

Relationships -Spring Term

Theme	Previous Knowledge	New Learning	Vocabulary
Families and people who care for me	Children know that families are important and provide love, security and stability They know that other families may look different from their own (e.g. that families can have one mum, one dad, a mum and a dad, two mums, two dads, step-parents, grandparents, other family members, brothers and sisters)	Skills: To identify and discuss the characteristics of a healthy and happy family life (emotional support, respect, sharing, commitment). Knowledge: I know that a healthy family includes commitment, support, and protection. To know the importance of spending quality time with their families and sharing each other's lives.	commitment, protection, respect, quality time, support
Caring Friendships	Children know different strategies to resolve simple arguments and how their behaviour can affect other people They know the characteristics of a caring friend (respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties). Children know who to tell and what to say when friendships go wrong and understand that friendships should not make us feel lonely	Skills: To listen and cooperate with others in play. To be able to identify and articulate feelings. To make and maintain friendships. Knowledge: I know that people's bodies and feelings can be hurt I know what makes me feel comfortable and uncomfortable. To know that friendships are positive and do not make people lonely.	comfortable and uncomfortable, friends, lonely, happy, cooperate, listen, kind, unkind, respect
Respectful Relationships	Children understand the importance of respecting others, even when they are different from them and know that we can be friends with people who are different to us	Skills: To use good manners in everyday life situations. To describe the difference between bullying and teasing. Knowledge: To know the conventions of curtesy and manners (excuse me, knocking on a door, wait to be acknowledged). To know what bullying and teasing is and know how to get help.	Bullying, teasing, please, thank you, respect, polite, manners, curtesy
Online Relationships	Covered in computing: the rules and principles for keeping safe online, how to recognise risks and how to report harmful contact/content How information (images) is used online and how to use technology respectfully (email).	Covered in computing: Pupils know that sometimes people behave different online. That the same principles apply to online relationships as to face-to-face relationships and respect is important. Children learn how to identify kind/unkind behaviour online (inc. cyberbullying) and critically consider their online relationships.	
Being Safe	Children understand what a surprise and a secret is and why it is not always right to keep secrets. They understand that not all adults can be trusted and are safe (and know which adults can be trusted e.g. police officers)	Skills: To identify appropriate and inappropriate touching. To identify who they can speak to if they have a concern. Knowledge: To know what is meant by privacy and that we have a right to keep things private. To know that our body belongs to us.	appropriate, inappropriate, privacy, privates, touching, PANTS talk, underwear

Physical Health and Mental Wellbeing- Autumn Term

Mental Health	Children know different feelings and emotions. They know who to talk to about not so good feelings. Children know the benefits of physical activity and rest on mental wellbeing and happiness.	<p>Skills: To describe different emotions. To identify links between situations/ experiences and emotions (why we feel the way we do) To be able to communicate feelings to others. To recognise how others are feelings and what to do (what to say, who to talk to if worried about someone else)</p> <p>Knowledge: To know that there is a range of emotions that all humans experience. To know that not everybody always feels the same. To know that there are scales of emotions. To know some strategies to help others.</p>	sadness, happiness, anger, fear, nervousness, surprise, emotions, scale of emotions
Internet and safety harms	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Computing—objectives covered cross-curricular. Covered in Computing: Pupils consider the effect of their online actions on others and know how recognise and display respectful behaviour online and the importance of keeping personal information private. They know where and how to report concerns (staying SMART online)	Covered in Computing: children recognise whether a website is appropriate for children. They begin to understand to be a discerning consumer of information online by reviewing websites. Pupils consider the effect of their online actions on others and the impact of positive and negative content online on their own and others’ mental well-being (Inc. cyberbullying). They know how to report concerns.	
Physical health and fitness	Observe physical effect of activities on their body. Show some understanding of good practices with regard to exercise, eating, sleeping and how hygiene can contribute to good health. Children are helped to understand the importance for good health of physical exercise. Children talk about ways to keep healthy and safe.	<p>Skills: To describe an active lifestyle To make choices that improve their physical and mental health. To recognise that choices can have good and not so good consequences.</p> <p>Knowledge: To know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>Science cross-curricular: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene PE: Pupils learn how their body feels after exercise and make the link between being active and feeling good. They notice their change in heart rate.</p>	Active, physical, balanced lifestyle, mental health, physical health, improve, exercise, consequence
Healthy Eating	Children show some understanding of good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	<p>Skills: To classify food into their groups Knowledge: To know what a healthy diet is and how to maintain it</p> <p>Science cross-curricular: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	diet, healthy, unhealthy, fruit, vegetables, carbohydrates, fat, sugar, protein, groups, sort
Drugs, alcohol and tobacco	To understand how to look after our bodies To know how medicines get into our bodies	<p>Skills: To identify hazardous and safe substances To follow safety instructions and rules at home and in school</p> <p>Knowledge: To know what substances are safe and unsafe</p>	substance, hazardous, safe, unsafe, instructions, rules, bleach, cleaning

