



PSHE/RSE/SMSC Overview Year 2



As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals, and values to prepare them for 'Life in Modern Britain'. We have picked out the key aspects from the following subject areas: SMSC, PSHE, Jigsaw, R.E. and RSE, with the aim to help children become a well-rounded British Citizen. These are as follows:

Relationships (RSE)
SMSC
Religious Education
Rights, Responsibilities and British Values (Including Healthy choices)

Values of the month to be embedded each month.

Respect	Responsibility	Kindness	Love	Equality	Patience
Courage	Tolerance	Honesty	Trust	Co-operation	Thoughtfulness
Peace	Loyalty	Hope	Happiness	Empathy	Appreciation
Perseverance	Optimism	Self-control	Self-belief		

Key messages to teach our children from the start

- “You are always allowed to say no.”
- “If something feels wrong, you should tell a trusted adult.”
- “It’s never your fault if someone tricks or pressures you.”
- “Trusted adults will listen and help you.”
- “If something feels wrong, trust that feeling.”
- “You are not responsible for someone else’s bad behaviour.”
- “It’s always okay to ask for help.”
- “Real friends and trusted adults won’t pressure or trick you.”
- “Exploitation is never your fault.”
- “You have the right to feel safe and respected.”
- “If something feels wrong, trust your instincts and speak up.”
- “Trusted people won’t pressure, trick, or control you.”
- “Exploitation is never the victim’s fault.”
- “Consent, respect, and choice are essential in all relationships.”
- “Trust your instincts—if something feels wrong, it probably is.”
- “Support is always available, and speaking up can help keep people safe.”

Year 2 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSE Area	Autumn	Spring	Summer	On-going
<p>Being me in my world The world and us</p> <p>Protected Characteristic: celebrating diversity</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of respecting others Practical steps they can take in a range of contexts to improve and support respectful relationships. The conventions of courtesy and manners That in school and the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others. <p>Mental wellbeing</p> <ul style="list-style-type: none"> That there is a normal range of emotions that all humans experience How to recognise and talk about their emotions <p style="color: red;">Project Protect</p> <ul style="list-style-type: none"> know how to recognise and talk about their feelings and emotions identify a trusted adult they can talk to about their feelings respect ourselves and others know the positives of belonging to a group understand how to identify feelings of belonging. 	<ul style="list-style-type: none"> The Role of the Police in keeping Britain safe and good order (SO). The Royal Family and their role in modern Britain (C) Understanding the world (M,SO, C, SP) Children in Need (SO, M) How Parliament works and how it affects me. Linked to the Gunpowder Plot and Emily Wilding Davison. (SO) My right to vote to make a change. Why do some children have to work rather than go to school? What are Laws? (D) 			<ul style="list-style-type: none"> Current age-appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news, using first news (SP, M, C, SO)
<p>Celebrating difference</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> The characteristics of friendships That healthy friendships are positive and welcoming towards others. 	<ul style="list-style-type: none"> Expect respect (M, SO, C) I know about significant people who have changed history and changed people's lives (M, SO, C) 			<ul style="list-style-type: none"> What do I believe in? How does this affect my life (SP)

<p>The same but different (Relationships ~ families and people who care for me. Caring friendships)</p> <p>Protected Characteristic: differences</p>	<ul style="list-style-type: none"> • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. <p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of respecting others, even if they are very different from them. • About different types of bullying, responsibilities of bystanders and how to get help. • What a stereotype is, and how stereotypes can be un-fair, negative, or destructive 	<ul style="list-style-type: none"> • My friends and I, how we are similar but unique (C) • I know that people have different skin colour, can live in different countries, and have different beliefs - Race equality (M, SO, C) • Different forms of bullying - linked to anti-bullying week. • What do I believe in? How does this affect my life? (SP) 			
<p>Dreams and Goals Rights and Responsibilities</p> <p>Protected Characteristic: disabilities</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of respecting others • Practical steps they can take in a range of different contexts to improve or support respectful relationships. <p>Mental wellbeing</p> <ul style="list-style-type: none"> • How to recognise and talk about their emotions • How and where to seek advice 	<ul style="list-style-type: none"> • Different forms of bullying - linked to anti-bullying week. SENSE DVD - Staying safe section 2 Bullying. • E-safety week - SENSE DVD Staying safe section 2 internet safety. 	<ul style="list-style-type: none"> • My hobbies in and out of school and how this makes me feel (C) • What are my aspirations - Where do I see myself as an adult? (SO) • What does freedom mean? What does it look like? Is it the same in all countries (M, C) 		<ul style="list-style-type: none"> • Magic learning habits • School Parliament (SP, SO) • Playground Pals (SP, C) • How do I contribute to my community? And help to improve my local area (SO) • What makes an excited learner? How do you provide awe and wonder for your pupils? • Anti-bullying week.
<p>Healthy me</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> • The benefits of physical exercise on mental wellbeing and happiness • Simple self-care techniques 	<ul style="list-style-type: none"> • Healthy lunch - Plan a meal - going to a cafe. • RSE - Y2 Lesson 2 - Knowing our bodies - use resource 	<ul style="list-style-type: none"> • Stranger Danger • Road safety (M, SO) • Water Safety (M, SP) • Fire Safety (M, SP) 		

