Year Two

PSHE

(including RHE)

Curriculum

PORTER CROFT
Church of England Primary Academy

Here at Porter Croft, PSHE (personal, social, health and economic) education is a school curriculum subject through which children and young people acquire knowledge and skills to stay safe, be healthy (physical and mentally) and prepared for life, and work, in the modern world. Each PSHE unit is delivered over a series of lessons every half term, PSHE lessons are also where pupils will receive the statutory RHE (relationship and health education) content.

As a parent/carer you play a vital role in their personal and social development. Therefore, PSHE education should always be a partnership between schools and parents/carers. This guide will support you to contribute to your child's education outside of school.

The PSHE curriculum is organised into three themes: 'health and wellbeing'; 'relationships', and 'living in the wider world' (which focusses on careers, media literacy and economic wellbeing). Topics in lessons include age-appropriate teaching about healthy lifestyles (e.g. diet, fitness and maintaining good mental health); relationships, including friendships and families; personal safety (including online); growing and changing; study skills; media literacy and digital resilience (including how to recognise fake news); managing risk and personal safety; money, careers and preparing for the world of work.

In addition to the PSHE curriculum, we also use Project EVOLVE (a national online safety scheme of work) to supplement pupils' knowledge and skills and ensure pupils are equipped to keep themselves safe online. Project EVOLVE toolkit is based on the UKCIS framework "Education for a Connected World" (EFACW). This framework covers knowledge, skills, behaviours and attitudes across eight strands of our online lives.

To enhance PSHE curriculum learning, promote inclusive education and community cohesion, each half term we also use' No Outsider' books. 'No Outsiders' is a scheme which uses stories to prompt discussion around diversity and inclusive education which can help prepare young people for life as global citizens.

As part of our work to provide an inclusive and diverse curriculum, we have implemented Andrew Moffat's 'No Outsiders' scheme of work. Using a different picture book each half term, the children look at Protected Characteristics such as disability, race, gender, age and faith. The Protected Characteristics are nine personal characteristics or situations that cannot be used as a reason to discriminate against someone according to law. The vision of the project is to develop our pupils as inclusive, global citizens. All books are age appropriate and many of the books for the project are already part of our curriculum

The information in this booklet includes details of what is covered and an outline of the planned curriculum for each year group. This will give you an overview of what your child is being taught, and what is considered age-appropriate for them to be learning.

Y2

| Lesson	Identity and Diversity		Sustainable Development		Globalisation and Interdependence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World	Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Health and Wellbeing (Healthy, Happy Week)
1	Community C2 Who lives in my neighborhood?	Mental health M2 Who am I?	Friends F3 Should friends tell us what to do?	Physical P3 How do we stop getting ill?	Family Fa3 How should families treat each other?	G1 How do bodies change as we get older?
2	C4 How do I save up to buy something?	No Outsiders S	F4 How do we stop bullying?	P4 How can I stay safe?	Fa4 When should I say no?	C3 What makes a boy or a girl?
3	No Outsiders	KS1 Anti-Racism Education L5 – Unconscious Bias	No Outsiders R, A, SO, MCP, RB, D, PM	No Outsiders D	Fa5 Who owns my body? I do!	No Outsiders R, RB, S, A, D, SO, PM, GR, MCP
4	Project Evolve Online Safety Self-Image and Identity L1	Project Evolve Online Safety Online Relationships L3	KS1 Anti-Racism Education L6 – Being Anti-Racist in Our Actions	Project Evolve Online Safety Privacy and Security L1	Fa6 Are all families the same?	KS1 Anti-Racism Education L8 – Myth Busting
5	Project Evolve Online Safety Self-Image and Identity L2	Project Evolve Online Safety Online Relationships L4	Project Evolve Online Safety Online Bullying L1	Project Evolve Online Safety Privacy and Security L2	No Outsiders D	Project Evolve Online Safety Managing Online Information L4
6	Project Evolve Online Safety Online Relationships L1	Project Evolve Online Safety Online Relationships L6	Project Evolve Online Safety Online Bullying L2	Project Evolve Online Safety Online Reputation L1	KS1 Anti-Racism Education L7 – Representation Matters	Project Evolve Online Safety Copyright L1

Autumn 1

C1 How do we make a happy school?
Objectives
1. Understand why we have rules and how they help us learn and be happy
2. Understand how to behave appropriately and how to contribute to school life
3. Appreciate how important school is to them
4. Identify their special people in school

