

Year 2 Overview PSHE/RSHE

PSHE/RSHE objectives. *Key questions.*

Autumn	Spring	Summer
<p>To understand the values that help us to be happy, safe and ready to learn. <i>What does the word ‘values’ mean? Which values do we have? How do they help us? What happens when we show one of our values in school?</i> (Mental Wellbeing)</p> <p>To describe a range of feelings and emotions e.g. happiness, sadness, anger, fear, surprise, nervousness) <i>How do I know how other people are feeling? Why might they be feeling differently to me? What can I do when I have strong feelings? Why are my feelings changing as I get older? How do I feel about growing up and changing?</i> (Mental Wellbeing)</p> <p>To help overcome barriers or manage difficult emotions. To identify strategies What happens to our bodies when I feel sad/ angry/ worried? What can we do when we feel this way? Who can help us? How can we help ourselves? (Mental Health and Well Being)</p> <p>To understand what makes a good friend (mutual respect, truthfulness, kindness and trust). To recognise how sharing interest and supporting our friends make it strong. <i>What can other people do to make me feel good? How do they help me when I need them? What do I do to help my friends?</i> (Caring Friendships)</p> <p>To recognise how others show feelings in different ways and how to respond and include others. <i>What are some of the bad ways people can behave towards one another?</i> (Caring Friendships)</p> <p>To recognise that most friendships have ups and downs. To develop strategies to repair and strengthening friendships.</p>	<p>To understand that our mental and physical wellbeing are part of our daily lives. To learn about a range of simple self-care techniques and to know where and how to seek support if they are worried about their own or somebody else’s mental wellbeing. <i>What makes me feel good? What makes me feel bad?</i> (Mental Wellbeing)</p> <p>To understand the boundaries that make us feel comfortable in friendships with peers and others (including in a digital context). <i>What are boundaries? Why do we have them? What happens when we don’t feel comfortable? Who can you talk to if you feel uncomfortable?</i> (Being Safe)</p> <p>To understand why asking permission and helping is important friends, peers and adults. (Respectful Relationships)</p> <p>To understand the difference between a surprise and a secret. (to include recognising and reporting feelings of being unsafe or feeling bad about any adult). <i>When do we have surprises? How do they make us feel? How is this different to keeping a secret? What can we do if a secret makes us feel sad/ scared/ worried?</i> (Being Safe)</p>	<p>To understand what bullying is (recap cyber bullying from the previous term) and how this can affect people in their lives. <i>What is bullying? How do you know if you are being bullied? Who can you talk to? Should you ever not speak up?</i> (Mental Wellbeing)</p> <p>To know where and how to ask for help, understand that you are never alone and telling an adult about your feelings will always help (include triggers for seeking support and what t do if you’re worried about someone else’s wellbeing and that experiencing mental ill health is common) <i>What does being lonely mean? If you feel lonely, what can you do/ who can you speak to? How might you feel if you are lonely?</i> (Mental Wellbeing)</p> <p>To begin to understand the risks to our body if we have an inactive lifestyle (including obesity). <i>How has my body changed since I was a baby? Why are we all different? Is it ok to be different? What are similarities and differences between boys and girls? Should boys and girls behave differently?</i> (Physical Health and Fitness)</p> <p>To recognise how physical exercise, time outdoors and helping others can support our own mental wellbeing and happiness. <i>How do we feel when we do exercise? What happens to our body? What happens to our brains? Does it make us feel better?</i></p>

Why shouldn't I tease people? If I am teased should I hurt people? How can I make up with my friend when we have fallen out?

(Caring Friendships)

To understand the role of my family in my life.

What does my family do for me? How do they support me/ show me love? What fun activities do we do together? What happens when something happens to make me feel sad/ scared? How do my family look after me?

(Families and people who care for me)

To understand that our body belongs to us (to include the term 'privacy' and what that means to adults and children).

What do we call the different parts of girls' and boys' bodies?

Which parts of my body are private?

(Being Safe)

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

When is it ok to let someone touch me? What do I do if I feel uncomfortable if someone touches me?

Who will be able to help me?

(Being Safe)

To know who children can speak to about concerns or abuse with confidence and the correct vocabulary to support them.

Who can I ask if I need to know something?

Who can I go to if I am worried about something?

Who can I talk to if I feel anxious or unhappy?

(Being Safe)

To understand the word 'bullying' and the different ways that this can happen (including cyberbullying).

To understand how it may feel to be bullied.

To know how you can help someone who is being bullied.

To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

What does bullying mean? How is it different to someone being unkind? How can bullying happen to people? How will someone feel if this happens to them? How can you help/ what is your responsibility?

(Respectful Relationships)

How do we help others in our community? When we see our friends/ family? How do we feel then? Why?

(Mental Wellbeing)

To develop strategies that help us self-care, including the importance of rest and sleep, spending time with others and taking part in activities (hobbies and interests).

What can I do when I feel tired? Why is sleep important for me? How much sleep do I need?

(Mental Wellbeing)

To learn about the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and an ability to learn.

What can you do to help yourself be safe, happy and ready to learn?

(Health and prevention)

To look at the different food groups that we need in our everyday diets (include introduction to calories and other nutritional content).

What is important for our body to have every day? What foods give us energy? Which ones should we eat everyday? Which foods are 'sometimes' foods? Why?

(Healthy Eating)

To begin to develop understanding of a balanced meal.

Why do I need breakfast/ lunch/ dinner? How can I make sure I get the nutrients I need throughout the day?

(Healthy Eating)

To recognise the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth

	<p>To understand the importance of respecting others, even when they are different from them (eg, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs. The importance of self-respect and how this links to our own happiness. How are we different? What makes us similar? What makes us special? (Respectful Relationships)</p> <p>To understand that how we behave to someone online should be the same as when we see them face to face. To understand the importance of respect for others online. How do we treat people when we see them around school/ in the park etc? How should we treat people when we speak to them online? Does it make any difference that we can't always see them? Why? (Online Relationships)</p> <p>To show understanding of how we keep safe online and what to do if we don't feel safe. How can you keep yourself safe online? What happens if you see/ hear something that you are scared of? What about if it's something that is not for children? Who can you go to tell? Who can you report it to? Why should you always report it? (Online Relationships)</p> <p>To understand that the Internet has many positives. To develop understanding that we need to limit our time on any electrical devices. How can the Internet help us? How long should we spend looking at screens (computer/ phone/ televisions etc)? Why is that? (Internet Safety and Harms)</p>	<p>decay) and other behaviours (<u>e.g. the impact of alcohol on diet or health</u>). Why is it important to have a balanced diet and brush our teeth? What happens if we don't? What changes can we make to help us have a healthy lifestyle? (Healthy Eating)</p>
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To begin to understand how what we see/ hear online can affect our mental wellbeing.

How can the Internet help us? Is everything on the Internet true? How do we know what is?

(Internet Safety and Harms)

To understand why games and social media have age restrictions.

Which computer games do you play? How do you know they are suitable? Why do different games have different ages on them? What should you do if your friend want to play a game that is too old for you?

(Internet Safety and Harms)

To understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

The characteristics of a poor diet and risks associated with unhealthy eating, eg, tooth decay. About dental health and the benefits of good oral hygiene, including regular check ups at the dentist.

Which foods are good for your teeth?

(Health and Prevention)

To begin to understand concepts of basic first aid, for example, dealing with common injuries, including head injuries.

What could you do to help?

(Basic First Aid)