



PSHE is taught as a golden thread which forms part of a whole school ethos aimed at providing children with essential life skills and knowledge to enable them to make informed decisions and choices and become healthy, confident, respectful and responsible citizens both now and in the future. Pupils learn to recognise their own worth, gain an understanding of the personal choices of others, have an awareness of British values, and become increasingly responsible for their own learning by taking part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and their community.

RRSA, KIDSAFE, LGBT+, Action for Happiness (Great Dreams) and economic well-being are key elements of this subject which are woven into the broader school curriculum or taught as discreet lessons both within, and to create, a safe and inclusive learning environment.





PSHE Implementation

The Key Concepts of PSHE are taught through the following sequence of topics:					
Autumn 1 Relationships	Autumn 2 Living in the Wider World	Spring 1 Health and Wellbeing	Spring 2 Relationships	Summer 1 Health and Wellbeing	Summer 2 Living in the Wider World
<p>VIP's</p> <p>This unit explores the Very Important Persons (VIPs) in the children's lives and the ways in which they can develop positive relationships with them. It enables them to identify what makes someone a special person in their life and who these are. They are also encouraged to explore why families and friendships are important and understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches the children the importance of cooperation and how to show the special people</p>	<p>Respecting Rights</p> <p>This unit is based on the concept that we should all be rightsrespecting citizens in our communities. It is inspired by the fact that all people have rights that are shared and that it is important for us all to respect these rights. It aims to enable the children to explore the concepts of difference and fairness and encourages them to reflect on how we should behave towards those who are different from us and why it is important to be fair. In this unit, children also learn about who helps us to protect our rights and what we can do if we don't feel safe. They will also reflect on how they can take part in the school community and why it is good to do what we can to make a positive difference.</p>	<p>Safety First</p> <p>In this unit of work, children will learn about everyday dangers, in the home and outside and how they can keep themselves safe. Children will also learn about the Internet and how to stay safe online. They will be taught about the Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety</p>	<p>Growing Up</p> <p>This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, looking at similarities and differences in people and learning about gender stereotypes. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences</p>	<p>Think Positive</p> <p>This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.</p>	<p>One World</p> <p>This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children's family life, homes and school from around the world which are different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations</p>



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in their lives that they care and the positive impact of doing this.					and how we can work together to do this.
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Topic Specific Vocabulary		
Relationships	Health and wellbeing	Living in the wider world
communicating, feelings, empathy behaviour, fair/unfair, right/wrong, secrets, surprises, safety sharing, discussion, views, opinions cooperating, resolving arguments people, similarities, differences special people, caring physical contact, touch, acceptable, unacceptable feelings, bodies, hurt, comfortable, teasing, bullying teasing, bullying	health, wellbeing, healthy eating, physical activity, sleep, dental health health, likes, dislikes, choices achievements, strengths, goals, target-setting feelings, managing feelings change, loss hygiene, cleanliness, germs growing, changing, young to old, independence correct terminology, body parts, external genitalia medicines, household products, safety, risk safety, road, water rail, fire, online, rules asking for help privacy, respecting privacy	classroom rules rights, responsibilities, needs groups, communities, roles environment money, spending, saving, safety everybody, individual, unique, special people, similarities, commonalities community, special people, help, emergencies



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of PSHE at Whinstone.

Autumn Term	
Autumn 1 – VIP’s	Autumn 2 – Respecting Rights
<ul style="list-style-type: none"> • 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. • To identify their special people (family, friends, carers), what makes them special and how special people should care for one another • 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. • To identify their special people (family, friends, carers), what makes them special and how special people should care for one another • To offer constructive support and feedback to others. • To communicate their feelings to others, to recognise how others show feelings and how to respond. • To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). • To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. • To recognise that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). • To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. • To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. 	<ul style="list-style-type: none"> • 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). • To recognise what is fair and unfair, kind and unkind, what is right and wrong. • To recognise ways in which we are the same as all other people; what we have in common with everyone else. • 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 share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. • 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 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). • To know that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)



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- To recognise that their behaviour affects other people
- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).
- To communicate their feelings to others, to recognise how others show feelings and how to respond.
- To offer constructive support and feedback.

- To identify and respect the differences and similarities between people. 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). To recognise ways in which we are the same as all other people; what we have in common with everyone else
- 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).
- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
- To know how they can contribute to the life of the classroom and school.
- To understand that they belong to different groups and communities, such as family and school.



Spring Term	
Spring 1 – Safety First	Spring 2 – Growing Up
<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 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 recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’. • 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 dialing 999 in an emergency. • 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 understand what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy. 	<ul style="list-style-type: none"> • To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls • 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) • To learn ways in which we are unique. • To identify and respect the differences and similarities between people. • To learn about the process of growing from young to old and how people’s needs change. • To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring • To learn about the process of growing from young to old and how people’s needs change. • To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. • To learn about the process of growing from young to old and how people’s needs change. • To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals



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- To know about the ways that pupils can help the people who look after them to more easily protect them.
- 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.
- To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy
- 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 '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 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.



Summer Term	
Summer 1 – Think Positive	Summer 2 – One World
<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 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 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, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings • 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 share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • 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 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"> • 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 identify and respect the differences and similarities between people. • 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 identify and respect the differences and similarities between people. • 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 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 identify and respect the differences and similarities between people • 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). • 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).



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PSHE Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained against expectations.

VIP's - Relationships

Skills and Expectations:

I can talk about the very important people in my life and explain why they are special
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I can describe why families are important

I can describe what makes someone a good friend

I can describe ways to help work out arguments and disagreements
--

I can cooperate with others to achieve a task

I can describe how I can show my special people that I care about them and understand why this is important

Respecting Rights – Living in the Wider World

Skills and Expectations:

I can talk about what rights are and identify rights that all people share
--

I can explain who helps protect our rights
--

I can show respect for the rights of others and understand why this is important
--

I can show respect for the differences between people

I can understand why it is important to be fair

I can explain why making a positive difference is important

Safety First – Health and Wellbeing

Skills and Expectations:

I know how to stay safe and who can help if I feel unsafe

I know how to stay safe at home.

I know how to stay safe when I am out and about.
--

I can keep myself safe when I use the Internet.

I know my body belongs to me and how to keep my body safe.
--

I know who to go to if I need help



Growing Up - Relationships

Skills and Expectations:

- I can name the main parts of boys' and girls' bodies
- I understand how to respect my own and other people's bodies
- I understand that we are all different and different people like different things..
- I can describe how I have changed since I was a baby.
- I can describe how I will change as I get older
- I can describe things that might change in a person's life and how it might make them feel.

Think Positive – Health and Wellbeing

Skills and Expectations:

- I can understand how happy thoughts can make me feel good
- I can make good choices and consider the impact of my decisions
- I can set myself goals and consider how to achieve them.
- I can discuss my feelings and opinions with others and cope with difficult emotions
- I can discuss things I am thankful for and focus on what I do have, rather than what I don't have
- I can focus on what is happening now and how I am feeling.

One World – Living in the Wider World

Skills and Expectations:

- I can explore family life in different countries and say how it is the same as mine and how it is different
- I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.
- I can 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
- I can explore places where people live which are different from where I live
- I can think about how people use things from the earth and what problems this can cause
- I can say why it is important to care for the earth and identify how I can help protect it