



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 2 - Health

Term : Autumn One



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Disease – An abnormal condition of a human, animal or plant that causes discomfort

Drug – A substance used to treat an illness, relieve a symptom, or modify a chemical process in the body for a specific purpose.

Medicine – A substance which specifically promotes healing when ingested or consumed in some way; a treatment

Risk – The probability of a negative outcome to a decision or event.

Choice – An option; a decision; an opportunity to choose or select something

Safe/safety - The condition or feeling of being away from harm.

PSHE

Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

Know that dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

Know how to keep safe in the sun and protect skin from sun damage

Know different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

Know the people who help us to stay physically healthy

Know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

Understand how things can get in the body and that some can be helpful and some can be harmful.

Understand that there can be alternatives to medicine use to feel better.

Understand about the roles of doctors, nurses and hospitals

Understand how to keep safe from harm if you come across risky substances

Understand how to help themselves to stay mentally and physically healthy

To be able to name safety rules concerning medicines and be able to name people who could help them take them safely.

To be able to recognise simple risks and suggest ways of managing given scenarios.

To be able to identify risky substances and what to do if you find them

To be able to identify ways of staying healthy and well

									
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Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
	<p>Know to recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it</p> <p>Know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>Know things that people can put into their body or on their skin; how these can affect how people feel</p>			<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>RSE</p> <p>Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals</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>		



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 2 - Bullying

Term : Autumn Two

									
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.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Bullying – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.</p> <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>PSHE</p> <p>Know how to ask for help if a friendship is making them feel unhappy</p> <p>Know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>Know how people may feel if they experience hurtful behaviour or bullying</p> <p>Know that hurtful (offline and online) behaviour - including teasing, name-calling, bullying and deliberately excluding others - is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>Know what is kind and unkind behaviour and how this can affect others</p>			<p>Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.</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>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> <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>Know how to treat themselves and others with respect; how to be polite and courteous</p> <p>Know to recognise the ways in which they are the same and different to others</p> <p>Know how to listen to other people and play and work cooperatively</p> <p>Know how to talk about and share their opinions on things that matter to them</p>								
<p>Growing – physical change</p> <p>Maturing – emotional change</p>	<p>RSE</p> <p>Pupils can recognise how they grow and will change as they become older.</p>			<p>Understand that our body is ours alone and we can say 'no' if we do not want someone to touch us.</p>			<p>Identify changes that will occur emotionally and physically as they grow older.</p>		



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 2 – Keeping Safe

Term : Spring One



Vocabulary

Define the word and include etymology if useful.

Responsibility – A duty or obligation for which someone is held accountable**Note** – an act participating in making a fair choice**Rule** – A regulation, law, guideline.**Safety/safe** - The condition or feeling of being looked after.**Touch** – To make physical contact with; to bring the hand, finger or other part of the body into contact with something or someone**Feeling / Emotion** – A person's internal state of being based on physical state and sensory data**Safety/safe** - The condition or feeling of being looked after.**Secret** – A piece of knowledge that is hidden and intended to be kept hidden.**Good** – Acting in the interest of what is beneficial, ethical, or moral.

Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Know how rules make you feel happy and safe

Know how to take part in making rules

Know what jobs and responsibilities I have in school and at home

Know who the people are who help keep me safe

Know who I could talk to if I felt unsafe or unsure

Know what I can do if someone tries to persuade me

Know how I can get the attention of an adult if I need to



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand why we have classroom rules and describe what the classroom would be like without them.

Understand who looks after me and what are their responsibilities

Understanding that they are able to say 'no' to touching and tell someone in their Safety Circle if they need help.

Understand what good and bad secrets might be

Understand who your Safety Circle adults are



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

To be able to name some adults in school who look after them and describe their responsibilities.

To be able to describe some of the responsibilities they have in the classroom and towards family and friends.

To be able to state classroom ground rules and explain how they have been made.

To be able to explain what is meant by voting and be able to name some people who make decisions at school.

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.

To be able to recognise and describe 'yes' and 'no' feelings and "I am not sure" feelings?

To be able to identify safer places to work and play and know what to do if they get lost.



									
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Bad - Unfavourable; negative; not good.			To be able to identify the difference between good and bad secrets as well as 'yes' and 'no' touches, (NSPCC PANTS)						
<p>RSE – My Relationships</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>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 the key characteristics and forms of bullying</p> <p>Know How I can keep myself safe if I am being bullied</p> <p>Know how might bystanders intervene and help someone who is 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>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>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> <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>						



