



## Year 2 PSHE Overview

## Excited to learn with confidence together in God's hands.

Key Question:	Topic:	In this unit of work, pupils learn...
<b>Autumn 1</b> <b>What makes a good friend?</b>	<b>Relationships</b> Friendship; feeling lonely; managing arguments	<p>how to make friends with others</p> <p>how to recognise when they feel lonely and what they could do about it</p> <p>how people behave when they are being friendly and what makes a good friend</p> <p>how to resolve arguments that can occur in friendships</p> <p>how to ask for help if a friendship is making them unhappy</p>
<b>Autumn 2</b> <b>What can help us grow and stay healthy?</b>	<b>Health and Wellbeing</b> Being healthy: eating, drinking, playing and sleeping	<p>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p> <p>that eating and drinking too much sugar can affect their health, including dental health</p> <p>how to be physically active and how much rest and sleep they should have everyday</p> <p>that there are different ways to learn and play; how to know when to take a break from screen-time</p> <p>how sunshine helps bodies to grow and how to keep safe and well in the sun</p>
<b>Spring 1</b> <b>What is bullying?</b>	<b>Relationships</b> Behaviour; bullying; words and actions; respect for others	<p>how words and actions can affect how people feel</p> <p>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>how to respond if this happens in different situations</p> <p>how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>
<b>Spring 2</b> <b>What helps us to stay safe?</b>	<b>Health and Wellbeing</b> Keeping safe; recognising risk; rules	<p>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products/ online)</p> <p>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</p> <p>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p> <p>how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</p> <p>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>
<b>Summer 1</b> <b>What jobs do people do?</b>	<b>Living in the wider world</b> People and jobs; money; role of internet	<p>how jobs help people earn money to pay for things they need and want</p> <p>about a range of different jobs, including those done by people they know or people who work in their community</p> <p>how people have different strengths and interests that enable them to do different jobs</p> <p>how people use the internet and digital devices in their jobs and everyday life</p>
<b>Summer 2</b> <b>How do we recognise our feelings?</b>	<b>Health and Wellbeing</b> Feelings; mood; times of change; loss and bereavement; growing up	<p>how to recognise, name and describe a range of feelings</p> <p>what helps them to feel good, or better if not feeling good</p> <p>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)</p> <p>how feelings can affect people in their bodies and their behaviour</p> <p>ways to manage big feelings and the importance of sharing their feelings with someone they trust</p> <p>how to recognise when they might need help with feelings and how to ask for help when they need it</p>



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