



# St Mary's Bryanston Square – PSHE Curriculum Overview Year 2

| School Value                         | <u>Links to PSHE curriculum</u>                                                                | <u>Links to School Values</u>                                                                                                                                                                                                                                                                                       | <u>Topic 1</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <u>Topic 2</u>                                                                                                                                                                                                                                                                                                                     |
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| <b>Love</b><br><br><b>HT1</b>        | --Families and people who care for me<br>--Being Safe                                          | <p>Discuss the word 'love'. What does this mean to you? Emphasise the importance of love for ourselves as well as love for those around us: families, friends and our communities.</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>    | <p><b><u>EXPLORING OUR FAMILIES</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention <sup>SG</sup>, ways that pupils can help these people to look after them</li> <li>to identify their special people (family, friends, carers) and what makes them special and how special people should care for one another <sup>SG</sup></li> <li>that babies need care and attention (love) in order to calm them if they are upset</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know that families are important for children growing up because they can give love, security and stability</li> <li>know how to recognise and report feelings of being unsafe or feeling bad about any adult <sup>SG</sup></li> </ul> | N/A                                                                                                                                                                                                                                                                                                                                |
| <b>Forgiveness</b><br><br><b>HT2</b> | <p><b>Topic 1</b></p> --Caring Friendships<br>--Respectful Relationships<br>--Mental Wellbeing | <p>Discuss the word 'forgiveness'. What does this mean to you? Put forgiveness in the wider contexts of a range of emotions and talk about different emotions we may experience in different scenarios.</p> <p>Explain that we are going to be discussing different feelings and friendships this term in PSHE.</p> | <p><b><u>ALL ABOUT MY FEELINGS</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to recognise that not everyone feels the same at the same time or feels the same about the same things: for example, that someone's big* feelings are not always the same as someone else's big feelings <sup>SG</sup></li> <li>about different things they can do to manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don't feel good <sup>SG</sup></li> <li>to recognise when they need help with feelings, that it is important to ask for help with feelings</li> </ul>                                                                                                                                                                                                                                      | <p><b><u>MAKING AND BREAKING FRIENDSHIPS</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about when friendships break up, or people move away</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand about the feelings associated with this <sup>SG</sup></li> </ul> |

