



PSHE – Year 2 – Medium Term Plan
Autumn 1, Unit 1: VIPs



Lesson	Learning Objective	Success Criteria	PSHE Association Objectives	Vocabulary	Resources
One: Who Are Your VIPs?	To talk about the very important people in my life and explain why they are special.	I can identify how people show each other that they care. I can write the characteristics of my VIPs to explain why they are special to me. I can think about how I can be a VIP to others.	H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for	special, important, care, kind, help, trust, love, happy, safe	N/A
Two: Families	To describe why families are important.	I can identify who is in my family. I can explain why we need our families and how they can help us. I can give reasons to explain why members of my family are important to me. I can think of ways families can show each other they care. I can identify that not all families are the same and I can respect those families that are different to mine.	H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	family, important, kind, care, need, help, special, safe, happy, healthy, trusted adult	N/A
Three: Friends	To describe what makes someone a good friend.	I can think about why it is important to have good friends. I can explain what we can do to be a good friend to others. I can reflect on qualities I have which make me a good friend and those I would like to get even better at.	H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings R6. about how people make friends and what makes a good friendship	friend, good, kind, caring, support, help, listen, share, thoughtful, happy	-
Four: Falling Out	To describe ways to help resolve arguments and disagreements without being unkind.	I can discuss different scenarios where people have fallen out. I can identify bullying and teasing and know what to do if it happens.	H23. to identify what they are good at, what they like and dislike R8. simple strategies to resolve arguments between friends positively	conflict, sort, solve, positive, choices, consequences,	N/A

			R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them	disagreement, making up, friendship, trust, help, talk, listen	
Five: Working Together	To cooperate with others to achieve a task.	I can explain what cooperation is and the skills needed to cooperate well with others. I can reflect upon how well my group was able to cooperate. I can think of one skill I am good at and one I would like to get better at	R21. about what is kind and unkind behaviour, and how this can affect others R24. how to listen to other people and play and work cooperatively	cooperate, cooperation, team, group, skills, help, support, share, listen, achieve	N/A
Six: Showing You Care	To show my special people that I care about them and to understand why this is important.	I can identify positive feelings associated with my special people. I can talk about the positive feelings associated with showing others that I care. I can reflect on how I can help others in my class to feel good.	H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings R7. about how to recognise when they or someone else feels lonely and what to do	care, kind, love, help, support, listen, time, special, people	N/A
Assessment:					



Autumn 2, Unit 2: Safety First

Lesson	Learning Objective	Success Criteria	PSHE Association Objectives	Vocabulary	Resources
One: Keeping Safe	To know how to stay safe and who can help if I feel unsafe.	I can identify some everyday dangers. I understand that many rules are there to keep us safe. I know what to do if I feel unsafe.	H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H33. about the people whose job it is to help keep us safe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	safe, unsafe, danger, rules, hurt, protect, help, trusted adult	N/A
Two: Staying Safe at Home	To know how to stay safe at home	I can identify dangers in the home. I understand that household products, including medicines, can be harmful. I can identify ways to stay safe at home.	H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly	safe, unsafe, danger, hazard, medicines, pills, tablets, liquids, chemicals, sharp, hot, poisonous, trip, fall, choke, burn, rules, hurt, protect, help, trusted adult	N/A
Three: Staying Safe Outside	To know how to stay safe when I am out and about.	I understand how to stay safe around roads and other busy areas. I can identify other dangers I might face when I am outside. I know who can help me if I am in danger.	H8. how to keep safe in the sun and protect skin from sun damage H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park,	safe, unsafe, danger, hazard, emergency, help, protect, road, traffic, fire,	Tablet or digital camera with recording facility

			swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt	water, rail, stranger	
Four: Staying Safe Around Strangers	To keep myself safe in different situations with people I don't know.	I can identify risks in different situations. I know what to do if I feel uncomfortable in a situation. I understand ways that I can stay safe from strangers online	H29. to recognise risk in simple everyday situations and what action to take to minimise harm H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know	stranger, safe, unsafe, risk, danger, harm, unfamiliar, uniform, badge, e-Safety, online, internet, rules, trusted grown-up	N/A
Five: Safe Secrets and Surprises	To know what I can share and what I should keep private to keep myself and others safe.	I know that some secrets and surprises are safe. I can list things I should keep private to keep myself and others safe. I can explain what to do if I feel unsafe or uncomfortable.	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	secret, surprise, private, safe, unsafe, comfortable, uncomfortable, share, private, respect, privacy, body, underwear, pants, touch, pressure, permission, consent, help	N/A
Six: People Who Can Help	To know who to go to if I need help	I can identify different people who help to keep me safe.	H33. about the people whose job it is to help keep us safe	safe, help, special,	N/A

		I know how those people keep me safe. I know how to help those people keep me safe.	H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say	people, emergency services, support, rules, 999	
Assessment: 2.					



