

Welbeck Primary School
PSHE & RSHE Curriculum – September 2021



Year 2

Year 2 – Pupils are given the opportunity to learn:	Year 2 – ‘I can’ statements
<p>Families and people who care for me</p> <ul style="list-style-type: none"> to show respect for other people’s families (RE3) the different ways that people in families show love, and how they make each other feel safe and secure (RE1) who to speak to if something is happening in their family that makes them feel unhappy or unsafe (RE6) 	<p>Families and people who care for me</p> <ul style="list-style-type: none"> I can show that I value and respect other people’s families (RE3) I can describe some different ways that people in families show that they love and care for one another (RE3) I can describe some ways that people in families make each other feel safe and secure (RE1) I can list a range of people I can speak to if someone or something in my family is making me feel unhappy or unsafe (RE6)
<p>Caring friendships</p> <ul style="list-style-type: none"> about the qualities of a good friend (RE8) the skills that make friendships work well, for example sharing, co-operative play, taking turns, permission-seeking/giving and listening (RE8, RE19) 	<p>Caring friendships</p> <ul style="list-style-type: none"> I can describe the qualities of a good friend (RE8) I know why the skills of sharing, co-operative play, taking turns, permission-seeking/giving and listening are important in friendships (RE8, RE19) I can demonstrate some positive friendship skills including sharing, co-operative play, taking turns, permission-seeking/giving and listening (RE8, RE19)
<p>Respectful relationships</p> <ul style="list-style-type: none"> what bullying is and why it is wrong (RE17) how to identify and respect differences and similarities between people of different ethnic, cultural and faith backgrounds (RE12) to show respect for others (RE12) understand what a stereotype is (RE18) 	<p>Respectful relationships</p> <ul style="list-style-type: none"> I can describe what bullying is and why it is wrong (RE17) I can recognise that people in my class, school and beyond may be similar and different to me in lots of ways including ethnicity, faith and family background (RE12) I can explain why difference is something to be celebrated (RE12) I can demonstrate how to show respect for others (RE12) I can explain what a stereotype is (RE18)
<p>Online relationships</p> <ul style="list-style-type: none"> Understand some risks of using the internet and basic rules for keeping safe (RE22) 	<p>Online relationships</p> <ul style="list-style-type: none"> I can identify some of the risks of using the internet (RE22) I can explain how to keep safe online (RE22)
<p>Being safe</p> <ul style="list-style-type: none"> the names for the main body parts (including ‘private’ parts – e.g. nipples, penis, vagina, testicles) (RE27, RE31) who they can go to if they are worried about anything and how to ask for help (RE32) that individuals have rights over their own bodies, and that they are in charge of who and how someone touches them (RE27) Awareness that there are parts of the body that should not be touched by others unless there are particular reasons why (RE27) 	<p>Being safe</p> <ul style="list-style-type: none"> I can use scientific names to describe private body parts (e.g. nipples, penis, vagina, testicles) (RE27, RE31) I can list a range of people who I could approach for support if I am worried and can demonstrate how I would ask for help (RE32) I understand that I am in charge of my body and I can say yes or no if someone asks to touch me (RE27) I understand that I shouldn’t touch other people without asking permission and if they say ‘no’ I must

