Year 2 – PSHCE Curriculum Planning Matrix

Focus: **Healthy Lifestyles**   Intended Outcome: **To develop pupils' knowledge and understanding of factors which contribute to a healthy lifestyle**

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Healthy Eating	**It is important to find out about food allergies before carrying out this activity** **Develop work of year 1. Discuss:** • Why do we need food? • Explore taste - sweet/sour, bitter/salty • Compare the taste of raw and cooked foods e.g. apple • Look at a range of food labels. Discuss information given • Discuss the origins of some foods e.g. farm produce, exotic fruits, tinned goods • The need for hygiene in food handling • Sorting foods into food groups • Discuss what is a balanced diet • Participation in (Scrumptious) Cookery Club • Design a healthy menu	• To explore and experience different types of food and tastes • To become aware of nutritional information which may help in making healthy choices • To learn about safe food preparation and handling • To begin to enjoy cooking	1a) To recognise what they like and dislike, what is fair and unfair, and what is right and wrong. 2c) To recognise choices they can make. 2e) To realise that people and other living things have needs, and that they have responsibilities to meet them. 3a) How to make simple choices that improve their health and well being. 3c) How some diseases spread and can be controlled. 5c) Take part in discussions (e.g. "Where our food and raw materials for industry come from"). 5d) Make real choices (e.g. between healthy options at school meals, what to watch on television, what games to play, how to spend and save money sensibly).	2i) Caring for myself (hygiene, sleep, exercise). 2r) Clearly stating likes, dislikes, preferences and making clear statements about these.	1b) Basic information about how the body works and ways of looking after the body. 2d) Developing decision-making skills	2.2b) That humans and other animals need food and water to stay alive. 2.2c) That taking exercise and eating the right amounts and types of food help humans to keep healthy 3.2b) Explore and describe the way some everyday materials (e.g. water, chocolate, bread, clay) change when they are heated or cooled.	**Literacy** • Word banks • *Foods* • *Tastes* • *Textures* • *Food groups* • Reading recipes, instructions and food labels **Numeracy** • Weights and measures **Art/DT** • Food plates to show examples of a balanced diet **Geography** • Our world, climate and food production	Supermarket School Cooks Greengrocers

School Resources: Insert text here if applicable.

Year 2 – PSHCE Curriculum Planning Matrix

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Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Exercise	• Discuss the importance and benefits of exercise • Identify different ways of exercising • Participate in different activities exercising different parts of the body	• To enable pupils to know that physical activity contributes to a healthy lifestyle • To encourage pupils to think about different types of physical activity • To enable children to experience enjoyment whilst doing exercise and let them know that not all physical exercise is competitive	1e) How to set simple goals. 3a) How to make simple choices that improve health and well-being. 5b) Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves.	2h) Working and playing well in a small group. 2i) Caring for myself (hygiene, sleep, exercise).	1b) Basic information about how the body works and ways of looking after the body. 3a) Valuing one's body and recognising its uniqueness.	2.2c) That taking exercise and eating the right amounts and types of food help humans to keep healthy	**English/Literacy** • Verbs adding 'ing' **P.E.** • How many jumps, skips, hops • Timed exercises • Listed activities **Music** • Movement to music	Visit local sports centre Visit a sporting event Sports Development Representative Local Sports Celebrity
Personal Hygiene	• Discuss personal care routines • Keeping the body clean • Preventing the spread of head lice • The importance of regular washing • Reasons for washing hands • *before meals* • *after toilet use*	• To encourage pupils to maintain personal hygiene • To enable pupils to start to take responsibility for themselves	3a) How to make simple choices that improve their health and well being. 3b) To maintain personal hygiene. 3c) How some diseases spread and can be controlled. 5d) Make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly).	2i) Caring for myself (hygiene, sleep, exercise).	1b) Basic information about how the body works and ways of looking after the body.		**Art** • Designing posters with a hygiene message **Literacy** • Stories, poems around personal hygiene	School Nurse

School Resources: Insert text here if applicable.

Year 2 – PSHCE Curriculum Planning Matrix

Focus: **Healthy Lifestyles**   Intended Outcome: **To develop pupils' knowledge and understanding of factors which contribute to a healthy lifestyle**

Matri**x**

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		

School Resources:

| Safety in the Home | • Identify unsafe situations in the home including the kitchen

• Think about the dangers of
• *Household products*
• *Appliances*
• *Fireworks*

• Make posters to warn of the dangers of
• *Household products*
• *Appliances*
• *Fireworks* | • To develop an understanding of what is safe/unsafe in the home and surroundings | 2c) To recognise choices they can make, and recognise the difference between right and wrong.

