



Year 2	Topic Title – Relationships - What makes a good friend?	Key Vocabulary	
<p>National Curriculum links:</p> <ul style="list-style-type: none"> - How important friendships are in making us feel happy and secure, and how people choose and make friends - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. - Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	<ul style="list-style-type: none"> - Recognise that Jesus was a good friend and that we should try to follow in his footsteps. - Recognise what qualities make a good friend and the characteristics of a strong friendship. - Know how to make friends with others through talking, playing, kindness and shared interests. - Know how to recognise when they feel lonely and what they could do about it. - Know how people behave when they are being friendly and what makes a good friend. - Know ways to resolve arguments that can occur in friendships so that they do not escalate. - Know that they can ask for help if a friendship is making them unhappy and that resorting to violence is never right. - Know the difference between bullying and falling out with friends. - Understand what the term 'resilience' means and know ways in which they can be resilient. 	Friendship Happy Secure Mutual respect Honesty Trustworthiness Loyalty Kindness Generosity Isolation Loneliness Feelings Jesus Qualities	Resolve Disputes Arguments Disagreements Escalate Resorting Violence Talking Conflict Resilience Resilient
<p>Resources:</p> <p>Home Learning with BBC Bitesize - Wellbeing for Year 1 - BBC Bitesize – friendship</p> <p>Beano Resilience Lesson Plans (youngminds.org.uk)</p> <p>How Can You Help? Friendship Scenario Cards (teacher made) (twinkl.co.uk)</p>			
<p>Previous learning experiences:</p> <p>EYFS - See whole school progression map for PSHE Education and SRE</p> <p>Year 1 - What is the same and different about us?</p> <p>Year 1 – Who is special to us</p>	<p>Future learning experiences:</p> <p>Year 3 – How can we be a good friend?</p> <p>Year 3 – What are families like?</p> <p>Year 4 – How can we treat each other with respect?</p> <p>Year 5 – How can friends communicate safely?</p>	<p>Year 6 – What will change as we become more independent?</p> <p>How do friends change as we grow?</p>	
<p>British Values – Mutual Respect, Tolerance and Individual Liberty – within friendship and when choosing friends</p>			



Year 2	Topic Title – Relationships – What is bullying?	Key Vocabulary	
<p>National Curriculum links:</p> <ul style="list-style-type: none"> - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. - Know about different types of bullying (including cyberbullying), the impact of bullying. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - Managing conflict, how to manage these situations and how to seek help or advice from others, if needed. - How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online - That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health 	<ul style="list-style-type: none"> - Understand that bullying is never acceptable and will not be tolerated in our loving school as we are all part of one loving family who look after and care for each other. - Know that bullying can be physical and verbal and is something that happens regularly over a period of time either face to face, on the phone or online. - Understand that bullying can have a negative impact on someone for a very long time and that it is never okay. - Know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. - Know why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable. - Know that being called names because of the colour of your skin, beliefs or faith is never acceptable. - Know how to respond if this happens in different situations. - Know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so. 	Bullying Respect Authority Cyberbullying Conflict Actions Responsibility Online abuse Trolling Harassment	Mental health Tolerated Acceptable Impact Excluding Deliberately Respond Report Trusted adult
<p>Resources: For the birds – What is bullying? - For the birds - THE LITERACY SHED Relationships - https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme Range of resources focusing on anti-bullying - Anti-Bullying Alliance Resources Partnerships Twinkl</p>			
<p>Previous Learning Experiences: EYFS - See whole school progression map for PSHE Education and SRE Year 1 - What is the same and different about us? Year 1 – Who is special to us? Year 2 – What makes a good friend</p>	<p>Future learning experiences: Year 3 – How can we be a good friend? Year 3 – What are families like?</p>	<p>Year 4 – How can we treat each other with respect? Year 5 – How can friends communicate safely? Year 6 – What will change as we become more independent? How do friends change as we grow?</p>	
<p>British Values – Mutual Respect, Tolerance – between each other</p>			



