<u>Year 2</u>				
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>		
Physical health and wellbeing	Mental health and emotional wellbeing:	Keeping safe and managing risk		
	Enquiry Questions			
What keeps me healthy?	What qualities/attributes do you need to be a good	How can I keep myself safe indoors and outdoors?		
	friend?			
	Outcomes			
A poster showing different ways of keep healthy using	Create a table outlining qualities/attributes that makes a	Create a set of rules for keeping safe indoors and		
the content from the 'overview' section.	good friend and qualities/attributes that wouldn't be	outdoors.		
	helpful.			
	Linked Texts			
I will not ever never eat a tomato by Lauren Childs	Hello by Jack Foreman	How Do Dinosaurs Stay Safe? by Jane Yolen		
Germs are not for sharing by Elizabeth Verdick	I'm not invited by Diana Cain Bluthenthal	That's the Sound the Street Makes by Danny Katz		
	Friends by Kim Lewis	Watch Out! on the Road by Claire Llewellyn		
	Linked Experiences			
N/A	N/A	All educational visits		
	Overview			
In this unit pupils will learn about eating well,	In this unit pupils will learn about the importance of	In this unit pupils will learn about keeping safe in the		
investigating what a healthy diet looks like and the	special people in their lives, identifying people who are	home, including fire safety. They will generate some		
benefit of this as well as identifying who can help them	special to them and explaining why. They will learn	simple rules for keeping safe indoors, including online.		
make choices about the food they eat. They will learn	about making friends, understanding how people might	They will then describe what to do if there is an		
about the importance of physical activity, sleep and rest	feel if they are left out or excluded from friendships. They	emergency, understanding that they can take some		
and understand that an hour a day of physical activity is	will use this knowledge to recognise when someone	responsibility for their own safety. Pupils will also learn		
important for good health. The children will know about	needs a friend and know some ways to approach	about keeping safe outside where they will assess		
the roles of people who can help them stay healthy.	making friends. Children will know who they can talk to	whether a situation is safe or unsafe, understanding the		
They will describe everyday routines to help take care of	if they are worried about friendships. They will then learn	importance of always telling someone where they are		
their bodies, including oral health, understanding that	about solving problems that might arise with friendships,	going or playing. Pupils will learn about road safety by		
basic hygiene routines can stop the spread of disease.	recognising that difficulties within friendships can	identifying hazards and explaining how to cross the road		
	usually be resolved.	safely. They will recognise that there are rules in relation		
		to road safety for all road users.		
Knowledge and/or Skills Covered				
<u>Social -</u>	Personal –	<u>Personal –</u> Self-control of behaviour:		
Accepting advice:	Self-awareness:			
Willingly accept and follow advice, but start to	Use basic vocabulary to describe some of their feelings	Recognise that their actions have negative and positive		
appreciate that some advice might not be so useful Communication:	Self-regulation of emotions:	consequences, and that it might affect other people		
	Start using simple strategies for managing their feelings Self-control of behaviour:	<u>Social –</u>		
Share their opinions on a wider range of things Listen to others		Collaboration including Conflict Management: Listen to others and play and work with them		
	Recognise that their actions have negative and positive			
Offer constructive feedback and support	consequences, and that it might affect other people Trustworthiness, honesty, integrity:	cooperatively Start to negotiate where appropriate		
<u>Health –</u> Self-care:		Start to negotiate where appropriate		
	Recognise what is fair and unfair, kind and unkind, right	Accepting advice:		
	and wrong	Accepting advice.		

Year 2

Use their knowledge of their likes and dislikes, and the consequences of these, to make some practical choices to improve their physical and emotional health Use their knowledge of basic hygiene to protect their health and that of others e.g. by clearing away a lunch plate properly	Make choices based on these; start to develop their own moral principles Adaptability including Resilience and Perseverance: Demonstrate a willingness Demonstrate a willingness problems/challenges until they are resolved/achieved Social – Discernment: Start to explain how they might recognise who to trust, or when a relationship is making them feel unhappy or uncomfortable Respect: Demonstrate respect for others e.g. by choosing to help someone Empathy: Identify and respect the differences and similarities between people, including how others show their feelings in different ways Collaboration including Conflict Management: Listen to others and play and work with them cooperatively Start to negotiate Relationship and Sex Education – To understand and respect the differences and	Willingly accept and follow advice, but start to appreciate that some advice might not be so useful Communication: Share their opinions on a wider range of things Listen to others Offer constructive feedback and support <u>Health –</u> Risk assessment/management: Recognise a wider range of hazards and risks (e.g. resulting from other people's actions), including increased risks in different contexts (e.g. wet surfaces being slippery
	similarities between people	
-	National Curriculum Attainment Targets	
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (Health Education, Mental Wellbeing) Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (Health Education, Mental Wellbeing) The characteristics and mental and physical benefits of an active lifestyle (Health Education, Physical health and fitness) The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (Health Education, Physical health and fitness)	That families are important for children growing up because they can give love, security and stability (Relationship Education, Families and people who care for me) 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 (Relationship Education, Families and people who care for me) How important friendships are in making us feel happy and secure, and how people choose and make friends (Relationship Education, Caring friendships) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (Relationship Education, Online relationships) How to make a clear and efficient call to emergency services if necessary (Health Education, Basic first aid)

