

Year 2

Week	Autumn – Health and Wellbeing		Spring – Relationships		Summer – Living in the Wider World	
1	<p>H3 - To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H8 - To learn about the process of growing from young to old and how people’s needs change</p> <p>H9 - About growing and changing and</p>	<p>H1 - To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p>	<p>R1 - For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2 - For pupils to recognise that their behaviour can affect other people</p> <p>R4 - For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p>R11 - To learn that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R13 - To learn that there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p>R14 - To develop strategies to resist teasing or</p>	<p>L1 - To learn how they can contribute to the life of the classroom and school</p> <p>L2 - To help construct, and agree to follow, group and class rules and to understand how these rules help them</p>	<p>L10 - About the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p>

	<p>new opportunities and responsibilities that increasing independence may bring</p> <p>H10 - To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p>		<p>R12 - To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say</p>	<p>bullying, if they experience or witness it, and whom to go to and how to get help</p>		
2	<p>H2 - To recognise what they like and dislike, how to make real, informed choices that improve</p>	<p>H2 - To recognise what they like and dislike, how to make real, informed choices that improve</p>	<p>R1 - For pupils to communicate their feelings to others, to recognise how others show</p>	<p>R11 - To learn that people's bodies and feelings can be hurt (including what makes</p>	<p>L1 - To learn how they can contribute to the life of the classroom and school</p>	<p>L6 - To learn that money comes from different sources and can be used for different</p>

	<p>their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>H4 - To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p>	<p>their physical and emotional health, to recognise that choices can have good and not so good consequences</p>	<p>feelings and how to respond</p> <p>R2 - For pupils to recognise that their behaviour can affect other people</p> <p>R4 - For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R12 - To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say</p>	<p>them feel comfortable and uncomfortable)</p> <p>R13 - To learn that there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p>R14 - To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help</p>	<p>L2 - To help construct, and agree to follow, group and class rules and to understand how these rules help them</p>	<p>purposes, including the concepts of spending and saving</p> <p>L7 - To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>
3	H12 - To understand the	H5 - To understand	R1 - For pupils to communicate	R3 - To learn the difference	L3 - To understand that	L6 - To learn that money comes

	<p>rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p>	<p>change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p>their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2 - For pupils to recognise that their behaviour can affect other people</p> <p>R4 - For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R12 - To recognise when people are being unkind to either them or others, how to</p>	<p>between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R11 - To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R14 - To develop strategies to</p>	<p>people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p>	<p>from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>L7 - To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>
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			respond, who to tell and what to say	resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help		
4	H13 - To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention	H6 - To understand the importance of, and how to maintain, personal hygiene H7 - To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple	R6 - To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) R7 - To learn to offer constructive support and feedback to others	R8 - To learn to identify and respect the differences and similarities between people	L4 - For pupils to learn that they belong to various groups and communities such as family and school	L5 - For pupils to learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)

		skills to help prevent diseases spreading				
5	<p>H13 - To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14 - To understand about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15 - To recognise that</p>	<p>H6 - To understand the importance of, and how to maintain, personal hygiene</p> <p>H7 - To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p>	<p>R3 - To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R6 - To learn to listen to other people and play and work cooperatively (including strategies to resolve simple</p>	<p>R5 - To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p>	<p>L8 - To recognise ways in which they are all unique; understand that there has never been and will never be another 'them'</p>	

	they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets		arguments through negotiation) R7 - To learn to offer constructive support and feedback to others			
6	H13 - To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention H14 - To understand about the ways	H11 - To understand that household products, including medicines, can be harmful if not used properly	R3 - To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid	R9 - For pupils to identify their special people (family, friends and carers), what makes them special and how special people should care for one another R10 - To be able to judge what kind of physical	L9 - To understand the ways in which we are the same as all other people; what we have in common with everyone else	

	<p>that pupils can help the people who look after them to more easily protect them</p> <p>H15 - To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p>		<p>R6 - To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R7 - To learn to offer constructive support and feedback to others</p>	<p>contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</p>		
7	<p>H16 - What is meant by 'privacy'; their right to keep things private;</p>					

	the importance of respecting others' privacy					
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