



Hampton Infant School and Nursery Termly Knowledge and Skills for PSHE – Year 2

| | Autumn | Spring | Summer |
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| <p>Year 2</p> <p>Lesson topics and learning outcomes</p> | <p><u>Topic 1 Introduction to PSHE and first topic- Caring friendships</u></p> <p>What do the Bee rules look like in these lessons? Behaviours we should see.</p> <p>1. Caring friendships</p> <p>What does being a good friend look like? Why is it important to have friends?</p> <p>2. Exploring the characteristics of friendship</p> <p>Why do I need friends? Exploring in more depth what friendship gives us. Understanding what these words mean and look like in the context of friendship: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust.</p> <p>3. Understanding how to support friends with problems and difficulties and how we can ask for support ourselves.</p> <p>What can I do when friendships turn miserable? Exploring a range of situations that can arise and exploring all the different ways we might deal with them for ourselves and help others.</p> <p><u>Topic 2 Families and people who care for me</u></p> <p>Additional topic - Firework safety.</p> <p>1. Introduction to the topic.</p> | <p><u>Topic 1 - Respectful relationships</u></p> <p>Do we need to look and think the same to respect each other? Exploring characteristics of differences including physical, personality, family background and religious beliefs. ([link to PSHE Rights])</p> <p>How can courtesy and good manners help me respect different people? Exploring practical steps we can take to improve or support respectful relationships. Do I deserve respect? Exploring how respect works in school and in wider society.</p> <p><u>Topic 2 - Online relationships</u></p> <p>Are computers dangerous? Exploring how to view content safely and begin to explore social media and anonymity.</p> | <p><u>Topic 1 - Being Safe</u></p> <p>Are secrets ok? Understanding when a secret should be shared. Who can I speak to when I feel unsafe? Exploring people to go to. Can I decide who touches my body? Naming body parts.</p> |



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| | <p>Who do we think of when we say 'my family'?</p> <p>2. Exploring how families are different.</p> <p>3. Why are families so important? To provide love, security, stability.</p> | | |
| Skills being rehearsed | active listening, confident oral presentation and sharing of ideas using talk scaffolding, recording ideas, creative thinking, empathy and acting on BEE rules | active listening, confident oral presentation and sharing of ideas using talk scaffolding, recording ideas, creative thinking, acting on BEE rules | active listening, confident oral presentation and sharing of ideas using talk scaffolding, recording ideas, acting on BEE rules |
| Key vocabulary | Mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust. Love, security, stability | Respect, courteous, courtesy, good manners, wider society, responsibility Online safety, face to face, social media, anonymity, anonymous | Secrets, privacy, advice, unsafe |
| Key Knowledge and Skills The child can... | <p>Talk confidently about their own friendships in terms of key vocabulary. Evaluate themselves as a friend and talk confidently about how good a friend they are to others. Think creatively of ways to resolve more complex problems with friends.</p> <p>Talk confidently about who they include in their family thinking more widely about people who care for them. Identify differences and understand reasons for those differences between their own and other children's families.</p> | <p>Talk confidently about respect in school and wider society. Talk confidently about how 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 responsibility. Talk confidently about practical steps they can take in a range of different contexts to improve or support respectful relationships. Talk confidently about the importance of self-respect and how this links to their own happiness.</p> <p>Talk confidently about the rules and principles of online safety.</p> | <p>Talk confidently about what privacy means. Talk confidently about when a secret should be shared. Talk confidently about what it means to say 'my body belongs to me'. Confidently name body parts.</p> <p>Be respectful of other children's experiences or views. Actively listen to other children's views.</p> |



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| | <p>Talk confidently about why their family is important to them using the key vocabulary.</p> <p>Be respectful of other children's experiences or views.</p> <p>Actively listen to other children's views and build on the views or opinions of others.</p> | <p>Talk confidently about what social media is.</p> <p>Talk confidently about how I can protect my anonymity online.</p> <p>Be respectful of other children's experiences or views.</p> <p>Actively listen to other children's views.</p> | |
| National Curriculum links (RSE 2020) | <p>Children are expected to:</p> <ul style="list-style-type: none">-Understand how important friendships are in making us feel happy and secure and how people choose and make friends.-Understand the characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.- Define who they consider to be their family and name the relationship e.g. cousin.- Understand that families look different for different children and respect those differences and know that they are characterised by love and care.- Understand why families and people who care for us are so important (love, security and stability). | <p>Children are expected to:</p> <ul style="list-style-type: none">- Understand the importance of respecting others even when they are very different from them.- Understand in school and 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 responsibility.- Understand practical steps they can take in a range of different contexts to improve or support respectful relationships.- Understand the importance of self-respect and how this links to their own happiness.- Understand the rules and principles for staying safe online.- Understand the same principles apply to online relationships as to face-to-face ones. | <p>Children are expected to:</p> <ul style="list-style-type: none">-Understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.- Understand how to ask for advice or help for themselves or others, and to keep trying until they are heard.- Understand each person's body belongs to them. |