YEAR 2 — MEDIUM-TERM OVERVIEW

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| **Term** | **Topic** | **In this unit of work, students learn...** | **Lesson overviews/Teacher notes / resources**(See regularly-updated pdf. version for latest Quality Assured resources) |
| **Autumn —** Health and Wellbeing | **Physical health and Mental wellbeing**Why sleep is important; medicines andkeeping healthy; managing feelings and asking for helpPoS Refs: H4, H6, H7, H16, H17, H18, H19, H20 | * about routines and habits for maintaining good physical and mental health, lifestyle, healthy choices, relaxation, exercise, in proportion
* why sleep and rest are important for growing and keeping healthy
* that medicines, including vaccinations and immunisations, can help people stay

healthy and manage allergies, flu, nasal spray, injection, baby immunisations, Covid 19* how to describe and share a range of feelings comfortable, uncomfortable, jealousy, anger, hurt, embarrassment, excitement, joy, shyness, anxiety
* ways to feel good, calm down or change their mood e.g. playing outside, listening to

music, spending time with others, mindfulness* how to manage big feelings including those associated with change, loss and bereavement, Books in Year Group for individual reading linked to emotions and big experiences, social stories, learning mentor support, memory boxes, memory baubles
* when and how to ask for help, and how to help others, with their feelings, support, good listener, advice
 | [1 decision (5-8) -Keeping/staying healthy £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)[PSHE Association – Mental health and wellbeing lessons (KS1)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans)[1 decision (5-8) -Feelings & emotions £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships)[FPA – Growing up with Yasmine and Tom (5-7), Keeping safe (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships)\*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020 |
| **Growing and changing**Growing older; naming body parts;moving class or yearPoS Refs: H20, H25, H26, H27 | * about the human life cycle and how people grow from young to old
* how our needs and bodies change as we grow up, baby, toddler, child, teenager, adult, elderly/old-age
* to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) private parts
* about change as people grow up, including new opportunities and responsibilities
* preparing to move to a new class and setting goals for next year
 | [Medway Public Health Directorate – Primary RSE Lessons (KS1), Lesson 3, ‘Everybody’s body’](https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and)[FPA – Growing up with Yasmine and Tom (5-7), Naming body parts (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships) |
| **Keeping safe**Safety in different environments; risk and safety at home; emergenciesHow to identify an emergency and make a clear and efficient emergency callPoS Refs: H29, H30, H31, H32, H33, H35, H36, H27 | * how to recognise risk in everyday situations, e.g. road, water and rail safety,

medicines, Road safety visitors to Year 2* how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’, (Staff refer to school behavior policy and the rules: ready, respectful, safe)
* to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
* how to help keep themselves safe at home in relation to electrical appliances, fire

safety and medicines/household products* about things that people can put into their body or onto their skin (e.g. medicines

and creams) and how these can affect how people feel* how to respond if there is an accident and someone is hurt
* how to recognise an emergency and call for help
* how to make a clear and efficient call to emergency services if necessary – dial 999 and know their address/be able to explain the problem
* about 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 (fire service, police etc)
 | [Red Cross – Life. Live it ‘ Stay safe’](https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross)[Islington Healthy Schools Team – DrugWise £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington)[1 decision (5-8) -Keeping/staying safe £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)\*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020 |
| **Spring —** Living in the wider world | **Belonging to a community**Belonging to a group; roles and responsibilities; being the same and different in the communityPoS Refs: L2, L4, L5, L6 | * about being a part of different groups, and the role they play in these groups e.g.

