






# PSHE Long Term Plan Hadrian Y2








Y2 PSHE	
National Curriculum Objectives KS1	Key Links
<p>Relationships and Health Education Framework End of Primary Objectives</p>	<p><a href="http://www.pshe-association.org.uk">1 decision primary PSHE education resources   www.pshe-association.org.uk</a> (5-8) - Relationships £</p> <p><a href="http://www.pshe-association.org.uk">resources and curriculum (pshe-association.org.uk)</a> NSPCC – The underwear rule resources (PANTS)</p> <p><a href="http://www.pshe-association.org.uk">1 decision primary PSHE education resources   www.pshe-association.org.uk</a> (5-8)- Relationships £</p> <p><a href="http://www.pshe-association.org.uk">Jessie &amp; Friends   www.pshe-association.org.uk</a> Thinkuknow Jessie and Friends</p> <p><a href="http://www.pshe-association.org.uk">Inclusion, belonging &amp; addressing extremism — KS1-2   www.pshe-association.org.uk</a> Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p> <p><a href="http://www.pshe-association.org.uk">1 decision primary PSHE education resources   www.pshe-association.org.uk</a> (5-8)- Money matters £</p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-resources</a> (5-8) -<a href="http://www.pshe-association.org.uk">Mental health and emotional wellbeing lesson plans   www.pshe-association.org.uk</a></p> <p>Keeping/staying healthy £ Mental health and wellbeing lessons (KS1)</p> <p><a href="http://www.pshe-association.org.uk">1 decision primary PSHE education resources   www.pshe-association.org.uk</a> (5-8) - Feelings &amp; emotions £</p> <p><a href="http://www.pshe-association.org.uk">Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)</a> Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p> <p>Red Cross – Life. Live it 'Stay safe'</p>

Topics		N.C Objectives	Key skills	Key Vocab
Autumn 1	Relationships Families and Friendships	<ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships;</li> <li>• that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right;</li> <li>• that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded;</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help</li> </ul>	<ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> <li>• cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	Kindness, listening, honesty, friends, inclusion, arguments, help

		or advice from others, if needed.		
<p>Progression</p> 	Making friends; feeling lonely and getting help			
<p>Teacher Subject Knowledge</p> 	<p>What a relationship is, what friendship is, what family means and who the people are who can support them. Pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy.</p> <p>Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include, for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, among other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.</p>			
<p>Cross Curricular Links</p> 	Operation Encompass Next Steps			
Autumn 2	<p>Relationships Safe Relationships Respecting</p>	<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of</li> </ul>	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to</li> </ul>	<p>Online, bullying, feelings, differences,</p>

	ourselves and others	<p>bystanders (primarily reporting bullying to an adult) and how to get help;</p> <ul style="list-style-type: none"> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous;</li> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;</li> <li>• the conventions of courtesy and manners;</li> </ul>	<p>tell if they see or experience hurtful behaviour, including</p> <ul style="list-style-type: none"> <li>• online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel</li> <li>• uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work</li> </ul>	<p>secrets, uncomfortable, worried Classmates, friends, common, differences, groups, situations, discussions, reasons</p>
Progression	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour			

	Recognising things in common and differences; playing and working cooperatively; sharing opinions			
Teacher Subject Knowledge 	Explicit talk about the features of healthy friendships, family relationships and other relationships, which young children are likely to encounter.			
Cross Curricular Links 	Anti-Bullying Week, Computing			
Spring 1	Living in the Wider World Belonging to a community	<ul style="list-style-type: none"> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;</li> <li>• that families are important for children growing up because they can give love, security and stability;</li> <li>• that others' families, either in school or in the wider world, sometimes look different from</li> </ul>	<ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider</li> <li>• community</li> <li>• about how a community can help people from different groups to feel</li> </ul>	Groups, roles, teams, faiths, responsibilities, community

		<p>their family, but that they should respect those differences and know that other children's families are also characterised by love and care;</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;</li> </ul>	<p>included</p> <ul style="list-style-type: none"> <li>to recognise that they are all equal, and ways in which they are the same and</li> <li>different to others in their community</li> </ul>	
<p><b>Progression</b></p> 	<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p>			
<p>Teacher Subject Knowledge</p> 	<p>A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes in the individual. In a school-wide context, which encourages the development and practice of resilience and other attributes, this includes character traits, such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.</p>			
<p>Cross Curricular Links</p>	<p>RE</p>			






