

KPI PSHE Curriculum Plan - Year Two

Key Concept(s)	Learning Intention	Activities	Resources and Vocab
The Caring School and Feelings and Relationships (9 lessons)			
KC2 - Relationships	To agree a set of class rules and responsibilities	<p><u>Key question/idea: How can we make this a happy place for everyone to work and play?</u></p> <p>As a class, look at school rules and then discuss what class rules are also needed. Children to have an input into the rules and why they are important.</p> <p>Children need to understand that they have a responsibility to others – to help everyone learn and be happy, everyone needs to follow the rules.</p> <p>Create class agreement/poster/individual posters, as appropriate. Display these in the classroom and remind children of them during the day.</p>	<p>Large paper for class poster/A4 paper for individual posters</p> <p>Vocab Rule, agree, agreement, responsibility</p>
KC2 - Relationships	To know and talk about the ways families can be different	<p><u>Key question/idea: Who is in our family? Why are families important?</u></p> <p>What is a family? Use PowerPoint to explore different family structures. Children to understand that who you live with/who raises you doesn't matter; what matters is that they love you and look after you. All family structures are valid.</p> <p>Children to draw a family of who lives with them and compare the differences with others on their table. Ensure children who feel uncomfortable with this or do not want to take part are supported. Give an alternative e.g. just draw themselves, draw a fictional family, draw their friends at school etc</p> <p>During the week, read 'And Tango Makes Three' and link back to the lesson content</p>	<p>Different Families PowerPoint A4 paper And Tango Makes Three book</p> <p>Vocab Family, different, respect, care, love, carer, guardian, network, support, special, belong</p>

KPI PSHE Curriculum Plan - Year Two

<p>KC2 - Relationships</p>	<p>To value the ways they are unique</p>	<p><u>Key question/idea: What makes me the same as/different from you? The importance of self-respect and how I feel.</u></p> <p>Display 'I Am Unique' image on the board. Circle time – children share something special/unique about themselves. Model own ideas first, and give children a bank of suggestions or prompts if unsure.</p> <p>Children draw self-portraits and add the features that make them unique “I am unique because...”</p> <p>Create a display of their self-portraits and quotes from children to help with self-esteem and positive body image</p> <p>During the week, read 'I Love my Hair' and link back to the lesson content</p>	<p>I Love My Hair book I Am Unique image A5 paper Mirrors</p> <p>Vocab Unique, special, because, different, similar, self-esteem, portrait, love, positive</p>
<p>KC2 - Relationships</p>	<p>To talk about ways to resolve conflicts</p>	<p><u>Key question/idea: What makes a good friend? What can I do if I fall out with a friend?</u></p> <p>Discuss and agree the qualities that a good friend has, (e.g. respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests). Watch 'what makes a good friend' video.</p> <p>Children to draw what a good friend might look like, and label with relevant adjectives. Share good examples with the class.</p> <p>Explain that friendships have ups and downs, explore ways to resolve conflict (discussion/role play/puppets, as appropriate to the class). Different scenarios could be: someone not letting a friend join in with a game, someone saying unkind things about a friend, someone accidentally hurting</p>	<p>A4 paper What Makes a Good Friend video</p> <p>Vocab Friend, friendship, respect, trust, truthful, loyal, kind, generous, share, interests, experiences, relevant, explore, resolve, conflict, falling out, upset, hurt, left out</p>