Year 2	Topic Title – What makes a community?	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - Practical steps they can take in a range of different contexts to improve or support respectful relationships. - The conventions of courtesy and manners. - The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	<ul style="list-style-type: none"> - Know what the word 'community' means. - Recognise the joys of belonging to a community and know that different individuals can enrich a community. - Know that they belong to different groups and communities, e.g. friendship, faith, clubs, school, classes/year groups, street, town etc. - Know what is available to them in their community including clubs and events. - Know ways in which people help each other within the community for example through foodbanks and local charities. - Have the opportunity to speak to volunteers within their local community – understand why volunteering and helping others is important to them. - Understand what is meant by a diverse community; how different groups make up the wider/local community around the school. - Understand how the 'Black Lives Matter' movement is impacting positively on different groups within communities across the country. For example it is helping to ensure that all people within a community are offered the same opportunities regardless of the colour of their skin. - Know that a community helps everyone to feel included and values the different contributions that people make - Think of what they bring to our school community and beyond (respect, love, care, generosity, loyalty and forgiveness). - Know how to be respectful towards people who may live differently to themselves. - This topic is to be taught alongside the Catholic RSE curriculum 'Journey in Love' - revised addition 2020. Pages 22-28 (We meet God's love in the community). 	<p>Respect Happiness Community Volunteer Charity Diverse Diversity Inclusion Mental well-being Physically Character Relationships Courtesy Manners Physical exercise Community participation Voluntary</p>
Resources and community links:		
<p>Previous learning experiences: EYFS - See whole school progression map for PSHE Education and SRE Year 1 – What can we do with money? Year 1 – What can we do to look after each other and the wider world?</p>	<p>Future learning experiences: Year 3 - What jobs do people do? Year 4 – How can our choices make a difference to us and the environment? Year 5 – What decision do people make with money? Year 5 – What jobs would we like? Year 6 – How can the media influence people?</p>	
British Values – Mutual Respect and Tolerance		



Year 2	Topic Title – Health and well-being – What helps us to stay safe?		Key Vocabulary	
<p>National Curriculum links:</p> <ul style="list-style-type: none"> - How to manage difficult situations and how to seek help or advice from others, if needed. - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. - That people sometimes behave differently online, including by pretending to be someone they are not - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	<ul style="list-style-type: none"> - Recognise the rules that they have to follow at home, in school and in other settings. - Describe ways they can stay safe in the wider community. - What things are making our community unsafe and how can we help to stop them? - How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) - Know the importance of wearing a cycle helmet and wearing a seat belt. - Know 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. - Understand rules put in place by the government during the Corona Virus Pandemic. Why did we have to follow these? What was the impact? - Know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets - Understand that not everything they see online is true or trustworthy and that people can pretend to be someone they are not - Know that they should 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 in everyday life or online. - This topic is to be taught alongside the Catholic RSE curriculum ‘Journey in Love’ - revised addition 2020. Pages 22-28 (We meet God’s love in the community). 		<p>Rules Safe Unsafe Restrictions Risky Online Virtual Scared Concerned</p>	<p>Pandemic Corona virus Trustworthy Concerning Impact Trusted Adult</p>
Resources:				
<p>Previous Learning Experiences: EYFS - See whole school progression map for PSHE Education and SRE Year 1 – What helps us stay healthy? Year 1 – who helps us to keep safe?</p>	<p>Future learning experiences: Year 2 - What can help us grow and stay healthy? Year 2 - How do we recognise our feelings? Year 3 – What keeps us safe? Year 3 - Why should we eat well and look after our teeth? Year 3 - Why should we keep active and sleep well? Year 4 - What strengths, skills and interests do we have?</p>	<p>Year 4 - How can we manage our feelings Year 4 - How will we grow and change? Year 4 - How can we manage risk in different places? Year 4 - How can we help in an accident or emergency? Year 5 - What makes up a person’s identity? How can drugs common to everyday life affect health? Year 6 - How can we keep healthy as we grow?</p>		
British Values – Rule of the Law				



