



Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit</b>	<b>HEALTH AND WELLBEING</b> How do we recognise our feelings?	<b>RELATIONSHIPS</b> What makes a good friend?	<b>RELATIONSHIPS</b> What is bullying?	<b>HEALTH AND WELLBEING</b> What helps us grow and stay healthy?	<b>HEALTH AND WELLBEING</b> What helps us to stay safe?	<b>LIVING IN THE WIDER WORLD</b> What jobs do people do?
<b>Outcome</b>	Children understand there are a range of feelings and how their mood can be affected including at times of change; loss and bereavement; growing up	Children understand what friendship is; know what to do if they feel lonely and how to manage arguments	Children understand what bullying is and know that words and actions can impact others	Children understand what it is to be healthy including medicines and sleeping	Children understand how to keep safe, recognising risks and rules	Children understand that people need jobs to earn money
<b>Sequence of Learning</b>	<p>Learning sequence:</p> <ul style="list-style-type: none"> <li>I can recognise and name some feelings that I might have</li> <li>I can explain how feelings can make my body feel inside and how they can affect behaviour</li> <li>I can describe how others might be feeling</li> <li>I can recognise when I might need help with feelings and how to ask for help when I need it</li> <li>I can identify who can help me with feelings and how I can help others</li> <li>I can explore how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>I can identify feelings that are good and not so good</li> <li>I can recognise that people feel differently about things and situations</li> <li>I can explain what can change my feelings (from good to not so good and from not so good to good)</li> <li>I can suggest things that can help myself and others to feel better</li> <li>I can recognise that feelings can intensify</li> <li>I can use words or phrases to ask for help with feelings</li> <li>I can recognise what change means</li> <li>I can identify different changes that people might experience</li> <li>I can recognise the relationship between change and loss</li> <li>I can describe how change and loss might affect people and who can help them</li> </ul>	<p>Learning sequence:</p> <ul style="list-style-type: none"> <li>I can identify different ways that people meet and become friends</li> <li>I can describe some things that friends and classmates have in common</li> <li>I can recognise that friends can have similarities and differences</li> <li>I can demonstrate some ways of being a good friend</li> <li>I can identify some causes of arguments between friends</li> <li>I can demonstrate strategies for positive play with friends</li> <li>I can explain some ways to positively resolve arguments between friends</li> <li>I can recognise and ask for help when I am feeling lonely or unhappy, and how to help someone else</li> </ul>	<p>Learning sequence:</p> <ul style="list-style-type: none"> <li>I can recognise kind behaviour at school or at home</li> <li>I can describe how unkind behaviour can make people feel</li> <li>I can recognise that feelings can affect how people behave</li> <li>I can explain what to do and whom to tell, if I see or experience unkind behaviour</li> <li>I can explain why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>I can say why I should ask other people for permission in different situations, including when touching someone else</li> <li>I can use simple phrases to ask for, give or not give permission</li> </ul>	<p>Learning sequence:</p> <ul style="list-style-type: none"> <li>I can describe how the things that can go into a person's body and onto their skin can change how people look and feel</li> <li>I can identify that some things that go into or onto bodies can be harmful (or not so good for people) and how we know if something might be harmful</li> <li>I can suggest basic strategies to respond to situations involving household products</li> <li>I can recognise who to ask for help with things that can go into or onto bodies</li> <li>I can identify what can make people feel better if not feeling well</li> <li>I can explain that medicines come in different forms and are used in different ways</li> <li>I can recognise that some medicines, such as vaccinations, can help prevent illness and disease and that some people need to take medicines every day to help them to stay healthy</li> <li>I can identify who helps people to stay healthy and what they do</li> <li>I can state safety rules for the use of medicines and other household products</li> <li>I can recognise risk in situations