

PSHE Planning.

YEAR 2 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	1 decision (5-8) - Relationships
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	NSPCC – The underwear rule resources (PANTS) 1 decision (5-8)-Relationships Thinkuknow Jessie and Friends – Ask Alan if he has a login?
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'

Spring — Living in the wider world	<p>Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6</p>	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community 	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’</p>
	<p>Media literacy and Digital resilience The internet in everyday life; online content and information PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true 	
	<p>Money and Work What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants 	<p>1 decision (5-8)-Money matters</p>

<p>Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings 	<p>1 decision (5-8) -Keeping/staying healthy</p> <p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>1 decision (5-8) -Feelings & emotions</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
<p>Growing and changing Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • <i>how our needs and bodies change as we grow up</i> • <i>to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</i> • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year 	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p>
<p>Keeping safe Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>	<ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	<p>Red Cross – Life. Live it 'Stay safe'</p> <p>Islington Healthy Schools Team – DrugWise – we currently do not have access to this resource.</p> <p>1 decision (5-8) -Keeping/staying safe</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>