

PSHE Framework: Year 2

Non statutory	Citizenship Working Together	Ongoing throughout whole year
Non statutory	Myself and My Relationships Beginning and Belonging	Ongoing throughout whole year
Non statutory	Citizenship Rights, Rules and responsibilities	Ongoing throughout whole year Taught in the first 3 weeks explicitly in relation to new classes, school elections, rules and routines and through collective worship. <ul style="list-style-type: none"> • Can I listen to other people, share my views and take turns?
Autumn 1	Healthy and Safer Lifestyles Drug Education Whole school safety day Links with science unit: Animals including humans	<ul style="list-style-type: none"> • Which substances might enter our bodies, how do they get there and what do they do? • What are medicines and why and when do some people use them? • When and why do people have an injection from a doctor or a nurse? • Who is in charge of what medicine I take? • What different things can help me feel better if I feel poorly? <p>How can I keep safe with medicines and substances at home and at school?</p>
Autumn 2	Healthy and Safer Lifestyles Healthy Lifestyles	<ul style="list-style-type: none"> • How can I stay as healthy as possible? • What does it feel like to be healthy? • What does healthy eating mean and why is it important? • Why is it important to be active and what are the opportunities for physical activity? • What can help us eat healthily?
	Myself and My Relationships Anti - Bullying Whole school Anti-Bullying week objectives covered in YR 1 & 2	<ul style="list-style-type: none"> • Why might people fall out with their friends? • Can I describe what bullying is? • Do I understand some of the reasons people bully others? • Why is bullying never acceptable or respectful? • How might people feel if they are being bullied? • Who can I talk to if I have worries about friendship difficulties or bullying? • How can I be assertive? • Do I know what to do if I think someone is being bullied? • How do people help me to build positive and safe relationships? • What does my school do to stop bullying?
Spring 1	Myself and My Relationships My Emotions	<ul style="list-style-type: none"> • What am I good at and what is special about me? • How can I stand up for myself? • Can I name some different feelings? • Can I describe situations in which I might feel happy, sad and cross etc? • How do my feelings and action affect others? • How do I manage some of my emotions and associated behaviours? • What are the different ways people might relax and what helps me to feel relaxed? • Who do I share my feelings with?
Spring 2	Healthy and safer lifestyles Relationships and Sex Education –	<ul style="list-style-type: none"> • How do babies change and grow? (Statutory in science for Year 2) • How have I changed since I was a baby? (Statutory in science for Year 2) • What's growing in that bump? (Sex Education/NC Science)

	Links with science unit: Animals including humans	<ul style="list-style-type: none"> • What do babies and children need from their families? • Which stable, caring relationships are at the heart of families I know? • What are my responsibilities now I'm growing up?
Spring 2 Summer 1&2 RE links	Citizenship Diversity and Communities	<ul style="list-style-type: none"> • What makes me 'me' and you 'you'? • Do all boys and girls like the same thing? • What is my family like and how are other families different? • What different groups do we belong to? • What is a stereotype and can I give some examples? • What does 'my community' mean and how does it feel to be part of it?
Summer 1	Healthy and Safer lifestyles Personal Safety	<ul style="list-style-type: none"> • Which school/classroom rules are about helping people to feel safe? • Can I name my own Early Warning Signs? • Who could I talk with if I have a worry or need to ask for help? • What could I do if a friend or someone in my family isn't kind to me? • Can I identify private body parts and say 'no' to unwanted touch? • What could I do if I feel worried about a secret? • What could I do if something worries or upsets me when I am online?
Summer 2	Myself and My Relationships Managing Change	<ul style="list-style-type: none"> • Taught during the last 2 weeks of term & transition days within school.
Throughout year specialist teacher Nicola Murphy	Healthy and Safer Lifestyles Digital Lifestyles (To be covered in Internet Safety Week – in Year 2 as well)	<ul style="list-style-type: none"> • What are some examples of ways in which I use technology and the internet and what are the benefits? • What is meant by 'identity' and how might someone's identity online be different from their identity in the physical world? • What are some examples of online content or contact which might mean I feel unsafe, worried or upset? • What might I need to report and how would I do this? • What sort of rules can help to keep us safer and healthier when using technology? • Who can help me if I have questions or concerns about what I experience online or about others' online behaviour?