



## Hillcross Primary PSHE Curriculum

### Year 2

#### Introduction and guidance:

PSHE (Personal, Social, Health and Economic Education) is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. This subject impacts on both academic and non-academic outcomes for pupils and is taught explicitly within PSHE lessons, as well inexplicitly in all other learning opportunities. As of September 2020, Health Education (HE) and Relationships Education (RE) became compulsory at key stages 1 and 2. Although Sex Education is only compulsory in key stages 3 and 4, the government encourages all primary schools to provide this vitally important area within their school PSHE curriculum. This document outlines when and what we will be teaching within Year 1. The school follows the Christopher Winter Project (CWP) scheme of work for RSE (Relationship and Sex Education). Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation and so, throughout our PSHE curriculum (and also within other subjects), we teach children about equality, British Values and the The United Nations Convention on the Rights of the Child (UNCRC). Safeguarding in schools is more than simply keeping pupils safe in school. We leave them vulnerable if we do not do everything we can to equip them to keep themselves safe in school, outside school and in the future, further highlighting the need to follow a progressive, age appropriate SRE framework (embedded within our PSHE curriculum) such as ours.

The statements **highlighted in yellow** relate specifically to:

- (RSE) Relationship and Sex Education - (The Christopher Winter Project (CWP) scheme of work)
- (SE) refers to the Sex Education aspect of RSE (Relationship and Sex Education which is taught via the Christopher Winter Project - CWP)
- (RE) refers to Relationship Education
- (HE) Health Education

The statements in ***bold and italics*** link to online safety

Year 2											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
	<b>Families and friendship</b>	<b>Safe Relationships</b>	<b>Respecting Ourselves and Others</b>	<b>Belonging to a community</b>	<b>Media literacy and digital resilience</b>	<b>Money and work</b>	<b>Physical health and Mental wellbeing</b>	<b>Growing and changing</b>	<b>Keeping safe</b>		
<b>Relationships</b>	<b>Families and friendships</b> Making friends; feeling lonely and getting help	<b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	<b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions								
<b>Living in the Wider World</b>				<b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community	<b>Media literacy and Digital resilience</b> The internet in everyday life; online content and information	<b>Money and Work</b> What money is; needs and wants; looking after money					
<b>Health and Wellbeing</b>							<b>Physical health and Mental wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	<b>Growing and changing</b> Growing older; naming body parts; moving class or year	<b>Keeping safe</b> Safety in different environments; risk and safety at home; emergencies		