related to medicines and household products, including when there is pressure to do something which is unsafe or may cause someone to be unwell</li> <li>I can identify what to do next in a situation that may involve risk</li> <li>I can identify when asking for adult permission is required (in relation to medicines and household products)</li> <li>I can suggest some reasons why sleep is important</li> <li>I can identify things that might stop someone getting to sleep</li> <li>I can describe some things that might help someone get to sleep</li> </ul>	<p>Learning sequence:</p> <ul style="list-style-type: none"> <li>I can explore how rules and restrictions help me to keep safe</li> <li>I can identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove myself from them</li> <li>I can explain how to resist pressure to do something that makes me feel unsafe or uncomfortable, including keeping secrets</li> <li>I can explain how not everything I see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>I can explain how to tell a trusted adult if I am worried for myself or others, worried that something is unsafe or if I come across something that scares or concerns me</li> <li>I can identify that some rules are made to keep us safe</li> <li>I can recognise some of the BBFC's age-rating symbols</li> <li>I can identify why I should use these, and what to do if I need help</li> </ul>	<p>Learning sequence:</p> <ul style="list-style-type: none"> <li>I can explain what makes everyone unique</li> <li>I can identify the different strengths and interests that people can have</li> <li>I can describe the strengths and interests suited to different jobs</li> <li>I can describe a range of different jobs, including jobs in the community</li> <li>I can identify the different types of work involved in some jobs</li> <li>I can explain how jobs help people to earn money</li> </ul>
<b>Vocabulary</b>	happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, Good feelings, not so good feelings, happy, sad, upset, angry, excited, Big feelings, little feelings, sadness, excited, intensity, happy, heartbroken, thrilled, distressed, glad, furious, overjoyed, terrified, sleepy, exhausted, Change, loss, feelings, emotions, permanent, temporary	Friend, friendship, cooperation, fairness, break up, make up, fall out, repair, make a deal, compromise win-win situation,	Permission, asking, sharing, giving, yes, no, kind, kindness, unkind, unkindness, teasing, joking, bullying, witness	body, skin, packet, bottle, syringe, hazard, label, symbol, helpful, harmful, Medicine, tablets, capsule, injection, spray, cream, drops, inhaler, vaccination, healthy, unhealthy, well, unwell, recover, illness, injury, protect, body, bodies, product, medicine, cleaning, safety, instructions, rule, risk, accident, pressure, safe, unsafe sleep, rest, routine, relax, bedtime	film, programme, age-appropriate, child friendly, family friendly, rules, safe, choices, BBFC age-rating symbol,	Strength, interest, unique, job, career, Job, community, work, earn, voluntary.
<b>Quality Assured resources to support planning</b>	<p><a href="http://pshe-association.org.uk">Ground rules, rule! (pshe-association.org.uk)</a></p> <p><a href="#">PSHE Association – Mental Health and Wellbeing</a> - KS1 - 4 Lessons</p>	<p><a href="http://pshe-association.org.uk">Ground rules, rule! (pshe-association.org.uk)</a></p> <p><a href="#">Friendship and bullying lesson packs (pshe-association.org.uk)</a></p> <p><a href="#">Teaching about consent (pshe-association.org.uk)</a></p> <p>- KS1 lessons 1 and 2</p>	<p><a href="http://pshe-association.org.uk">Ground rules, rule! (pshe-association.org.uk)</a></p> <p><a href="#">Friendship and bullying lesson packs (pshe-association.org.uk)</a></p> <p>KS1 - lesson 3</p> <p><a href="#">Teaching about consent (pshe-association.org.uk)</a></p>	<p><a href="http://pshe-association.org.uk">Ground rules, rule! (pshe-association.org.uk)</a></p> <p><a href="#">PSHE Association – Drug and Alcohol</a> - KS1 - 3 Lessons</p> <p><a href="#">The Sleep Factor (pshe-association.org.uk)</a></p> <p>KS1 - 1 Lesson</p>	<p><a href="http://pshe-association.org.uk">Ground rules, rule! (pshe-association.org.uk)</a></p> <p><a href="#">Jessie &amp; Friends: online safety education for 4-7s (ceopeducation.co.uk)</a></p> <p>1 lesson - Ages 6and7</p> <p><a href="#">Key Stage 1 PSHE resources for teachers   CBBFC</a></p>	<p><a href="http://pshe-association.org.uk">Ground rules, rule! (pshe-association.org.uk)</a></p> <p><a href="#">Career Explorers   Primary Platform (careersandenterprisecoe.uk)</a></p> <p>2 lessons</p>