



Year 2

PSHE Planning

Guidance

- Each term, there should be a minimum of 9 lessons. Some topics may only require one lesson whereas others may require several.
- Each topic should begin with a baseline activity which should be followed up/added to at a later time to show learning. This could be an individual/group/whole class activity.
- Work should be recorded in individual PSHE books or in the class journal. This book will follow pupils throughout the school.
- There are links included for each of the topics and some resources have already been saved to the M-Drive under [PSHE-Resources-Y5-Autumn/Spring/Summer](#).
- If you find other resources, please add them to your resource folder as this will help others in the future.
- With regard to SMSC specifically, please include 2 sessions of meditation per term from 'My Heart Room'. 'Sitting still like a frog' (shorter sessions) can be used as starters or even in assemblies. These should be used weekly.
- Please continue to have WonderWalls in your rooms as well as Worry Boxes.
- Finally, there is a page at the end of this document with a list of the many sites that I have found to be useful.

Autumn Term

Core Theme: Relationships

Key Areas	Big Questions	Topics
Healthy Lifestyles	<i>What can we do to stay healthy?</i>	Healthy choices; different feelings; managing feelings; healthy eating, physical activity, sleep, dental health
Growing and Changing	<i>How do we grow and change?</i>	Recognising what they are good at, setting goals; growing, changing and being more independent; change and loss and how it feels
Keeping Safe	<i>What can we do to stay safe?</i>	Keeping safe in different situations – online, road, water etc.; how to ask for help if they are worried about something; privacy in different contexts

Healthy Lifestyles

Topics:	Healthy choices, different feelings; managing feelings; healthy eating, physical activity, sleep, dental health	Big Question: <i>What can we do to stay healthy?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Identify choices they can make about their health and wellbeing. • Identify some of the consequences of different choices, both good and not so good. • Identify who or what helps them make a choice. • Describe how it feels to make a choice that is good for our bodies. <ul style="list-style-type: none"> • Name a range of feelings • Describe different feelings (both good and not so good) and where these are felt in the body • Recognise that some feelings may feel stronger than others • Describe when people might experience different feelings and how this can affect their behaviour • Identify strategies to help manage different feelings, especially when feeling not so good <ul style="list-style-type: none"> • Describe what being healthy means • Recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth • Identify the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth • Identify the impact on people don't look after their bodies • Describe different ways in which they can help keep themselves healthy 		<ul style="list-style-type: none"> • What does being healthy mean to us? • Who tells us what choices we have? • When can we choose for ourselves? • What helps us to choose? • What/who helps us to keep to our decisions or change our minds? <ul style="list-style-type: none"> • What feelings do we have? • Where in our bodies do we feel these feelings? • How can feelings change behaviour? • What can we do about different feelings we have? <ul style="list-style-type: none"> • How do we think healthy people look and feel? • What do people need to do more/less of to keep healthy? • What do healthy people do some of the time? All of the time? Never? • What do we do in and out of school that keeps us healthy? • What else do we know about keeping healthy? 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans - Feelings</p> <p>https://www.bbc.co.uk/bitesize/clip/zrd4d2p - healthy eating</p> <p>https://www.theschoolrun.com/homework-help/keeping-healthy - healthy choices</p> <p>https://www.twinkl.co.uk/resources/pshe/health-and-wellbeing-pshce-subjects-key-stage-1/healthy-living - if you have Twinkl.</p> <p>https://www.tes.com/teaching-resource/me-and-my-feelings-6039673 - in Y2 folder, PHSE, M-Drive</p> <p>- Ten:Ten - KS1 – Module 1</p>

