

Eastbury Primary School: PSHE medium term plan Year 2

SUBJECT: PSHE							
Autumn		Spring		Summer			
<p>Topic Title: Healthy me</p> <p>Article 24</p> <p>Key knowledge: To know what is meant by healthy. To know ways to relax. To understand how medicines, work in my body. I can sort foods into the correct food group. I know foods that give my body energy.</p> <p>Key Skills: I can choose healthy choices. I can create a balanced diet plate. I can choose foods to give my body energy.</p> <p>Key vocabulary: Healthy, unhealthy, fats, carbohydrates, protein, fruit and vegetables, balanced diet, soap, water, shower, bath, pills, relaxation, exercise, films, reading</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 19</p> <p>Topic Title: Anti-Bullying Week</p> <p>Objectives To identify signs of bullying and what we can do to stop it for ourselves and others</p> <p>Activities Depends on the theme for that year</p> <p>Topic Title: Black History Month</p> <p>Objectives To celebrate significant black figures and the diversity in our school.</p> <p>Activities:</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 19 Article 31</p> <p>Topic Title: Children's Mental Health Week</p> <p>Objectives To understand how our mental health is important and strategies to help our mental health</p> <p>Activities Depend on the theme for that year</p> <p>Topic Title: Safer internet week</p> <p>Objectives To understand how to be safe online and make good choices about how to interact online</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 38 And all of them</p> <p>Topic Title: Peace Day</p> <p>Objectives To understand what peace is and issues that effect the world</p> <p>Activities Depend on the theme for that year</p>	<p>Topic Title: Relationships</p> <p>Article 15 Article 16 Article 21 Article 22 Article 25</p> <p>Key knowledge: To know the different members of a family. Explain why they are important to them. To know different physical contact which ones are alright and which ones are not. To know some things that cause conflicts with friends. To understand some secrets are good to keep and some are not. To know people in school and the community that help me and appreciate them.</p>	<p>Topic Title: Changing me</p> <p>Article 19 Article 31</p> <p>Key knowledge: To know physical differences between males and females. Understand boy and girl stereotypes. Understand the human lifecycle. To know how to be assertive. To understand the emotions when changing class</p> <p>Key Skills: To understand the changes that I'm going through and to stay calm about this. To understand how to assertive in different situations and make my own choices</p>		

		To research and create a written piece about a significant black figure		Activities: Depend on the theme for that year		Key Skills: To appreciate family members and that other children's families are different. To pick up if physical contact makes me uncomfortable and tell someone. To tell an adult any bad secrets. To know where to go for certain types of help Key vocabulary: Mum, dad, brother, sister, step- dad, step mum etc. , physical contact, conflict, secrets, teacher, parents, doctors, nurses, police officer etc.	Key vocabulary: Vagina, penis. Stereotypes, baby, toddler, child, teenage, adult, elderly.	
Lesson 1: Objective: know what I need to keep my body healthy Activity: Write or draw ways someone stays motivated to be healthy						Lesson 1: Objective: identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	Lesson 1: Objective: Understand that some people have -fixed ideas about what boys and girls can do Describe the difference between male and female babies Activity:	

						Activity: Give each child the Happy Home recipe sheet and invite them to write/draw in the mixing bowl, their recipe for a happy home.	Sort items into boy, girl and both. Using clothed and unclothed babies discuss how we know a child is male or female.	
	Lesson 2 Objective: show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed Activity: using pictures from PowerPoint rank pictures from least relaxed to most relaxed					Lesson 2 Objective: understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not Activity: chn to draw around 2 hands. On one hand put touches they like and the other touches they don't like.	Lesson 2 Objective: Describe some differences between male and female animals Understand that making a new life needs a male and a female Activity: Discuss how you know an animal is male or female. Draw a picture of mogsy and her kitten label with male, female and teat.	
	Lesson 3					Lesson 3	Lesson 3	

	<p>Objective: understand how medicines work in my body and how important it is to use them safely</p> <p>Activity: Children to discuss and then write down 2 ways they can be safe taking medicine</p>				<p>Objective: identify some of the things that cause conflict with my friends</p> <p>Activity: Working in pairs, give the children copies of the Mending Friendships resource sheet. In the box at the top, ask them to write one example of something that may cause conflict between two friends Then in the three boxes below, ask them to write some ideas for words that might be helpful to say as the friends work through each stage of the process to mend their friendship</p>	<p>Objective: Describe the physical differences between males and females. Name the male and female body parts</p> <p>Activity: sort body parts into male, female and both. Label body with body part names.</p>	
	<p>Lesson 4</p> <p>Objective sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p>				<p>Lesson 4</p> <p>Objective: understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p>	<p>Lesson 4</p> <p>Objective: To confident to say what I like and don't like and ask for help</p>	

	<p>Activity: Working in groups of 3 or 4, children are given an eat well plate and food cards. Chn to sort cards into the correct section of the eat well plate</p>				<p>know how it feels to be asked to keep a</p> <p>Activity: Go through Jigsaw Jo's worry secrets and offer advice of what to do.</p>	<p>Activity: In their Jigsaw Journals, ask the children to draw two types of touch they like e.g. hug, tickle, hair being brushed,</p>	
	<p>Lesson 5</p> <p>Objectives make some healthy snacks and explain why they are good for my body</p> <p>Activity: Split the class into four groups. Give each group a recipe card to follow and the correct ingredients. Ask the children to make the snacks according to the instructions on the recipe cards.</p>				<p>Lesson 5</p> <p>Objectives recognise and appreciate people who can help me in my family, my school and my community understand how it feels to trust someone</p> <p>Activity: Draw a figure in the middle of a circle. Place people close to the figure if you trust them and further away if you don't.</p>	<p>Lesson 5</p> <p>Objectives identify what I am looking forward to when I move to my next class</p> <p>Activity: Assessment opportunity</p>	

	<p>Lesson 6</p> <p>Objective: <i>decide which foods to eat to give my body energy</i></p> <p>Activity: <i>Complete assessment activity</i></p>					<p>Lesson 6</p> <p>Objective: <i>express my appreciation for the people in my special relationships</i></p> <p>Activity: <i>Complete assessment activity</i></p>		
--	---	--	--	--	--	---	--	--