 LONGTON LANE PRIMARY SCHOOL PSHE PHYSICAL HEALTH AND WELLBEING RELATIONSHIPS EDUCATION YEAR 2

 ‘Believe and Achieve’

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| Mental wellbeing* how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings 3
* the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness 5
* simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests 6
* isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support 7
* where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online) 9

Internet safety and harms* how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private 13
* where and how to report concerns and get support with issues online 17

Drugs, alcohol and tobacco* the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 25

Health and prevention* about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist 29
* the facts and science relating to allergies, immunisation and vaccination 31

Basic first aid* concepts of basic first-aid, for example dealing with common injuries, including head injuries 33
 | Caring friendships* how important friendships are in making us feel happy and secure, and how people choose and make friends 7
* that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 9
* that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right 10
* how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 11

Respectful relationships* the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 12
* practical steps they can take in a range of different contexts to improve or support respectful relationships 13

Online relationships* that people sometimes behave differently online, including by pretending to be someone they are not 20

Being safe* about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe 26
* how to recognise and report feelings of being unsafe or feeling bad about any adult 29
* how to ask for advice or help for themselves or others, and to keep trying until they are heard 30
* how to report concerns or abuse, and the vocabulary and confidence needed to do so 31
* where to get advice, for example family, school or other sources 32
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| **Autumn Term Weeks 1-4****Belonging to a Community**  | **Autumn Term Weeks 5-8****Respecting Ourselves and Others**  | **Autumn Term Weeks 9-12****Physical Health and Mental Wellbeing** |
| **L2.** how people and other living things have different needs; about theresponsibilities of caring for them**L4.** about the different groups they belong to**L5.** about the different roles and responsibilities people have in their community**L6.** to recognise the ways they are the same as, and different to, other people | **R23.** to recognise the ways in which they are the same and different to others**R24.** how to listen to other people and play and work cooperatively**R25.** how to talk about and share their opinions on things that matter to them | **H4.** about why sleep is important and different ways to rest and relax**H6.** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy**H7.** about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health**H16.** about ways of sharing feelings; a range of words to describe feelings**H17.** about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)**H18.** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good**H19.** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it**H20.** about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better |
| **Spring Term Weeks 1-4****Safe Relationships**  | **Spring Term Weeks 5-8****Media Literacy and Digital Resilience** | **Spring Term Weeks 9-12****Keeping Safe** |
| **R11.** about how people may feel if they experience hurtful behaviour or bullying**R12.** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult**R14.** that sometimes people may behave differently online, including by pretending to be someone they are not**R18.** about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)**R19.** basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe**R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard | **L8.** about the role of the internet in everyday life**L9.** that not all information seen online is true | **H29.** to recognise risk in simple everyday situations and what action to take to minimise harm**H30.** about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)**H31.** that household products (including medicines) can be harmful if not used correctly**H32.** ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely**H33.** about the people whose job it is to help keep us safe**H35.** about what to do if there is an accident and someone is hurt**H36.** how to get help in an emergency (how to dial 999 and what to say)**H37.** about things that people can put into their body or on their skin; how these can affect how people feel |
| **Summer Term Weeks 1-4****Family and Friendships** | **Summer Term Weeks 5-8****Money and Work** | **Summer Term Weeks 9-12****Growing and Changing** |
| **R6.** about how people make friends and what makes a good friendship**R7.** about how to recognise when they or someone else feels lonely and what to do**R8.** simple strategies to resolve arguments between friends positively**R9.** how to ask for help if a friendship is making them feel unhappy**R24.** how to listen to other people and play and work cooperatively | **L10.** what money is; forms that money comes in; that money comes from different sources**L11.** that people make different choices about how to save and spend money**L12.** about the difference between needs and wants; that sometimes people may not always be able to have the things they want**L13.** that money needs to be looked after; different ways of doing this**L15.** that jobs help people to earn money to pay for things | **H20.** about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better**H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)**H26.** about growing and changing from young to old and how people’s needs change**H27.** about preparing to move to a new class/year group |