Orton Wistow Primary School – Curriculum Plan

Subject : PSHE & RSE

Year : 2 – Economic Wellbeing

Term : Spring Two

			
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Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment
	<small>Remembering</small> <small>Telling</small> <small>Testing</small>	<small>Practising</small> <small>Coaching</small> <small>Observing</small>	<small>Reflecting</small> <small>Facilitating</small> <small>Evaluating</small>
<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>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>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 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>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>Know how to save and look after 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>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>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>Understand family spending and the impact of choices</p> <p>Understand what charities might do and why we have them.</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> <p>To be able to talk about feelings linked to 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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<p>RSE – My Beliefs</p> <p>Family – a group of one or more parents and their children living together as a unit.</p> <p>Respect – regard for the feelings, wishes, or rights of others.</p> <p>Difference – a point or way in which people or things are dissimilar.</p> <p>Similarities – the state or fact of being similar.</p> <p>Unique - being the only one of its kind; unlike anything else.</p>	<p>Know how we can identify the ways in which people are the same and different</p> <p>Know how we can identify the ways in which families are unique</p> <p>Know that there has never been and will never be another them</p>	<p>Understand how we can identify the ways in which people are the same and different</p> <p>Understand how we can identify the ways in which families are unique</p> <p>Understand that there has never been and will never be another them</p>	<p>To be able to identify the ways in which people are the same and different</p> <p>To be able to understand how we can identify the ways in which families are unique</p> <p>To be able to know that there has never been and will never be another them</p>



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 2 – Rules

Term : Summer One

									
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	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Rules - a set of understood regulations within a particular area of activity</p> <p>Responsibility - the state or fact of having a duty to deal with something or of having control over someone</p> <p>Safety - the condition of being protected from or unlikely to cause danger, risk, or injury</p> <p>Democracy - a system of government by the whole population or all the eligible members of a state, typically through elected representatives</p> <p>Representative - a person chosen or appointed to act or speak for another or others</p>	<p>To be able to name some people who look after them and some of their responsibilities towards them.</p> <p>To identify jobs and responsibilities they have at school.</p> <p>To understand the responsibilities they have to their friends, family, and class.</p> <p>To be able to explain the rules which affect them in school and how they have been made.</p> <p>To understand how rules enable them to feel safe and happy in school.</p> <p>To understand how democratic decisions might affect them in the everyday life of their class.</p> <p>To understand and experience the process of electing a school council representative.</p> <p>To be able to share opinions, take turns, and value the views of others by listening actively.</p> <p>To be able to contribute to paired and class discussions about a topical issue</p> <p>To understand what they have learned and to be able to share it with others.</p>			<p>Understand who looks after them and what they do.</p> <p>Understand why responsibilities are important at school.</p> <p>Understand why responsibilities to friends and family are important</p> <p>Understand how to explain the rules which affect them in school and how they have been made.</p> <p>Understand how rules enable them to feel safe and happy in school.</p> <p>Understand how democratic decisions might affect them in the everyday life of their class.</p> <p>Understand and experience the process of electing a school council representative.</p> <p>To be able to share opinions, take turns, and value the views of others by listening actively.</p>			<p>Explain who looks after them and what they do.</p> <p>List responsibilities at school that are held by them and others.</p> <p>List responsibilities that they have associated with their friends and family.</p> <p>Explain the rules which affect them in school and how they have been made.</p> <p>Explain how rules enable them to feel safe and happy in school.</p> <p>Explain how democratic decisions might affect them in the everyday life of their class.</p> <p>Take part in the process of electing a school council representative.</p> <p>Share opinions, take turns, and value the views of others by listening actively.</p>		
<p>Rights - morally good, justified, or acceptable</p>	<p>Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.</p>			<p>Understand what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.</p>			<p>List different kinds of physical contact is acceptable, comfortable, and uncomfortable and role-play how to respond.</p>		



																					
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<p>Responsibilities - the state or fact of having a duty to deal with something or of having control over someone</p> <p>Physical - relating to the body as opposed to the mind</p>																					



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 2 – Sense of Self

Term : Summer Two

																					
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<p>Identity - the fact of being who or what a person or thing is</p> <p>Perception - the way in which something is regarded, understood, or interpreted</p> <p>Influence - the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself</p> <p>Ethnicity - the quality or fact of belonging to a population group or subgroup made up of people who share a common cultural background or descent</p> <p>Community - a group of people living in the same place or having a particular characteristic in common</p>	<p>To understand their own culture and beliefs and those of other people.</p> <p>To recognise different groups they belong to and the different backgrounds of people in their community.</p> <p>To understand what 'my community' means.</p> <p>To know who the people are who help them in their community and what they do.</p> <p>To understand the needs of particular groups in their community.</p> <p>To know how to look after animals and plants.</p>	<p>Understand their own culture and beliefs and those of other people.</p> <p>Understand and recognise different groups they belong to and the different backgrounds of people in their community.</p> <p>Understand what 'my community' means.</p> <p>Understand who the people are who help them in their community and what they do.</p> <p>Understand the needs of particular groups in their community.</p> <p>Understand how to look after animals and plants.</p>	<p>Explain their own culture and beliefs and those of other people.</p> <p>Recognise different groups they belong to and the different backgrounds of people in their community.</p> <p>Explain what 'my community' means.</p> <p>List who the people are who help them in their community and what they do.</p> <p>Explain the needs of particular groups in their community.</p> <p>Describe how to look after animals and plants.</p>																		
<p>Help - make it easier or possible for (someone) to do something</p> <p>Secret - something that is kept or meant to be kept unknown or unseen by others</p> <p>Surprise - an unexpected or astonishing event, fact, etc</p>	<p>Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried, or afraid.</p>	<p>Understand the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried, or afraid.</p>	<p>Explain the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried, or afraid.</p>																		



									
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