

Y2 PSHE Learning outcomes –includes RSE

Learning Outcomes

Me and My Relationships –Autumn Term

Children will be able to:

- Suggest actions that will contribute positively to the life of the classroom;
- Make and undertake pledges based on those actions.

Children will be able to:

- Take part in creating and agreeing classroom rules.

Children will be able to:

- Use a range of words to describe feelings;
- Recognise that people have different ways of expressing their feelings;
- Identify helpful ways of responding to other's feelings.

Children will be able to:

- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;
- Identify situations as to whether they are incidents of teasing or bullying.

Children will be able to:

- Understand and describe strategies for dealing with bullying;
- Rehearse and demonstrate some of these strategies.

Children will be able to:

- Explain the difference between bullying and isolated unkind behaviour;
- Recognise that there are different types of bullying and unkind behaviour;
- Understand that bullying and unkind behaviour are both unacceptable ways of behaving.

Children will be able to:

- Recognise that friendship is a special kind of relationship;
- Identify some of the ways that good friends care for each other.

Learning Outcomes

Children will be able to:

- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);
- Explain where someone could get help if they were being upset by someone else's behaviour.

Valuing Difference - Autumn Term

Children will be able to:

- Identify some of the physical and non-physical differences and similarities between people;
- Know and use words and phrases that show respect for other people.

Children will be able to:

- Identify people who are special to them;
- Explain some of the ways those people are special to them.

Children will be able to:

- Recognise and explain how a person's behaviour can affect other people.

Children will be able to:

- Explain how it feels to be part of a group;
- Explain how it feels to be left out from a group;
- Identify groups they are part of;
- Suggest and use strategies for helping someone who is feeling left out.

Children will be able to:

- Recognise and describe acts of kindness and unkindness;
- Explain how these impact on other people's feelings;
- Suggest kind words and actions they can show to others;
- Show acts of kindness to others in school.

Children will be able to:

- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);
- Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.

Learning Outcomes

Keeping Myself Safe –Spring Term

Children will be able to:

- Understand that medicines can sometimes make people feel better when they're ill;
 - Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;
 - Explain simple issues of safety and responsibility about medicines and their use.
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Children will be able to:

- Identify situations in which they would feel safe or unsafe;
 - Suggest actions for dealing with unsafe situations including who they could ask for help.
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Children will be able to:

- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
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Children will be able to:

- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
 - Identify the types of touch they like and do not like;
 - Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
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Children will be able to:

- Recognise that some touches are not fun and can hurt or be upsetting;
 - Know that they can ask someone to stop touching them;
 - Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
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Children will be able to:

- Identify safe secrets (including surprises) and unsafe secrets;
 - Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
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Children will be able to:

- Identify how inappropriate touch can make someone feel;
- Understand that there are unsafe secrets and secrets that are nice surprises;

Learning Outcomes

- Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

Rights and Responsibilities –Spring Term

Children will be able to:

Describe and record strategies for getting on with others in the classroom.

Children will be able to:

- Explain, and be able to use, strategies for dealing with impulsive behaviour.
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Children will be able to:

- Identify special people in the school and community who can help to keep them safe;
 - Know how to ask for help.
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Children will be able to:

- Identify what they like about the school environment;
 - Identify any problems with the school environment (e.g. things needing repair);
 - Make suggestions for improving the school environment;
 - Recognise that they all have a responsibility for helping to look after the school environment.
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Children will be able to:

- Understand that people have choices about what they do with their money;
 - Know that money can be saved for a use at a future time;
 - Explain how they might feel when they spend money on different things.
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Children will be able to:

- Recognise that money can be spent on items which are essential or non-essential;
- Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.

Learning Outcomes

Being My Best –Summer Term

Children will be able to:

- Explain the stages of the learning line showing an understanding of the learning process;
- Help themselves and others develop a positive attitude that support their wellbeing;
- Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.

Children will be able to:

- Understand and give examples of things they can choose themselves and things that others choose for them;
- Explain things that they like and dislike, and understand that they have choices about these things;
- Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.

Children will be able to:

- Explain how germs can be spread;
- Describe simple hygiene routines such as hand washing;
- Understand that vaccinations can help to prevent certain illnesses.

Children will be able to:

- Explain the importance of good dental hygiene;
- Describe simple dental hygiene routines.

Children will be able to:

- Understand that the body gets energy from food, water and oxygen;
- Recognise that exercise and sleep are important to health

Children will be able to:

- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);
- Describe how food, water and air get into the body and blood.

Learning Outcomes

Growing and Changing –Summer Term

Children will be able to:

- Demonstrate simple ways of giving positive feedback to others.

Children will be able to:

- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.

Children will be able to:

- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
- Understand and describe some of the things that people are capable of at these different stages.

Children will be able to:

- Identify which parts of the human body are private;
- Explain that a person's genitals help them to make babies when they are grown up;
- Understand that humans mostly have the same body parts but that they can look different from person to person.

Children will be able to:

- Explain what privacy means;
- Know that you are not allowed to touch someone's private belongings without their permission;
- Give examples of different types of private information.