3f) That all household products, including medicines can be harmful if misused

3g) Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them stay safe. | 1g) Learn from mistakes.

2g) Keeping safe. | 1e) Consideration of other safety issues such as sharp dangerous objects. Simple safety rules about medicines and other substances used in the home including solvents.

2b) Following simple safety instructions. | 4.1a) About everyday appliances that use electricity

5.2b) Recognise that there are hazards in living things, materials and physical processes and assess risks and take action to reduce risks to themselves and others. | **English/Literacy**
• Writing own safety rules/instructions
• Recognise and illustrate hazard warnings include: written symbol and Braille e.g. bleach bottle

History
• Guy Fawkes

Art/DT
• Design safety posters | Fire Officers

St John's Ambulance

United Utilities including water, electricity and gas safety |
| | Insert text here if applicable. | | | | | | | |

Year 2 – PSHCE Curriculum Planning Matrix

Focus: **Healthy Lifestyles**
Local Environment

Intended Outcomes: **To develop pupils' knowledge and understanding of factors which contribute to a healthy lifestyle**
To become aware of safety issues within the local environment

PSHCE	SRE	Drug Education	Science

School Resources:

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
Keeping Safe in Our Local Environment	• People who keep us safe (classroom visits from police, fire-fighters, school crossing warden to talk about their jobs) • Reinforce the word environment – including immediate surroundings e.g. classroom, playground and large extended surroundings e.g. parks, housing estate, shopping precinct. • Debate on what harms us and our local environment (e.g. litter, dog fouling, graffiti, discarded syringes) • Discuss how do you get to school? • Carry out a traffic survey • Discuss rules for basic road safety (Green Cross Code) • Discuss responsibilities for own safety including actions having consequences • Discuss the importance of sun safety and adverse affects of sun burn	• Introduce the children to people in the community who deal with safety issues • To reinforce the rules for basic road safety • To develop awareness of our responsibilities towards the environment and personal safety • To realise that being out in the Summer sun without sun protection is detrimental to health	1b) To share their opinions on things that matter to them and explain their views. 1d) To think about themselves, learn form their experiences and recognise what they are good at. 2b) To take part in a simple debate about topical issues. 2c) To recognise choices they can make, and recognise the difference between right and wrong 2d) To agree and follow rules for their group and classroom, and understand how rules help them. 2f) That they belong to various groups and communities, such as family and school. 2g) What improves and harms their local, natural and built environments and about some of the ways that people look after them. 3a) How to make simple choices that improve their health and well being. 3g) Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe 4a) To recognise how their behaviour affects other people. 5a) Take and share responsibility (e.g. for their own behaviour; by helping them to make classroom rules and following them; by looking after pets as well) 5e) Meet and talk with people (e.g. with outside visitors such as religious leaders, police officers, the school nurse) 5g) Consider social and moral dilemmas that they come across in everyday life (e.g. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)	1g) Keeping safe 1k) Value the environment, plants and animals 3p) People who help and care for self	2b) Following simple safety instructions 2e) Developing communication and social skills	N/A	**Numeracy** • Graphs on traffic survey **Geography** • Environmental awareness **Literacy** • Writing rules, following instructions **Art** • Anti-litter posters	Responsible dog owner Police Fire Fighters School Crossing Warden Road Safety Officer Trip to various locations to carry out traffic surveys

Year 2 – PSHCE Curriculum Planning Matrix

Focus: Myself and Others

Intended Outcome: To develop pupils' knowledge and understanding of feelings and emotions and their causes

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		

School Resources:

Feelings and Emotions	• Discuss and make a list of feelings & emotions – positive/negative - and situations in which they occur (including family loss and change) • I feel... when... • Build up a class word bank of feelings and emotions	• To enable children to begin to recognise emotions and their causes • To develop a vocabulary for expressing emotions	1c) To recognise, name and deal with their feelings in a positive way. 3a) How to make simple choices that improve their health and well being. 4a) To recognise how their behaviour affects other people. 4b) To listen to other people, and play and work cooperatively. 5f) Develop relationships through work and play (for example by sharing equipment with other pupils or their friends in a group task) 5g) Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)	1a) Feel confident in themselves. 2a) Being able to recognize feelings in particular situations. 2b) Finding a safe place to express emotion. 2m) Recognising why emotions change in different situations. 2o) Recognising own feelings and responding to needs. 2p) Problem solving in a wide variety of situations. 2u) Offer ideas and contributions in groups 3c) Identifying and naming feelings. 3e) Knowing the triggers to certain feelings. 3k) Feelings in families (e.g. lies and jealousy) 3l) What helps people get on with each other? 3m) Recognising and naming other emotions in others	2e) Developing communication and social skills.		**Literacy** • Shared texts • Guided reading, e.g. Amazing Grace, Alfie gives a Hand, Not now Bernard • Emotional Word Bank **RE** • Feelings and emotions **Music** • Mood music

Social and Emotional Aspects of Learning (SEAL)

Key Domains Addressed	Key Themes	Subsidiary Themes
• **Self-awareness**	2) Getting on and falling out 4) Feels good 5) Uncomfortable feelings 6) Changes 7) Bullying	1) New beginnings
• **Empathy**	2) Getting on and falling out 4) Feels good 5) Uncomfortable feelings 6) Changes 7) Bullying	1) New beginnings
• **Managing feelings**	2) Getting on and falling out 4) Feels good 5) Uncomfortable feelings 6) Changes	
• **Social skills**	2) Getting on and falling out	4) Feels good 5) Uncomfortable feelings 6) Changes 7) Bullying

Insert text here if applicable.

Year 2 – PSHCE Curriculum Planning Matrix

Focus: **Myself and Others**   Intended Outcome: **To develop pupils' knowledge and understanding of feelings and emotions and their causes**

Matri**x**

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		

School Resources:

| Bullying | • Explore issues around:
• *Tolerance and diversity – we are all different and unique including physical, emotional and cultural differences*
• *Take part in co-operative games, taking turns, handclapping games etc.*
• *Build a friendship wall – pupils to make positive comments about class members.*
Write comments on:
- A paper brick to build a friend wall
- Flowers to produce a garden
- Leaves to produce a tree

• Explore and discuss:
• *What is bullying/a bully?*
• *How does it feel?*
• *Ways of preventing bullying/class charter*
• *Class to develop anti-bullying class charter* | • To appreciate diversity and cultural differences

• To begin to recognise the positive qualities in their peers

• To enable pupils to work and play cooperatively | 2a) To take part in discussions with one other person and the whole class.

2f) That they belong to various groups and communities, such as family and school.

4a) To recognise how their behaviour affects other people.

4b) To listen to other people, and play and work cooperatively.

4c) To identify and respect the differences and similarities between people.

4d) That family and friends should care for each other

5f) Develop relationships through work and play (for example by sharing equipment with other pupils or their friends in a group task) | 1b) Each person is special and unique.

1c) Each person is important and valued.

1d) Difference is to be celebrated.

3l) What helps people get on with each other? | 2e) Developing communication and social skills. | | **Literacy**
• Creative writing around bullying issues
• Class charter
• Emotional Word Bank

Art/DT
• Creating friendship wall/ garden/ tree

RE
• Feelings and emotions

Music
• Mood music

P.E.
• Team games, co-operation games | |

Social and Emotional Aspects of Learning (SEAL)

Key Domains Addressed	Key Themes	Subsidiary Themes
• Empathy	2) Getting on and falling out 7) Bullying	4) Feels good 5) Uncomfortable feelings
• Self-awareness	2) Getting on and falling out 7) Bullying	4) Feels good 5) Uncomfortable feelings
• Social skills	2) Getting on and falling out 7) Bullying	

Insert text here if applicable.

Year 2 – PSHCE Curriculum Planning Matrix

Focus: **Body Awareness**   Intended Outcome: **To recognise and compare the main external parts of the bodies of humans and other animals**

Matri**x**

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		

School Resources:

| Life Processes | • Discuss body parts – main external parts of human and other animals, label and compare

• Discuss life cycles in animals and plants – growth/reproduction in humans and other animals

• Make life time-lines | • To recognise and name the main body parts of humans and animals

• To know that humans and other animals can produce offspring | 2a) To take part in discussions with one other person and the whole class

2e) To realise that people and other living things have needs, and that they have responsibilities to meet them

3d) About the processes of growing from young to old and how people's needs change

3e) The names of the main parts of the body | 1b) Each person is special and unique

3a) Different people in my life

3g) The beginning of life and growth – me, animals, plants

3h) Ageing – knowing when things are alive, dead, young, old.

