

YEAR 2 PERSONAL, SOCIAL, HEALTH, and ECONOMIC (PSHE)

National Curriculum Guidance for Key Stage 1

NC Statutory Requirements

Pupils should be taught:

### **CORE THEME 1: HEALTH AND WELLBEING**

**Being healthy; hygiene; medicines; people who help us with health**

**Keeping safe; people who help us**

**Keeping safe; recognising risk; rules**

**Being healthy; eating, drinking, playing and sleeping**

**Feelings; mood; times and change; loss and bereavement; growing up**

### **CORE THEME 2: RELATIONSHIPS**

**Ourselves and others; similarities and differences; individuality; our bodies**

**Ourselves and others; people who care for us; groups we belong to; families**

**Friendship; feeling lonely; managing arguments**

**Behaviour; bullying; words and actions; respect for others**

### **CORE THEME 3: LIVING IN THE WIDER WORLD**

**Money; making choices; needs and wants**

**Ourselves and others; the world around us; caring for others; growing and changing**

**People and jobs; money; role of the internet**

PSHE

LONG-TERM OVERVIEW QUESTION BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	What is the same and different about us?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?

## Back ground information for teachers

The advent of cyberbullying adds new dimensions to traditional forms of bullying. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hours – there is no safe haven for the child being bullied. Cyberbullies can communicate their messages to a wide audience at lightning speed and can often remain unseen and unidentifiable with catastrophic effects. There are many different types of cyberbullying that take place over many mediums:

Types of cyberbullying: prank calling; filming; texting; • sexting; passing on messages that may upset others; using Bluetooth to send around picture or video clips which may be offensive.

Other forms of technology can be used to cyberbully and • these might be the use of IM (Instant Messaging) to intimidate others, coercing others into ‘ganging up’ online and using aggressive and threatening behaviour towards an individual.

Social networking sites have become the norm and are • used by millions of children and young people daily to communicate. However, social networking (SNS) can also be used to propel images and thoughts out to a massive audience at lightning speed. This may be done by:

posting nasty or threatening comments on someone’s • profile or making obscene comments.

setting up fake profiles and uploading pictures or video • with the intention of humiliating the victim.

excluding an individual from a forum or thread; setting • up hate sites and online ‘ganging up’ –especially within the online video game world – threaten- ing new players and using derogatory terms such as “noob”.

sending threatening emails or forwarding private emails • with the intent to hurt or embarrass.

sending offensive emails and attachments or participation • in chain emails with intent to hurt.

## GROUND RULES

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). Such ground rules support broader class rules and the school's behaviour policy. To be effective, pupils and teachers should develop ground rules together, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending them as necessary.

Examples of ground rules include:

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if you do not wish to comment

## Question Box

Question box or bag encourages pupils to ask questions with anonymity and without embarrassment. Introduce the Ask-it Basket either whilst creating the ground rules or at the beginning of each lesson. It should be accessible both during and after every lesson. The purpose of the Ask-it Basket should be explained to pupils:

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are significant issues about a pupil's safety or wellbeing that need to be shared with others—see the 'Limits of confidentiality' section below.
- Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

**Tip:** To ensure that pupils do not feel self-conscious about being seen to be asking a question, give each pupil a piece of paper and ask them to write down what they had for breakfast or lunch, and then add any questions they have. This means that everyone is writing at the same time. You could set some time aside at the end of each session to do this.

## LIMITS OF CONFIDENTIALITY

It is important that teachers are well prepared to deal with any issues arising from the lessons. Teachers should explain to pupils in simple terms that, whilst we usually try to keep everything that's said in the room, in the room; if they were concerned about a pupil's safety or wellbeing, they would have to tell one other member of staff. If a question, behaviour, or language arises that a teacher finds concerning, this should be discussed with the designated safeguarding lead—in line with the school's safeguarding and child protection policies. Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupil's age should be addressed.