Growing and Changing

Topics:	Recognising what they are good at, setting goals; growing, changing and being more independent; change and loss and how it feels	Big Question: <i>What can we do to stay healthy?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Describe what they are good at and how they know • Explain what they need help with • Recognise that it is ok to make mistakes and that they are part of learning • Review their own targets and set themselves realistic but challenging personal goals • Describe how their achievements are celebrated • Describe ways they have grown and changed • Identify ways they are more independent now from when they were younger • Describe additional responsibilities they have now (in class, school and at home) • Identify how people's needs change as they grow older • Describe different kinds of change or loss that they or others may have experienced • Identify feelings people might have about different kinds of change or loss • Describe how this can make someone behave • Identify some ways to manage feelings associated with change and loss • Recognise ways they can comfort or be sensitive to the needs of others who have experienced change or loss 		<ul style="list-style-type: none"> • What do I like doing? Am I good at it? How do I know? • Can someone like doing something but not be good at it? • How does it feel to make a mistake? • What would I like to be able to do that I can't do now? • Who can help me? • What has changed since we were babies, toddlers, in year 1? • What things can we do on our own now? With help? • What new responsibilities do we have in school or at home that we didn't have before? • Why do we have to have new responsibilities? • How do we feel about growing up? • How do we feel when something special gets broken or lost? • How do we feel when friendships are broken? • How might people feel if someone special to them leaves or goes away? • What can we do to help ourselves and others feel better? 	<p>https://www.tes.com/teaching-resource/i-can-set-a-goal-6229380 – M-Drive</p> <p>https://www.twinkl.co.uk/resource/t-lf-65-pshe-and-citizenship-y2-growing-up-lesson-6-changes-lesson-pack</p> <p>http://www.primaryresources.co.uk/pshe/pshe2.htm</p> <p>- Ten:Ten - KS1 – Module 1</p>

Keeping Safe

Topics:	Keeping safe in different situations – online, road, water etc.; how to ask for help if they are worried about something; privacy in different contexts	Big Question: <i>What can we do to stay safe?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> Recognise they have a right to ‘be safe on the outside’ and ‘feel safe on the inside’ Describe different ways they can keep safe in a range of familiar and unfamiliar situations (e.g. roads, rail, water, building sites, near fire) Identify ways of keeping safe online Identify potential unsafe situations and steps they can take to avoid or remove themselves from them Demonstrate ways they can ask for help from people whose job it is to keep them safe Identify the people who look after them and explain how they care for them Recognise how they can help the people who look after them explain what they can do themselves if they are worried about something being safe or unsafe (including saying ‘no’, ‘I’ll ask’, ‘I’ll tell’) Identify where they can go for help (including online, phone helpline, person at school, person at home) and how to ask for help in different contexts Demonstrate how to ask for help (and keep asking until they are listened to) Identify what might happen next if someone asks for help Explain why it is very important to tell someone if they are worried about something Explain what is meant by privacy or ‘keeping something private’ Identify why it is important to keep some things private, for example passwords (online safety) Recognise times when they and others want or have the right to privacy Recognise that it is important to respect someone’s privacy Recognise that they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private) 		<ul style="list-style-type: none"> What do we have to keep safe from? Is it something we do that makes them dangerous? When or where do we need to take extra care? Who has the job of keeping us safe? Who can we ask to help us? Who looks after us? Who helps us to keep safe? Who and what can help us when we feel worried or unsafe? What do we need to do if we feel unsafe? Who can we ask for help? What sorts of things might people keep private? How do we know when someone wants to keep things private? How might other people feel if things they wanted to keep private are shared? In what different ways do people keep things private? When might we need to break privacy? 	<p>https://www.twinkl.co.uk/resource/pshe-and-citizenship-y2-safety-first-lesson-1-keeping-safe-lesson-pack-t-lf-255543 - Twinkl</p> <p>https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends - online safety</p> <p>https://lifeliveit.redcross.org.uk/ - first aid</p> <p>- Ten:Ten - KS1 – Module 2</p>

Spring Term

Core Theme: Relationships

Key Areas	Big Questions	Topics
Feelings and emotions	How do we feel?	Communicating feelings, empathy; fair/unfair, right/wrong; teasing, bullying
Healthy Relationships	What makes happy, healthy relationships?	Secrets, surprises, safety; cooperating, resolving arguments, what makes a good friend
Valuing difference	How are we the same/different?	People, similarities and differences in others; sharing, discussions, views, opinions