<p>Healthy mind, healthy body (Health Education - mental well-being, internet safety, Physical health and fitness, healthy eating, Changing adolescent body)</p> <p>Protected Characteristic: diversity</p>	<p>Physical health and fitness</p> <ul style="list-style-type: none"> The benefits of an active lifestyle The importance of building regular exercise into their routine. The risks associated with an inactive lifestyle. How and when to seek advice if they are worried about their health <p>Healthy eating</p> <ul style="list-style-type: none"> What constitutes a healthy diet? The principles of planning and preparing a range of healthy meals. The risks associated with unhealthy eating and other behaviours. <p>Health prevention</p> <ul style="list-style-type: none"> How to recognise the early signs of illness The facts and science relating to allergies, immunisations, and vaccination 	<p>'Same but different, Male and female body words.</p> <ul style="list-style-type: none"> Importance of hygiene - Care and Commitment 	<ul style="list-style-type: none"> Rail Safety (M, SP, SO) 		
<p>Relationships (Families and People who care for me, caring friendships, respectful relationships, on-line relationships, being safe)</p> <p>Protected Characteristic: the right to belong</p>	<p>Families and people who care for me.</p> <ul style="list-style-type: none"> That families are important for children growing up because they can give love, security, and stability. The characteristics of healthy family life That other families sometimes look different from their family, but they should respect those differences. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed. <p>Caring friendships</p> <ul style="list-style-type: none"> That most friendships have their ups and downs, and that these can often be worked through so that the friendship is repaired 			<ul style="list-style-type: none"> How are my friends the same/different to me? (SP, SO) What does it mean to be British? Expect respect - Understanding domestic abuse - Friends, Gender, careers, and assumptions. 	<ul style="list-style-type: none"> Magic learning habits Self-confidence and self-awareness (SP) Managing feelings and behaviour (M)

or even strengthened, and that resorting to violence is never right.

- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.

Being safe

- 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.
- The differences between appropriate and inappropriate or unsafe physical and other contact
- Clever never goes

Scenarios

1. **The Playground Deal** - An older child offers you football stickers if you carry something for them that you feel unsure about. Questions: Why might this feel wrong? What should you do?
2. **The "Don't Tell" Game**- A friend says, "You have to keep this a secret or I won't be your friend anymore. Questions: Is that a safe friendship? What kind of secrets are, okay?"
3. **Repeated Pressure**- Someone keeps asking you to do something after you've already said no. Questions: What does pressure feel like? What can you say or do?

Project Protect

- know everyone has rights and responsibilities

	<ul style="list-style-type: none"> describe the difference between secrets and happy surprises know how to seek help from a safe adult who they trust. 				
<p>Changing me Me the successful learner (Health Education - Drugs, Alcohol, Tobacco, Health and Prevention, Basic First Aid)</p> <p>Protected Characteristic: race</p>	<p>Being safe</p> <ul style="list-style-type: none"> 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. The differences between appropriate and inappropriate or unsafe physical and other contact How to ask for help for themselves or others Where to get advice How to report concerns Clever never goes <p>Changing adolescent body</p> <ul style="list-style-type: none"> Key facts about the changing body – how their body has changed since being a baby, the boys, and girl's body parts 			<ul style="list-style-type: none"> Medicines - How they can change the way you feel (M, SP, C) NHS - Who, Where, When, Why and How was it established? (SO) Do other countries have an NHS? (C) 	<ul style="list-style-type: none"> What makes me an excited learner? (SP) How do you provoke awe and wonder and instil curiosity in lessons?