

# PSHE Curriculum Overview

## Year 2

Term	Theme	Knowledge and understanding (PSHE Association)	What I will know and remember	Vocabulary
1	VIPs	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R24. how to listen to other people and play and work cooperatively</p>	<p>L1 - I can talk about the very important people in my life and explain why they are special.</p> <p>L2 - I can describe why families are important.</p> <p><a href="#">L2B - I can understand how to share family worries (Pol-Ed)</a></p> <p>L3 - I can describe what makes someone a good friend.</p> <p>L4 - I can describe ways to help resolve arguments and disagreements without being unkind.</p> <p>L5 - I can cooperate with others to achieve a task.</p> <p>L6 - I can describe how I can show my special people that I care about them and I understand why this is important.</p> <p><b><u>Skills building session starters:</u></b></p>	<p>conflict</p> <p>cooperate</p> <p>cooperation</p> <p>trusted adult</p>

		<p>R25. how to talk about and share their opinions on things that matter to them</p> <p>H14. how to recognise what others might be feeling</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H33. about the people whose job it is to help keep us safe</p>	<p><a href="#">What does it mean to ask questions? Step 3 - listening</a></p> <p><a href="#">What does it mean to pass on information accurately? - Step 4 - listening</a></p>	
2	Safety First	<p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p>	<p>L1 - I know how to stay safe and who can help if I feel unsafe.</p> <p>L2 - I know how to stay safe at home.</p> <p>L3 - I know how to stay safe when I am out and about.</p> <p>L4 - I can keep myself safe in different situations with people I don't know.</p> <p>L5 - I know what I can share and what I should keep private to keep myself and others safe.</p> <p>L6 - I know who to go to if I need help.</p> <p><b><u>Skills building session starters:</u></b></p> <p><a href="#">What does it mean to communicate in a small group? Step 2 - speaking</a></p> <p><a href="#">What is meant by help or support? -</a></p>	<p>choke</p> <p>e-Safety hazard</p> <p>poisonous</p>

		<p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p><u>Step 2 - problem solving</u></p>	
3	One World	<p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>L1 - I can explore family life in different countries and say how it is the same as mine and how it is different.</p> <p>L2 - I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.</p> <p>L3 - I can explain what it is like to go to school in other countries and say how it is the same as or different from my school.</p> <p>L4 - I can explore places where people live which are different from where I live.</p> <p>L5 - I can think about how people use things from the earth and what problems this can cause.</p>	environmental family life

			<p>L6 - I can say why it is important to care for the earth and identify how I can help protect it.</p> <p><b><u>Skills building session starters:</u></b>  <a href="#">What does it mean to share imagination? Step 2 - creativity</a></p>	
4	Digital Wellbeing	<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p>	<p><a href="#">L1 - I can understand what the internet is (Pol-Ed)</a></p> <p>L2 - I know how to balance screen time with other activities and understand why this is important.</p> <p><a href="#">L3 - I know how to stay safe online (Pol-Ed).</a></p> <p>L4 - I can explain why we keep personal information private.</p> <p>L5 - I know how to communicate online in ways that show kindness and respect.</p> <p>L6 - I understand that not everything on the Internet is true.</p> <p><b><u>Skills building session starters:</u></b></p>	<p>device</p> <p>download</p> <p>emoji</p> <p>mental wellbeing</p> <p>network</p> <p>social media</p> <p>video call</p>

			<a href="#">What does it mean to tell how others are feeling? Step 2 - adapting</a>	
5	Growing Up	<p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group I can describe how I will change as I get older.</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p>L1 - I can name the main parts of boys' and girls' bodies.</p> <p><a href="#">L1B - I can understand what are private body parts (Pol-Fd)</a></p> <p>L2 - I can understand how to respect my own and other people's bodies.</p> <p>L3 - I can understand that we are all different and different people like different things.</p> <p>L4 - I can talk about my family and others' families'.</p> <p>L5 - I can describe things that might change in a person's life and how it might make them feel.</p> <p><b><u>Skills building session starters:</u></b></p> <p><a href="#">What does it mean to be doing well? Step 2 - planning</a></p>	<p>carers</p> <p>female genitals</p> <p>independence</p> <p>male</p> <p>penis</p> <p>private parts</p> <p>responsibility</p> <p>siblings</p> <p>stereotype</p> <p>testicles</p> <p>traditions</p> <p>vagina</p> <p>vulva</p>

<p>6</p>	<p><b>Money Matters</b></p>	<p>L10. what money is; forms that money comes in; that money comes from different sources  L11. that people make different choices about how to save and spend money  L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want  L13. that money needs to be looked after; different ways of doing this.  L15. that jobs help people to earn money to pay for things  L16. different jobs that people they know or people who work in the community do</p>	<p><a href="#">L1 - I can explain what money is (Pol-ed)</a></p> <p><a href="#">L2 - I can explain what a job is (Pol-Fd)</a></p> <p>L3 - I can explain how to keep money safe and why this is important.</p> <p>L4 - I can explain choices I have about spending money and why it is important to keep track of what I spend.</p> <p>L5 - I can explain the difference between things we want and things we need.</p> <p>L6 - I can explain what happens when we go shopping.</p> <p><b><u>Skills building session starters:</u></b></p> <p><a href="#">What does it mean to share reactions to an idea? Step 2 - leadership</a></p> <p><a href="#">What is meant by behaviour? Step 2 - teamwork</a></p>	<p>contactless  credit card  goods  online banking  online transfer  payment  possessions  receipt  salary  wages</p>
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