

**British Values, SMSC, Being part of a community, Outdoor Learning, Equality, Independence, Personal Development, Cultural Capital, Principles of Nurture and Career aspirations run in a wide range of ways through every PSHCE topic. Enrichment activities (ie visits, visitors etc) are regularly used to provide enhanced learning across the school. The Personal Development document gives more detail around this.**

<b>Year 2</b>		<b>Autumn Term A</b>
<b>Unit: My Healthy Lifestyle</b>		
<b>Prior Learning: EYFS/Y1</b>		
<b>Key Essential Skills and knowledge:</b>		
<ul style="list-style-type: none"> <li>- Know that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health and can I give examples of what I do on a daily and on a regular basis to keep myself healthy</li> <li>- Make simple choices to improve my physical and emotional health</li> <li>- Know how diseases are spread and how they can be controlled and my responsibilities for my own and others health</li> <li>- Able to wash my hands properly</li> <li>- Recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations</li> <li>- Have simple strategies to manage my feelings</li> <li>- Understand what being resilient means to me and I have strategies I can use</li> <li>- Know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings</li> </ul>		
<b>Sticky Knowledge:</b>		
<ul style="list-style-type: none"> <li>- A healthy lifestyle is daily movement/exercise, a healthy balanced diet, a good night sleep and drinking water</li> <li>- Catch it, bin it, kill it</li> <li>- Emotional health can be improved with the above lifestyle</li> <li>- Talking to family and friends is important</li> <li>- Be able to understand a range of emotions (see vocabulary)</li> </ul>		
<b>Vocabulary:</b>		
Physical Health		Sun protection
Mental Health		Private
Active		Comfortable/Uncomfortable
Responsibility/ies		Disappointed
Choices		Gloomy
Changes		Miserable
Hygiene		Annoyed
Dental		Frustrated
Resilient		Delighted
Strategies		Joyful
Independence		Puzzled
Diseases		Confused
Rest		

**Sequence:**

- What I do on a daily and on a regular basis to keep myself healthy (sleep, exercise, food, hygiene)
- Emotional health and physical health
- Diseases and how to avoid them
- Experiencing feelings and emotions
- Managing the emotions of others
- Resilience, self worth
- Change

**Thinking Deeper:**

Consider how your feelings can impact all others around you

**Links:**

**Collective worship-** The Street

**Science-** topic links

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<b>Year 2</b>		<b>Spring Term A</b>
<b>Unit: Keeping Myself Safe</b>		
<b>Prior Learning: EYFS/Y1</b>		
<b>Key Essential Skills and knowledge:</b>		
<ul style="list-style-type: none"> <li>- Use simple skills which will help to maintain my personal safety both on and offline</li> <li>- Understand that all drugs can be harmful if not used properly</li> <li>- Know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly</li> <li>- I can recognise and say what is right and wrong both on and offline</li> <li>- Understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online</li> <li>- Know how to ask for help when I need it and can name a range of people who can help me including how to call 999 in an emergency</li> <li>- Know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep</li> </ul>		
<b>Sticky Knowledge:</b>		
<ul style="list-style-type: none"> <li>- Know that people aren't always what they seem</li> <li>- Paracetamol (Calpol) to read instructions (5ml)</li> <li>- Paint and cleaning products are dangerous, if not used properly</li> <li>- When calling 999- you may choose fire, police, ambulance</li> <li>- Not to keep secrets that could impact themselves or someone else</li> </ul>		
<b>Vocabulary:</b>		
Personal safety		Right/Wrong
Harmful Substances		Private
Solvents		Behaviour
Pressure		Aware
Secrecy		Pretending
Age ratings		Strangers
Risks		Household products
Communicating		Choices
Pretending		Age rating
Healthy friendship		Contact touch
		Online/Offline
<b>Sequence:</b>		
<ul style="list-style-type: none"> <li>- Safety- online and offline</li> <li>- Household drugs- proper use</li> <li>- Household solvents- proper use</li> <li>- Recognition of appropriate and inappropriate behaviour online/offline</li> <li>- 999- know where you are and who to choose</li> </ul>		

- Secrets and surprises

**Thinking Deeper:**

What impacts the choices I make?

**Links:**

Computing

The Street

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<b>Year 2</b>		<b>Summer Term A</b>
<b>Unit: Becoming an Active Citizen</b>		
<b>Prior Learning: EYFS/Y1/Y2</b>		
<b>Key Essential Skills and knowledge:</b>		
<ul style="list-style-type: none"> <li>- Take part in discussions/simple debate with others about topical issues</li> <li>- Know that people and other living things have needs and recognise my own responsibility to meet those needs</li> <li>- Contribute positively to the life of the class and the school</li> <li>- Understand the role of Pupil Voice, share my views and understand how our choices make an impact on our community</li> <li>- Know that I belong to different groups and communities</li> <li>- Know what improves and harms the environment and about some of the ways people look after them</li> <li>- Know some ways to look after my environment</li> <li>- Understand there are British Values</li> </ul>		
<b>Sticky Knowledge:</b>		
<ul style="list-style-type: none"> <li>- Living things have needs (water, food, security, love etc)</li> <li>- We belong to different communities: family, friends, school, local, national</li> <li>- Our choices can impact all of our communities</li> <li>- Pollution, littering, damage etc. harms the environment</li> </ul>		
<b>Vocabulary:</b>		
Belonging		Fairly
Family		Democracy
Community		Vote
Environment		Needs
Rules		Wants
Fight to be heard		Responsibility
Harms/damages		Pollution
Improve		Recycling
Local		Similarities/Differences
Contribute		
<b>Sequence:</b>		
<ul style="list-style-type: none"> <li>- Being part of a local community</li> <li>- Being part of a wider community</li> <li>- Topical issues</li> <li>- British Values: Democracy</li> <li>- British Values: The rule of law (and other rules)</li> <li>- British Values: Individual Liberty</li> </ul>		

