PSHE – Year 2 – Summer Term

Relationships

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| Links to other subject units this term | |
| These are stand-alone units of work but have relevance across all subjects in relation to how we think and interact with one another. | |
| Prior Learning | |
| This unit is the fifth part of a sequential journey throughout the year. | |
| Key vocabulary for this unit | |
| different, similarities, relationship, cooperate  touch, physical contact, communication, hugs, acceptable, not acceptable  conflict, point of view, positive problem solving  secret, surprise, worry, trusttrustworthy, honesty, reliability  compliments, celebrate, positive, negative, appreciate | |
| Learning Sequence | |
| **Families** | * Identify the different members of a family, understand our relationship with each of them and know why it is important to share and cooperate. |
| **Keeping Safe – exploring physical contact** | * Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. |
| **Friends and Conflict** | * Identify some of the things that cause conflict with our friends. |
| **Secrets** | * Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. |
| **Trust and Appreciation** | * Recognise and appreciate people who can help in our family, school and community. |
| **Celebrating my Special Relationships** | * Express appreciation for the people in our special relationships. |
| Assessment milestones | |
| **Social and Emotional Skills:**   * Accept that everyone’s family is different and understand that most people value their family. * Know which types of physical contact we like and don’t like and talk about this. * Demonstrate how to use the positive problem-solving technique to resolve conflicts with our friends. * Know how it feels to be asked to keep a secret we do not want to keep and know who to talk to about this. * Understand how it feels to trust someone. * Be comfortable accepting appreciation from others. | |

PSHE – Year 2 – Summer Term

Changing Me

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| Links to other subject units this term | |
| These are stand-alone units of work but have relevance across all subjects in relation to how we think and interact with one another. | |
| Prior Learning | |
| This unit is the sixth and final part of a sequential journey throughout the year. | |
| Key vocabulary for this unit | |
| * change, grow, life cycle, control, baby, adult, fully grown * growing up, old, young, change, respect, appearance, physical * baby, toddler, child, teenager, adult, independent, timeline, freedom, responsibilities, * male, female, penis, testicles, vulva, vagina, anus, public, private * touch, texture, cuddle, hug, squeeze, like, dislike, comfortable, uncomfortable * change, looking forward, excited, nervous, anxious, happy | |
| Learning Sequence | |
| **Life Cycles in Nature** | * I can recognise cycles of life in nature |
| **Growing from Young to Old** | * I can tell you about the natural process of growing from young to old and understand that this is not in my control. |
| **The Changing Me** | * I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. |
| **Boys’ and Girls’ Bodies** | * I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. |
| **Assertiveness** | * I understand there are different types of touch and can tell you which ones I like and don’t like. |
| **Looking Ahead** | * I can identify what I am looking forward to when I move to my next class. |
| Assessment milestones | |
| **Social and Emotional Skills**   * I understand there are some changes that are outside my control and can recognise how I feel about this. * I can identify people I respect who are older than me. * I feel proud about becoming more independent. * I can tell you what I like/don’t like about being a boy/girl. * I am confident to say what I like and don’t like and can ask for help. * I can start to think about changes I will make when I am in Year 3 and know how to go about this | |