

Year 2

Topic	Statutory Objective		Lesson Focus	Key Knowledge	Vocabulary
Autumn 1					
Families and People Who Care for Me Caring Relationships	That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. The characteristics of friendships, including mutual respect and kindness. To know the features of friendships.	1	To know that other families in school sometimes look different from your own family.	<p>To know that some families have a mum and a dad, some have just a mum or just a dad and that some children live with their grandparents.</p> <p>To know that some children have two mums or two dads.</p> <p>To know that some parents live separately (in two different places).</p> <p>To know that some children have step brothers or sisters.</p> <p>To know that some children have no brothers or sisters (only children).</p> <p>To know that some children are adopted or fostered.</p>	family parents grandparents step brother step sister only child adopted fostered
		2	To know that other families in the wider world sometimes look different from your own family.	<p>To know that some families live in different countries.</p> <p>To know that some families are small and some are big.</p> <p>To know that some families live in different types of houses.</p> <p>To know that some families look different (different clothes, hair, eye or skin colour).</p>	different countries wider world
		3	To know that we should respect differences between our families.	<p>To know that families can still be a family even if they look different to our own.</p> <p>To know that we should respect the differences between families because they make us special and unique (one of a kind).</p> <p>To know that we can show respect for different families by accepting (agreeing) that families can look different to our own.</p>	respect unique accepting
		4	To know that other children's families are held together by love and care, even if they seem different to your own family.	<p>To know that love and care is important for all families.</p> <p>To know that all family members can show love and care for one another.</p> <p>To know that every kind of family can show love and care for each other – even if they seem different to your own.</p>	love care

		5	To know what kindness is in a friendship	To know that some features of friendships include being kind, sharing, taking turns, thinking about others, listening to others, telling the truth, being generous and being yourself.	features friendship generous being yourself
		6	To know what mutual respect is in a friendship.	To know that mutual respect is when we value each other and treat each other with kindness. To know that if you value someone , you think that they are important and worthwhile. To know that friends show mutual respect each another when they don't agree on something but are willing to work things out because they care for/ value each other.	mutual respect value worthwhile
		7	To know what kindness is in a friendship.	To know that kindness is important in a friendship. To know that friends show kindness to one another by sharing, taking turns, thinking about others, listening to others, telling the truth or being generous	kindness generous

Autumn 2

Respectful Relationships & Online relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	1	To know that it is important to respect others, even when they look different or behave differently to you.	To know some ways in which people can look different to us (hair, eyes, skin, height, clothing). To know some ways people can act differently to you (loud, quiet, shy, out-going). To know that we should respect others, even when they look different to you. To know that we should respect others, even if they behave differently to you. To know that we can show respect towards others by being kind and caring towards them and accepting their differences.	differences respect accepting differences
		2	To know that it is important to respect others, even when they make different choices, have different likes or ways of thinking to you.	To know that other people may make different choices to us. To know that other people may like different things to us. To know that other people may think differently to us. To know that we should respect everyone, even if they make different choices, have different likes or ways of thinking.	choices likes different ways of thinking

