others from different backgrounds. (RE3)	-Mental wellbeing to recognise and talk about emotion. (PM1)	- Internet safety (banking). - Age restrictions and consequences of online actions. (PM2)		- Respecting differences and others from different backgrounds. (RE3)
PSHE Assoc	<i>Year: 2 Core Theme: 3 Grid: A</i>	<i>Year: 2 Core Theme: 3 Grid: A</i>	<i>Year: 2 Core Theme: 3 Grid: B</i>	<i>Year: 2 Core Theme: 3 Grid: B</i>	<i>Year: 2 Core Theme: 3 Grid: C</i>	<i>Year: 2 Core Theme: 3 Grid: C</i>	<i>Year: 2 Core Theme: 3 Grid: D</i>	<i>Year: 2 Core Theme: 3 Grid: E</i>	<i>Year: 2 Core Theme: 3 Grid: E</i>	<i>Year: 2 Core Theme: 3 Grid: F</i>	<i>Year: 2 Core Theme: 3 Grid: F</i>	<i>Year: 2 Core Theme: 3 Grid: G</i>	<i>Year: 2 Core Theme: 3 Grid: G</i>	<i>Year: 2 Core Theme: 3 Grid: G</i>

PSHE/RSE Scheme of Work

Year 2 – Relationships

Teaching and Learning	Spring 1							Spring 2						
	To learn about a wide range of feelings and how to manage them.	To understand how to be sensitive to the feelings of others.	To learn about how different types of behaviour affects others.	To understand how special people make a difference to our lives.	To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	To understand the difference between secrets and surprises and the importance of not keeping adult's secrets, only surprises.	To learn about the importance of listening to others and finding ways to resolve disagreements.	To be able to offer and receive constructive support and feedback to and from others.	To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.	To learn about ways to resist teasing and bullying if they experience or witness it.	To learn how coping strategies can be used, whom to go to and how to get help in relation to bullying and teasing.	To learn to recognise what is fair and unfair, kind and unkind, right and wrong.	To share their opinions on things that matter to them and explain their views through discussion.	To be able to identify and respect the differences and similarities between people.
Notes/RSE	-to learn that there is a normal range of emotions and how to talk about them. (PM1)	- characteristics of friendship and how they can make us feel happy and stable. (RE2) -negative and lasting impact of bullying. (PM1)	-characteristics of friendship and how they can make us feel happy and stable. (RE2) -negative and lasting impact of bullying. (PM1)	-identify their special people and what makes them special. (RE1)	-how to recognise and report feeling unsafe. -feeling uncomfortable about an adult. (RE5) -to understand personal boundaries. (RE3)	-concept of privacy and the implications for children and adults. -Knowing that it is not always right to keep secrets. (RE5) -unhappy family relationships and how to seek help and advice. (RE1)	-managing conflicts and how to seek advice from others if needed. (RE2)	- to recognise and talk about their emotions (PM1)	-how to recognise and report feeling unsafe. -feeling uncomfortable about an adult. -a persons body belongs to them. -appropriate and inappropriate behaviour. (RE5) -to understand personal boundaries. (RE3)	-managing conflicts and how to seek help. (RE2) -how bullying has a lasting impact on mental health. (PM1)	-managing conflicts and how to seek help. (RE2) -different types of bullying. (RE3) -how bullying has a lasting impact on mental health. (PM1) -how the internet can be used as a negative place and how to report concerns online. (PM2)	-how to recognise who to trust. (RE2) -what is a stereotype and how they can be unfair. (RE3)	-talk about their emotions. (PM1) -respecting others views and opinions. (RE3)	- respecting others views and opinions. (RE3) -respect others from different backgrounds, physicality and beliefs. (RE3) -importance of self-respect. (RE3)
PSHE Assoc	Year: 2 Core Theme: 2 Grid: A	Year: 2 Core Theme: 2 Grid: A	Year: 2 Core Theme: 2 Grid B	Year: 2 Core Theme: 2 Grid: C	Year: 2 Core Theme: 3 Grid: D	Year: 2 Core Theme: 2 Grid: E	Year: 2 Core Theme: 2 Grid: F	Year: 2 Core Theme: 2 Grid: G	Year: 2 Core Theme: 2 Grid: H	Year: 2 Core Theme: 2 Grid: I	Year: 2 Core Theme: 2 Grid: I	Year: 2 Core Theme: 2 Grid: J	Year: 2 Core Theme: 2 Grid: K	Year: 2 Core Theme: 2 Grid: L