<ul style="list-style-type: none"> • what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others privacy; and when it is not ok to keep secrets (RE26) • how to recognise if they feel unsafe (RE29) 	<p>respect their choice (RE27)</p> <ul style="list-style-type: none"> • I know that there are some parts of my body that should not be touched by others unless there are particular reasons why (RE27) • I can describe what private means (RE26) • I know when it is ok to keep secrets and when it is not (RE26) • I can describe how my body and mind feels when I am unsafe (RE29)
<p>Mental wellbeing</p> <ul style="list-style-type: none"> • know some safe and appropriate strategies for dealing with strong emotions, e.g. anger (HE3, HE4) • awareness of ways that people can take care of themselves to support mental wellbeing (HE5, HE6) • know some safe and positive ways to express feelings (HE4) • recognise how others feel by observing face, body language and behaviour (HE2) 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> • I can identify times when I have felt really strong emotions, e.g. anger, and describe what happened to my body and mind at these times (HE3, HE4) • I know some positive strategies for dealing with strong emotions and can demonstrate these (HE3, HE4) • I can list some ways that people can care for their mental wellbeing (HE5, HE6) • I can recognise and describe how others feel by observing their face, body language and behaviour (HE2)
<p>Internet safety and harms</p> <ul style="list-style-type: none"> • that when people ask them for private information they don't share it online or in person without permission from a parent, carer or member of school staff (HE13) • that some websites, games and social media sites may not be age-appropriate and they know what to do if they find something inappropriate online (HE14) 	<p>Internet safety and harms</p> <ul style="list-style-type: none"> • I can list some examples of private information that should not be shared on the internet and explain why (HE13) • I can describe safety rules for the internet including not sharing private information (HE13) • I understand that certain games and websites have age restrictions and know to ask the help of a trusted adult to help me find appropriate websites (HE14)
<p>Physical health and fitness</p> <ul style="list-style-type: none"> • awareness of the wide range of ways that we can keep physically active and the reasons why this is needed (HE19, HE20) 	<p>Physical health and fitness</p> <ul style="list-style-type: none"> • I can explain why physical activity is important for health (HE19, HE20) • I can identify all the ways that I am physically active in a week (HE19, HE20)
<p>Healthy eating</p> <ul style="list-style-type: none"> • be able to choose and prepare a healthy snack (RE22, RE23) • know the types of food that make up a healthy diet (HE22) • identify foods that should only be eaten occasionally and in moderation (HE22) 	<p>Healthy eating</p> <ul style="list-style-type: none"> • I can demonstrate choosing and preparing a healthy snack from a range of options (HE22, HE23) • I can explain the types of food that make up a healthy diet, including fruit, vegetables, healthy protein, carbohydrates and healthy fats. (HE22, HE23) • I can identify some foods that should only be eaten occasionally and in moderation (HE22)
<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • the role of medicines in promoting health, the reasons why people use them and the school rules on medicines (HE25) • that medicines can be harmful if not used properly (HE25) 	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • I know and understand home and school rules for medicines (HE25) • I can describe what to do if I find medicines that belong to someone else (HE25) • I can explain why medicines are harmful if not used properly (HE25)

<p>Health and prevention</p> <ul style="list-style-type: none"> that they have a responsibility for their own and others health, (HE30) 	<p>Health and prevention</p> <ul style="list-style-type: none"> I can describe a range of ways to look after my health and wellbeing, for example adequate sleep (HE28, HE30)
<p>Basic first aid</p> <ul style="list-style-type: none"> about the special people (e.g. emergency services) who work in the community and who are responsible for looking after them and protecting them, how to contact these people when they or someone else needs their help including dialing 999 in an emergency (HE32) 	<p>Basic first aid</p> <ul style="list-style-type: none"> I can demonstrate how to make a call to emergency services and know when this action might be required (HE32) I understand about people who help us in the community and can describe their roles (HE32)
<p>Changing adolescent body</p> <ul style="list-style-type: none"> about the changes that have happened to their body since birth (HE34) about the process of growing from young to old and how people's needs change (HE34) 	<p>Changing adolescent body</p> <ul style="list-style-type: none"> I can describe how I have changed since birth (HE34) I understand some of the changes that happen as people grow from young to old (HE34) I can describe how people's needs change as they grow (HE34)
<p>Sex education</p> <p>N/A</p>	<p>Sex education</p> <p>N/A</p>

Year 2 – Pupils are given the opportunity to learn:	Year 2 – 'I can' statements
<p>Becoming an active citizen</p> <ul style="list-style-type: none"> how to take part in discussions/simple debates with others about topical issues that people and other living things have needs and recognise their own responsibility to meet those needs how to contribute to the life of the class and the school that they belong to different groups and communities i.e. school, family what improves and harms the environment and about some of the ways people look after them some ways to look after their environment 	<p>Becoming an active citizen</p> <ul style="list-style-type: none"> I can take part in discussions/simple debates with others about topical issues I can explain the responsibility I have to meet the needs of other people and things in my life I contribute well to the life of my class and school I can list the different groups and communities that I belong to I know some things that improve and some things that harm the environment I can demonstrate ways to look after my environment
<p>Moving on</p> <ul style="list-style-type: none"> how to identify and celebrate positive achievements during their time in Year 2 how to identify their strengths, areas for improvement and set themselves some goals for Year 3 how to explain what they are worried about and what they are looking forward to in Year 3 what to expect when they start Year 3 	<p>Moving on</p> <ul style="list-style-type: none"> I can identify and celebrate positive achievements during my time in Year 2 I can identify my strengths, areas for improvement and set myself some goals for Year 3 I can explain my feelings about moving to year 3, what I am worried about and what I am looking forward to I know what to expect in Year 3

Finance

- that we can pay for things in a range of ways and that even when not using cash, money is being used (including buying online and in-app purchase)
- how to explain the difference between needs and wants
- that it may not be possible to have everything you want, straight away, if at all

Finance

- I can explain different ways that we pay for things
- I can explain the difference between needs and wants
- I know that it is not possible to have everything I want, straight away, or at all