- British Values: Respect and Tolerance
- Negative Behaviours online
- Negative behaviours offline

**Thinking Deeper:** Think more about how to be a good citizen locally

**Links:**

Geography, Computing, Collective Worship, The Street

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<b>Year 2</b>	<b>Autumn Term B</b>
<b>Unit: Me and My Future</b>	
<b>Prior Learning: EYFS/Y1</b>	
<p><b>Key Essential Skills and knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know that we can pay for things in a range of ways and that even when not using cash, money is being used</li> <li>- Understand that the choices we make affect ourselves and others I can explain the difference between needs and wants</li> <li>- Understand individuals and families have to find ways to balance wants and needs</li> <li>- Understand that it may not be possible to have everything you want, straight away, if at all</li> <li>- Describe why learning is important</li> <li>- Be positive about who I am, what I have achieved and take into account what other people say about me</li> <li>- Am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)</li> <li>- Identify positive achievements during my time in Year 1</li> <li>- Identify my strengths, areas for improvement and set myself some goals for Year 3</li> </ul>	
<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>- You can pay with cash or a card- you need to have money before you can spend</li> <li>- You have to work at what you want</li> <li>- Under the equality act 2010 there are 9 protected characteristics – 5 of these are race, sex, age, disability and religion</li> </ul>	
<p><b>Vocabulary:</b></p> <p>Credit Card Debit Card Contactless Needs Wants Stereotype – gender, ethnicities Respect Resilience Balance Unique</p>	<p><b>ESSENTIAL:</b></p> <p>AGE DISABILITY RACE RELIGION/BELIEF SEX</p>
<p><b>Sequence:</b></p> <ul style="list-style-type: none"> <li>- Paying for things</li> <li>- Balance of wants and needs</li> <li>- Working towards what you want</li> </ul>	

- Protected characteristics
- Year 1 achievements and year 3 goals- importance of learning

**Thinking Deeper:**

Explore the different ways they can earn money

**Links:**

The Street, Maths



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<b>Year 2</b>		<b>Spring Term B</b>
<b>Unit: Keeping Myself safe online</b>		
<b>Prior Learning: EYFS/Y1/2</b>		
<b>Key Essential Skills and knowledge:</b>		
<ul style="list-style-type: none"> <li>- Know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games</li> <li>- Have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online</li> <li>- Know that people sometimes behave differently online, including friends or by pretending to be someone they are not</li> <li>- Understand of what a healthy online friendship is and awareness of the risks associated with people I have never met</li> </ul>		
<b>Sticky Knowledge:</b>		
<ul style="list-style-type: none"> <li>- Know games that are appropriate from them to play</li> <li>- No social media is appropriate for them</li> <li>- Know what S, M &amp; T stand for in SMART</li> </ul>		
<b>Vocabulary:</b>		
Personal safety		Right
Pressure		Wrong
Secrecy		Private
Age ratings		Behaviour
Risks		Aware
Communicating		Pretending Strangers
Pretending		Age rating
Healthy friendship		Contact
Online		
Offline		
<b>Sequence:</b>		
<ul style="list-style-type: none"> <li>- Internet balance- age appropriate games</li> <li>- Reducing risk</li> <li>- Online behaviour</li> <li>- SMART- just discuss S,M&amp;T</li> </ul>		
<b>Thinking Deeper:</b>		
Think about how some people go online to escape their real world		
<b>Links:</b>		
Computing		
The Street		

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<b>Year 2</b>	<b>Summer Term B</b>
<b>Unit: Me and My Relationships</b>	
<b>Prior Learning: EYFS/Y1/Y2</b>	
<p><b>Key Essential Skills and knowledge:</b></p> <ul style="list-style-type: none"> <li>- Know the characteristics of a healthy family life and the importance of caring for each other and spending time together</li> <li>- Know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help</li> <li>- Know about the changes that have happened to my body since birth and the process of growing from young to old and how people’s needs change</li> <li>- Have an understanding of stereotypes and how these can have a negative impact (e.g gender, age)</li> <li>- Understand the importance of valuing of one’s own body and recognising its uniqueness</li> <li>- Know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls</li> <li>- Know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)</li> <li>- Name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</li> <li>- Know the ‘recipe’ for being a good friend both on and offline and that trust is a core ingredient</li> <li>- Know that there are different types of negative behaviours, bullying and teasing both on and offline</li> <li>- Know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help</li> <li>- Listen to others and respect their viewpoints</li> <li>- Identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)</li> </ul>	
<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Stereotyping- assuming people who share the same characteristics, are the same</li> <li>- Protected characteristics- age, disability, race, religion and sex</li> <li>- Name the vagina, vulva and penis</li> </ul>	
<p><b>Vocabulary:</b></p> <p>Stereotype Gender Bullying Unique Healthy Attention</p>	<p>Rights Good/Bad Ethnic Same &amp; Different AGE DISABILITY RACE</p>

Physical Cultural Male Female Value Faith	RELIGION/BELIEF SEX
<b>Sequence:</b> <ul style="list-style-type: none"> <li>- Healthy family life</li> <li>- People who care for me/network</li> <li>- Respect/recipe for good friendships</li> <li>- Changing bodies/value</li> <li>- Stereotypes- protected characteristics</li> <li>- Negative behaviours</li> </ul>	
<b>Thinking Deeper:</b> How would it feel to be a minority and be stereotyped?	
<b>Links:</b> Computing Science The Street	