PSHE– Year 2 – Medium Term Plan
Spring 1, Unit 3: One World



Lesson	Learning Objective	Success Criteria	PSHE Association Objectives	Vocabulary	Resources
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One: Families	To explore family life in different countries and say how it is the same as mine and how it is different.	I can talk about special people in my life and explain why they are special to me. I can look at images of families from around the world and talk about their way of life. I can explain how their family life is the same as mine and how it is different. I can think about how I can show love to and care for special people in my life	R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life L6. to recognise the ways they are the same as, and different to, other people	family life, special people, love, care, similarity, difference, similar, different, trust, safe	N/A
Two: Homes	To discuss homes from around the world and say how they are the same as mine and how they are different	I can talk about images of homes from around the world. I can think about what children might do in their homes around the world. I can identify if homes are the same as or different from mine and explain my thinking. I can think about how people should treat each other in their homes to make sure everyone feels safe and happy	R3. about different types of families including those that may be different to their own R4. to identify common features of family life L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people	home, similarity, difference, happy, safe, different, same	Scissors Glue Sticks
Three: Schools	To explain what it is like to go to school in other countries and say how it is the same as or different from my school.	I can describe what my school is like. I can explore fact files about schools from around the world. I can think of rules which keep us safe and happy in school. I can discuss how we can take care of everyone in school. I can think about why it is important to go to school.	L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people	school, learn, important, similar, different, right	Sticky notes Paper Pencils

Four: Environments	To explore places where people live which are different from where I live.	I can explain what an environment is. I can think about how the place where people live affects their daily life. I can think about how I can look after people where I live and who live in different places.	L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people	environment, people, affect, different, help, needs	N/A
Five: Resources	To think about how people use things from the earth and what problems this can cause.	I can explain what natural resources are. I can match an image of a natural resource to a description of how it is used. I can think about how harming the environment makes me feel. I can identify ways in which I can help look after the environment.	L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment	resources, earth, problems, natural, harm, help	N/A
Six: Planet Protectors	To say why it is important to care for the earth and identify how I can help protect it	I can think about what I love about the earth. I can design a poster to tell others why it is important to care for the earth and how to do this. I can make a pledge to be a planet protector.	L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment	planet, earth, world, protect, help, harm, choice, environmental, problem	Paper Pens Scissors
Assessment: 3.					



PSHE – Year 2 – Medium Term Plan
Spring 2, Unit 4: Digital Well-being



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: The Internet and Me	To talk about ways in which the Internet is useful.	I can identify how we use the Internet. I can talk about what we can use the Internet for. I can explain how the Internet helps us. I understand the importance of using the Internet safely and responsibly.	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life	Internet, efficient, electronic, connected, network, communicate, research, device, efficient, access, helpful	Large sugar paper – optional Colourful pens – optional
Two: Online and Offline	To know how to balance screen time with other activities and understand why this is important.	I can talk about ways we use the Internet. I can explain how too much screen time might make me feel. I know how to choose a range of activities to make sure I have a healthy body and mind.	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life	Internet, electronic, screen time, online, offline, sleep, mental wellbeing, activity, physical, fitness, healthy, hobbies, interests	Small pieces of paper Colourful pens and pencils Large sugar paper
Three: Safe Online	To know how to stay safe online.	I can identify different ways we use the Internet. I can describe some of the risks of going online. I can tell others about Internet safety rules and explain how they help us to stay safe online. I know how to get help if anything online worries or frightens me	H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know	Internet, electronic, screen time, online, mental wellbeing, activity, safety, risks, social media, gaming, trusted adult, download, messaging, apps	Large sugar paper Colourful pens and pencils
Four: Personal Information	To explain why we keep personal information private	I understand what personal information is. I can explain how to keep personal information private online.	H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be	personal information, Internet, online, private, name, surname, address,	Sticky notes - one per child

		I can discuss why it is important to do this.	kept private; the importance of telling a trusted adult if they come across something that scares them L9. that not all information seen online is true	school, birthday, password	
Five: Communicating Online	To know how to communicate online in ways that show respect and kindness.	I can talk about ways people communicate online. I understand that people may behave differently online. I can explain what to do if I am worried about anything I see online. I know how to show respect and kindness online.	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life	message, online, communicate, emoji, reaction, emotions, wellbeing, comfortable, good, uncomfortable, worried, upset, sad, happy, trusted adult, video call, social media, text message, picture message	Colourful pens and pencils Sticky notes Mini whiteboards and pens
Six: True or False?	To understand that not everything on the Internet is true.	I can talk about different information we might find on the Internet. I can discuss examples of false information. I can suggest ways to find out if something online is true	L9. that not all information seen online is true	fact, truth, lie, false, fake, news, pretend, information, joke, picture, change, edit	N/A
Assessment: 4.					