Key vocabulary
Rules, right, wrong
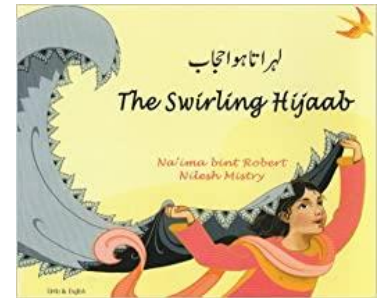
PSHE links
L1. about what rules are, why they are needed, and why different rules are needed for different situations
L2. how people and other living things have different needs; about the responsibilities of caring for them
L5. about the different roles and responsibilities people have in their community

C2 Who lives in my neighborhood
Objectives
1. Know what range of communities live near school
2. Appreciate that they should treat people with respect and kindness, regardless of difference
3. Understand what to do if they feel uncomfortable, either with strangers or with people they know

Key vocabulary
Community, different

PSHE links
L5. about the different roles and responsibilities people have in their community
L6. to recognise the ways they are the same as, and different to, other people
L15. that jobs help people to earn money to pay for things
L16. different jobs that people they know or people who work in the community do
L17. about some of the strengths and interests someone might need to do different jobs
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
L4. about the different groups they belong to
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Project Evolve (Online Safety) Unit :**Self-image and identity**

I can explain how other people may look and act differently online and offline

Outcome Criteria
- I know that people can choose different pictures online to what they actually look like in real life.
- I can explain why someone might want to change their appearance online.
- I can describe ways in which people might make themselves look different online

I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help

Outcome Criteria
- I can recognise issues online that might make me feel sad, worried uncomfortable or frightened.
- I know who I can go to for help.
- I know how to ask for help

Autumn 2

M2 Who am I ?

Objectives

1. Understand that each of us has skills and talents that are valuable
2. Understand that we are important, unique people who deserve kindness and respect
3. Appreciate that other people are important, no matter how good they are at certain things

Key vocabulary
Pride, unique

PSHE links
H21. to recognise what makes them special
H22. to recognise the ways in which we are all unique
H26. about growing and changing from young to old and how people's needs change
L14. that everyone has different strengths

Project EVOLVE Unit: online relationships

I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country)

Outcome Criteria

- I am able to describe how you might send a message to someone you know using technology.
- I can list ways people might use technology to talk to:
- a pen pal in another school
- someone in a game (suitable for their age)
- an agreed adult (eg getting help with a game or interest) with adult help/supervision
- I can name some of the risks in doing this

I can explain who I should ask before sharing things about myself or others online

Outcome Criteria

- Understand the word consent and give examples when they might ask for permission.
- Give examples of when they might need to ask for help if something happens online without their consent.
- Give examples of where to find support and who they might ask if they are unsure

I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.

Outcome Criteria

- Understand the word permission and give examples when they might ask for permission
- Give examples of when they might need to ask for, give or deny permission when online or when using technology
- Give examples of where to find support and who they might ask if they are unsure

I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do

Outcome Criteria

- Understand the feelings associated with being asked to do something positive and something which concerns them.
- Identify when to say 'no' and that they have the right to say 'no' online and when to seek advice.
- Identify who they might ask if they are not sure or have concerns

I can identify who can help me if something happens online without my consent

Outcome Criteria

- Understand the word consent and give examples when they might ask for permission.
- Give examples of when they might need to ask for help if something happens online without their consent.
- Give examples of where to find support and who they might ask if they are unsure

I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.

Outcome Criteria

- Understand the term permission and how it applies online, particularly when sharing.
- Empathise, understanding how someone might feel if permission is not sought or if content is shared against someone's wishes.
- Understand next steps and the importance of requesting and giving permission before sharing

I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online

Outcome Criteria

- Understand the online world is full of things we might not like to see.
- Understand that sometimes things online are designed online to encourage us to click 'yes' or 'accept' because they want us to agree to things or take us to view something else we didn't intend.
- Identify when to seek advice from a trusted adult before clicking online.
- Identify who they might ask if they are not sure or have concerns.

| Sustainable development |
|---|

Spring 1

F3 Should friends tell us what to do?
Objectives

1. Understand that friends should treat each other well and be fair
2. Understand that there is not an ideal number of friends [You can have as many as you like]
3. Understand that being controlling of other people is bad and that excluding other children is hurtful
4. Understand that friends should not tell us what to do, although we should listen politely

