



PSHE – Year 2

Learning Theme: Health and wellbeing

Term 5 & 6	Learning Question & NC Link	Substantive Knowledge To know that...	Disciplinary Knowledge I can...	Vocabulary	Assessment opportunity	Equipment & resources	Lesson ideas
Session 1	<i>How can I keep myself healthy?</i> <i>Is sleep important?</i>	To know about routines and habits for maintaining good physical and mental health. To know why sleep and rest are important for growing and keeping healthy.	Identify ways to keep myself healthy- basic hygiene, sleep, water, rest, diet, exercise, mental health. I can describe a balanced diet. I know why it is important to get enough sleep and rest.	Healthy Unhealthy Diet Exercise Sleep Mental health Balanced Hygiene	Tas record on post its for floor book during class discussion. Record what they know at start of topic and again at the end to show progression.	Food choices, physical activity and balanced lifestyles The Sleep Factor	Children create a poster about keeping healthy.
Session 2	<i>Are medicines good or bad for us?</i>	To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. To know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel.	Describe times when medicines might help me, e.g. antibiotics, cough sweet, medicines for diabetics or allergies etc. Know that vaccinations are important to stop us from getting bad diseases. Understand that medicines are bad for us if they are not supposed to be for us, they can actually make us ill.	Medicine Drugs Vaccine Cream Pills Tablets antibiotics	Tas record on post its for floor book during class discussion.	Drug and Alcohol Education	Look at examples of empty ‘good ‘ medicine packaging. Create whole class piece of work about good things about medicine and possible negatives. Perhaps with picture of bottle of medicine, good points inside and bad things outside.
Session 3	<i>Why do we need to brush our teeth?</i>	To know the importance of, and routines for, brushing teeth and visiting the dentist.	Brush my teeth for 2 mins twice a day.	Teeth Oral Hygiene Healthy Dentist	Tas record on post its for floor book during class discussion.	Dental Health https://www.dentalhealth.org/downloads-and-resources https://www.youtube.com/watch?v=oStaJTHgHMU	Potential visit from dentist (maybe parent?) Look at model of teeth. Practice brushing

		To know about food and drink that affect dental health.	Eat a healthy diet to keep my mouth and teeth healthy.	Brushing toothpaste		https://www.youtube.com/watch?v=GHS27DHyl0	Write a how to guide to brushing teeth.
Session 4	<i>How can we deal with big feelings?</i>	To know how to describe and share a range of feelings. To know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others. To know how to manage big feelings including those associated with change, loss and bereavement. To know when and how to ask for help, and how to help others, with their feelings.	I can explain how I feel. I have strategies for letting other people know how I am feeling if I don't feel like talking. I know who I can speak to if I have difficult or confusing feelings. I know how to help look after my friends if they are going through a difficult time.	Feelings Emotions Difficult Bereavement mood	Tas record on post its for floor book during class discussion.	Winston's Wish - Loss and Bereavement Badger's parting gifts by Susan Varley No Matter What by Debi Gliori	Make a glitter jar Zen den Cosmic yoga
Session 5	<i>What dangers are there in everyday situations? (may need 2 sessions)</i>	To know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines.	I stay away from railway lines. I keep myself safe by staying with an adult around the water. Understand water safety, never swim alone, swimming between the flags on a beach etc I can cross the road safely. I can call 999 if I am in trouble.	Risk Safety 999 Emergency	Tas record on post its for floor book during class discussion.	RNLI water safety resources https://www.heartcommunityrail.org.uk/resources/resources-1/1 Road safety : https://www.youtube.com/watch?v=odL77zH42Vs	Children make short video clips about staying safe. They could act it out, use toys or make puppets or cartoons. 03 is this safe updated.zip
Session 6	<i>How can we keep ourselves safe?</i> <i>Who's job is it to help keep us safe?</i>	To know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'. To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger.	I can keep myself safe online. I use child-friendly websites. I make sure an adult knows what I am doing online. I don't talk to strangers. I know what to do if I am lost or scared.	Online safety Familiar Unfamiliar Unsafe Responsible Safe Danger stranger	Tas record on post its for floor book during class discussion.	https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ Episode 3 Strangers and safer stranger ppt. On Twinkl	Children draw a pictures of someone they could ask for help if they were in danger. Write a sentence to go with their picture.

			I can identify safe adults.				
Session 7	<i>How can we keep ourselves safe at home?</i>	To know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products.	Identify situations at home that might present a danger. Can call 999 where needed. Don't play with electrics, fire, chemicals.	Hazard Appliance Safety Situation aware	Tas record on post its for floor book during class discussion.	Lots of good powerpoints and worksheets for this on Twinkl	Children have to identify the hazards o pictures of the home.
Session 8	<i>What do you need to do in an emergency?</i>	To know how to respond if there is an accident and someone is hurt. To know about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.	They know how to call the emergency services and what to say. They know 999 for police, ambulance, fire brigade, coastguard They know how to explain the problem They know their home address.	999 Emergency services police, ambulance, fire brigade, coastguard	Tas record on post its for floor book during class discussion.	https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/	Children practice making a 999 call for a given scenario, giving the right information and staying calm.
Session 9	<i>How do we change as we grow up? (may be able to link this to the RSE lesson for this term)</i>	To know about the human life cycle and how people grow from young to old. To know how our needs and bodies change as we grow up. To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).	Know how their bodies have changed so far and that it is because they are changing from a young child towards a teenager to eventually become an adult. They can identify male and female genitals.	Lifecycle Change External Vulva Penis Testicles	Tas record on post its for floor book during class discussion. Children label a blank outline in one colour, add extra labels in another colour at end or at start of next session to show learning	All by myself by Ivan Bates Titch by Pat Hutchings	Children label a blank body outline in one colour, add extra labels in another colour at end or at start of next session to show learning. Sequence images of a person from baby to elderly. When I was a baby I couldn't Now I am a child I can..... When I am older I will be able to
Session 10	<i>Are we ready to move schools?</i>	To know about change as people grow up, including new opportunities and responsibilities. To prepare to move to a new class and setting goals for next year.	Understand that as we grow up some things stay the same and some things change. Change can be scary but is also exciting. Can identify things that they are	Grow Change Prepare responsibilities	Tas record on post its for floor book during class discussion.	Watch Charlie and Lola 'I am absolutely too small for school' about starting in yrR but concerns may be relevant for moving into ks2 and provide a starting point for discussion.	Discuss worries, excitement, goals etc. Children write a speech bubble about what they are looking forward to in Year 3

			excited and or scared about. Have ways to manage these emotions.				
Session 11	RSE- Describe the physical differences between males and females. Name the different body parts.	See RSE plan Links to session 9			Adults collect pupil voice on post its for floor book.	2 large PE Hoops Hoop labels Body Parts picture cards Female x-ray picture Body Parts worksheet Suggested reading: Shapesville, Andy Mills It's OK to be Different, Todd Parr	
Notes							