

## Key Stage 1 (Year 2)

	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My relationships	Me and Other People
Year 2	<p><b>Class rules</b></p> <ul style="list-style-type: none"> <li>• why have rules</li> </ul> <p><b>School Council</b></p> <ul style="list-style-type: none"> <li>• How it works</li> <li>• Role of a representative</li> <li>• Class council meeting</li> </ul> <p><b>Feelings</b></p> <ul style="list-style-type: none"> <li>• Name feelings</li> <li>• Dealing with feelings including negative ones</li> </ul>	<ul style="list-style-type: none"> <li>• Body parts</li> <li>• Personal hygiene</li> <li>• Spread of germs and diseases</li> <li>• Balanced diet</li> <li>• Healthy lunchbox</li> </ul>	<p><b>Local area</b></p> <ul style="list-style-type: none"> <li>• Positive and negatives of the local area</li> <li>• Discussion</li> <li>• Role in improving area</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Sources of money</li> <li>• Uses of money</li> <li>• Keeping money safe</li> <li>• Making choices</li> </ul>	<p><b>Safe and unsafe:-</b></p> <ul style="list-style-type: none"> <li>• Things e.g. medicines and household substances</li> <li>• Places e.g. roads</li> <li>• People i.e. safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises</li> </ul>	<ul style="list-style-type: none"> <li>• Working together</li> <li>• Behaviour and impact on others</li> <li>• Resolving conflict</li> <li>• Teasing and bullying</li> <li>• Changing relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences between boys and girls</li> <li>• Different types of families</li> <li>• Race and religion</li> </ul>
Suggested time to teach	Autumn 1	Spring 2	Summer 2	Spring 1	Autumn 2	Summer 1

# Core Theme 1: Health and wellbeing (Year 2)

## Suggested Programme of Study for Health and wellbeing

*Pupils should be taught:*

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, such as puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing.

### Key Stage 1

**Pupils should have the opportunity to learn:**

- what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- the importance of and how to maintain personal hygiene
- how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
- about the process of growing from young to old and how people's needs change
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- that household products, including medicines, can be harmful if not used properly
- rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets)
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

## Core Theme 2: Relationships (Year 2)

### Suggested Programme of Study for Relationships

*Pupils should be taught:*

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

#### Key Stage 1

**Pupils should have the opportunity to learn:**

- to communicate their feelings to others, to recognise how others show feelings and how to respond
- to recognise how their behaviour affects other people
- the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- to offer constructive support and feedback to others
- to identify and respect the differences and similarities between people
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- that there are different types of teasing and bullying, that these are wrong and unacceptable
- how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

## Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

### Suggested Programme of Study for living in the wider world (Year 2)

*Pupils should be taught:*

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

#### Key Stage 1

**Pupils should have the opportunity to learn:**

- how to contribute to the life of the classroom
- to help construct, and agree to follow, group and class rules and to understand how these rules help them
- that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
- that they belong to various groups and communities such as family and school
- what improves and harms their local, natural and built environments and about some of the ways people look after
- that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.