Key vocabulary
Include, exclude, leave out, respect, listening, polite
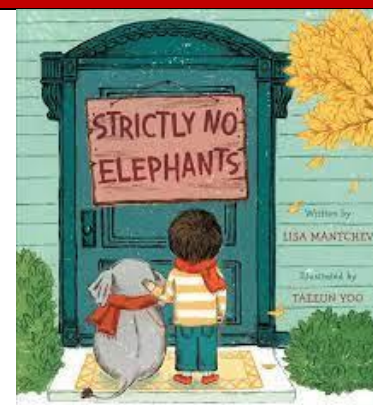
PSHE links
R22. about how to treat themselves and others with respect; how to be polite and courteous
R21. about what is kind and unkind behaviour, and how this can affect others

F4 How do we stop bullying?
Objectives

1. Empathise with other people and understand why bullying is so hurtful
2. Order types of bullying to understand which ones are the worst

Key vocabulary
Bullying, physical, emotional, group, disability, minority

PSHE links

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. about how people may feel if they experience hurtful behaviour or bullying

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Project EVOLVE Unit :Online Bullying

I can explain what bullying is, how people may bully others and how bullying can make someone feel.

Outcome Criteria
- Identify some characteristics that are typical of bullying behaviour (online and offline)
- Consider the motives behind bullying behaviour.
- Show awareness of the range of emotions that people involved in a bullying situation may feel.

I can explain why anyone who experiences bullying is not to blame

Outcome Criteria
- Identify examples of bullying behaviour.
- Recognise the difference between accidental and intentional behaviours that may affect others.
- Explain reasons why the blame lies with those who display bullying behaviours, not the target.

I can talk about how anyone experiencing bullying can get help.

Outcome Criteria
- Identify who they can turn to for help and support.
- Recognise some sources of support in different contexts (e.g. school, home, online).
- Understand why people sometimes don't ask for help when being bullied

Project EVOLVE Unit :Privacy and Security

I can explain how passwords can be used to protect information, accounts and devices

Outcome Criteria
- Identify the features of effective passwords.
- Identify why we need passwords for accounts/devices

I can explain and give examples of what is meant by 'private' and 'keeping things private'

Outcome Criteria
- Describe the difference between information shared on public platforms (YouTube) and privately (WhatsApp/Direct message).
- Identify the appropriate types of content that can be shared online and suggest ways to protect this

I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords

Outcome Criteria
- Describe the difference between information shared on public platforms (YouTube) and privately (WhatsApp/Direct message).
- Identify the appropriate types of content that can be shared online and suggest ways to protect this.

I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

Outcome Criteria
- Recognise the wide range of internet connected devices at home.
- Name some of the features of a connected device

Spring 2

P3 How do we stop getting ill?

Objectives

1. Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people
2. Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell
3. Understand that we can prevent tooth decay by brushing our teeth regularly

Key vocabulary

Teeth, dentist, clean, wash, disease, germs

PSHE links

H1. about what keeping healthy means; different ways to keep healthy

H2. about foods that support good health and the risks of eating too much sugar

H5. simple hygiene routines that can stop germs from spreading

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

Link with KS1 Science Programme of Study

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

P4 How can I stay safe

Objectives

1. Identify common dangers that they may encounter both at home and in the wider world:

- Chemicals and medicines
- Roads and cars
- Riding bicycles and Scooters
- Environmental
- Railways
- Water
- Fires

2. Know what to do in an emergency situation

- Telling adults
- Calling emergency services

Key vocabulary

Chemical, medicine, needles, railway, emergency, police, fire brigade, ambulance

PSHE links

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H32. ways to keep safe in familiar and unfamiliar environments

(e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H33. about the people whose job it is to help keep us safe

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

I can explain how information put online about someone can last for a long time.

Outcome Criteria
- I know how to find information online
- I can find information online that is older than I am
- I understand that my information can stay online for a very long time

I can describe how anyone's online information could be seen by others

Outcome Criteria
- I can describe how anyone's online information can be seen by others.
- I can describe strategies to protect my online information

I know who to talk to if something has been put online without consent or if it is incorrect.