Progression document: Year 2 PSHE
 (Red denotes new learning Blue for cross curricular links)



	To know why people use medicines To understand that some people need to take medicines all the time to stay healthy To know when we should take medicines and who should give them to us.	To know what the word hazardous means and that some substances are hazardous To know that some medicines can be harmful if not used properly	products, medicines, household products, dangerous, symbol, liquid, hazard, tablet, matches, lighter, cigarette, alcohol
Health and prevention	Children understand the importance of keeping teeth clean They know about germs and how they are spread and about the importance of handwashing and personal hygiene	Skills: to identify the ways in which we can protect ourselves from the sun To identify different ways to rest and relax and get a good night sleep Knowledge: to know how to keep safe in the sun and protect skin from sun damage To know why sleep is important Science cross-curricular: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	sun, UV rays, sun cream, hat, sunglasses, t-shirt, shade, harmful, sunburn, damage, sleep, tired, mood, relax, rest, bed
Basic first aid	Children know how to tell if an area is safe and how to make an area safe They know how to help someone without risk to themselves and the role of emergency services.	Skills: to identify the difference between an accident and an emergency To explain what they would do in emergency (who would they tell/who would they speak to) To orally rehearse their address Knowledge: To know what an emergency is To know the role of each emergency service and how they can help us To know how to make a call to emergency services	accident, emergency, emergency services, police, ambulance, fire fighters, rescue, hurt, 999, safe, unsafe, awake, not awake
Living in the wider world – Summer Term			
Communities	Children know that different people have different needs To recognise and explain how we might care for people in different ways (children, elderly, sick, families, babies)	Skills: to identify places that they feel belonging outside of home (in school and community) To consider ways in which they can help in their own communities (places they feel belonging) Knowledge: To know what a community is To understand rights and responsibilities within school and the wider community	community, same, different, local, school, home, club, worship, responsible, responsibility, right, belonging
Shared Responsibilities	Children know about rules and what rules are They understand the Green Cross Code and understand how we can look after the environment	Skills: To discuss different choices people make about climate change To explain strategies that can help protect living things (bees) Knowledge: Geography cross-curricular To understand what climate change is To understand how climate change and the choices we make affect our planet To understand the importance of some living things to the environment (Bees) Science cross-curricular (habitats of living things)	climate change, weather, hot, cold, Greta Thunberg, sea, environment, recycle, reuse, reduce, plastic, litter, waste, bees, honey, pollinate, gentle, hive

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Economic Wellbeing: aspirations, work and career	Children understand that everyone has different strengths, in and out of school	<p>Skills: to explore where everyday items come from and how they reach us To recognise the part that we play in food trade around the world Knowledge: to understand that people around the world depend on each other To know that food can come from all over the world</p>	food, depend, buy, sell, make, process, trade, world, globe, Fair Trade
Economic Wellbeing: Money Matters	Children know that money can be earned (regular) or given to us (irregular, birthday money etc) and know that we earn money from doing different jobs. Children understand why we need money and that some essentials must be paid for. They know that we can have a range of feelings about money and understand the consequences of having more or less money Children understand how choices affect us and others	<p>Term 1 Skills: To talk about the things they may want to spend money on and the things that they need to spend money on Maths - To solve problems involving counting, adding and subtracting in the context of money (for example to 'pay' and 'give change') Knowledge: to understand the difference between wants and needs To understand that people spend their money differently in other places</p> <p>Term 2 Skills: To identify different ways of saving money (savings accounts, adults, piggy banks etc) Maths - To solve problems involving counting, adding and subtracting in the context of money (for example to 'pay' and 'give change') Knowledge: To understand what saving is. To know that there are different ways of saving money</p> <p>Term 3 Skills: Maths - To solve problems involving counting, adding and subtracting in the context of money (for example to 'pay' and 'give change') Knowledge: to understand the role of people who help in the community To know what charities are and what some might do To understand how choices affect us and others and how I can help others</p>	<p>money, notes, coins, cards, pounds, pence, £10, £5, £2, £1, 50p, 20p, 10p, 5p, 2p, 1p, spend, buy, want, need</p> <p>money, notes, coins, cards, pounds, pence, £10, £5, £2, £1, 50p, 20p, 10p, 5p, 2p, 1p, spend, buy, save, saving account, piggy bank</p> <p>money, notes, coins, cards, pounds, pence, £10, £5, £2, £1, 50p, 20p, 10p, 5p, 2p, 1p, spend, buy, charity, giving, help</p>