

Year 2 Scheme of Work – Personal Social Health & Citizenship Education / Relationships, Sex & Health Education

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Growth Mindset & Toast Model	1-2	<ul style="list-style-type: none"> - Explain how to be a positive learner. - Explain how a positive learning attitude can help me. - Set myself goals and consider how to achieve them. 	<ul style="list-style-type: none"> - Sort thoughts given into helpful and not-so-helpful thought categories; - Give examples of positive learning attitude statements; - Set goals for themselves and think about how they might achieve them; - Identify and foster a positive growth mindset; - Develop resilience and perseverance; - Self-assess feelings in relation to learning zones. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios 	<ul style="list-style-type: none"> Continuous throughout. Discussions. Relating objectives to real-life examples. 	<ul style="list-style-type: none"> To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. To be able to communicate their feelings to others, to recognise how others show feelings and how to respond. To offer constructive support and feedback to others. 	All subjects
Previous learning: Reception – feelings				Next learning: Y4 – positive attitude is good for mental health; negative thoughts; impact of change; mindfulness techniques; coping strategies for uncomfortable emotions			
2.1 Think Positive – Health & Wellbeing	6	<ul style="list-style-type: none"> - Understand how happy thoughts can make me feel good. - Make good choices and consider the impact of my decisions. - Discuss my feelings and opinions with others and cope with difficult emotions. - Discuss things I am thankful for and focus on what I do have, rather than what I don't have. - Focus on what is happening now and how I am feeling. 	<ul style="list-style-type: none"> - Recognise and describe positive thoughts and negative thoughts; - Think about and discuss the consequences of decisions they make and their actions; - Recognise triggers for certain emotions; - Describe ways to show or give thanks for what we have; - Describe what being mindful is. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Picture stimulus - Word mats/hints 	<ul style="list-style-type: none"> Continuous throughout. Discussions. Relating objectives to real-life examples. 	<ul style="list-style-type: none"> To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences. To recognise that their behaviour can affect other people. To recognise what is fair and unfair, kind and unkind, what is right and wrong. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. 	<ul style="list-style-type: none"> Islamic Studies – gratitude for blessings, coping with sadness English – Speaking/ Listening

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Previous learning: Reception – diversity

Next learning: Y4 – universal human rights; Universal Declaration of Human Rights and the Declaration of the Rights of the Child; democracy; respecting the right of others; stereotypes

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<p>2.2 Respecting Rights – Living in the Wider World</p>	<p>6</p>	<ul style="list-style-type: none"> - Talk about what rights are and identify rights that all people share. - Explain who helps protect our rights. - Show respect for the rights of others and understand why this is important. - Show respect for the differences between people. - Understand why it is important to be fair. 	<ul style="list-style-type: none"> - Know what rights are and identify rights that all people share; - Explain how people protect their rights; - Show respect for the rights of others; - Explain how to behave towards someone who is different from them; - Understand why it is important to be fair; 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Picture stimulus 	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To recognise ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To recognise that their behaviour can affect other people.</p> <p>To know that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To identify and respect the differences and similarities between people.</p> <p>To recognise ways in which we are the same as all other people; what we have in common with everyone else.</p>	<p>Islamic Studies – fairness, respect, Allah created everyone from different nations and tribes</p> <p>English – Speaking/ Listening</p>
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Previous learning: Reception – all about my family

Next learning: Y4 – how attitude impacts new friendships; anonymous friendship; dares; positive resolution techniques; helping a victim of bullying