Outcome Criteria
- I can describe how anyone's online information can be seen by others.
- I can describe strategies to protect my online information

Summer 1

PSHE Unit: Family

Fa3 How should families treat each other?
Objectives
1. Understand that children and adults both have responsibilities to each other.
2. Understand that we should feel loved, cared for and safe in our homes.
3. Know what to do if our needs are not being met

Key vocabulary
Responsibility, kindness

PSHE links
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
R2. to identify the people who love and care for them and what they do to help them feel cared for
L1. about what rules are, why they are needed, and why different rules are needed for different situations
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
R21. about what is kind and unkind behaviour, and how this can affect others
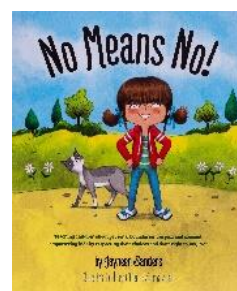*L2. how people and other living things have different needs;*

Fa4 When should I say no?
Objectives
-1. Understand that other people need permission before they can touch us
2. Understand that some parts of our bodies are more private than others
3. Recognise that other people often want different things than ourselves
Key vocabulary

Consent, private, permission

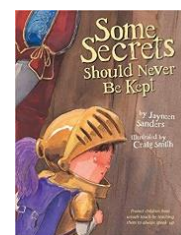## Fa5 Who owns my body? I do!
Objectives
1. Understand that certain parts of our bodies are very private, and only we get to decide what happens to them
2. Understand that secrets and surprises are different
3. Know how to report concerns

Key vocabulary
Trusted adult, secret, surprise, worried

Fa6 Are all families the same?
Objectives
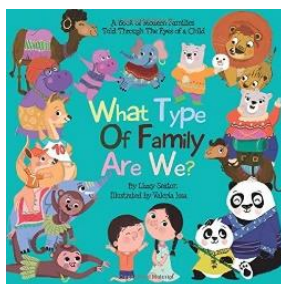1. Understand that families are highly varied; no family is the same

Key vocabulary
Normal, different, religion, culture, gender

Project EVOLVE Unit: Managing Online Information

I can use simple keywords in search engines.

Outcome Criteria
- I can use keywords in search engines.
- I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.

- I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections)

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Outcome Criteria
- I can use keywords in search engines.
- I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.
- I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections)

I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).

Outcome Criteria
- I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).
- I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.
- I can explain why some information I find online may not be true

I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'

Outcome Criteria
- I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).
- I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.
- I can explain why some information I find online may not be true.

I can explain why some information I find online may not be real or true.

Outcome Criteria
- I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).
- I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.
- I can explain why some information I find online may not be true.

Summer 2

G1 How do bodies change as we get older?

(link with science)

Objectives

1.Recognise the 5 key stages of human life

2. Understand how their bodies will change as they age

3. Consider how their lives will change as they get older

4. Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities

Key vocabulary

Change, age, baby, child, teenager, adult, elderly,

PSHE links

H26. about growing and changing from young to old and how people's needs change

H28. about rules and age restrictions that keep us safe

L1. about what rules are, why they are needed, and why different rules are needed for different situations

L5. about the different roles and responsibilities people have in their community

Links with KS1 Science - Programme of Study

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring

C3 What makes a boy or a girl?

Objectives

1. Name their body parts,

including external genitalia- Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes

Key vocabulary

penis, vagina, boy, girl,

PSHE links

H25. to name the main parts of the body including external genitalia (vagina, penis, testicles)

I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment

Outcome Criteria

- Recount either rules, guidance or conversations around their own use of technology that they think are important.
- Identify a range of simple health/ well-being issues on which technology can impact
- Explain how they can reduce the impact of these issues when using technology
- Explain ways in which they can self-manage their use of technology or with support from their parent/carer/mentor

I can say how those rules / guides can help anyone accessing online technologies

Outcome Criteria

- Demonstrate simple awareness of physical health risks around over engagement. Eg eyes get tired; sitting in one place for a long time; missing meals/drinks etc
- Explain simple well-being awareness; eg not physically socialising; not listening to parents/carers; being bored etc
- Begin to recognise that rules and guidance can vary by context

Project EVOLVE Unit :Copyright and Ownership
I can recognise that content on the internet may belong to other people. Outcome Criteria • Identify digital content that belongs to them. • Describe why content on the internet may belong to others **I can describe why other people's work belongs to them** Outcome Criteria • Identify digital content that belongs to them. • Describe why content on the internet may belong to others

Project EVOLVE Unit :Copyright and Ownership

I can recognise that content on the internet may belong to other people.

Outcome Criteria
• Identify digital content that belongs to them.
• Describe why content on the internet may belong to others