<p>The conventions of courtesy and manners.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>That sometimes people behave differently online, including by pretending to be someone they are not.</p>	3	To know what courtesy and manners are and how to use them.	<p>To know that courtesy means being polite to other people.</p> <p>To know that using good manners is a way of being thoughtful and respectful towards others.</p> <p>To know that we can be courteous by being polite and friendly to others.</p> <p>To know that we can use good manners by saying please and thank you, saying sorry when we are wrong and saying excuse me when we wish to speak to someone.</p>	<p>courtesy</p> <p>good manners</p> <p>courteous</p>
	4	To know what permission-seeking is in relationships.	<p>To know that 'permission-seeking' means that we check that something is ok to say or do.</p> <p>To know that permission-seeking is important in relationships because it is a sign of respect and makes others feel safe.</p>	<p>permission-seeking</p> <p>sign of respect</p>
	5	To know what permission giving is in relationships.	<p>To know that 'permission giving' is when you say that it is ok for someone to say or do something.</p> <p>To know that permission giving is important in relationships because it makes you feel safe, comfortable and respected by others.</p>	<p>permission giving</p>
	6	To know about different types of bullying (including cyber bullying).	<p>To know that bullying is using extremely unkind and unwanted behaviour towards others.</p> <p>To know that bullying can be using unkind words or using unkind hands and feet towards others.</p> <p>To know that name-calling is a kind of of bullying.</p> <p>To know that isolating (leaving out) others is a kind of bullying.</p> <p>To know that cyber bullying (unkind behaviour towards others on the internet) is a kind of bullying.</p>	<p>bullying</p> <p>name-calling</p> <p>isolating</p> <p>cyber bullying</p>
	7	To know how bullying affects others.	<p>To know that bullying can affect others by hurting their feelings.</p> <p>To know that bullying can affect others by hurting their bodies.</p>	<p>affect</p>

		8	To know what a bystander is and what they should do if they see bullying happening.	To know that a bystander is someone who sees or hears something happen but does not take part. To know that you can be a bystander if you see or hear bullying. To know that you should tell an adult if you see or hear bullying.	bystander
		9	To know that sometimes people behave differently online, including by pretending to be someone they are not.	To know that people can act differently online to how they act in person. To know that people can pretend to be someone different online.	online

Spring 1

Being Safe Internet Safety & Harm	That for most people the internet is an integral part of life and has many benefits.	1	To know that the internet is an important part of life for most people and why it is useful	To know that the internet is important/ useful because we can use it to find information. To know that the internet is important/useful because we can use it to play games. To know that the internet is important/useful because we can use it to talk to others.	internet information
	About the benefits of rationing time spent online. Where and how to report concerns and get support with issues online.	2	To know why we should control the amount of time we spend online.	To know that spending too much time online can be bad for your eyes because you are staring at a screen. To know that spending too much time online can be bad for your body because you are sitting still for a long time. To know that it is important to control the amount of time spent online so that you can look after your eyes and make sure you are keeping your body fit and healthy.	screen control online healthy

<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	3	<p>To know what privacy is and why it is not always right to keep secrets.</p>	<p>To know that privacy is keeping something to yourself/a secret from others.</p> <p>To know that privacy is important because everyone should be able to choose whether they share their thoughts or feelings with others.</p> <p>To know that a secret is when something is kept hidden from somebody else.</p> <p>To know that it is not right to keep a secret if it means that you / someone else will be hurt or upset in some way.</p>	<p>privacy thoughts feelings secret</p>
	4	<p>To know that each person's body belongs to them.</p> <p>To know that a person's body can be touched in different ways.</p>	<p>To know that everyone's body is their 'personal property' and that this means it belongs to them.</p> <p>To know that appropriate touch is when you have permission to touch someone familiar to you (a family member or friend) in a positive way (for example, giving a friend a hug when you greet them).</p> <p>To know that inappropriate touch is when you either do not have someone's permission to touch them, you touch them in a negative way (hitting or kicking them) or you do not know the person (such as a stranger, or someone you do not know very well).</p> <p>To know that unsafe physical contact is when you hurt someone by hitting, punching, kicking or biting.</p>	<p>personal property appropriate touch permission positive inappropriate touch negative unsafe physical contact</p>
	5	<p>To know how to behave with adults you do not know (including online).</p> <p>To know when you are feeling unsafe / bad about any adult and what to do about it.</p>	<p>To know that it is important to act in the right way with adults you do not know so that you are safe.</p> <p>To know that you should never get into a car with / go anywhere alone with an adult you do not know.</p> <p>To know that you should ignore adults you do not know if they speak to you online and never tell them your full name, address or where you go to school.</p> <p>To know that you can ask for help from a trusted, known adult (family or school) if you feel unsafe / bad about any adult.</p>	<p>trusted adult</p>