KPI PSHE Curriculum Plan - Year Two

		<p>a friend e.g. by running into them on the playground, friends always playing games that another friend doesn't want to join in with</p> <p>Revisit lesson content if there are friendship issues within the class/school.</p>	
KC3 - Living in the Wider World	To understand that we can be influenced by others	<p><u>Key question/idea: What influences me and the choices I make? Do I influence others? In what way? Do they influence me?</u></p> <p>Explain the word influence – something that makes you want to do/buy/play with something. Create a class list of things that influence our choices, e.g. friends or family, adverts, personal likes/dislikes, knowledge</p> <p>In pairs/small groups, children discuss a real-life situation when a friend encouraged them to do something. Was it a good idea? Would they do it again? How can friends influence choices? Talk about things that they see on screens– you tube, pictures, TV, games and discuss how these can make you feel.</p> <p>Discuss a made up scenario when someone tried to persuade a friend to do something unkind/dangerous (e.g. go somewhere without telling their grownups, play near the railway, say something unkind to someone who looks different). What should they do? Why?</p> <p>Add scenarios and notes/comments from children to class floor book.</p>	Vocab Influence, choice, decide, persuade
KC3 - Living in the Wider World	To understand and challenge gender stereotypes	<p><u>Key question/idea: What can boys do and what can girls do?</u></p> <p>Choose gender stereotype cards and discuss the scenarios as a class. Address any misconceptions/biases if they arise.</p>	Books: My Shadow is Pink, Are You a Boy or a Girl, Julian is a Mermaid Gender Stereotypes cards



KPI PSHE Curriculum Plan - Year Two

		<p>Use gender stereotypes PowerPoint to talk through different stereotypes and address them with the children.</p> <p>Read books during the week that challenge stereotypes and link to lesson content – My Shadow is Pink, Are You a Boy or a Girl, Julian is a Mermaid</p>	<p>Gender Stereotypes PowerPoint</p> <p>Vocab Gender, stereotype, assume, challenge, different, anyone, everyone</p>
<p>KC3 - Living in the Wider World</p>	<p>To know how it feels to be different</p>	<p><u>Key question/idea: How does it feel to be different?</u></p> <p>Watch Corto lan video, pausing to clarify and discuss as needed. How does the child feel at the beginning/end? Why?</p> <p>Use disabilities PowerPoint to understand different types of disabilities (including hidden disabilities) and ways to help people with disabilities, if they need it.</p> <p>Add notes/comments from the lesson to class floor book.</p>	<p>Corto lan video Disabilities PowerPoint</p> <p>Vocab Different, ability, disability, impairment, impediment, prosthetic, aid, invisible, hidden, support</p>
<p>KC2 – Relationships KC3 - Living in the Wider World</p>	<p>To know how it feels to be lonely</p>	<p><u>Key question/idea: How does it feel to be isolated and lonely?</u></p> <p>Read book Something Else and explore how it feels to be left out. What advice would they give the character in the story? Explain that if a child feels lonely or isolated they should discuss their feelings with a trusted adult.</p>	<p>Book: Something Else</p> <p>Vocab Lonely, left out, isolated, trusted adult</p>

KPI PSHE Curriculum Plan - Year Two

<p>KC3 - Living in the Wider World</p>	<p>To understand the impact bullying can have</p>	<p><u>Key question/idea: What is bullying?</u></p> <p>Identify the different types of bullying (including cyberbullying). Explain that bullying is intentional and repeated. Use ‘is it bullying?’ poster to explain and discuss.</p> <p><i>*Link back to bullying lesson in Y1*</i></p> <p>Discuss the impact of bullying on emotional health and ensure children understand the responsibilities of bystanders to report bullying to an adult. Explore ways to get help.</p> <p>Watch anti-bullying week video, pausing to clarify and discuss as appropriate.</p> <p>Look at different situations and talk about what the people involved should have done.</p> <p>Watch reach out video. Revisit lesson content if bullying arises within the class/school.</p>	<p>Is it bullying? poster Bullying Situations cards</p> <p>Vocab Bullying, cyberbullying, repeated, targeted, sustained, mean, unkind, intentional, responsibility, bystander, trusted adult, report, involved, situations, emotional health</p>
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KPI PSHE Curriculum Plan - Year Two

