



## RSHE and PSHE

YEAR 2 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, children learn...	Resources to support planning
Autumn - Relationships	<p><b>Families and friendships</b></p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<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> </ul>	1 decision (5-8) - Relationships £
	<p><b>Safe relationships</b></p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including 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 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> </ul>	<p>NSPCC – The underwear rule resources (PANTS)</p> <p>1 decision (5-8)-Relationships £</p> <p>Thinkuknow Jessie and Friends</p>
	<p><b>Respecting ourselves and others</b></p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>	<ul style="list-style-type: none"> <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 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>	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'



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Spring – Living in the Wider World	<p><b>Belonging to a community</b></p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>PoS Refs: L2, L4, L5, L6</p>	<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 community</li> <li>about how a community can help people from different groups to feel included</li> <li>to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p>
	<p><b>Media literacy and Digital resilience</b></p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> <li>the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>to recognise the purpose and value of the internet in everyday life</li> <li>to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>that information online might not always be true</li> </ul>	
	<p><b>Money and Work</b></p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> <li>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>how money can be kept and looked after</li> <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>1 decision (5-8)-Money matters £</p>



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Summer – Health and well-being	<p><b>Physical health and Mental wellbeing</b></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<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 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>	<p>1 decision (5-8) -Keeping/staying healthy £</p> <p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>1 decision (5-8) -Feelings &amp; emotions £</p>
	<p><b>Growing and changing</b></p> <p>Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<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 main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <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> </ul>	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p>



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	<p><b>Keeping safe</b></p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>	<ul style="list-style-type: none"><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 in relation to electrical appliances, fire 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>Red Cross – Life. Live it 'Stay safe'</p> <p>Islington Healthy Schools Team – DrugWise £</p> <p>1 decision (5-8) -Keeping/staying safe £</p>
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