



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE

Year : 2

Term : Autumn

																					
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do																		
Define the word and include etymology if useful.	<table border="1"> <tr> <th data-bbox="573 586 735 618">Learning</th> <th data-bbox="735 586 894 618">Teaching</th> <th data-bbox="894 586 1052 618">Assessment</th> </tr> <tr> <td data-bbox="573 618 735 651">Remembering</td> <td data-bbox="735 618 894 651">Telling</td> <td data-bbox="894 618 1052 651">Testing</td> </tr> </table>	Learning	Teaching	Assessment	Remembering	Telling	Testing	<table border="1"> <tr> <th data-bbox="1052 586 1211 618">Learning</th> <th data-bbox="1211 586 1371 618">Teaching</th> <th data-bbox="1371 586 1530 618">Assessment</th> </tr> <tr> <td data-bbox="1052 618 1211 651">Practising</td> <td data-bbox="1211 618 1371 651">Coaching</td> <td data-bbox="1371 618 1530 651">Observing</td> </tr> </table>	Learning	Teaching	Assessment	Practising	Coaching	Observing	<table border="1"> <tr> <th data-bbox="1530 586 1690 618">Learning</th> <th data-bbox="1690 586 1850 618">Teaching</th> <th data-bbox="1850 586 2009 618">Assessment</th> </tr> <tr> <td data-bbox="1530 618 1690 651">Reflecting</td> <td data-bbox="1690 618 1850 651">Facilitating</td> <td data-bbox="1850 618 2009 651">Evaluating</td> </tr> </table>	Learning	Teaching	Assessment	Reflecting	Facilitating	Evaluating
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<p>Change - To make something into something else.</p> <p>Achievements - The act of performing with success; an accomplishment</p> <p>Friendships - The condition of being friends.</p> <p>Cope - To deal effectively with something, especially if difficult.</p> <p>Choices - An option; a decision; an opportunity to select something.</p>	<p>Know that change can be positive and something to look forward to</p> <p>Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't</p>	<p>Understand how I am changing as I grow up</p> <p>Understand how my achievements, skills and responsibilities are changing?</p> <p>Understand how I can change my behaviour when something goes wrong</p> <p>Understand how I can cope when friendships change</p> <p>Understand how I feel and how I cope when I lose something special to me</p> <p>Understand what helps me to feel better when I am hurt</p> <p>Understand when I make choices about changes</p>	<p>Talk about ways in which they have changed since they were babies as well as identifying recent achievements</p> <p>Identify changes that they or other children might experience in their lives</p> <p>Name some emotions they or others might feel at particular times of change</p> <p>Suggest some strategies they might use to cope with times of change, including approaching others for help</p>																		
<p>Bullying – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.</p>	<p>Know the key characteristics and forms of bullying</p> <p>Know How I can keep myself safe if I am being bullied</p>	<p>Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.</p>	<p>Demonstrate simple ways of responding to bullying including the need to be assertive.</p> <p>Be able to demonstrate how to be kind to bullied children</p>																		

			
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Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment
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<p>Bystander – A person who, although present at some event, does not take part in it; an observer or spectator.</p> <p>Strategy – plan of action intended to accomplish a specific goal.</p> <p>Power – Ability to coerce, influence or control.</p> <p>Intervene – To become involved in a situation, so as to alter or prevent an action.</p> <p>Safety/safe - The condition or feeling of being away from harm.</p>	<p>Know how might bystanders intervene and help someone who is being bullied</p>	<p>Understand that sometimes people are bullied because they may be different in some way from others.</p> <p>Understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people</p> <p>Understand how bullying affects the way we think, feel and behave</p>	<p>Be able to describe how it feels to be bullied or see someone else being bullied.</p> <p>Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur.</p>



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<p>Responsibility – A duty or obligation for which someone is held accountable</p> <p>Vote – an act participating in making a fair choice</p> <p>Rule – A regulation, law, guideline.</p> <p>Safety/safe - The condition or feeling of being looked after.</p>	<p>Know how rules make you feel happy and safe</p> <p>Know how to take part in making rules</p> <p>Know what jobs and responsibilities I have in school and at home</p>			<p>Understand why we have classroom rules and describe what the classroom would be like without them.</p> <p>Understand who looks after me and what are their responsibilities</p>			<p>To be able to name some adults in school who look after them and describe their responsibilities.</p> <p>To be able to describe some of the responsibilities they have in the classroom and towards family and friends.</p> <p>To be able to state classroom ground rules and explain how they have been made.</p> <p>To be able to explain what is meant by voting and be able to name some people who make decisions at school.</p> <p>To share information, opinions and feelings and listen to those of others, as part of a class discussion.</p>		
<p>Budget - The amount of money or resources available for a particular activity or time-frame.</p> <p>Debt - The state or condition of owing something to another.</p> <p>Charity - An organization, the objective of which is to carry out a charitable purpose. The goods or money given to those in need.</p>	<p>Know different ways to earn and spend money</p> <p>Know what saving, spending and budgeting mean</p> <p>Know how to save and look after their money and why we might do so</p>			<p>Understand that we can receive and spend money in many ways.</p> <p>Understand the difference between wants and needs and the need for informed choices.</p> <p>Understand family spending and the impact of choices</p>			<p>To be able to name ways of getting money</p> <p>To be able to give examples of budgeting and spending</p> <p>To be able to name ways to look after money</p> <p>To be able to discuss the purpose of charity work</p>		



