

KS1 Year B - PSHE Scheme of Work 2023-24

Core themes: **Relationships education** / **Health education**

Autumn term		Spring term		Summer term	
Learning opportunities covered	Topics / Year 2 learning objectives	Learning opportunities covered	Topics / Year 2 learning objectives	Learning opportunities covered	Topics / Year 2 learning objectives
<p>L1/L2. To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>L3. To understand 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</p>	<p><u>Rights and responsibilities</u></p> <p>Families and people who care for me</p> <p>Respectful relationships</p> <p>Basic first aid</p> <ul style="list-style-type: none"> • about group and class rules and why they are important • about respecting the needs of ourselves and others • about groups and communities that they belong to • about the people who work in their community • how to 	<p>H2. 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>H4. To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p>	<p><u>Healthy lifestyles</u></p> <p>Internet safety and harms</p> <p>Mental wellbeing</p> <ul style="list-style-type: none"> • about making healthy choices • about different kinds of feelings • simple strategies to manage feelings 	<p>H12. To learn 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</p> <p>H13/H14/H15. To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils</p>	<p><u>Keeping safe</u></p> <p>Online relationships</p> <p>Mental wellbeing</p> <p>Physical health and fitness</p> <p>Being safe</p> <ul style="list-style-type: none"> • about rules for keeping safe (in familiar and unfamiliar situations) • how to ask for help if they are worried about something • about privacy in different contexts

<p>take turns, share and understand the need to return things that have been borrowed)</p> <p>L4. For pupils to learn that they belong to various groups and communities such as family and school 'them'</p> <p>L10. 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</p>	<p>get their help, including in an emergency</p>			<p>can help the people who look after them to more easily protect them. 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>H16. To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy.</p>	
<p>R6/R7. To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To learn to offer constructive support and feedback to others</p> <p>R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and</p>	<p>Healthy relationships</p> <p>Caring friendships</p> <p>Respectful relationships</p> <p>Being safe</p> <p>Mental wellbeing</p> <ul style="list-style-type: none"> • about listening to others and playing cooperatively 	<p>L6/L7. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<p>Money</p> <ul style="list-style-type: none"> • about where money comes from and what it is used for • about spending and saving money (how to use money) • about how to keep money safe 	<p>Right Start Training</p>	

<p>uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R13/R14. To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help</p>	<ul style="list-style-type: none"> • about appropriate and inappropriate touch • that hurtful teasing and bullying is wrong • what to do if teasing and bullying is happening 				
<p>R2/R4/R12. For pupils to recognise that their behaviour can affect other people. For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say.</p> <p>R11. To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p><u>Feelings and emotions</u></p> <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • about different types of behaviour and how this can make others feel • that bodies and feelings can be hurt 	<p>R5. For pupils 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>R8. To identify and respect the differences and similarities between people</p>	<p><u>Valuing difference</u></p> <ul style="list-style-type: none"> • to share their views and opinions with others • about the importance for respect for the differences and similarities between people 	<p>L5. To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p><u>Environment</u></p> <ul style="list-style-type: none"> • about looking after the local environment
		<p>H3. To think about themselves, to learn</p>	<p><u>Growing and changing</u></p>		

		<p>from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H8/H9. 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</p> <p>H10. To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p>	<ul style="list-style-type: none"> • to recognise what they are good at and set simple goals • about growing, changing and becoming more independent • the correct names for the main parts of the body of boys and girls 		
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