Spring 2

Living in the Wider World  
Media literacy and Digital resilience




- that for most people, the Internet is an integral part of life and has many benefits;
- how to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted;
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- the ways in which people can access the internet e.g. phones, tablets, computers
- to recognise the purpose and value of the internet in everyday life
- to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos
- that information online might not always be true
- the ways in which people can access the internet e.g. phones, tablets, computers
- about what money is and its different forms e.g. coins, notes, and ways of paying for
- things e.g. debit cards, electronic payments
- how money can be kept and looked after


Internet, purpose, value, content, recognise Currency, jobs, banks, savings, money, spending



			<ul style="list-style-type: none"> <li>● about getting, keeping and spending money</li> <li>● that people are paid money for the job they do</li> <li>● how to recognise the difference between needs and wants</li> <li>● how people make choices about spending money, including thinking about needs and wants</li> </ul>	
<p>Progression</p> 	<p>The internet in everyday life; online content and information          What money is; needs and wants; looking after money</p>			
<p>Teacher Subject Knowledge</p> 	<p>Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.</p>			
<p>Cross Curricular Links</p> 	<p>Computing, Maths</p>			

Summer 1	Health and Wellbeing Physical health and Wellbeing Mental Wellbeing	<ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;</li> </ul>	<ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those</li> </ul>	Routines, mental health, growing, changing, teeth, dentist, feelings, bereavement

			<ul style="list-style-type: none"> <li>associated with change, loss and bereavement</li> <li>when and how to ask for help, and how to help others, with their feelings</li> </ul>	
Progression 	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help			
Teacher Subject Knowledge 	Pupils should be taught the benefits and importance of daily exercise, good nutrition and sufficient sleep, giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing and the benefits to mental wellbeing of physical exercise and time spent outdoors.			
Cross Curricular Links 	Science, PE			
Summer 2	Health and Wellbeing Growing and changing, Keeping Safe	<ul style="list-style-type: none"> <li>that each person's body belongs to them; the differences between appropriate and inappropriate or unsafe, physical, and other, contact;</li> <li>how to make a clear and</li> </ul>	<ul style="list-style-type: none"> <li>about the human life cycle and how people grow from young to old</li> <li>how our needs and bodies change as we grow up</li> <li>to identify and name the</li> </ul>	life cycle, human, bodies, responsibilities, goals, changes,

		<p>efficient call to emergency services if necessary;</p>	<p>main parts of the body including external genitalia</p> <ul style="list-style-type: none"><li>● about change as people grow up, including new opportunities and responsibilities</li><li>● preparing to move to a new class and setting goals for next year</li><li>● how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li><li>● how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li><li>● to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li><li>● how to help keep themselves safe at home</li></ul>	<p>Medicines, safety, unsafe, danger, accident, emergency</p>
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			<p>in relation to electrical appliances, fire</p> <ul style="list-style-type: none"> <li>● safety and medicines/household products</li> <li>● about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>● how to respond if there is an accident and someone is hurt</li> <li>● about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>	
<p>Progression</p> 	<p>Growing older; naming body parts; moving class or year  Safety in different environments; risk and safety at home; emergencies</p>			
<p>Teacher Subject Knowledge</p>	<p>Pupils should be taught about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.</p>			

	
<p>Cross Curricular Links</p> 	<p>Science</p>
<p>Education for a Connected World (Throughout the year)</p>	<p><b>Health, well-being, and lifestyle</b></p> <ul style="list-style-type: none"> <li>• I can identify rules that help keep us safe and healthy in and beyond the home when using technology</li> <li>• I can give some simple examples</li> <li>• To identify that some images are not real (fake)</li> </ul> <p><b>Copyright and ownership</b></p> <ul style="list-style-type: none"> <li>• I know that work I create belongs to me.</li> </ul> <p><b>Self image and identity</b></p> <ul style="list-style-type: none"> <li>• I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset</li> <li>• I can explain how this could be either in real life or online</li> <li>• If something happens that makes me feel sad, worried, uncomfortable, or frightened I can give examples of when and how to speak to an adult I can trust</li> </ul> <p><b>Health, wellbeing and lifestyle</b></p> <ul style="list-style-type: none"> <li>• I can identify rules that help keep us safe and healthy in and beyond the home when using technology</li> <li>• I can give some simple examples</li> </ul> <p><b>Privacy and security</b></p> <ul style="list-style-type: none"> <li>• I can identify some simple examples of my personal information (e.g. name, address,</li> </ul>

birthday, age, location)

- I can describe the people I can trust and can share this with; I can explain why I can trust them
- I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school)

Key texts



**A huge bag of worries** Virginia Ironside

**The Invisible** Tom Percival

**Leaf** Sandra Dieckmann