class, teams, faith groups, Invite faith leaders in. (Could visit places of worship if funded.) Police, PSCO, nurses, fire brigade* about different rights and responsibilities that they have in school and the wider

community, school council, councillor, have a voice, point of view, represent yourself/ represent Moldgreen School* about how a community can help people from different groups to feel included e.g. gala, fayre, family bingo, family rounders
* to recognise that they are all equal, and ways in which they are the same and

different to others in their community, stereotypes, assumptions, personality, belief, human race, celebrate differences, diversity | [PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’](https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2) |
| **Media literacy and Digital resilience**The internet in everyday life; online content and informationPoS Refs: L8, L9 | * the ways in which people can access the internet e.g. phones, tablets, computers
* to recognise the purpose and value of the internet in everyday life, research, learning, fact-finding
* to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos
* that information online might not always be true
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| **Money and Work**What money is; needs and wants; looking after moneyPoS Refs: L10, L11, L12, L13, L15 | * about what money is and its different forms e.g. coins, notes, and ways of paying for

things e.g. debit cards, electronic payments* how money can be kept and looked after

https://personal.natwest.com/personal/life-moments/teaching-childrenabout-money.html Activities from Natwest linked to banking, aimed at children, PigbyLinks to HSBC money matters* about getting, keeping and spending money, pocket money, savings, piggy bank, bank account, saving for a rainy day, interest
* that people are paid money for the job they do, goals, aspirations, dreams, wage
* how to recognise the difference between needs and wants, budget, bills, pleasure
* about working hard for you have got and it is nobodies right to take anyone else’s belongings/money
* how people make choices about spending money, including thinking about needs and wants
 | [1 decision (5-8)-Money matters £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)[Experian – Values, Money and Me (KS1)](https://www.valuesmoneyandme.co.uk/teachers) |
| **Summer —** Relationships | **Families and friendships**Making friends; feeling lonely and getting helpPoS Refs: R6, R7 R8, R9, R24 | * how to be a good friend, e.g. kindness, listening, honesty, inclusive, co-operate, trust-worthy, caring, saying sorry/ apology forgiving, team-work
* about different ways that people meet and make friends, online
* strategies for positive play with friends, e.g. joining in, including others, positive problem solving etc.
* about what causes arguments between friends, conflict, point of view
* how to positively resolve arguments between friends, conflict-resolution, point of view. Drama and circle time to explore scenarios in class and when exploring texts in English.
* how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else, good secret, worry secret
 | [1 decision (5-8) – Relationships £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)[FPA – Growing up with Yasmine and Tom (5-7), Friendships and feelings (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships) |
| **Safe relationships**Managing secrets; resisting pressure and getting help; recognising hurtful behaviourPoS Refs: R11, R12, R14, R18, R19, R20 | * how to recognise hurtful behaviour, including online, e-safety
* what to do and whom to tell if they see or experience hurtful behaviour, including

online, activities in class and assemblies about bullying in anti-bullying week* about what bullying is and different types of bullying, mental, emotional, physical, purposeful, deliberate, over time
* how someone may feel if they are being bullied, uncomfortable, nervous, anxious, frightened, ashamed, embarrassed
* about the difference between happy surprises and secrets that make them feel

uncomfortable or worried, and how to get help, good secret, worry secret* how to resist pressure to do something that feels uncomfortable or unsafe
* how to ask for help if they feel unsafe or worried and what vocabulary to use: ‘Tell someone’, ‘Never stay silent’, parents, family, friends, teachers, trust, TAs, childline 08001111 https://www.childline.org.uk/
 | [NSPCC – The underwear rule resources (PANTS)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources)[1 decision (5-8)-Relationships £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)[Thinkuknow Jessie and Friends](https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends) |
| **Respecting ourselves and others**Recognising things in common and differences; playing and working cooperatively; sharing opinionsPoS Refs: R23, R24, R25 | * about the things they have in common with their friends, classmates, and other people, clubs, hobbies, celebrate
* how friends can have both similarities and differences, unique
* how to play and work cooperatively in different groups and situations
* how to share their ideas and listen to others, take part in discussions, and give reasons for their views, honest, explore what make a good listener; explore what makes a good contributor; explore what makes a good leader
 | [PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’](https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2) |