

Pudsey Bolton Royd Primary School PSHE & RSE Long-Term Plan

Year 2

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

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<p>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</p> <p>Use their knowledge of basic hygiene to protect their health and that of others e.g. by clearing away a lunch plate properly</p>	<p>Make choices based on these; start to develop their own moral principles</p> <p>Adaptability including Resilience and Perseverance: Demonstrate a willingness to tackle problems/challenges until they are resolved/achieved</p> <p><u>Social –</u> Discernment: Start to explain how they might recognise who to trust, or when a relationship is making them feel unhappy or uncomfortable</p> <p>Respect: Demonstrate respect for others e.g. by choosing to help someone</p> <p>Empathy: Identify and respect the differences and similarities between people, including how others show their feelings in different ways</p> <p>Collaboration including Conflict Management: Listen to others and play and work with them cooperatively</p> <p>Start to negotiate</p> <p><u>Relationship and Sex Education –</u> To understand and respect the differences and similarities between people</p>	<p>Willingly accept and follow advice, but start to appreciate that some advice might not be so useful</p> <p>Communication: Share their opinions on a wider range of things Listen to others Offer constructive feedback and support</p> <p><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)</p>
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National Curriculum Attainment Targets

<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (Health Education, Mental Wellbeing)</p> <p>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)</p> <p>The characteristics and mental and physical benefits of an active lifestyle (Health Education, Physical health and fitness)</p> <p>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)</p>	<p>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)</p> <p>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)</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends (Relationship Education, Caring friendships)</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with</p>	<p>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)</p> <p>How to make a clear and efficient call to emergency services if necessary (Health Education, Basic first aid)</p>
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<p>What constitutes a healthy diet including understanding calories and other nutritional content (Health Education, Healthy eating)</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (Health Education, Health and prevention)</p> <p>About dental health and the benefits of good oral hygiene (Health Education, Health and prevention)</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (Health Education, Health and prevention)</p>	<p>problems and difficulties (Relationship Education, Caring friendships)</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (Relationship Education, Caring friendships)</p> <p>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 (Relationship Education, Caring friendships)</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed (Relationship Education, Caring friendships)</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships (Relationship Education, Respectful friendships)</p>	
Important Vocabulary		

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<u>Spring 2</u> <i>Drug, alcohol and tobacco education</i>	<u>Summer 1</u> <i>Relationship education</i>	<u>Summer 2</u> <i>Relationship education continued</i>
Enquiry Questions		
When is medicine required and why?	How do we change as we get older?	How can families differ?
Outcomes		
Pupils match different symptoms (for example: runny nose) to treatments (for example: medicine prescribed by the doctor or nurse, medicine given by mum or dad, something else – medicine is not needed yet)	Pupils create a timeline and draw/write what they could or will 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.
Linked Texts		
N/A	Once There Were Giants by Martin Waddell	The Family Book by Todd Parr Mommy, Mama and Me by Lesléa Newman
Linked Experiences		
N/A	N/A	N/A
Overview		
In this unit pupils will learn why medicines are taken, understanding the purpose of medicines is to help people stay healthy, get well or feel better if they are ill. They will recognise that each medicine has a specific use and know that they can come in different forms e.g. tablets, sprays, creams. Pupils will learn about where medicines come from, knowing that medicines can be prescribed by a doctor or bought from a shop or pharmacy. They will explore when medicines might be used and who decides which medicine is used. Pupils will learn about keeping themselves safe around medicines, understanding that medicines come with instructions to ensure they are used safely. They will recognise that medicines can be harmful if not taken correctly.	In this unit pupils learn to understand and respect the differences and similarities between people, understanding that boys and girls can do the same tasks and enjoy the same things. Pupils will learn about growing from young to old, identifying key stages in the human life cycle. They will understand some ways they have changed since they were babies. Pupils will learn that everybody needs to be cared for and ways in which they care for others, understanding that we all have different needs and require different types of care. They will identify ways we show care towards each other and understand the links between needs, caring and changes throughout the life cycle.	Pupils will then learn about different types of family and how their home-life is special. They will identify what is special and different about their home life, understanding families care for each other in a variety of ways.
Knowledge and/or Skills Covered		
<u>Personal –</u> Self-awareness: Use basic vocabulary to describe some of their feelings <u>Social –</u> Communication: Share their opinions on a wider range of things Listen to others Offer constructive feedback and support <u>Health –</u> Self care:	<u>Personal –</u> Self-confidence: List positives about themselves, and explain how they are unique Appreciation of “human creativity and achievement: Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others <u>Social –</u> Respect:	<u>Personal –</u> Self-confidence: List positives about themselves, and explain how they are unique Appreciation of “human creativity and achievement: Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others <u>Social –</u> Respect:

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National Curriculum Attainment Targets

<p>N/A</p>	<p>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)</p> <p>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)</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive (Relationship Education, Respectful relationships)</p>	<p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (Relationship Education, Caring friendships)</p>
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Important Vocabulary

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