

Year 2

HEALTH AND WELL-BEING		
Keeping Safe	Healthy Lifestyles	Growing and Changing
<u>Keeping safe in different environments</u> Identify likely risks encountered during a school day. <u>Keeping safe away from home and school</u> Identify likely risks outside of home and school How do we stay safe? How do we get help if we need it? <u>SCARF</u> How safe would you feel? Identify situations in which they would feel safe or unsafe. Suggest actions for dealing with unsafe situations including who they could ask for help.	<u>Making healthy Choices</u> Look at nutritional plates of food. Think about the importance of fruit and vegetables. <u>Managing feelings</u> What do I do if I am feeling... <u>SCARF</u> My body needs... Recognise that exercise and sleep are important to health.	<u>SCARF</u> You can do it! Explain the stages of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply positive mind set strategies to their own learning. <u>Sam moves away</u> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. <u>Haven't you grown!</u> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. <u>My body, your body</u> Identify which parts of the human body are private and why this is.
LIVING IN THE WIDER WORLD		
Rights and Responsibilities	Environment	Money
<u>Getting help from the community</u> Emergency services- how to get help when needed Police/fire service visit to school <u>Expectations when living in the wider world</u> How do we behave when...? What do we have a responsibility to look after? <u>SCARF</u> When someone is feeling left out How does it feel when you are part of a group/left out of a group How to help when people are feeling left out	<u>Look after our environment- school and grounds</u> What do we see on a daily basis that shows us that we don't always look after our environment? <u>SCARF</u> How can we look after our environment? Identify what they like about the school environment. Identify any problems with the school environment (e.g. things needing repair). Make suggestions for improving the school environment. Recognise that they all have a responsibility for helping to look after the school environment.	<u>Keeping track of money</u> Why is money important in the world? Show children money and get them to think about the different value How to spend money safely (maths link) Different methods of payment. What is safe? What is dangerous? <u>SCARF</u> Harold goes camping Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
RELATIONSHIPS		
Feelings and Emotions	Healthy Relationships	Valuing Difference
<u>Identifying Different behaviours</u> Introduce scaling, I am feeling a (1-10) I know how to feel better, I know that I could feel worse. <u>Feelings can get hurt</u> Show children different faces to think about their emotions. <u>SCARF</u> Being a good friend How do friends care for each other. How do we make others feel How peoples' behaviour affect others.	<u>Listening to others and playing co-operatively</u> Use familiar and real scenarios from recent experience How can they use this to learn how to respond next time? <u>Appropriate and inappropriate behaviours – teasing and bullying</u> <u>SCARF</u> Bullying or teasing Define bullying and teasing Identify safe secrets (including surprises) and unsafe secrets.	<u>SCARF</u> An act of kindness Recognise and describe acts of kindness and unkindness. Explain how these impact on other people's feelings. Suggest kind words and actions they can show to others. Show acts of kindness to others in school. <u>What makes us who we are?</u> Identify some of the physical and non-physical differences and similarities between people. Know and use words and phrases that show respect for other people. <u>My Special People</u> Identify people who are special to them. Children may suggest people in their lives who are LGBT.