

## PSHE Long Term Planning - Summary of Year 2 Units

AUTUMN 1 - <i>Being Me in My World</i>	AUTUMN 2 - <i>Celebrating Differences</i>
<p><b>*Hopes and fears for the year.</b> Identify some hopes and fears for the year. Recognise when feeling worried and who to ask for help. (SMSC) (IM)</p> <p><b>*Rights and responsibilities.</b> Understand rights and responsibilities as a member of the class and as a member of the school. (SMSC) (DRIMT) (Resp)</p> <p><b>*Rewards and consequences. Pt 1.</b> Identify ways to help make the class a fair and safe place. (SMSC) (DRIMT) (Resp)</p> <p><b>*Rewards and consequences. Pt 2.</b> Understand the importance of listening to others. Understand how to contribute personal ideas about rewards and consequences. (SMSC) (DMT) (Resp)</p> <p><b>*Our class rules.</b> Understand how following the class rules will help people learn. (SMSC) (DRIMT) (Resp)</p> <p><b>*Owning our class rules.</b> Recognise and understand how the choices people make can affect the consequences that follow. (SMSC) (DRIMT) (Resp)</p>	<p><b>*Boys and girls. Pt 1.</b> Explain some ways that boys and girls are different and feel good about this. Begin to understand that sometimes people make assumptions about boys and girls. (SMSC) (IMT)</p> <p><b>*Boys and girls. Pt 2.</b> Explain some ways that boys and girls are different and accept that this is ok. Explain what the word stereotype means. (SMSC) (IMT)</p> <p><b>*Why does bullying happen?</b> Understand that bullying is sometimes about difference. (SMSC) (MT)</p> <p><b>*Standing up for myself and others.</b> Recognise what is right and wrong. Individuals to understand ways to look after themselves. (SMSC) (DRI)</p> <p><b>*Gender diversity.</b> Understand that it is ok to be different from other people and to be friends with them. (SMSC) (M) (K)</p> <p><b>*Celebrating difference and still being friends.</b> Explore ways in which individuals are different from others. (SMSC) (MT)</p>
SPRING 1 - <i>Dreams and Goals</i>	SPRING 2 - <i>Healthy Me</i>
<p><b>*Goals to success.</b> Describe ways to choose a realistic goal and think of ways to achieve it. (SMSC) (I)</p> <p><b>*My learning strengths.</b> Understand the importance of persevering with a task, even if it is difficult. (SMSC) (IM) (Resi)</p> <p><b>*Learning with others.</b> Understand and recognise how to work well with a partner and if someone may be more difficult to learn with. (SMSC) (DMT) (H, Resi)</p> <p><b>*A group challenge.</b> Understand the importance of working well in a group to solve problems together. (SMSC) (DRMT) (Resp)</p> <p><b>*Continuing our group.</b> Explain some ways to work well in a group and how it may feel. (SMSC) (DRMT) (Resp)</p> <p><b>*Celebrating our achievement.</b> Explain how to share success with other people. (SMSC) (DMT)</p>	<p><b>*Being healthy.</b> Understand what is needed to keep the body healthy. Show motivation to make healthy lifestyle choices. (SMSC) (I) (Resp)</p> <p><b>*Being relaxed.</b> Explain what relaxed means. Understand some things that make individuals feel relaxed and some things that make individuals feel stressed. (SMSC) (I) (Resp)</p> <p><b>*Medicine safety.</b> Understand how medicines work in the body and how important it is to use medicines safely. (SMSC) (RI) (Resp)</p> <p><b>*Healthy eating. Pt 1.</b> Organise foods into the correct food groups and know which foods the body needs every day to keep healthy. (SMSC) (I)</p> <p><b>*Healthy eating. Pt 2.</b> Describe some healthy snacks and explain why they are good for the body. (SMSC) (I)</p> <p><b>*Happy, healthy me.</b> Describe which foods give the body energy and which are the most nutritious for the body. (SMSC) (IM)</p>
SUMMER 1 - <i>Relationships</i>	SUMMER 2 - <i>Changing Me</i>
<p><b>*Families.</b> Identify different members of the family. Understand the relationship with each of them and understand why it is important to share and cooperate. (SMSC) (DIMT)</p> <p><b>*Keeping safe.</b> Understand that there are lots of different types of physical contact within a family; some that is acceptable and some that is not. (SMSC) (RIMT)</p> <p><b>*Friends and conflict.</b> Identify some things that can cause conflict between friends and demonstrate how to use a positive problem-solving technique to resolve conflicts with friends. (SMSC) (DMT) (K)</p> <p><b>*Secrets.</b> Understand the difference between good and bad secrets. Understand how it feels to keep a secret someone does not want to keep and who to talk to about this. (SMSC) (RIM)</p> <p><b>*Trust and appreciation.</b> Recognise and appreciate people who help others in the family, school and community. (SMSC) (IM)</p> <p><b>*Celebrating my special relationships.</b> Express appreciation for someone who is special to individuals. Understand and feel comfortable accepting appreciation from others. (SMSC) (MT) (K)</p>	<p><b>*Life cycles in nature.</b> Introduce 'talking PANTS' campaign by NSPCC. Understand the life cycles of animals and humans. Understand that some changes are out of individuals control and recognise how people feel about this. (SMSC) (IM)</p> <p><b>*Growing from young to old.</b> Explain the natural process of growing from young to old and understand that it is not in anyone's control. (SMSC) (MT)</p> <p><b>*The changing me.</b> Recognise how the body has changed since birth and understand the continuum from young to old. (SMSC) (IM)</p> <p><b>*Assertiveness. Pt 1.</b> Understand that there are different types of touch. Explain which one's individuals like or dislike. (SMSC) (RIM)</p> <p><b>*Assertiveness. Pt 2.</b> Show confidence in explaining some things that people like or dislike and understand how to ask for help when needed. (SMSC) (RIM)</p> <p><b>*Looking ahead.</b> Express how individuals feel about moving to Y3. (SMSC) (IM)</p>

SMSC = Social, Moral, Spiritual, Cultural

FBV = DRIMT = Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs

CBV = H Resp Resi K J = Be Honest, Be Responsible, Be Resilient, Be Kind, Be Just

Relationship Education

Health Education