



Knowledge, Understand, Skills and Processes for:
Personal, Social, Health and Economic Education (PSHEE) & Citizenship

PSHEE & Citizenship coverage for **YEAR 2**

Me and My Relationships

WHEN was it taught? In WHAT way? WHO needs extra support?

Relationships and Sex Education:

- I know the characteristics of a healthy family life; and the importance of caring for each other and spending time together
- I know when relationships make me feel unhappy or unsafe (both online and offline) and am able to ask for help
- I know about the changes that have happened to my body since birth; and the process of growing from young to old, including how people's needs change
- I have an understanding of stereotypes and how these can have a negative impact e.g. gender, age
- I understand the importance of valuing of one's own body and recognising its uniqueness
- I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls
- I know that individuals have rights over their own bodies; and that there are differences between good and bad touching, including between peers

Anti-Bullying:

- I know the 'recipe' for being a good friend (both online and offline) and that trust is a core ingredient
- I know that there are different types of negative behaviours, bullying and teasing (both online and offline); that these are wrong; and am aware of how to deal with them, including knowing how to get help
- I am able to listen to others and respect their viewpoints
- I can identify similarities and differences between people of different backgrounds (ethnic, cultural and faith) and respect these

Keeping Myself Safe

WHEN was it taught? In WHAT way? WHO needs extra support?

Drug (and Wider Risk Taking) Education:

- I use simple skills which will help to maintain my personal safety (both online and offline)
- I understand that all drugs can be harmful if not used properly
- I know simple rules about medicines and other substances used in the home, including solvents, which can be harmful if not used properly
- I can recognise and say what is right and wrong (both online and offline)
- I understand that pressure to behave in an unsafe way can come from a range of people (both online and offline), including people I know
- I know how to ask for help when I need it; and can name a range of people who can help me, including how to call 999 in an emergency
- I know the difference between secrets and surprises (both online and offline) and understand what is not a good secret to keep

Internet Safety:

- I know the internet has many benefits, but I know I need to balance my time spent online and offline and adhere to the age rating of computer games
- I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe
- I know that people sometimes behave differently online, including friends, or pretend to be someone they are not
- I have an understanding of what a healthy online friendship is, and an awareness of, the risks associated with people I have never met

My Healthy Lifestyle		WHEN was it taught? In WHAT way? WHO needs extra support?
Physical and Mental Wellbeing: - I know that a healthy lifestyle includes physical activity, rest, eating healthily, dental health, sun protection and mental wellbeing; and I can give examples of what I do on a daily basis to keep myself healthy - I can make simple choices to improve my physical and mental wellbeing - I know how diseases are spread and how they can be controlled; and my responsibilities for my own and others health - I am able to wash my hands properly Emotional Health and Resilience: - I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations - I have simple strategies to manage my feelings - I understand what being resilient means to me and I have strategies I can use - I know that even changes we want to happen can sometimes feel uncomfortable, but I have identified ways I manage those feelings		
Me and My Future		WHEN was it taught? In WHAT way? WHO needs extra support?
Personal Finance: - I know that we can pay for things in a range of ways - I understand that the choices we make affect ourselves and others - I can explain the difference between needs and wants - I understand that it may not be possible to have everything you want immediately - I understand that individuals and families must find ways to prioritise needs and wants Careers and Enterprise: - I can describe some of the reasons why education is important - I am positive about who I am and what I have achieved - I take into account what other people say about me - I am aware of stereotypes (gender, ethnicity, different backgrounds etc.); and that everyone has the same opportunities in learning, careers and work Transition: - I can identify positive achievements during my time in Year 2 - I can identify my strengths, areas for improvement and set myself some goals for Year 3 - I can explain what I am worried about and what I am looking forward to in Year 3 - I know what to expect when I start Year 3		
Becoming an Active Citizen		WHEN was it taught? In WHAT way? WHO needs extra support?
Citizenship Education: - I can take part in discussions/simple debate with others about topical issues - I know that people and other living things have needs and recognise my own responsibility to meet those needs - I can contribute positively to the life of the class and the school - I have shared an idea with the school council - I know that I belong to different groups and communities e.g. school, family - I know what improves and harms the environment and some of the ways people look after it - I know some ways to look after my local environment		