

## Year Two PSHE

Highlight off as you go and put evidence in your PSHE books - only one or 2 examples / speech bubbles are sufficient for anything that you cover/photographs/captions \*\*\* highlighted strands are the new statutory curriculum

### CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Pupils should have the opportunity to learn:

- H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and sun safety (simple self care techniques, inc. time spent with friends and family and the benefits of hobbies and interests)
- H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings - (isolation and loneliness can affect chrn and that it is very important for children to discuss their feelings with an adult)
- H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- H11. That household products, including medicines, can be harmful if not used properly.
- H12. rules for and ways of keeping physically and emotionally safe including road safety, cycle safety and safety in the environment, rail, water and fire safety
- H14. about the ways that pupils can help the people who look after them to more easily protect them
- H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy (NSPCC PANTS assembly)

### CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

Pupils should have the opportunity to learn:

- R1. to communicate their feelings to others, to recognise how others show feelings and how to respond
- R2. to recognise that their behaviour can affect other people
- R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (Penguin)
- R8. to identify and respect the differences and similarities between people
- R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

## CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
8. a basic understanding of enterprise – enterprise theme weeks

Pupils should have the opportunity to learn:

L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings)

L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)

### Successful Lifelong Learning

Try new things, work hard, concentrate, push themselves, imagine, improve, understand others, not give up

- o Discuss and learn techniques to improve the SIX areas of SLL

Study role models who have achieved success

#### Key Skills:

Emotional Aspect of Learning

Readiness to Learn

- Positive self-talk
- I can try to think of oneself as lucky and say what you are grateful for
- I am able to acknowledge, recognise and accept that emotions go up and down
- Am I ready to learn? ... I am able to think of ways to calm down and clear the mind

To concentrate

- I can give attention to all tasks
- I can begin to 'tune out' and manage distractions
- I can begin to show signs of concentration and become absorbed in your learning
- I can begin to seek help when needed
- To start to notice details and patterns

To persevere and help myself:

- I can help a friend not give up
- I can keep going in activities all activities
- My friends and teacher can help me push past my fears and carry on even if I am upset
- I can talk about any doubts and fears and how they feel
- I can listen to people who try to help



Cognitive

To imagine:

- Follow curiosities
- I can respond to ideas
- I am beginning to ask interesting questions
- I can make links with what they already know



Social

To understand others and work together:

- I can listen to others, showing attention
- I can show an understanding that one's own behaviour affects other people
- I can listen to other people's point of view
- I can spot a friend doing 'good learning behaviour' and copy them



Reflective/Strategic

To plan and review my work

- I can plan my learning with help from my teacher
- I can spot simple mistakes and improve my work
- I can talk about what I enjoy learning and why
- I can say what I am good at and what I want to get better at
- I can use resources to help me

