

Kingston St Mary C of E Primary School



PSHE & SRE CURRICULUM PLANNING

YEAR 2 OVERVIEW		
SRE OBJECTIVE (statutory)	PHSE PoS	LEARNING THEMES
AUTUMN 1 What makes a good friend?		
CARING FRIENDSHIPS <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. 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. 	RELATIONSHIPS Friendship Feeling lonely Managing Arguments	<ul style="list-style-type: none"> How to make friends with others How to recognise when they feel lonely and what they could do about it How people behave when they are being friendly and what makes a good and healthy friendship How to resolve arguments that can occur in friendships How to recognise and ask for help if a friendship is making them unhappy How words and actions can affect how people feel.
AUTUMN 2 What is bullying?		
RESPECTFUL RELATIONSHIPS About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. MENTAL WELLBEING That bullying (including cyberbullying) has a negative and often long lasting impact on mental wellbeing.	RELATIONSHIPS Behaviour Bullying Words and actions Respect for others	<ul style="list-style-type: none"> Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable How to respond if this happens in different situations How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.
SPRING 1: What jobs do people do?		
	LIVING IN THE WIDER WORLD People and jobs Money Role of the Internet	<ul style="list-style-type: none"> How jobs help people earn money to pay for things they need and want About a range of different jobs, including those done by people They know or people who work in their community How people have different strengths and interests that enable them to do different jobs How people use the internet and digital devices in their jobs and everyday life
SPRING 2 What helps us to stay safe?		
BEING SAFE	HEALTH AND WELLBEING	<ul style="list-style-type: none"> How rules and restrictions help

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<ul style="list-style-type: none"> • 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 • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. Family, school and/or other sources. 	<p>Keeping safe Recognising risk Rules</p>	<ul style="list-style-type: none"> • How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • How to respond safely and appropriately to adults (anyone) they may encounter (in all contexts, including online) whom they do not know • 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 • How to recognise and report feelings of being unsafe or feeling bad about any adult or other person • How to report concerns about any behaviour towards them, and the vocabulary and confidence needed to do so (link to autumn bullying) • Where to get advice e.g. Family, school and/or other sources.
SUMMER 1: What can help us grow and stay healthy?		
<p>MENTAL WELLBEING</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health <p>PHYSICAL HEALTH AND FITNESS</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this: for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • How and when to seek support including which adults to speak to in school if they are worried about their health <p>HEALTH AND PREVENTION</p> <ul style="list-style-type: none"> • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • What constitutes a healthy diet (including understanding calories and other nutritional content) 	<p>HEALTH AND WELLBEING</p> <p>Being healthy Eating Drinking Playing Sleeping</p>	<ul style="list-style-type: none"> • That different things help their physical and mental health, including food and drink, physical activity, sleep and rest • That mental wellbeing is a normal part of daily life, in the same way as physical health • That eating and drinking too much sugar can affect their health, • Including dental health • How to be physically active and how much rest and sleep they • Should have everyday • That there are different ways to learn and play; how to know when to take a break from screen-time • How sunshine helps bodies to grow and how to keep safe and well in the sun
SUMMER 2 How do we recognise our feelings?		
<p>MENTAL WELLBEING</p>	<p>HEALTH AND</p>	<ul style="list-style-type: none"> • How to recognise, name and describe a range of feelings



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<ul style="list-style-type: none"> • 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 • 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). 	<p>WELLBEING</p> <p>Feelings Mood Times of change Loss and bereavement Growing up</p>	<ul style="list-style-type: none"> • What helps them to feel good, or better if not feeling good • How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • How feelings can affect people in their bodies and their • Behaviour • Ways to manage big feelings and the importance of sharing their feelings with someone they trust • How to recognise when they or someone else might need help with feelings and how to ask for help when they need it (inc. Issues arising online).
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