PSHE – Year 2 ... – Medium Term Plan
Summer 1, Unit 5: Money Matters



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Money	To explain the different forms money comes in.	I can discuss why we need money. I can talk about the different forms money comes in. I can explain when I might use each form of money	L10. what money is; forms that money comes in; that money comes from different sources	money, employment, work, job, payment, wages, spending, saving, credit card, online banking, online transfer, electronic, contactless, coins, notes, bank account	N/A
Two: Where Money Comes From	To explain where money comes from	I can discuss some forms of money I know. I can talk about the jobs of some people I know. I understand that people get paid for doing a job.	L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do	money, employment, job, wages, income, payment, salary, role, community	N/A
Three: Look After It	To explain how to keep money safe and why this is important.	I understand that money can come from different sources. I can explain some ways we can keep money safe. I understand why it is important to keep money. I can discuss why we need to keep money safe.	L13: that money needs to be looked after; different ways of doing this	money, safe, save, piggy bank, wallet, purse, bank account, bank	Coloured pens and pencils
Four: Save or Spend?	To explain choices people have about spending money and why it is	I can understand what influences people's spending.	L11. that people make different choices about how to save and spend money	money, spend, record,	Plastic role-play money or real-life coins Coloured

	important to keep track of what is spent.	I can discuss why it is helpful to keep track of what is spent.		receipt, keep, track, save, choice, amounts, payment, list	pens and pencils Sticky notes
Five: Want or Need?	To explain the difference between things we want and things we need.	I understand the difference between things we want and things we need. I can explain why it is important to understand the difference between what we want and what we need.	L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want	money, spend, want, need, important, possessions, necessity, necessary, budget	Colouring pencils and pens Sticky notes Box to post Advice Slips, (if possible)
Six: Going Shopping	To explain what happens when we go shopping.	I can explain where we get money from to go shopping. I can give examples of things we might need to buy and where we might buy them. I can explain how offers and advertising affect our choices.	L11. that people make different choices about how to save and spend money	money, buy, shopping, spending, offer, value, shops, items, goods, list, advertising	Colouring pencils and pens
Assessment: 5.					



PSHE – Year 2 ... – Medium Term Plan
Summer 2, Unit 6: Growing Up



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Our Bodies	To name the main parts of boys' and girls' bodies	I can use the scientific names for parts of the body. I can name similarities and differences between different people's bodies. I can identify private body parts.	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	male, female, private parts, genitals, penis, testicles, vulva, vagina, similarities, differences	N/A
Two: Is It OK?	To understand how to respect my own and other people's bodies.	I understand what 'no' and 'stop' mean. I know that people's bodies and feelings can be hurt. I know who to tell if I am worried that the rules about respecting people's bodies have been broken.	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	respect, consent, trusted adult, safe, advice, no, stop, rules, touch, comfortable, uncomfortable, hurt, OK, bodies, feelings, scenario	Teddy Bear

			R22. about how to treat themselves and others with respect; how to be polite and courteous		
Three: Pink and Blue	To understand that we are all different and different people like different things.	I understand what a stereotype is. I know that you need to find out about a person to really know them. I respect others' likes and dislikes, even if they are not the same as mine	H22. to recognise the ways in which we are all unique R23. to recognise the ways in which they are the same and different to others	male, female, gender, stereotype, likes, dislikes, same, similar, different, respect, unique.	N/A
Four: Your Family, My Family	To talk about my family and others' families	I understand that there are many different types of families. I can talk about similarities and differences between families. I know who to tell if I have any worries about my family	R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	Family, same, different, similarities, differences, special, unique, love, caring, traditions, special times, parents, grandparents, carers, siblings, children, home, school, teachers, trusted adult, worried, unhappy, sad, scared.	N/A
Five: Getting Older	To describe how I will change as I get older	I can talk about things I would like to do as I get older. I can name some differences between children and adults. I understand that as I get older I will have more responsibilities.	H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group	change, grow, needs, young, old, children, adults, childhood, adulthood, opportunities, learn, develop, responsibility, independence	N/A

Six: Changes	To describe things that might change in a person's life and how it might make them feel.	I can name things that might change in a person's life. I can understand how things changing might make a person feel. I can suggest things that might help someone who is finding change difficult.	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H27. about preparing to move to a new class/ year group	New, different, feelings, emotions, difficult, unexpected, sudden, sad, happy, excited, nervous, worried, anxious, jealous, curious, excited, upset, unhappy, angry, frustrated, annoyed, cope.	N/A
Assessment: 6.					