									
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<p>Savings - A reduction in cost or expenditure. Something (usually money) that is kept for the future.</p> <p>Spend - To pay out money</p>				<p>Understand and manage some of the changing feelings associated with money.</p> <p>Understand what charities might do and why we have them.</p>			<p>To be able to talk about feelings linked to money</p>		
<p>Touch – To make physical contact with; to bring the hand, finger or other part of the body into contact with something or someone</p> <p>Feeling / Emotion – A person's internal state of being based on physical state and sensory data</p> <p>Safety/safe - The condition or feeling of being looked after.</p> <p>Secret – A piece of knowledge that is hidden and intended to be kept hidden.</p> <p>Good – Acting in the interest of what is beneficial, ethical, or moral.</p> <p>Bad - Unfavorable; negative; not good.</p>	<p>Know who the people are who help keep me safe</p> <p>Know who I could talk to if I felt unsafe or unsure</p> <p>Know what I can do if someone tries to persuade me</p> <p>Know how I can get the attention of an adult if I need to</p>			<p>Understanding that they are able to say 'no' to touching and tell someone in their Safety Circle if they need help.</p> <p>Understand what good and bad secrets might be</p> <p>Understand who your Safety Circle adults are</p>			<p>To be able to contribute to discussions about personal safety and take an active part in class activities.</p> <p>To be able to identify people at home, at school and in other contexts of their lives to include in their Safety Circle and who they can go to if they have a worry, or a 'no' or 'I'm not sure' feeling.</p> <p>To be able to recognise and describe 'yes' and 'no' feelings and "I am not sure" feelings?</p> <p>To be able to identify safer places to work and play and know what to do if they get lost.</p> <p>To be able to identify the difference between good and bad secrets as well as 'yes' and 'no' touches, (NSPCC PANTS)</p>		



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<p>Friendship - A relationship based on kindness and respect</p> <p>Positive - Not negative or neutral.</p> <p>Change - To become something different</p>	<p>Know how a good friend should behave</p> <p>Know how to listen to and support my friends</p> <p>Know how to cope when relationships change</p> <p>Know some of the similarities and differences between me and my classmates</p> <p>Know who they can talk to if they need help and how to ask for it.</p>			<p>Understand that friendships change.</p> <p>Understand that difference is positive.</p> <p>Understand that there are different family patterns</p> <p>Understand who is in their network of special people, and how they we affect each other</p> <p>Understand the behaviours that form a positive friendship</p>			<p>To be able to describe some of the qualities of friendship</p> <p>To be able to recognise some similarities and differences between them and other children</p> <p>To be able to demonstrate skills in making friends.</p> <p>To be able to use learnt strategies for coping when they have friendship problems.</p> <p>To be able to describe what is special about their own family and its members, and about other people they know.</p>		
<p>Saving - A reduction in cost or spending</p> <p>Spend - To pay out</p> <p>Money – currency used for the exchange of goods or services.</p> <p>Want - To wish for or desire something</p> <p>Need – A lack of something required to stay safe, alive or out of poverty</p>	<p>Know what my family have to spend money on</p> <p>Know what is 'value for money</p> <p>Know how my feelings about money change</p> <p>Know how my choices affect my family, the community, the world and me</p>			<p>Understand that we can receive and spend money in many ways.</p> <p>Understand the difference between wants and needs and the need for informed choices.</p> <p>Understand and manage some of the changing feelings associated with money.</p>			<p>To be able to make decisions about what to spend your money on and choose the best way to pay</p> <p>To be able to state the difference between wants and needs</p> <p>To be able to discuss the impact of money and spending on families, including the emotional aspect</p>		



									
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	Know how to save and look after money and why we might do so.			Understand family spending and the impact of choices Understand what charities might do and why we have them.					
<p>Disease – An abnormal condition of a human, animal or plant that causes discomfort</p> <p>Drug – A substance used to treat an illness, relieve a symptom, or modify a chemical process in the body for a specific purpose.</p> <p>Medicine – A substance which specifically promotes healing when ingested or consumed in some way; a treatment</p> <p>Risk – The probability of a negative outcome to a decision or event.</p> <p>Choice – An option; a decision; an opportunity to choose or select something</p> <p>Safe/safety - The condition or feeling of being away from harm.</p>	<p>Know what happens when disease, medicine or drugs enter the body</p> <p>Know what medicines are and why some people use them</p> <p>Know what to do if you feel poorly</p> <p>Know what are the potentially risky substances at home and at school</p> <p>Know what is it like to be persuaded</p>			<p>Understand how things can get in the body and that some can be helpful and some can be harmful.</p> <p>Understand that there can be alternatives to medicine use to feel better.</p> <p>Understand about the roles of doctors, nurses and hospitals</p> <p>Understand how to keep safe from harm if you come across risky substances</p>			<p>To be able to name safety rules concerning medicines and be able to name people who could help them take them safely.</p> <p>To be able to recognise simple risks and suggest ways of managing given scenarios.</p> <p>To be able to identify risky substances and what to do if you find them</p> <p>To be able to identify ways of staying healthy and well</p>		
<p>Lifecycle - A style of living that reflects the attitudes and values of a person or group.</p> <p>Development - The process by which a person grows and matures</p> <p>Responsibility - The state of being liable or responsible for something</p> <p>Need – A lack of something required to stay safe, alive or out of poverty</p>	<p>Know how babies change and grow</p> <p>Know how you have changed since you were a baby</p> <p>Know what babies and children need</p> <p>Know what your responsibilities are now you're older</p>			<p>Understand that human babies grow inside their mothers.</p> <p>Understand the basic needs of babies.</p> <p>Understand how dependent a baby is on parents to provide its basic needs.</p>			<p>To be able to recognise babies, children and adults of different ages and put them into age order.</p> <p>To be able to describe the main physical developments which take place in early childhood.</p> <p>To be able to describe some of the changes in responsibilities and expectations during early childhood.</p>		