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Healthy Lifestyles (4 lessons)			
KC1 - Health and Wellbeing	To know the things healthy people eat and do	<p>Key question/idea: What do healthy people eat? What do healthy people do?</p> <p>Watch healthy eating video. Pause after each part and children discuss with talk partners what they have learnt.</p> <p>In pairs, children discuss the following:</p> <ul style="list-style-type: none"> · <i>What is a balanced diet? What are food groups? What do the food groups do? How can we live more healthily?</i> <p>Look at NHS eatwell plate and discuss each section. In groups, children put together the parts of the 'eatwell plate' and stick onto a large piece of paper. Children annotate with notes/examples/comments.</p>	<p>Healthy eating video Large copy of the eatwell plate Pictures of the parts of the eatwell plate A3 paper (1 sheet per group)</p> <p>Vocab Healthy, balanced, diet</p>
KC1 - Health and Wellbeing	To know why it is important to get enough sleep	<p><u>Key question/idea: Why is it important to sleep?</u></p> <p>Watch video about sleep, then as a class discuss bedtime routines. Ensure children know how it can affect the quality of sleep.</p> <p>Talk partners – come up with a healthy bedtime routine. Children makes posters to take home for their parents with top tips and ideas for a good bedtime routine e.g.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Sleep video A4 paper for posters Example posters to show children</p> <p>Vocab Routine, quality, rest, healthy</p>

KPI PSHE Curriculum Plan - Year Two

<p>KC1 - Health and Wellbeing</p>	<p>To know how and why to keep your body clean</p>	<p><u>Key question/idea: Why is it important to stay clean?</u></p> <p>Use personal hygiene PowerPoint to understand ways of keeping clean, and why it is important (includes oral hygiene).</p> <p>First slide – how many ways of keeping clean can the children think of?</p> <p>With each slide, discuss what children already know about that area before sharing the information on the slide.</p> <p><i>Be aware of any children struggling with personal hygiene as the family may not be able to afford to use hot water or wash clothes regularly, and adapt phrasing/slides to avoid stigmatising them. Refer to family support worker if children raise issues during or after the lesson</i></p> <p>Continue to remind children about personal hygiene throughout the school day – e.g. washing hands before lunch, what to do with used tissues</p>	<p>Personal Hygiene PowerPoint</p> <p>Vocab Personal hygiene, oral hygiene, clean, dirty, germs, spread, regularly, plaque, cavities, sweaty</p>
<p>KC1 - Health and Wellbeing</p>	<p>To talk about different ways of staying healthy</p>	<p><u>Key question/idea: How can I stay healthy?</u></p> <p>Recap the ways they have learnt to stay healthy and create a class mind map of ways to stay healthy - linked to hygiene, exercise, diet, sleep etc. Add to class floor book.</p> <p>With talk partners, children think of ways they can make their own day healthier e.g. have fruit or veg as snack instead of sweets, follow their bedtime routine every night</p>	<p>A3 paper for mind map</p> <p>Vocab Healthy, lifestyle, hygiene, exercise, diet, sleep, healthier, choices</p>

KPI PSHE Curriculum Plan - Year Two

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Growing and Changing (3 lessons)			
KC1 - Health and Wellbeing	To know how we've changed since being born	<p><u>Key question/idea: What do I remember about being born and growing?</u></p> <p><i>*Link back to Y1 science – body parts*</i></p> <p><i>*Link back to Y1 history – personal timelines*</i></p> <p>Before lesson, post on dojo asking for photos.</p> <p>Discuss their happy moments and memories with family. What age were they? What do they remember? How did they feel?</p> <p>Children bring in 2 to 3 photographs to show how they have grown/changed since being born. Talk about how their bodies have changed – shape, size, hair colour, abilities e.g. walking, riding a bike, talking, writing etc</p> <p>If they are comfortable with it, ask staff to bring in photos to share and add to the display.</p> <p>Children write a caption to go with their photos, use them to set up a class display of children's photographs.</p>	<p>Photos from home</p> <p>Paper/card for children to write captions on</p> <p>Vocab</p> <p>Grow, change, older, develop, memories</p>
KC1 - Health and Wellbeing KC2 - Relationships	To know what humans need to grow	<p><u>Key question/idea: What makes things grow? What makes me grow?</u></p> <p><i>*Link to Y2 science*</i></p> <p>Recap what living things need to survive. Is that all we need? As a class make a chart comparing the needs of plants with needs of humans – plants need water, oxygen, sunlight. Discuss what helps humans to grow - include love and care as well as shelter, food, warmth and water.</p>	<p>A3 paper to make chart</p> <p>Vocab</p> <p>Survive, grow, thrive, need, shelter, love</p>