Key Vocabulary	honesty, arguments, resolve,	behaviour, harmful, hurtful, bullying, Surprises, secrets, uncomfortable, pressure, unsafe	cooperatively, opinion, respect	rights, responsibilities faith, community, wider community, similarity, difference, gender, genitalia, vagina, penis	friend, foe, factual, fake news	earn, wants, needs, prioritise	healthy, unhealthy, hygienic, unhygienic, vaccinations, immunisations, bereavement	external, genitalia,, vagina, penis, testicles	potential danger,
Enquiry	<p><b>First 2 weeks:</b>  <b>NPA:</b>            → What different feelings can you have?            → What happens to our bodies when we feel different emotions?            → How can feelings affect the way we behave?            (How to describe and share a range of feelings, ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others, How to describe and share a range of feelings.)  <b>Class rules:</b>            → Why are rules important?            → Which rules will help us to learn best?  <b>What makes a good friend and when do I need to ask for help?</b>            → What makes a good friend? e.g. kindness, listening, honesty            → How do people make friends? (strategies for positive play with friends, e.g. joining in, including others, etc.)            → What causes arguments between friends? How can we positively resolve arguments between friends?</p>	<p><b>Which behaviours cause harm and how can we get help?</b>            → <b>What is hurtful behaviour, including online? What do I do and whom do I tell if I see or experience hurtful behaviour, including online?</b> (RE)            → <b>What is bullying? What different types of bullying are there? How may it feel to be bullied?</b>            → What is the difference between happy surprises and secrets? Which secrets could make you feel uncomfortable or worried? How and where can I get help if I feel this way? (RE)            → How can I resist pressure to do something that feels uncomfortable or unsafe? Who could I ask for help if I felt unsafe or worried and what vocabulary should I use? (RE)            → <b>Why do we celebrate Black History Month? What would the consequences be, if we didn't celebrate this month?</b></p>	<p><b>Can friends be different and think differently and still get long?</b>            → How can I be similar yet different to my friends and still get along? What do I have in common with my friends, classmates, and other people?            → Why are some friends better to play with than to work with? Can we play cooperatively in different groups and in different situations?            → How can I share my ideas and opinions respectfully and without upsetting or offending others?            → <b>What is the link between respect and road safety? What rules should we adhere to when using the roads by foot, on a bicycle / scooter, car etc?</b></p>	<p><b>How can a community include different people and get along?</b>  <b>Why do we celebrate LGBT month?</b>            → What different groups can I be part of and what role do I play in these groups? e.g. class, teams, faith groups            → What different rights and responsibilities do I have in school and the wider community?            → How can a community help people from different groups to feel included?            → Are we equal even if we are the same or different to others in their community?  <b>Lesson 1 from CWP</b>            → Are all boys born to like blue and football and are all girls born to like pink and ballet? (Compare similarities and differences at birth and that actually the only difference is external genitalia?) (RE)</p>	<p><b>Is the internet our friend or foe? Why?</b>            → <b>What is the purpose of the internet and how does it add value to our everyday life? How can we access the internet? e.g. phones, tablets, computers?</b>            → <b>Does the internet only provide factual information or does it serve other purposes? e.g. news, games, videos, entertainment (streaming).</b>            → <b>Is everything we find on the internet factual or is some information online untrue? Link to fake news. How can we check if something is fake news?</b>            → <b>How can we stay safe online?</b></p>	<p><b>How can we pay for things we want?</b>            → What is money and what is the purpose of it? What different forms of 'money' are there? e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments.            → How do people earn money? How do we save it? How do we keep it?            → Is there a difference between needs and wants? Should we prioritise what we spend money on? (pyramid of items and prioritise what we should spend money on).</p>	<p><b>What does healthy mean?</b>            → How can we keep our bodies healthy? Which routines and habits help us maintain good physical health? Include routines for brushing teeth and visiting the dentist, about food and drink that affect dental health. Why is sleep and rest so important in helping us grow and keep healthy?            → How do medicines (including vaccinations and immunisations) help us stay healthy? Refer to the purpose of managing allergies.            → How can we keep our minds healthy? What resources are available in school (bounce back zones, worry boxes, ELSAs or at home or wider world? Link to counselling, exercise and how different use different things to help them.)            → How do we manage 'big feelings' including those linked with change, loss and bereavement? When and how do we ask for help, and how can we help others with their feelings?</p>	<p><b>How do our bodies change and grow?</b>  <b>Lesson 2 from CWP</b>            → How do our bodies change and grow? How do our bodies and behaviours change as we grow? (Human life cycle, how our needs and bodies change as we grow up.) (Science)            The children need to know that new life needs a male and a female. (SE)  <b>Lesson 3 from CWP</b>            → How are girls and boys bodies different and what do we call them? (including external genitalia. E.g. vagina, penis, testicles) (SE)            → As we change and grow up, what new opportunities and responsibilities could we take on?            → How can we prepare to move to a new class and which goals should I set for next year?</p>	<p><b>How can I keep myself safe in different situations and how should I respond in emergencies?</b>            → <b>What are possible risks and situations which I might need to deal with daily? How can I deal with these issues? e.g. road, water and rail safety, medicines. What can I do to keep myself safe in familiar and unfamiliar environments, such as in school, online and 'out and about'?</b>            → How can I identify potential unsafe situations, who is responsible for keeping me safe in these situations? What steps can I take to avoid or remove myself from danger?            → How can I make myself safe at home in relation to electrical appliances, fire safety and household products?            → Which are safe/unsafe things which we can put into or on our bodies? (e.g. medicines and creams). How can these affect how we as people feel?</p>



	<p>→ Do I know when and how to ask for help? (Like when we are feeling lonely or unhappy or when we help someone else.)</p> <p>→ What is an enemy? Will an enemy always be an enemy?</p>									<p>→ How should I respond if there is an accident and someone is hurt? Whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say?</p>
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