Feelings and emotions

Topics:	Communicating feelings, empathy; fair/unfair, right/wrong; teasing, bullying	Big Question: <i>How do we feel?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> List a range feelings people experience Use descriptive vocabulary to explain how they are feeling Describe some different ways that people how they are feeling Recognise that it is important to share feelings with others Give examples of helpful/not helpful ways to communicate feelings Identify some ways to respond sensitively to how others are feeling <ul style="list-style-type: none"> Describe what fair and unfair / right and wrong means to them Describe acts of kindness and the effect it on the person and on other people Recognise when behaviour is not ok and identify what they can do in such situations and afterwards, including identifying when and who to tell Identify how someone's behaviour can affect how they feel and how others feel Give examples of how to behave to affect others positively Describe or demonstrate simple strategies to help manage their own behaviour <ul style="list-style-type: none"> Recognise that although teasing might sometimes be funny, it can sometimes also be hurtful Identify what is meant by bullying and why this is wrong Identify that hurtful teasing and bullying can happen in different ways (e.g.: physically or with words) Suggest ways they can be supportive of children who have been or feel they have been teased/bullied Identify people in school/at home whom they can talk to if they are worried about teasing/bullying 		<ul style="list-style-type: none"> How can we describe different feeling? How many words do we know to say we are feelings happy / sad / nervous? If we grouped those words together, which words go together? How do people show how they are feeling? What do they say? What do they do? What do they look/sound like? How can we help others with their feelings? <ul style="list-style-type: none"> Can one person's behaviour affect another person or lots of other people? How can someone make others feel? When is something fair or unfair? Who can we go to if behaviour is wrong? <ul style="list-style-type: none"> What are the differences between joking, hurtful teasing and bullying? How might each of these make people feel? How can we support someone who might have been hurt by teasing or bullying? Should we help someone if they say they don't want our help? Why do some people do things that they know are wrong? Who can we talk to if we are worried about teasing and bullying (for ourselves or someone else)? 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>https://www.beaumont.croydon.sch.uk/wp-content/uploads/2017/01/British-Values-Primary-Lessons.pdf</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-fair/zh98qp3 - video</p> <p>http://the-classroom.org.uk/lessons-and-resources/by-subject/pshe/schools-out-pshe-lessons/ks1-pshe-what-is-bullying-what-should-we-do-about-it/</p> <p>- Ten:Ten - KS1 – Module 1</p>

Healthy Relationships

Topics:	Secrets, surprises, safety; cooperating, resolving arguments, what makes a good friend	Big Question: <i>What makes happy, healthy relationships?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Give examples of surprises that are nice to keep secret (until everyone finds out about them) • Explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt • Identify whom they can go to in school if they are worried about a surprise or a secret • Explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried <ul style="list-style-type: none"> • Describe or demonstrate how to listen to others • Give examples of, or demonstrate, how to work and play cooperatively • Give reasons why it is important work and play well together • Describe or demonstrate strategies they can use to resolve simple arguments or disagreements • Describe occasions when they have been offered/given support and feedback in and how it helped them • Identify ways to offer support to others in class time and on the playground • Suggest good and not so good ways to let others know when we don't want support <ul style="list-style-type: none"> • Explain what a friend is • Describe what makes a good friend • Give examples of things that a good friend would do • Demonstrate how good friends would act 		<ul style="list-style-type: none"> • Do we have to keep promises and secrets if someone says so? • When should we tell someone else? • Who can we tell if we feel uncertain, uncomfortable or worried? • What could we say and do to attract the attention of an adult when we want to tell them something? • What can we say to help us explain? • How can someone say 'no' if they are asked to keep a secret they feel unsure about? <ul style="list-style-type: none"> • How can people tell that we are listening to them? • What helps a group to work cooperatively? • Do people always see things the same way? • What are some ways we can stop arguments starting with our friends? • Who gives us support and encouragement at home or at school? How does it feel? <ul style="list-style-type: none"> • When have we given others encouragement or support? <ul style="list-style-type: none"> • What is a friend? • What does a good friend look/sound/behave like? • What can we get from a good friend? • How can we be a good friend? 	<p>Materials on M-Drive</p> <p>https://www.hft.org.uk/wp-content/uploads/2017/08/Good-Secrets-and-Bad-Secrets-Activity.pdf</p> <p>https://defendinnocence.org/good-secrets-bad-secrets-surprises/ - teacher reading</p> <p>https://www.youtube.com/watch?v=avHdx18pi_U – song about friendship</p> <p>- Ten:Ten - KS1 – Module 2</p>