KPI PSHE Curriculum Plan - Year Two

<p>KC1 - Health and Wellbeing</p>	<p>To talk about the things they can do now, will be able to do soon and can't do yet</p>	<p><u>Key question/idea: How do people know I'm growing? What new things can I do?</u></p> <p>Ask children what age did they learn to walk, go to school, ride a bike? What age will they be able to drive a car, get a job? Create a class timeline of life events (use approximate ages)</p> <p>With talk partners, children discuss the things they:</p> <ul style="list-style-type: none"> - can do now - will be able to do soon - can't do yet - want to do - need to practice <p>Share good ideas with the rest of the class. Make notes from discussions and add to floor book.</p> <p>Discuss and then write down their wishes for the future. What do they hope they will be able to do: This time next year When they are 10 years old</p>	<p>A3 paper for timeline Paper for children to write their wishes for the future</p> <p>Vocab Learn, grown, new things, will be able, practice, future, wishes, hope, want</p>
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KPI PSHE Curriculum Plan - Year Two

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Keeping Myself Safe (4 lessons)			
KC1 - Health and Wellbeing	To know what do if they get lost	<p><u>Key question/idea: What should I do when I'm lost?</u></p> <p>Class discussion - have you ever been lost? Share thoughts and feelings. Who helped? Discuss 'safe people/trusted adults' and the risk of strangers</p> <p>Make rules for what to do if they get lost or someone comes up them and says they are lost e.g. tell a trusted grown up if you see one, stay where you are so your adult can come back to you, make sure you are not in danger and move if you are, don't go with a stranger. Include a list of trusted adults on the poster (use Y1 'safer strangers' PowerPoint if children are unsure).</p> <p>Display poster in classroom and put a picture on Dojo so parents are aware of the discussion.</p>	<p>A3 paper for rules</p> <p>Vocab Trusted adult, safe person, lost, stranger, risk, danger, rules</p>
KC1 - Health and Wellbeing	To identify risks in the home	<p><u>Key question/idea: What is good about my home? When am I at risk?</u></p> <p>Use staying safe PowerPoint to look at pictures of household equipment that is useful but also has a potential danger, e.g. cookers, fires, knives. Devise strategies, e.g. not touching, telling a grown up.</p> <p>Use smartie the penguin resources to cover online risks (2 versions of the story - pop ups and in app purchasing, inappropriate websites for older children, cyberbullying or upsetting images, unreliable information, talking to strangers online). Use one in the lesson and the other at a different point in the week and refer back to the lesson content.</p>	<p>Staying Safe PowerPoint Smartie the Penguin online safety stories</p> <p>Vocab Risk, identify, useful, potential, dangerous, supervision, online safety, inappropriate, upsetting, unreliable, untrue, cyberbullying, strangers</p>

