

Y2 Medium Term Plan PSHCE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>You can do it!</u></p> <p><u>My day</u></p> <p><u>Harold's postcard - helping us to keep clean and healthy</u></p> <p><u>Harold's bathroom</u></p> <p><u>My body needs...</u></p> <p><u>What does my body do?</u></p>	<p><u>Harold's picnic</u></p> <p><u>How safe would you feel?</u></p> <p><u>What should Harold say?</u></p> <p><u>I don't like that!</u></p> <p><u>Fun or not?</u></p> <p><u>Should I tell?</u></p> <p><u>Some secrets should never be kept</u></p>	<p><u>Our ideal classroom (1)</u></p> <p><u>Our ideal classroom (2)</u></p> <p><u>How are you feeling today?</u></p> <p><u>Bullying or teasing?</u></p> <p><u>Don't do that!</u></p> <p><u>Types of bullying</u></p> <p><u>Being a good friend</u></p> <p><u>Let's all be happy!</u></p>	<p><u>What makes us who we are?</u></p> <p><u>How do we make others feel?</u></p> <p><u>My special people</u></p> <p><u>When someone is feeling left out</u></p> <p><u>An act of kindness</u></p> <p><u>Solve the problem</u></p>	<p><u>Getting on with others</u></p> <p><u>When I feel like erupting</u></p> <p><u>Feeling safe</u></p> <p><u>How can we look after our environment?</u></p> <p><u>Harold saves for something special</u></p> <p><u>Harold goes camping</u></p>	<p><u>A helping hand</u></p> <p><u>Sam moves house</u></p> <p><u>Haven't you grown!</u></p> <p><u>My body, your body</u></p> <p><u>Respecting privacy</u></p> <p><u>Basic first aid</u></p>
<p>L1</p> <ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Suggest phrases and words of encouragement to give someone who is learning something new; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. <p>L2</p> <ul style="list-style-type: none"> Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. <p>L3</p> <ul style="list-style-type: none"> Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. <p>L4</p> <ul style="list-style-type: none"> Explain the importance of good dental hygiene; 	<p>L1</p> <ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. <p>L2</p> <ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. <p>L3</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>L4</p> <ul style="list-style-type: none"> Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <p>L5</p>	<p>L1</p> <ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. <p>L2</p> <ul style="list-style-type: none"> Take part in creating and agreeing classroom rules. <p>L3</p> <ul style="list-style-type: none"> Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. <p>L4</p> <ul style="list-style-type: none"> Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. <p>L5</p> <ul style="list-style-type: none"> Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. <p>L6</p>	<p>L1</p> <ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. <p>L2</p> <ul style="list-style-type: none"> Identify people who are special to them; Explain some of the ways those people are special to them. <p>L3</p> <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>L4</p> <ul style="list-style-type: none"> Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. <p>L5</p> <ul style="list-style-type: none"> Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. 	<p>L1</p> <p>Describe and record strategies for getting on with others in the classroom.</p> <p>L2</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p> <p>L3</p> <ul style="list-style-type: none"> Identify special people in the school and community who can help to keep them safe; Know how to ask for help. <p>L4</p> <ul style="list-style-type: none"> Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. <p>L5</p> <ul style="list-style-type: none"> Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things. <p>L6</p> <ul style="list-style-type: none"> Recognise that money can be spent on items which are essential or non-essential; 	<p>L1</p> <p>Demonstrate simple ways of giving positive feedback to others.</p> <p>L2</p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>L3</p> <ul style="list-style-type: none"> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. <p>L4</p> <ul style="list-style-type: none"> Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person. <p>L5</p> <ul style="list-style-type: none"> Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.

<p>L5</p> <ul style="list-style-type: none"> Describe simple dental hygiene routines. Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health <p>L6</p> <ul style="list-style-type: none"> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood. 	<ul style="list-style-type: none"> Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <p>L6</p> <ul style="list-style-type: none"> Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. <p>L7</p> <ul style="list-style-type: none"> Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. 	<ul style="list-style-type: none"> Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. <p>L7</p> <ul style="list-style-type: none"> Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. <p>L8</p> <ul style="list-style-type: none"> Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); <p>Explain where someone could get help if they were being upset by someone else's behaviour</p>	<p>L6</p> <ul style="list-style-type: none"> Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<ul style="list-style-type: none"> Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	
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PSHCE Visits, Visitors & Enhancements

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