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<p>2.3 VIPs - Relationships</p>	<p>6</p>	<ul style="list-style-type: none"> - Talk about the very important people in my life and explain why they are special. - Describe why families are important. - Describe what makes someone a good friend. - Describe ways to help work out arguments and disagreements. - Describe how I can show my special people that I care about them and understand why this is important. 	<ul style="list-style-type: none"> - Identify who the special people in their lives are and explain why they are important to them; - Explain why having a family network is important; - Know what makes someone a good friend and demonstrate these qualities; - Put positive resolution techniques into practice; - Identify several ways to show others they care and understand the importance of doing thi. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Word mats 	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To offer constructive support and feedback to others.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>To recognise that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To recognise that their behaviour affects other people.</p>	<p>Islamic Studies – Gratitude for blessings: family/friends</p> <p>English – Speaking/ Listening</p>
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Previous learning: Reception – safety				Next learning: Y4 – responsibilities; risky/dangerous situations; pressure; who can help in an emergency; road safety; drugs, cigarettes, alcohol; online safety; cyberbullying.			
2.4 Safety First – Health & Wellbeing	6	<ul style="list-style-type: none"> - Know how to stay safe at home. - Know how to stay safe when I am out and about. - Keep myself safe when I use the Internet. - Know my body belongs to me and how to keep my body safe. - Know who to go to if I need help. 	<ul style="list-style-type: none"> - Identify ways to stay safe in the home; - Identify a range of dangers outside; - Explain the basics of the green cross code; - Explain why we shouldn't take anyone else's medicine; - Explain what to do if they feel unsafe online; - Explain the difference between good and bad secrets; - Identify their personal 'trusted adults'. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios 	Continuous throughout. Discussions. Relating objectives to real-life examples.	<ul style="list-style-type: none"> To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To know about the ways that pupils can help the people who look after them to more easily protect them. To know rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. To know that household products, including medicines, can be harmful if not used properly. To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. 	Computing – E-Safety English – Speaking/Listening

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Previous learning: Reception – diversity				Next learning: Y4 – similarities/differences in people’s lives; fairness; personal opinions; impact of personal actions; climate change; organisations that help people in need.			
2.5 One World – Living in the Wider World	6	<ul style="list-style-type: none"> - Explore family life in different countries and say how it is the same as mine and how it is different. - Explain what it is like to go to school in other countries and say how it is the same as or different from my school. - Think about how people use things from the earth and what problems this can cause. - Say why it is important to care for the earth and identify how I can help protect it. 	<ul style="list-style-type: none"> - Describe how family life in different countries can be the same as and different from their own; - Describe what it is like to go to school in different countries and identify similarities to and differences from theirs; - Discuss the environmental problems of the over use and misuse of natural resources; - Explain why it is important to care for the earth and discuss ways this can be done. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Picture stimulus - Fact files 	<ul style="list-style-type: none"> Continuous throughout. Discussions. Relating objectives to real-life examples. 	<ul style="list-style-type: none"> To identify and respect the differences and similarities between people. To identify their special people (family, friends and carers), what makes them special and how special people should care for one another. To understand that they belong to different groups and communities such as family and school. To understand ways in which we are the same as all other people; what we have in common with everyone else. To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others’ bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed). To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). 	<ul style="list-style-type: none"> Islamic Studies – family, not wasting resources English – Speaking/ Listening Geography – comparison to different countries
		<ul style="list-style-type: none"> - Community project: Litter patrol outside school (e.g. local park, neighbouring school), recycling at school - Fundraise: third world country school 					
Previous learning: Reception – all about me				Next learning: Y5 – changes during puberty; looking after body during puberty; hygiene; coping strategies for new/difficult emotions; media body image.			
2.6 Growing Up - Relationships	6	<ul style="list-style-type: none"> - Name the main parts of the body. Understand how to respect my own and other people’s bodies. - Understand that we are all different and different people like different things. - Describe how I have changed since I was a baby. - Describe how I will change as I get older. - Describe things that might change in a person’s life and how it might make them feel. 	<ul style="list-style-type: none"> - Consider the best thing to do in a given scenario; - Explain what ‘unique’ means and consider what makes them unique; - Show respect for others’ likes and dislikes; - Show an understanding of the need to get to know a person before making assumptions about them; - Describe physical changes humans go through as they grow up; - Show an understanding of how our responsibilities change as we grow; 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Picture stimulus - Word mats 	<ul style="list-style-type: none"> Continuous throughout. Discussions. Relating objectives to real-life examples. 	<ul style="list-style-type: none"> To learn the names for the main parts of the body. To learn that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). 	<ul style="list-style-type: none"> Science – human life cycle, body parts

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			<p>- Discuss how certain changes in people's lives can make them feel.</p>			<p>To learn ways in which we are unique.</p> <p>To identify and respect the differences and similarities between people.</p> <p>To learn about the process of growing from young to old and how people's needs change.</p> <p>To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p>	<p>English – Speaking/ Listening</p>
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