PSHE/RSE Scheme of Work														
Year 2 – Health and Wellbeing														
Teaching and Learning	Summer 1							Summer 2						
	To understand	To recognise what they like	To learn about good	To understand	To understand how some	To learn about change	To learn about the process of growing	*To know the names for the	To think about themselves, to learn	To understand that household	To learn about the	To learn about the	To learn about people	To recognise

	what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating, dental health and taking care of our feelings.	and dislike (how to make real and informed choices that improve their physical and emotional health), and that choices can have good and not so good consequences.	and not so good feelings, describe their feelings to others and simple strategies for managing feelings.	the importance of, and how to maintain, personal hygiene.	diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.	and loss and the associated feelings (including moving home, losing toys, pets or friends).	from young to old and how people's needs change and about growing and changing and new opportunities and responsibilities that increasing independence may bring.	main parts of the body (including external genitalia) and the similarities and differences between boys and girls.	from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	products, including medicines, can be harmful if not used properly.	importance of keeping safe in different situations.	different rules for keeping safe (road, environment, online, in unfamiliar situations).	who look after them, their family networks, ways that pupils can help these people who look after them, whom to go to if they are worried and how to attract their attention.	that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.
Notes/RSE	- characteristics and mental and physical benefits of an active lifestyle. (PM3) - characteristics of a poor diet and risks associated. (PM4)	-importance of sufficient good quality sleep, dental hygiene and personal hygiene. (PM6)	-to learn that there is a normal range of emotions and how to talk about them. (PM1) -simple self-care techniques and strategies. (PM1)	-importance of sufficient good quality sleep, dental hygiene and personal hygiene. (PM6) -germs including bacteria, viruses and the importance of handwashing. (PM6) -germs including bacteria, viruses and the importance of handwashing. (PM6)	-germs including bacteria, viruses and the importance of handwashing. (PM6) -facts and science relating to immunisation and vaccinations. (PM6)	-normal range of emotions in relation to different human experiences. (PM1)		-respecting differences (RE1) -the conventions of courtesy and manners (RE3) -being safe and keeping things private (RE5) *Vocab list	-mental wellbeing is a normal part of daily life. (PM1)	-healthy lifestyle (PM1, PM2, PM3, PM4, PM6) -household products can be harmful (PM5)	-keeping yourself and others safe (RE5) -health and prevention, dental hygiene, being sun safe (PM6)	-health and prevention, sun safe, road safety etc. (PM6)	-families linking to love, security and stability (RE1) -belonging to groups (RE1) -relationships of different types (RE1)	-keeping yourself and others safe (RE5) -health and prevention, dental hygiene, being sun safe (PM6) -mental wellbeing (PM1) -communicating feelings (PM1)
PSHE	Year: 2 Core Theme: 1 Grid: A	Year: 2 Core Theme: 1 Grid: B	Year: 2 Core Theme: 1 Grid: C	Year: 2 Core Theme: 1 Grid: D	Year: 2 Core Theme: 1 Grid: E	Year: 2 Core Theme: 1 Grid: F	Year: 2 Core Theme: 1 Grid: G	Year: 2 Core Theme: 1 Grid: H	Year: 2 Core Theme: 1 Grid: I	Year: 2 Core Theme: 1 Grid: J	Year: 2 Core Theme: 1 Grid: K	Year: 2 Core Theme: 1 Grid: K	Year: 2 Core Theme: 1 Grid: L	Year: 2 Core Theme: 1 Grid: M