

Curriculum overview- RSHE statutory guidance mapping (YEAR 2)

Year 2	
Autumn 1	Pupils should be taught : - that there is a 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. - 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. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate - how to ask for advice or help for themselves or others, and to keep trying until they are heard.
Autumn 2	Pupils should be taught : - that for most people the internet is an integral part of life and has many benefits. - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private - where and how to report concerns and get support with issues online - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
Spring 1	Pupils should be taught: - that for most people the internet is an integral part of life and has many benefits. - about the benefits of rationing time spent online, and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. where and how to report concerns and get support with issues
Spring 2	To be completed by school

Summer 1	Pupils should be taught : • that families are important for children growing up because they can give love, security and stability. • • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' 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. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • that there is a 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. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
Summer 2	Pupils should be taught : • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation • the facts about legal and illegal harmful substances and associated risks

Curriculum overview- End point objective and vocab

Year 2	End point objective	Vocab
Autumn 1	By the end of Autumn 1 pupils will learn; - the difference between comfortable and uncomfortable feelings. - how people's facial expressions and body language can reflect how they are feeling and why. - the difference between physical and emotional hurt and how these can affect people's feelings. - how the way we feel can affect our behaviour and how that can make other people feel - strategies they can use to help them manage a range of feelings and some of the things they can do to help themselves and others feel better.	feelings, emotions, happy, sad, upset, angry, cross, worried, anxious, tired, bored, excited, jealous, nervous, scared, embarrassed, ashamed, silly, lonely, grumpy, confident, calm, proud, comfortable, uncomfortable, positive, negative, physical hurt, emotional hurt, body language, facial expressions, cope, manage
Autumn 2	By the end of Autumn 2 pupils will learn; - what their digital footprint is and some of the ways they can manage it. - who can see their online information and why it is important to protect what others can see. - about some of the harmful things that can be done with their online information. - how we see ourselves and others online and what impact an online post can have on this. - who they can ask for help if they are worried or upset about something online.	digital footprint, information, profile, online, offline, post, pretend, harmful, protect, impact, worried, upset, help
Spring 1	By the end of Spring 1 pupils will learn; - the different platforms we use to communicate with people online and how to do this safely. - to consider how we decide whether to post something about someone else online and how this could make them feel. - about the consequences of our actions online on ourselves and others and who they can talk to/ask for help if they were negatively affected by something online.	online, platforms, communicate, safe, Internet, post, positive, negative, actions, consequences, bullying, upset, worried, help , Online Relationships and Cyberbullying resources
Spring 2	School based previous plans	

Summer 1	By the end of Summer 1 pupils will learn; • about what a family is and what family means to them. • to consider how they like to be treated by people in their family and some of the different ways we can show that we love someone. • about different kinds of families and the similarities and differences between them. • about different kinds of relationships and the appropriate behaviour within them. • to consider some of the changes that we may experience in our lives and the feelings and emotions associated with change. who they can ask for help and some of the strategies they can use to help them cope with confusing or difficult emotions.	family, families, friendship, love, care, kindness, same, different, similarities, differences, relationships, roles, responsibilities, feelings, emotions, change, strategies, cope
Summer 2	By the end of Spring 2 pupils will learn; • the things that are safe to put into/onto their body. • substances that are harmful and not harmful • how to keep themselves and others safe. • medicines and some of the reasons why people use them.	safe, safety rules, household substances, harmful, not harmful, safe, unsafe, hazard, medicines, vaccinations, drug, illness, well, unwell, risk, pressure, emergency, non-emergency, 999, first aid, treatment, burns, bleeding, head injury, choking, broken bone, asthma attack