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|                                       |                                                                                                                                                                                                                                                                                                                                                                                   | Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.                                                                                                                                                                                                                                                                                                                                                                   | <p>when they need to do so, and know how to ask for it <sup>SG</sup></p> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe the difference between feelings that feel *'small' and *'big' to them, and know some strategies for managing these <sup>SG</sup></li> </ul> <p>(*there is no such thing as a feeling too small that a child can't talk about it, so there's no right or wrong about what is considered to be a small or big feeling)<sup>SG</sup></p>                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Respect</b><br><br><b>HT3</b>      | <p><b>Topic 1</b></p> <ul style="list-style-type: none"> <li>..Mental Wellbeing</li> <li>..Physical Health and Fitness</li> <li>..Healthy Eating</li> <li>..Health and Prevention</li> <li>..Science Curriculum</li> </ul> <p><b>Topic 2</b></p> <ul style="list-style-type: none"> <li>..Being Safe</li> <li>..Respectful Relationships</li> <li>..Science Curriculum</li> </ul> | <p>Discuss the word 'respect'. What does this mean? Explain that we will be learning about respect for ourselves and for the environment around us. Acknowledge that it is also very important to give other people the respect that we could like to receive (link to 'Love your Neighbour as Yourself' part of our school ethos from Mark 12:30-31.)</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p> | <p><b><u>HEALTHY PEOPLE</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest (<b>Science curriculum</b>)</li> <li>to recognise the importance of knowing when to take a break from time online or TV</li> <li>that a healthy person has good physical and mental health and wellbeing</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe the components of a healthy day</li> </ul> | <p><b><u>ABOUT MY BODY</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about their bodies and how they work</li> <li>about the similarities and differences between males and females</li> <li>about gender stereotypes</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to name the main parts of the body (including external genitalia) (<b>Science curriculum</b>) <sup>SG</sup></li> <li>understand that some people have fixed ideas about what boys and girls can do</li> </ul> |
| <b>Feeling Safe</b><br><br><b>HT4</b> | <ul style="list-style-type: none"> <li>..Being Safe</li> <li>..Online Relationships</li> <li>..Mental Wellbeing</li> <li>..Internet Safety and Harms</li> <li>..Health and Prevention</li> <li>..Drug, Alcohol and Tobacco</li> <li>..Basic First Aid</li> </ul>                                                                                                                  | <p>What makes us feel safe in school, at home and in our wider community? Gather ideas for how we can be safe. What do children already know? Who keeps us safe in our wider community?</p> <p>Discuss setting ground rules for PSHE lessons to create a</p>                                                                                                                                                                                                                         | <p><b><u>KEEPING SAFE</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online) <sup>SG</sup></li> <li>how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them <sup>SG</sup></li> </ul>                                                            | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                |                                                                                                                            | safe space to voice opinions and listen to other people.                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>that not everything they see online is true or trustworthy and that people can pretend to be someone they are not <sup>SG</sup></li> <li>how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an emergency; how to dial 999 and what to say <sup>SG</sup></li> <li>How to keep safe in the sun and protect from sun damage <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' <sup>SG</sup></li> <li>know what 'privacy' means</li> </ul> |                                                                                                                                                                                                                                                                                                           |
| <b>Honesty</b><br><b>HT5</b>   | <p>..Caring Friendships</p> <p>..Respectful Relationships</p> <p>..Mental Wellbeing</p> <p>..Internet Safety and Harms</p> | <p>Discuss the word 'honesty'. What does this mean? Explain that we will talking about bullying and how we must be honest and recognise when people are being unkind either to them or to others and what we should do in that situation.</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p> | <p><b><u>COPING WITH CONFLICT</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about teasing and bullying (including online) <sup>SG</sup></li> <li>that there are different types of teasing and bullying, that these are wrong and unacceptable <sup>SG</sup></li> <li>the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities <sup>SG</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know why bullying is wrong and how to get help. <sup>SG</sup></li> <li>recognise when people are being unkind either to them or others, how to respond, who to tell and what to say <sup>SG</sup></li> </ul>                                                                                    | N/A                                                                                                                                                                                                                                                                                                       |
| <b>Curiosity</b><br><b>HT6</b> | <p>Topic 1</p> <p>..Economic Wellbeing</p> <p>Topic 2 and 3</p> <p>..Being a responsible citizen</p>                       | <p>Discuss word 'curiosity'. What does this mean to you? Talk about why it is important to be curious and show interest in the world around us. Explain that we are going to be learning about money, special days and food from around the world. Take some ideas</p>                                                                                                  | <p><b><u>MONEY, SHOPPING AND SAVING</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about spending money and understanding the importance of waiting for and checking change</li> <li>that I have choices about spending and saving money, and that people may make different choices about how to save and spend money</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to role-play simple financial transactions</li> </ul>                                                                                                                                                                                                                                                                                                                                   | <p><b><u>SPECIAL DAYS</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about a range of festivals <sup>BV</sup></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>demonstrate this learning through an assembly or display <sup>BV</sup></li> </ul> |

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|  |  | <p>about what they would like to learn and what they do know already about each topic as you teach this, what makes us 'curious' to learn about this? What do we want to find out?</p> | <ul style="list-style-type: none"> <li>• to be able to choose the correct value of coins and notes to use and calculate change</li> <li>• to be able to make a simple plan for my spending and saving choices and stick to it</li> </ul> | <p><b><u>GLOBAL FOOD</u></b><br/> Children will learn:</p> <ul style="list-style-type: none"> <li>• about where food comes from</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to talk about where food comes from and some of the ethical questions around food supply</li> </ul> |
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**Blue = Relationships Education**

**Purple = Health Education**

**Orange = Other Areas of PSHE**

**SG = contributes to safe guarding**

**BV = contributes to British Values**