Valuing difference

Topics:	People, similarities and differences in others; sharing, discussions, views, opinions	Big Question: <i>How are we the same/different?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Identify some things that contribute to their identity • Describe some of the ways in which they are similar/different to other class members • Find things they have in common with their peers, or others • Describe or demonstrate ways of showing respect to people who are different to them • Explain that everyone is equal and valued • Listen attentively to the ideas and thoughts of others • Share their ideas and thoughts, opinions and views with a partner, small group or the whole class • Give reasons for their opinions and views • Take part in a simple debate about topical issues 		<ul style="list-style-type: none"> • Who are we? • What makes us who we are? • How are we all the same? • In what ways are we different? • What makes us all equal? • What do we think about _____? • What do other people think about _____? • Why should we listen to other people? • Can we talk about what we think? • Have we changed our minds about anything? 	<p>https://www.beaumont.croydon.sch.uk/wp-content/uploads/2017/01/British-Values-Primary-Lessons.pdf</p> <p>http://www.thecommunicationtrust.org.uk/media/101319/planning_for_lessons_with_speaking_and_listening_as_a_focus.pdf - teacher reading</p> <p>https://www.twinkl.co.uk/resources/pshce-twinkl-life/year-2-pshce-twinkl-life/rrr-year-2-pshce-twinkl-life - Various related Twinkl resources</p> <p>- Ten:Ten - KS1 – Module 2</p>

Summer Term

Core Theme: Living in the Wider World

Key Areas	Big Questions	Topics
Rights and Responsibilities	What are your rights and responsibilities?	Group and class rules, respecting their own and others' needs; groups and communities they belong to, people who work in the community; getting help in an emergency
Environment	How can we look after our world?	Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 1).
Money	What can you do with money?	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved

Rights and responsibilities

Topics:	Group and class rules, respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Big Question: <i>What are your rights and responsibilities?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> * Give reasons for why it is a shared responsibility to contribute to the classroom and school life • Identify the different contributions that pupils make and how this affects the classroom • Explain how class/group rules help them to learn and make the classroom a safe place • Construct and agree classroom rules together • Give reasons for the rules that have been agreed • Identify what can happen if class/group rules are not followed * Identify that needs all living things have rights or needs (e.g. pets or animals) • Identify some needs (rights) of pupils in the classroom • Describe some of the different responsibilities to support the needs of others • Describe how it feels when everyone works cooperatively - how it feels to have your needs met by your group/class (helped with work, sharing equipment, listening to others) • Explain what happens if our responsibilities are not carried out • Identify who to talk to if responsibilities are not being carried out and rights are not being met * Identify the range of groups they belong to (friends, class, year group, faith) • Explain their own and others roles within the groups • Describe how it feels to be a member of a group and what they do • Describe the different rights and responsibilities they have in the groups they belong to • Explain how group members make sure everyone feels included * Identify people who work in the community and what their roles are • Explain the ways they help others • Explain how to ask for help and how to ask for help in a range of different situations • Demonstrate how to dial 999 (from a mobile phone or landline) and what to say to get help in an emergency 		<ul style="list-style-type: none"> * What can we do to help our classroom and school be a happy place? • Do our actions always have a positive effect? • Why is it important we all take responsibility for our school? • Why do we need rules in the classroom and in school? • Why is it important that we make up their own rules? • What could happen if the rules are not followed? * What do we do at home to help or support our grown-ups or others who live with us? • How can we help others in the classroom? • What do we do at school that shows that we can be responsible? • What are our classroom rights? • How does it feel if responsibilities are not carried out? * What groups do we belong to (friendship groups, place of worship etc.)? • How does it feel to be a part of this group? • What is your role in the group? What roles do others have? • How can we make sure that everyone feels included in a group? * What sort of jobs do people do in the local community? * Who helps us to stay safe (and/or healthy) in different places? * How can we ask for help from different people and in different places? * What should someone do in an emergency? 	<p> https://www.twinkl.co.uk/resource/pshe-and-citizenship-y2-respecting-rights-lesson-3-respecting-others-lesson-pack-t-lf-255566 </p> <p> https://www.tes.com/teaching-resource/belonging-to-differnet-groups-communities-6205072 - M-Drive </p> <p> https://www.twinkl.co.uk/resource/t2-p-038-my-community-powerpoint – M-Drive </p> <p style="text-align: center;"> - Ten:Ten - KS1 – Module 3 </p>