Year 2	Topic Title – Health and Well Being – What can help us to grow and stay healthy?	Key Vocabulary	
National Curriculum links: <ul style="list-style-type: none"> - What constitutes a healthy diet? - The principles of a healthy meal. - The characteristics of a poor diet and risks associated with unhealthy eating - The characteristics and mental and physical benefits of an active lifestyle. - The importance of building regular exercise into daily and weekly routines and how to achieve this - About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer - About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices 	<ul style="list-style-type: none"> - Understand that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest. - Know that eating and drinking too much sugar can affect their health, including dental health. - Know how to be physically active and how much rest and sleep they should have every day. - Know that physical activities are fun and make us feel better mentally. - Know that having a positive attitude has an impact on mental health. - Know what a healthy meal and balanced diet looks like. - Know that there are different ways to learn and play; how to know when to take a break from screen-time. - Know how sunshine helps bodies to grow - Understand how to keep safe and well in the sun and the impact of this. 	Healthy diet Healthy meal Unhealthy Dental health Physical activity Rest Sleep Screen time Break Mental health Well-being	Balance Sun Safety Exposure Safe Unsafe Benefits Impact
Resources: Keeping safe and staying healthy - https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme Healthy mind - Children's Mental Health Week KS1 Positive Mental Health Lesson Pack (twinkl.co.uk) Healthy living - Healthy Eating and Living PowerPoint (teacher made) (twinkl.co.uk) Sun safety - Sun Safety PowerPoint (teacher made) (twinkl.co.uk) Sun safety - Tips for Staying Safe in the Sun - CBeebies - BBC			
Previous learning experiences: EYFS - See whole school progression map for PSHE Education and SRE Year 1 – What helps us stay healthy? Year 1 – who helps us to keep safe? Year 2 – What helps us to stay safe?	Future learning experiences: Year 2 - How do we recognise our feelings? Year 3 – What keeps us safe? Year 3 - Why should we eat well and look after our teeth? Year 3 - Why should we keep active and sleep well? Year 4 - What strengths, skills and interests do we have? Year 4 - How can we manage our feelings?	Year 4 - How will we grow and change? Year 4 - How can we manage risk in different places? Year 4 - How can we help in an accident or emergency? Year 5 - What makes up a person's identity? How can drugs common to everyday life affect health? Year 6 - How can we keep healthy as we grow?	
British Values – Individual liberty			



Year 2	Topic Title – Health and Well-being – How do we recognise our feelings?	Key Vocabulary	
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> - Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health. - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. - How to judge whether what they are feeling - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions 	<ul style="list-style-type: none"> - Know that mental health is how you feel inside and is just as important as your physical health. - Recognise, name and describe a range of feelings and emotions including: happy, sad, anxious, excited, worried, scared, angry and nervous. - Know what helps them to feel good, or better if not feeling good - Know 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) - Know how feelings can affect people in their bodies and their behaviour. - Recognise ways to manage big feelings and the importance of sharing their feelings with someone they trust. - Know how to recognise when they might need help with feelings and how to ask for help when they need it. - Know how to recognise how someone else may be feeling and how to help. 	<p>Mental health Feelings Emotions Recognise Good Better Times Experiences Bereavement Change</p>	<p>Sharing Talking Trust Support Happiness Sadness Fear Surprise Worry Nervousness</p>
<p>Resources: Mental health lesson - https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans Feelings and emotions - https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme Colour monster book Feelings - PSHE and Citizenship KS1 Be Yourself Lesson 2: Feelings Lesson Pack (twinkl.co.uk)</p>			
<p>Previous Learning Experiences: EYFS - See whole school progression map for PSHE Education and SRE Year 1 – who helps us to keep safe? Year 2 - What helps us to stay safe? Year 2 – What can help us to grow and stay healthy?</p>	<p>Future learning experiences: Year 2 - How do we recognise our feelings? Year 3 – What keeps us safe? Year 3 - Why should we eat well and look after our teeth? Year 3 - Why should we keep active and sleep well? Year 4 - What strengths, skills and interests do we have? Year 4 - How can we manage our feelings? Year 4 - How will we grow and change?</p>	<p>Year 4 - How can we manage risk in different places? Year 4 - How can we help in an accident or emergency? Year 5 - What makes up a person’s identity? Year 5 - How can drugs common to everyday life affect health? Year 6 - How can we keep healthy as we grow?</p>	