KPI PSHE Curriculum Plan - Year Two

<p>KC1 - Health and Wellbeing</p>	<p>To identify risks outdoors</p>	<p><u>Key question/idea: What is good about outdoors? When am I at risk?</u></p> <p>Circle time – children’s ideas about the places they go, who takes them, who goes with them, what they do, likes/dislikes. Make a list of potential hazards and come up with rules for these places – include strangers, traffic, water, train tracks etc.</p> <p>Watch road safety video to explore skills for crossing the road – teach ‘Stop, Look, Listen, Think’. Use role play or a pretend road to act out crossing the road. Then play ‘Be Bright, Be Seen’ game as a class. Share link to Think road safety charity website with parents on dojo</p>	<p>A3 paper Road safety video Be Bright, Be Seen game Think website</p> <p>Vocab Road safety, danger, hazard, rules, skills, pretend, risks, identify</p>
<p>KC1 - Health and Wellbeing</p>	<p>To know how to make the right choices</p>	<p><u>Key question/idea: How do I make the right choice? (online choices to be included)</u></p> <p>Discuss a possible scenario that the children could find themselves in - playing outdoors with older children, and in an area that they are not familiar with. What would they do if the other children: Said not tell their grown-ups where they were going Asked them to something that they felt uncomfortable with (e.g. throwing litter, swimming in a river)</p> <p>Discuss - is it ok to keep a secret? When is it ok? When is it not ok? Explore their responsibility for keeping themselves and others safe and when to say ‘yes’, ‘no’, ‘I’ll ask’ or ‘I’ll tell’. Use NSCPCC Pants materials to reinforce the underwear rule and when/how to say no.</p> <p>Online choices - look at childnet - advice for 4-11 year olds page with children, and put on dojo for parents to share at home with children as well.</p>	<p>NSPCC Pants resources Childnet website</p> <p>Vocab Familiar, uncomfortable, secret, safe, choice, responsibility, rules</p>

KPI PSHE Curriculum Plan - Year Two

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The World of Drugs (4 lessons)			
KC1 - Health and Wellbeing	To know who should handle medicines and why they are important for some people	<p><u>Key question/idea: When have I had to take medicine? Where do medicines come from? What do doctors and nurses do?</u></p> <p>Discuss illnesses – if children are comfortable they can share their own experiences; when/what/where?</p> <p>Show children different medicine packages and as a class put them into groups: tablets, liquids, powders, injections, etc. Discuss people who need them to stay alive/healthy.</p> <p>Discuss the safe handling of medicines and who should give them their medicines (parent/carer, teacher/school staff, doctor/nurse at a hospital). Encourage children to share their own personal stories of when they have required medicine – what type was it? Did they get it from a hospital or a pharmacy? Explain the roles of doctors, nurses and pharmacists if children are unsure.</p> <p>Invite the School Nurse to come and talk to the children about the job they do and about how children can keep themselves safe and healthy</p>	<p>Empty medicine packets</p> <p>Vocab Medicine, poorly, ill, unwell, prescribed, prescription, liquid, tablet, powder, injection, healthy, alive, safe handling, pharmacy, pharmacist, doctor, GP, nurse, hospital</p>
KC1 - Health and Wellbeing	To know what things should go into our bodies and which things can be dangerous	<p><u>Key question/idea: What goes into the body?</u></p> <p>Circle time - think of all the things which can get into their bodies (e.g. food/drink, splinters, pollution, germs, dirt, pollen, medicine). Teacher label these on a large picture of a human body.</p> <p>Discuss the different ways these can get into their body and list underneath the body picture (e.g. swallowed, injected, sniffed /breathed in or rubbed in).</p>	<p>A3 outline of a human body</p> <p>Vocab Swallow, inject, sniff, breath in, dangerous, safe, alcohol, cigarettes, legal, illegal</p>


