

Year 2

Health and Wellbeing:

What is meant by a healthy lifestyle and how to maintain, manage risks and the different influences of physical, mental and emotional health and wellbeing. Managing change, including puberty, transition and loss. How to make informed choices about health and wellbeing, including keeping physically and emotionally safe, and to recognise sources of help with this including how to respond in an emergency.

H1. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.

H4. About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.

H6. The importance of, and how to, maintain personal hygiene.

H7. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.

H8. About the process of growing from young to old and how people's needs change.

H9. About growing and changing and new opportunities and responsibilities that increasing independence may bring.

H10. The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.

H11. That household products, including medicines, can be harmful if not used properly.

H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.

H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.

H14. About the ways that pupils can help the people who look after them to more easily protect them.

H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.

H16. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

AFL Questions

- ***How do we recognise our feelings?***
- ***What helps us to stay safe?***
- ***Why are rules important and where might we come across them?***
- ***What are the differences between boys and girls?***
- ***What do we mean by 'privacy' and why is this important?***

Relationships:

How to develop and maintain a variety of health relationships, within a range of social/cultural contexts. How to recognise and manage emotions within a range of relationships. How to recognise risky or negative relationships including all forms of bullying and abuse and how to respond and ask for help. How to respect equality and diversity in relationships.

R1. To communicate their feelings to others, to recognise how others show feelings and how to respond.

R2. To recognise that their behaviour can affect other people.

R4. To recognise what is fair and unfair, kind and unkind, what is right and wrong

R5. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.

R6. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

R7. To offer constructive support and feedback to others

R8. To identify and respect the differences and similarities between people.

R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).

R12. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.

R13. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.

R14. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

AFL Questions

- ***What makes a good friend?***
- ***What is bullying?***
- ***If you have a disagreement with a friend, how can you positively resolve it?***
- ***How can we make sure someone knows how we're feeling?***
- ***How can we recognise that we or someone is feeling lonely? What can we do to resolve this?***

Living in the wider world

Respect for self and others, including diversity and equality within different groups and communities, and how to be a productive member of a diverse community. Rights and responsibilities as family members and citizens and the importance of responsible behaviours and actions. A basic understanding of enterprise, where money comes from, keeping safe and the importance of managing in effectively.

L1. How they can contribute to the life of the classroom and school.

L2. To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.

L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).

L4. That they belong to different groups and communities such as family and school.

L5. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).

L9. Ways in which we are the same as all other people; what we have in common with everyone else.

L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

AFL Questions

- ***How can you positively contribute to the classroom and school life?***
- ***What do we mean by 'responsibilities'?***
- ***How are we the same/different to other people?***
- ***How can WE care for our environment?***
- ***Who in our community has a special job to protect us and how to we contact them if we need to?***