Year 2

What constitutes a healthy diet including understanding	problems and difficulties (Relationship Education,	
calories and other nutritional content (Health Education,	Caring friendships)	
Healthy eating)	That healthy friendships are positive and welcoming	
The importance of sufficient good quality sleep for good	towards others, and do not make others feel lonely or	
health and that a lack of sleep can affect weight, mood	excluded (Relationship Education, Caring friendships)	
and ability to learn (Health Education, Health and		
prevention)	these can often be worked through so that the friendship	
About dental health and the benefits of good oral		
hygiene (Health Education, Health and prevention)	violence is never right (Relationship Education, Caring	
About personal hygiene and germs including bacteria,	friendships)	
viruses, how they are spread and treated, and the	•	
importance of handwashing (Health Education, Health	to judge when a friendship is making them feel unhappy	
and prevention)	or uncomfortable, how to manage these situations and	
	how to seek help or advice from others, if needed	
	(Relationship Education, Caring friendships)	
	Practical steps they can take in a range of different	
	contexts to improve or support respectful relationships	
	(Relationship Education, Respectful friendships)	
Important Vocabulary		

Outcomes Outcomes Outcomes Outcomes Pupils match different symptoms (for example: medicine prescribed by the doctor or nurse, medicine given by mum or dad, ormething else - medicine is not needed yet) Pupils create a targe with be able to do at each stage. Give pupils an outline of a house - pupils to draw family members that live with them and compare with their partner. VA Unked Texts Mommy, Mama and Me by Lesléa Newman Unked Texts N/A N/A ViA Once There Were Giants by Marin Waddell The Family Book by Todd Parr Mommy, Mama and Me by Lesléa Newman ViA N/A N/A Once There Were Giants by Marin Waddell The Family Book by Todd Parr Mommy, Mama and Me by Lesléa Newman ViA N/A N/A Once There Were Giants by Marin Waddell The Family Book by Todd Parr Mommy, Mama and Me by Lesléa Newman Instructions are taken, expels sty healthy, get vell or feel better if they are ill. Inter straining the purpose of medicines is to help understanding the purpose of medicines is to help understanding the way they have changed since they were babies. Pupils will learn they are used safe around medicines, understanding the medicines come in different terms stake and who decides which medicine is used. Pupils will learn that everybody needs to be cared for wards each other and understand the links between needs, caring and changes throughout t		<u>Year 2</u>	
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Year 2		
Use their knowledge of their likes and dislikes, and the consequences of these, to make some practical choices to improve their physical and emotional health Use their knowledge of basic hygiene to protect their health and that of others e.g. by clearing away a lunch plate properly Risk assessment/management: Recognise a wider range of hazards and risks (e.g. resulting from other people's actions), including increased risks in different contexts (e.g. wet surfaces being slippery	Demonstrate respect for others e.g. by choosing to help someone Empathy: Identify and respect the differences and similarities between people, including how others show their feelings in different ways Demonstrate awareness of the 'rules' for behaviour in different settings (e.g. social or cultural) Collaboration including Conflict Management: Listen to others and play and work with them cooperatively Communication: Share their opinions on a wider range of things Listen to others	Demonstrate respect for others e.g. by choosing to help someone Empathy: Identify and respect the differences and similarities between people, including how others show their feelings in different ways Demonstrate awareness of the 'rules' for behaviour in different settings (e.g. social or cultural) Collaboration including Conflict Management: Listen to others and play and work with them cooperatively Communication: Share their opinions on a wider range of things Listen to others
National Curriculum Attainment Targets		
N/A	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 (Relationship Education, Respectful relationships) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (Relationship Education, Respectful relationships) What a stereotype is, and how stereotypes can be unfair, negative or destructive (Relationship Education, Respectful relationships)	That families are important for children growing up because they can give love, security and stability (Relationship Education, Families and people who care for me) The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (Relationship Education, Families and people who care for me) That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them (Relationship Education, Families and people who care for me) 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 (Relationship Education, Families and people who care for me) That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (Relationship Education, Caring friendships)
Important Vocabulary		