Mental Wellbeing Health & Prevention	<p>That mental wellbeing is part of normal daily life, in the same way as physical health.</p>	1	<p>To know what mental wellbeing is and that it is a part of our lives every day.</p>	<p>To know that mental wellbeing is ‘ the feelings we have in our head’.</p> <p>To know that physical health is ‘ the feelings we have in our body’.</p> <p>To know that we feel things in our head every day and that we can feel differently from day to day.</p>	<p>mental wellbeing</p> <p>physical health</p>
	<p>That there is normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	2	<p>To know about different emotions and how or when we feel them.</p>	<p>To know that emotion means ‘ feeling’ (for example - happy, sad, angry, nervousness, fear, surprise).</p> <p>To know that we feel different emotions at different times (e.g. we might feel happy when we are playing with our friends or sad when we hurt ourselves).</p> <p>To know that we can feel emotions in our heads (our thoughts) or in our bodies (e.g. feeling relaxed or tight-chested, crying, laughing etc.)</p>	<p>emotion</p> <p>happy</p> <p>sad</p> <p>angry</p> <p>nervousness</p> <p>fear</p> <p>surprise</p>
	<p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p>	3	<p>To know which emotion/s I am feeling and how to talk about them.</p>	<p>To know which emotion I am feeling by listening to the thoughts in my head / how I am feeling in my head.</p> <p>To know which emotion I am feeling by thinking about how my body feels.</p> <p>To use a range of words to describe how I feel (for example - happy, sad, angry, nervousness, fear, surprise)</p> <p>To talk to others about how I am feeling in my head and body using a range of words.</p>	<p>emotion</p> <p>happy</p> <p>sad</p> <p>angry</p> <p>nervousness</p> <p>fear</p> <p>surprise</p>
	<p>About safe and unsafe exposure to the sun, and how to reduce the risk</p>	4	<p>To know which emotion/s others are feeling and how to talk about them.</p>	<p>To know which emotion others are feeling by listening to them talk about how they are feeling in their head.</p> <p>To know which emotion others are feeling by looking at their body language (e.g. are they smiling / crying / frowning etc.)</p>	<p>body language</p>

	of sun damage, including skin cancer.			<p>To use a range of words to describe how others feel (for example - happy, sad, angry, worried / anxious, lonely, frustrated, calm, confused, disgusted).</p> <p>To know that it is ok to ask others how they are feeling and ask them which emotions they are feeling.</p>	
		5	To know why the sun can be bad for you.	<p>To know that spending too much time in the sun can be bad for our bodies because it can cause heatstroke (when your body gets too hot and becomes unwell).</p> <p>To know that spending too much time in the sun can be bad for our bodies because it can burn our skin.</p> <p>To know that spending too much time in the sun can be bad for our bodies because it can dehydrate us (when your body does not have enough water to work well).</p>	<p>heatstroke sunburn dehydrate</p>
		6	To know how to keep safe in the sun.	<p>To know that we can keep ourselves safe in the sun by wearing a hat.</p> <p>To know that we can keep ourselves safe in the sun by applying sun cream regularly.</p> <p>To know that we can keep ourselves safe in the sun by drinking plenty of water.</p> <p>To know that we can keep ourselves safe in the sun by staying in the shade between 11am – 3pm.</p>	<p>hat sun cream water shade</p>
Summer 1					
Physical Health & Fitness	To know the characteristics and mental and	1	To know what an active lifestyle is.	To know that an active lifestyle is when you keep your body moving (exercise, playing outside, walking to school) .	<p>active lifestyle exercise mental health and wellbeing</p>