Environment

Topics:	Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 1)	Big Question: <i>How can we look after our world?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none">• Describe what makes an environment pleasant to live in• Give examples of some of the problems that might occur in these environments (e.g. litter, anti-social behaviour, neglect.)• Give examples of different ways that the environment can be improved (e.g. signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas)• Explain the shared responsibility we have to take care of our environments for others• Suggest some steps they could take as an individual and as a class to improve their local environment		<ul style="list-style-type: none">• What is our environment like?• What is good about our environment?• What makes these places not so good?• Whose responsibility is it to look after the environment?• What could we do to improve our local environment?• Will this make a difference? Who for?	<p>https://www.bbc.co.uk/bitesize/topics/zdyycdm/resources/1</p> <p>https://ypte.org.uk/lesson-plans/browse</p> <p>https://ypte.org.uk/lesson-plans/local-environment-plants-and-animals</p>

Money

Topics:	Where money comes from, saving and spending money; making choices; keeping track of money spent/saved	Big Question: <i>What can you do with money?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none">• Describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online)• Explain how money is obtained• Give examples of some of the choices they might have about spending or saving money and what helps them decide• Identify how people keep track of what money is spent or saved and why this is important• Explain the importance of keeping money safe and some ways of doing this		<ul style="list-style-type: none">• How do we get money? How do other people get money?• Why might people save money?• How can having or not having money make us feel?• What can we do to keep our money safe?• Who decides what we can spend our money on?• What helps us choose how to spend money?	<p>https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2</p> <p>https://www.iow.gov.uk/azservices/documents/2562-LessonsMoneySafe5-11webv4-1.pdf – M-Drive</p>

Debates, topical issues - Newsround, WonderWalls

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://www.sexeducationforum.org.uk/resources/whole-school-approach-rse-audit-tool>

<http://www.anxietyuk.org.uk/>

<https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic>

<https://www.foodafactoflife.org.uk/>

<https://plprimarystars.com/for-schools>

http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year6/lt_6_Unit_3.pdf

https://www.nutrition.org.ukxWfMRO-1WJNq2MLK5u5_EonI5licEnuYDwJKfVXD5qcUKyeHp4w6rK7D8nYYHuOvV-bvOpxtKM

<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-1-actions-and-consequences>

<https://www.equalityhumanrights.com/en/primary-education-resources>

<https://www.mentallyhealthyschools.org.uk/resources/>

<http://www.primaryresources.co.uk/pshe/pshe.htm>

https://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/MHWP/NOrth%20Somerset%20Council%20document.pdf

<https://www.childnet.com/teachers-and-professionals>

<https://www.bbc.co.uk/teach/primary/zd7p47h>

<https://www.bbc.co.uk/bitesize/subjects/zmpfb9g> - KS1

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn> – KS2

<https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/>

<https://mediasmart.uk.com/primary-resources/>

<http://www.nottinghamschools.org.uk/media/1169972/ks2-jed-ted-lessonplanslr.pdf>

<https://www.wwf.org.uk/get-involved/schools/resources#age>

<http://sealcommunity.org/resource-panel>

<https://www.gogivers.org/lessons/>

<https://natwest.mymoneysense.com/teachers/resources-8-12s/>

<https://www.theguardian.com/newswise-unit-of-work>