

Term	Themes	Skills	Safeguarding themes	In this unit of work, pupils will learn:	Resources (Quality Assured by the PSHE Association)
<p>Autumn 1</p> <p>How do we recognise our feelings?</p>	<p>Emotional Health and wellbeing (1)</p> <p>Feelings; mood; times of change; loss and bereavement; growing up.</p>	<p>Identify and name feelings and that feelings can change depending on the situation.</p> <p>Identify ways that their feelings can impact their behaviour.</p> <p>Recognise things they can do to help when they have big feelings.</p> <p>Discuss their feelings and views, including their likes and dislikes.</p>	<p>Recognising feelings, emotional well-being</p>	<ul style="list-style-type: none"> • recognise and name some feelings that they might have • explain how feelings can make their bodies feel inside • describe how other’s might be feeling • identify who can help them with feelings, and how they can help others • identify feelings that are good and not so good • recognise that people feel differently about things and situations • explain what can change their feelings (from good to not so good and from not so good to good) • suggest things that can help them and others to feel better • recognise that feelings can intensify (get stronger) • describe how big feelings can affect their behaviour • identify what can help them feel better when they have a big feeling (including talking to trusted adults) • use words or phrases to ask for help with feeling 	<p>PSHE Association Mental health and wellbeing lessons (3 lessons)</p>
<p>Autumn 2 / Spring 1</p>	<p>Emotional Health and Wellbeing (2)</p>	<p>Identify which kinds of physical contact are</p>	<p>PANTs Online Safety</p>	<ul style="list-style-type: none"> • how to recognise common hazards that may cause harm or injury around the home/in the car 	

<p>What helps us stay safe?</p> <p>Respect and responsibility</p>	<p>Keeping safe; recognising risk; rules</p>	<p>acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each.</p>	<ul style="list-style-type: none"> • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers, medicines and household products. 	
	<p>Links: Muck, Mess and Mixtures (CS)</p>	<p>Identify common hazards in the home e.g. medicines, drugs and how to keep themselves safe.</p>	<ul style="list-style-type: none"> • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns 	<p>First Aid Education for Children – Red Cross https://lifeliveit.redcross.org.uk/</p>
		<p>Consider when it is appropriate to take a risk and when to say no and seek help.</p>	<ul style="list-style-type: none"> • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • Protective behaviours 	<p>NSPCC PANTS resources https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p> <p>See Protective Behaviours lesson plans</p>
		<p>Know its ok to say 'no' this is my body and I do not like what you are doing,</p>	<ul style="list-style-type: none"> • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) 	

		<p>and I want you to stop.</p> <p>Identify which adults they can trust and who can help them. (Protective Behaviours)</p>			
<p>Spring 2 What is bullying?</p> <p>Empathy Respect/ Responsibility</p>	<p>Relationships & Anti-bullying (2)</p> <p>Behaviour; bullying; words and actions; respect for others</p>	<p>Identify the similarities and differences between people and give some examples of the ways in which people can be similar or different.</p>	<p>Bullying Extremism Online relationships</p>	<ul style="list-style-type: none"> • how words and actions can affect how people feel • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations 	
		<p>Recall strategies that can be used to resist teasing or bullying (including cyberbullying) and how to get help.</p> <p>Children understand and</p>		<ul style="list-style-type: none"> • how to report bullying or other hurtful behaviour, including • online, to a trusted adult and the importance of doing so 	<p>KS1 Online Bullying NOS Unit</p>

		<p>celebrate differences.</p> <p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>Recognise that it's OK to tell if someone is being harmed.</p>			
<p>Summer 1</p> <p>Empathy</p> <p>Respect and Responsibility</p>	<p>Relationships (2)</p> <p>Friendship; feeling lonely; managing arguments</p>	<p>Identify how their behaviour can impact other people, both in positive and negative ways.</p> <p>Know how to identify if they are feeling lonely</p> <p>Understand how to cooperate and</p>	<p>Mental health</p> <p>Friendships</p>	<ul style="list-style-type: none"> • how to make friends with others • how people behave when they are being friendly and what makes a good friend 	
				<ul style="list-style-type: none"> • how to recognise when they feel lonely and what they could do about it 	
				<ul style="list-style-type: none"> • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	

Year 2: PSHE/RSE Medium Term Plan



		work with others.			
Summer 2 Aspiration	Living in the Wider World People and jobs; money; role of the internet	Recognise that people have different strengths and set themselves goals.		<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community 	
		Identify why it is important to look after money and ways that they can do this.		<ul style="list-style-type: none"> • how people have different strengths and interests that enable them to do different jobs 	