Healthy Eating	physical benefits of an active lifestyle.			To know that having an active lifestyle will help to keep me healthy by keeping my heart and body strong.	
	What constitutes a healthy diet and the principles of planning and preparing a range of healthy meals.	2	To know what a healthy diet is.	To know that having an active lifestyle will help me to feel good in my head (mental health and wellbeing). To know that a healthy diet means eating foods which are good for your body. To know that some foods keep your body well (e.g. healthy proteins are important for strong bones and muscles, vegetables and fruits are full of vitamins which keep us well, carbohydrates give us energy, healthy dairy foods keep our teeth and bones strong, healthy fats give us energy).	healthy diet protein vegetables fruit carbohydrate dairy healthy fats
		3	To know how to plan healthy meals.	To know some foods from each food group which are healthy (e.g chicken is a healthy kind of protein, broccoli is a healthy vegetable, brown bread is a healthy carbohydrate, milk is a healthy form of dairy, nuts are a healthy form of fat). To know why a named food from a particular food group keeps us healthy (e.g. chicken is a protein which is good for our bodies because it helps our muscles to grow and our bones to stay strong.) To know that sugar can harm our bodies /health and should only be eaten in moderation. To know that 'to eat something in moderation' means to only eat a small amount a few times each week.	food group harm moderation
		4	To know how to prepare healthy meals.	To make a healthy meal using foods from different food groups. To know why the foods I have used in my meal and good for my body / healthy.	food group healthy meal

Summer 2

Drugs, Alcohol & Tobacco Basic First	The facts about legal substances (medicines and hazardous household	1	To know about substances which are safe or unsafe. (CW lesson 1)	To know that substances can be medicines, sprays, liquids or solids in the house. To know that substances can be safe or unsafe.	substance medicine spray liquid solid safe unsafe
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<p>Aid Changing Adolescent Body</p>	<p>substances) and associated risks.</p> <p>How to make a clear and efficient call to the emergency services.</p>	2	<p>To know that some things we put into our bodies can harm us. (CW lesson 2)</p>	<p>To know that a hazardous substance is something harmful.</p> <p>To know that some things we put into our bodies can harm us.</p> <p>To know some rules about keeping safe around hazardous substances.</p>	<p>hazardous substance harmful harm</p>
	<p>Describe the difference between male and female babies.</p>	3	<p>To keep safe at home and at school. (CW lesson 3)</p>	<p>To know how to keep safe at home.</p> <p>To know how to keep safe at school.</p> <p>To be able to follow safety instructions and rules at home and at school.</p>	<p>home school safety instructions rules</p>
	<p>Describe some differences between male and female animals.</p>	4	<p>To know how to call 999 in an emergency.</p>	<p>To know that the emergency services are the police, fire, ambulance and search and rescue.</p> <p>To know that when someone is badly hurt or won't wake up (unconscious) it is an emergency.</p> <p>To know that we can help in an emergency situation by seeking at adult's help.</p> <p>To know that we can help in an emergency situation by calling 999, and asking for an ambulance.</p> <p>To know that we should let the ambulance know who is hurt, where they are hurt, how they have hurt themselves and whether they are awake (conscious) or asleep and not responding to you (unconscious).</p>	<p>emergency ambulance injury conscious unconscious</p>
	<p>Describe the physical differences between males and females</p>	5	<p>To know some differences between male and female babies. (CW Lesson 1)</p>	<p>To know that some people have fixed ideas about what boys and girls can do.</p> <p>To know that we can't always tell whether someone is a boy or a girl because of what they wear, like or do.</p> <p>To know that male (boy) babies and female (girl) babies have some differences in their bodies.</p>	<p>male female differences</p>
	<p>Name the male and female body parts.</p>	6	<p>To know some differences between male and female animals. (CW lesson 2)</p>	<p>To know that there are differences between male (boy) and female(girl) animals.</p> <p>To say which part of the animal tells them whether it is male or female (e.g. mane in a lion).</p>	<p>differences male female</p>

		7	<p>To describe physical differences between males and females.</p> <p>To name the male and female body parts. (CW lesson 3)</p>	<p>To know that male (boy) and female (girl) private parts are different.</p> <p>To name the male body parts using the words penis and testicles.</p> <p>To name the female body parts using the words vagina and womb.</p>	<p>penis testicles vagina womb</p>
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