

Waterville Primary School Progression of Skills in PSHE

Year 2	Intent This curriculum overview provides the importance of Personal, Social and Health Education (PSHE) help given to pupils to attain knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life learning.	
Key Vocabulary Conflict, solve, disagreement, friendship, trust, important, support, touch, private, privacy, secret, uncomfortable, unacceptable.	Key Vocabulary Environmental, resources, harm, rights, protect, respect, fair, equal, balanced, different, responsibility, respect, accept, human, equal.	Key Vocabulary Male, female, childhood, adulthood, independence, respect, consent, trusted adult, permission, consent, risks, dangers, hazard, medicines, persevere, perseverance, quit, resilient, mind, mindful, mindfulness.
Relationships Autumn	Living in the Wider World Spring	Health & Wellbeing Summer
<p>Families and friendships</p> <ul style="list-style-type: none"> • How to be a good friend, e.g. kindness, listening, honesty. • Different ways that people meet and make friends. • Strategies for positive play with friends, e.g. joining in, including others, etc. • What causes arguments between friends. • How to positively resolve arguments between friends. • How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else. <p>Safe Relationships</p> <ul style="list-style-type: none"> • How to recognise hurtful behaviour, including online. • What to do and whom to tell if they see or experience hurtful behaviour, including online. • What bullying is and different types of bullying. • How someone may feel if they are being bullied. • The difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help. • 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. <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • Things they have in common with their friends, classmates, and other people. <ul style="list-style-type: none"> • How friends can have both similarities and differences. • 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. 	<p>Belonging to a community</p> <ul style="list-style-type: none"> • Being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups. • Different rights and responsibilities that they have in school and the wider community. • How a community can help people from different groups to feel included. • Recognise that they are all equal, and ways in which they are the same and different to others in their community. <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> • Ways in which people can access the internet e.g. phones, tablets, computers. • Recognise the purpose and value of the internet in everyday life. • Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos. • Information online might not always be true. <p>Money and Work</p> <ul style="list-style-type: none"> • 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. • Getting, keeping and spending money. • People are paid money for the job they do. • Recognise the difference between needs and wants. • How people make choices about spending money, including thinking about needs and wants. 	<p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • Routines and habits for maintaining good physical and mental health. • 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. • The importance of, and routines for, brushing teeth and visiting the dentist. • Food and drink that affect dental health. • 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 manage big feelings including those associated with change, loss and bereavement. • When and how to ask for help, and how to help others, with their feelings. <p>Growing and changing</p> <ul style="list-style-type: none"> • The human life cycle and how people grow from young to old. • How our needs and bodies change as we grow up. • Change as people grow up, including new opportunities and responsibilities. • Preparing to move to a new class and setting goals for next year. <p>Keeping safe</p> <ul style="list-style-type: none"> • How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines. • How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'. • 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. • 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. • 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.