KPI PSHE Curriculum Plan - Year Two

		<p>In pairs, children talk about how, when and why some of these things could be dangerous, e.g: We think these are safe - food, perfume We think these might be dangerous - splinters, pollution We know these can be dangerous - alcohol, cigarettes</p> <p>Add picture to class floor book.</p> <p>The terminology 'legal' and 'illegal' can be introduced, and that it is illegal to sell alcohol or cigarettes/vapes to children.</p>	
<p>KC1 - Health and Wellbeing</p>	<p>To know the consequences of smoking and drinking alcohol</p>	<p><u>Key question/idea: What do we know about alcohol? What do we know about smoking? (inc e-cigarettes)</u></p> <p>Show children empty containers of beer, wine, spirits and ask what the ingredient/drug is that they all contain – alcohol</p> <p>Write alcohol on the board and ask the children for the names of other drinks they know that contain alcohol. Write them on the board. Ask the children if they know someone who drinks alcohol, and explain that adults can make the choice to drink alcohol and lots of adults enjoy it, but it can also make them behave differently when they drink it e.g. they might argue/shout more, be more happy/lively or get clumsy and fall over. Mention that not all adults drink alcohol and that it is a choice that adults can make for themselves. Refer back to previous lesson – it is illegal for anyone under 18 to buy alcohol.</p> <p>Show children an empty cigarette packet and an empty vape, and explain they are going to learn about how smoking can affect people's health. Ask children to think of someone that they know who smokes. How does the</p>	<p>Empty alcohol bottles Empty cigarette packet Empty vape</p> <p>Vocab Alcohol, drug, behaviour, choice, illegal, legal, cigarettes, vapes, nicotine, affected, lungs, heart, persuade, consequences</p>

KPI PSHE Curriculum Plan - Year Two

		<p>child feel about it? Write down words to describe how they feel and discuss in a group.</p> <p>Ask the children “Why do people smoke?” Explain that adults tend to smoke because they are addicted - they contain the drug nicotine. Children tend to start smoking smoke because of pressure from others or to look good/show off in front of others. Explain that smoking cigarettes is dangerous to health. Do children know which parts of the body are affected? (Lungs and heart – it makes breathing difficult and makes it harder for the heart to pump blood around the body).</p> <p>What do I say and do if someone tried to persuade me to smoke to drink? Role play situations so children can practise saying “no, I don’t want to” and know who to go to if they feel pressured to do something they don’t want.</p>	
<p>KC1 - Health and Wellbeing KC3 - Living in the Wider World</p>	<p>To know what to do if someone tries to persuade you</p>	<p><u>Key question/idea: What do I say and do if someone tried to persuade me?</u></p> <p>Refer back to previous lesson and PANTS work, and talk about situations where someone might try to persuade them to touch, taste and sniff or puff something unknown or dangerous (e.g. older children, a cousin, a stranger at the park).</p> <p>What might they say when they are worried, under pressure or unsure?</p> <p>Show children speech bubbles with things people may say to try and persuade them e.g. “it won’t hurt”, “they’re only like sweets”, “you’d do it if you were my friend”. Children practise being confident saying “no”.</p>	<p>Speech bubbles with persuasive comments Large version of stop, think, say, help</p> <p>A4 paper for posters</p> <p>Vocab Situation, scenario, persuade, convince, worried, pressured, unsure, confident</p>

KPI PSHE Curriculum Plan - Year Two

		<p>Talk about who might they go to when they are unsure, worried, under pressure. Explore who this might be in different situations, talking about reasons for choosing these people and the reasons for trust.</p> <p>Introduce children to 'stop, think, say (no), (get) help' and display large version on the board:</p>  <p>Children make a poster showing what to do in these situations, using 'stop, think, say, help' and pictures of situations it could be used in</p>	
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KPI PSHE Curriculum Plan - Year Two

<p>KC1</p>	<p>Health and Wellbeing</p>	<p>What is meant by a healthy lifestyle How to maintain physical, mental and emotional health and wellbeing How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe, including online Identify different influences on health and wellbeing</p>
<p>KC2</p>	<p>Relationships</p>	<p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts (including online) 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 How to respond to risky or negative relationships and ask for help How to respect equality and diversity in relationships</p>
<p>KC3</p>	<p>Living in the Wider World</p>	<p>Respect for self and others and the importance of responsible behaviours and actions, including online Rights and responsibilities as members of families, other groups and ultimately as citizens Different groups and communities Respect diversity and equality and how to be a productive member of a diverse community The importance of respecting and protecting the environment</p>