

PSHE and RSE Planning Year 2 Learning Objectives



coram
Life Education

SCARF

PINK means it refers to the RSE curriculum

Term 1 Once upon a time	Term 2 Dragon's 'Tales' Friendship Week	Term 3 Magic, Mischief and Medicines	Term 4 On Your Marks, Gets Set, Go!	Term 5 Footprints From The Past Identity Week	Term 6 Life in the Undergrowth
<p>Me and My Relationships</p> <p>Our Ideal classroom (2)</p> <ul style="list-style-type: none"> Take part in creating and agreeing classroom rules. <p>Solve the problem</p> <ul style="list-style-type: none"> Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<p>Me and My Relationships</p> <p>Bullying or teasing?</p> <ul style="list-style-type: none"> Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. <p>Don't do that!</p> <ul style="list-style-type: none"> Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. <p>Being a good friend</p> <ul style="list-style-type: none"> Recognise that friendship is a special kind of relationship; 	<p>Keeping Myself Safe</p> <p>Harold's picnic (medicines)</p> <ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. <p>How safe would you feel?</p> <ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including 	<p>Keeping Myself Safe</p> <p>Should I tell?</p> <ul style="list-style-type: none"> Identify 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. <p>Some secrets should never be kept</p> <ul style="list-style-type: none"> Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in 	<p>Me and My Relationships</p> <p>What makes us who we are?</p> <ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. <p>Being My Best</p> <p>My day</p> <ul style="list-style-type: none"> Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some 	<p>Being My Best</p> <p>Harold's postcard – helping us the keep clean and healthy</p> <ul style="list-style-type: none"> Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. <p>Harold's bathroom</p> <ul style="list-style-type: none"> Explain the importance of good dental hygiene; Describe simple dental hygiene routines. <p>My body needs...</p> <ul style="list-style-type: none"> Understand that the body gets

<p>Rights and Responsibilities</p> <p>Getting on with other</p> <ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom. <p>Being My Best</p> <p>You can do it!</p> <ul style="list-style-type: none"> 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 mind-set strategies to their own learning. <p>Me and My Relationships</p> <p>How are you feeling today?</p>	<ul style="list-style-type: none"> Identify some of the ways that good friends care for each other. <p>When someone is feeling left out</p> <ul style="list-style-type: none"> Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. <p>An act of kindness</p> <ul style="list-style-type: none"> 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. <p>My special people</p> <ul style="list-style-type: none"> Identify people who are special to them; Explain some of the ways those people are special to them. 	<p>who they could ask for help.</p> <p>What should Harold say?</p> <ul style="list-style-type: none"> Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. <p>I don't like that!</p> <ul style="list-style-type: none"> Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <p>Fun or not?</p> <ul style="list-style-type: none"> Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; 	<p>their safety network so they can help it stop.</p> <p>Rights and Responsibilities</p> <p>When I feel like erupting</p> <ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour. <p>Feeling safe</p> <ul style="list-style-type: none"> Identify special people in the school and community who can help to keep them safe; Know how to ask for help. <p>Harold saves for something special</p> <ul style="list-style-type: none"> Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things. <p>Harold goes camping</p> <ul style="list-style-type: none"> Recognise that money can be spent on items 	<p>choices can be either healthy or unhealthy and can make a difference to their own health.</p> <p>Growing and changing</p> <p>A helping hand</p> <ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others. <p>Haven't you grown</p> <ul style="list-style-type: none"> 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. <p>My body, your body</p> <ul style="list-style-type: none"> 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; Understand that humans mostly have the same body parts but that they can look different from person to person. <p>Respecting privacy</p>	<p>energy from food, water and oxygen;</p> <ul style="list-style-type: none"> Recognise that exercise and sleep are important to health <p>My does my body do?</p> <ul style="list-style-type: none"> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood. <p>Growing and changing</p> <p>Sam moves away</p> <ul style="list-style-type: none"> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
---	---	--	---	---	--

<ul style="list-style-type: none"> • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. <p>Zones of Regulation</p> <p>Let's all be happy!</p> <ul style="list-style-type: none"> • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour. <p>How do we make others feel?</p> <ul style="list-style-type: none"> • Recognise and explain how a person's behaviour can affect other people. 	<p>Rights and Responsibilities</p> <p>How can I look after our environment?</p> <ul style="list-style-type: none"> • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment. 	<ul style="list-style-type: none"> • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. 	<p>which are essential or non-essential;</p> <ul style="list-style-type: none"> • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	<ul style="list-style-type: none"> • Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information. 	
--	--	--	---	--	--

Resources for Parents:

Listening Games:

<https://empoweredparents.co/8-games-to-improve-your-childs-listening-skills/>

<https://drive.google.com/file/d/1enBBh-1qRIDuPDx88x8BpLGRIwBcCdJz/view?usp=sharing>

Support with mental health:

<https://www.mindedforfamilies.org.uk/young-people>

Bullying advice for parents:

<https://www.bullying.co.uk/advice-for-parents/>

<https://www.unicef.org/end-violence/how-talk-your-children-about-bullying>