3i) Growth and changes

3q) Different external parts of the body | 1b) Basic information about how the body works and ways of looking after the body.

3a) Valuing one's body and recognising its uniqueness | 2.1b) That animals, including humans move, feed, grow, use their senses and reproduce

2.1c) To relate life processes to animals and plants found in the local environment

2.2a) To recognise and compare the main external parts of the bodies of humans and other animals

2.2f) That humans and other animals can produce offspring, these offspring grow into adults

2.3c) That seeds grow into flowering plants | **Literacy**
• Word lists – body parts
• Stages of growth

Numeracy
• Ageing in years

History
• Time-lines

Geography
• Plants in different environments

PE
• Dance and drama around growth and ageing

ICT
• Researching facts about the body | Local Health Clinic

Family Members

School Nurse |

Insert text here if applicable.

Year 2 – PSHCE Curriculum Planning Matrix

Focus: Community and Local Environment   Intended Outcome: **To identify and respect the differences and similarities between people**

Matrix

Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		

School Resources:

People who have made a difference	• Discuss famous people – Martin Luther King, Nelson Mandela, Amy Johnson etc. • Learn from elderly people – their experience in the World Wars • Identify people who have made a difference locally Insert text here if applicable.	• To identify the contribution that many people have made in advancing and improving human lives	3a) To recognise how... behaviour affects other people 5e) To meet and talk with people (for example outside visitors such as religious leaders, police officers, elderly people and school nurse) 5g) Consider social and moral dilemma that they come across in everyday life (for example aggressive behaviour, questions of fairness, right and wrong, simple political issues etc)	1b) Each person is special and unique 1c) Each person is important and valued 2f) Recognising the benefits of co-operation 2q) Listening carefully to a range of people 3o) What motivates thoughts and actions		2.4a) To recognise similarities and differences between themselves and others, and to treat them with sensitivity	**Literacy** • Stories & poems about famous people & their contribution to society • Creative writing about heroes and heroines **History** • Lives of famous people • Time-lines • Civil Rights **RE** • The importance of respect and tolerance • People who help us **ICT** • Research on famous lives	War Veterans Family Members Local Celebrities & Dignitaries
Diversity and Difference	• To take part in co-operative games and take turns to play • Discuss disabilities – e.g. visually impaired/hearing impaired – disabled access in local buildings • Organise trips to different places of worship – link with RE and different cultures in our local environment • Recognising different charities and their work for example Oxfam, Age Concern, The Red Cross, Children in Need, Cafod	• To respect difference and diversity within our society • To appreciate the contribution difference and diversity makes to our society • To recognise the importance of charitable organisations in dealing with the most vulnerable in society	2e) To realise that people and other living things have needs, and they have responsibilities to meet them 2f) To know that they belong to various groups and communities 4a) To recognise how their behaviour affects other people 4b) To listen to other people, and play and work cooperatively 4c) To identify and respect the differences and similarities between people 5e) Meet and talk with other people 5f) Develop relationships through work and play (for example by sharing equipment with other pupils or their friends in a group task) 5g) Consider social and moral dilemma that they come across in everyday life	1b) Each person is special and unique 1c) Each person is important and valued 1d) Difference is to be celebrated 2k) Responding positively to curiosity 2q) Listening carefully to a range of other people 3a) Different people in my life 3l) What helps people get on with each other	2e) Developing communication and social skills	2.4a) To recognise similarities and differences between themselves and others, and treat others with sensitivity	**Literacy** • Stories and poems about people from different countries and cultures • Creative writing about how pupil would feel if they lost use of their senses and/or movement **PE** • Restricted movements, drama and role-play, cooperative and team games **RE** • Respect and tolerance • Different cultures and religions **Music** • Listening to music from different cultures	Trips to places of worship Visitors from disability groups Visitors from Charities

Social and Emotional Aspects of Learning (SEAL)

Key Domains Addressed	Key Themes	Subsidiary Themes
• **Empathy**	2) Getting on and falling out 7) Bullying	1) New beginnings
• **Social skills**	3) Going for goals 6) Changes	