

ST.HUGH'S CATHOLIC PRIMARY – MEDIUM TERM PLANNING - KEYSTAGE 1 (YEAR 2)



RHE - TEN TEN - LIFE TO THE FULL /PSHE - PSHE MATTERS

Module and Unit Title	Key Knowledge and Skills Life to the Full Ten:Ten	<u>PSHE Matters</u> <u>Year A</u>	<u>PSHE Matters</u> <u>Year B</u>
Module 1 Unit 1 Religious Understanding Let the Children come	<ul style="list-style-type: none"> • We are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness • We are created as a unity of body, mind and spirit: who we are matters and what we do matters • We can give thanks to God in different ways 	<u>Being Healthy</u> <ul style="list-style-type: none"> ➤ Exploring what a healthy lifestyle means. Identifying the benefits of a healthy lifestyle. ➤ Identifying ways of keeping healthy. Recognising what they like and dislike. -Recognising that choices can have good and not so good consequences. ➤ Setting simple goals. H6 - Recognising the importance of personal hygiene. Developing simple skills to help prevent diseases spreading. 	<u>Being me</u> <ul style="list-style-type: none"> ➤ Recognise they belong to different groups and communities such as family and school. Explore ways in which they are all unique. ➤ Identify ways in which we are the same as all other people; what we have in common with everyone else. ➤ Offer constructive support to others. Identify what makes them special
Module 1 Unit 2 Me, My body and my health I am unique	<ul style="list-style-type: none"> • Children will engage with teacher-led questions and paired interactions; • Children will be given the opportunity to reflect on what makes them unique and special through an activity called 'My Special Box'; • Children will join in with learning the 	<u>Relationships</u> <ul style="list-style-type: none"> ➤ Recognising our behaviour can affect others. ➤ Recognising what is fair and unfair, kind and unkind, what is right and wrong. R6 - Listen to other people and play and work cooperatively 	<u>Growing up</u> <ul style="list-style-type: none"> ➤ The process of growing from young to old. ➤ Exploring growing and changing and becoming independent. ➤ The correct names for the main parts of the body (including

<p>Girls and boys</p> <p>Clean and Healthy</p>	<p>chorus of the song, “Touch Your Knees, Touch Your Toes”.</p> <ul style="list-style-type: none"> • Our bodies are good; • The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia); • That girls and boys have been created by God to be both similar and different and together make up the richness of the human family. <ul style="list-style-type: none"> • Our bodies are good and we need to look after them; • What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; • The importance of sleep, rest and recreation for our health; • How to maintain personal hygiene. 	<p>(including strategies to resolve simple arguments through negotiation).</p> <ul style="list-style-type: none"> ➤ Offering constructive support and feedback to others. ➤ Identifying their special people (family, friends, carers) and how they should care for each other. <p><u>Exploring Emotions</u></p> <ul style="list-style-type: none"> ➤ Recognising a range of feelings in ourselves and other people. ➤ Recognising how others show feelings and how to respond. ➤ Recognising that their behaviour can affect others. ➤ Communicating feelings to others. Developing simple strategies for managing feelings. ➤ Using words to describe a range of feelings. <p><u>Being responsible</u></p> <ul style="list-style-type: none"> ➤ Identify how they can contribute to the life of the classroom and school. ➤ Construct and explore the importance of rules. ➤ Explore and understand that everyone has rights and responsibilities. ➤ Identify what improves and harms 	<p>external genitalia). Identifying people who they can ask for help and think about how they might do that.</p> <ul style="list-style-type: none"> ➤ Identifying ways of keeping safe and knowing they do not keep secrets. ➤ About privacy in different contexts. ➤ About respecting the needs of ourselves and other people. ➤ Identifying similarities and difference. ➤ What physical contact is acceptable. ➤ That everybody is unique. <p><u>Changes</u></p> <ul style="list-style-type: none"> ➤ Exploring what change means. Exploring loss and change and the associated feelings. Exploring the changes of growing from young to old. Managing change positively. ➤ Identifying strategies and where to go for help. <p><u>Money Matters</u></p> <ul style="list-style-type: none"> ➤ Recognising what money looks like. Identifying how money is obtained. Understanding the
<p>Module 1 Unit 3 Emotional Well-being</p> <p>Feelings, likes, dislike</p>	<ul style="list-style-type: none"> • Our bodies are good and we need to look after them; • What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; • The importance of sleep, rest and 	<ul style="list-style-type: none"> ➤ Identify what improves and harms 	

<p>Feelings Inside out</p>	<p>recreation for our health;</p> <ul style="list-style-type: none"> • How to maintain personal hygiene. • Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. • Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. 	<p>their environments.</p> <ul style="list-style-type: none"> ➤ Recognise what is fair/unfair, right/wrong, kind/unkind. <p><u>Difference and Diversity</u></p> <ul style="list-style-type: none"> ➤ Understanding that they belong to different groups. ➤ Identifying ways in which they are unique. Sharing opinions on things that matter using discussions. ➤ Identifying and respecting the differences and similarities between people. <p><u>Bullying Matters</u></p> <ul style="list-style-type: none"> ➤ Recognising their behaviour can affect others. ➤ Listening to others and working cooperatively. ➤ Identifying that people's bodies can be hurt. ➤ Recognising when people are being unkind to them or others, who to tell and what to say. ➤ Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable. ➤ Identifying strategies to resist teasing/ bullying if experienced or witnessed. 	<p>ways money can be used.</p> <ul style="list-style-type: none"> ➤ Understanding how to keep money safe and what influences choices. <p><u>Being safe</u></p> <ul style="list-style-type: none"> ➤ Identifying household products are hazards if not used properly. Exploring rules for and ways of keeping safe in a range of situations. ➤ Knowing who to go to if they are worried. ➤ Recognising that they share a responsibility for keeping themselves and others safe. - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy. Understanding why rules are important in keeping us safe. Identifying people who work in the community and how to ask for help. <p><u>Drugs Education</u></p> <ul style="list-style-type: none"> ➤ Exploring the importance of physical, mental and emotional health. ➤ Exploring how to make informed choices.
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			Understanding the role of drugs as medicines. Identifying alternatives to taking medicines. Identifying that household products, including medicines, can be harmful if not used properly. Identifying rules for and ways of keeping safe. Recognising they have a shared responsibility for keeping themselves and others safe.
Module 1 Unit 4 Life Cycles	<ul style="list-style-type: none"> • Know and appreciate that there are natural life stages from birth to death, and what these are 		
Module 3 Unit 1 Religious Understanding Three in one Who is my neighbour?	<ul style="list-style-type: none"> • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others 		
Module 3 Unit 2 Living in the Wider World The communities we live in	<ul style="list-style-type: none"> • That they belong to various communities such as home, school, parish, the wider local community, nation and global community; • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; 		

	<ul style="list-style-type: none">• That we have a duty of care for others and for the world we live in (charity work, recycling etc.);• About what harms and what improves the world in which we live.		
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****All children in Year 2 will be taught correct names for body parts**