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| YEAR 2 AUTUMN | | | | | |
|  | **HEALTH EDUCATION** | | | | |
| 1 | **2 HEALTHY EATING** | **3 HEALTHY EATING** | **4 HEALTHY EATING** | **5 DRUGS, ALCOHOL &**  **TOBACCO** | **6 DRUGS, ALCOHOL &**  **TOBACCO** |
| To set a goal | To identify healthy snack options. | To be able to recognise and  name and the 5 groups from the Eatwell plate | To understand the benefits of eating at least 5 portions of fruit and vegetables. | To learn why medicines are taken | To learn where medicines come from |
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| **HEALTH EDUCATION** |  | **RELATIONSHIPS EDUCATION** | | | |
| 7 **DRUGS, ALCOHOL &**  **TOBACCO** | 8 | **9 CARING FRIENDSHIPS** | **10 CARING FRIENDSHIPS** | **11 CARING FRIENDSHIPS** | **12 CARING FRIENDSHIPS** |
| To learn how to stay safe around medicines | To understand how the UK parliament is formed. | To identify what bullying is  and how it makes people feel. | To understand conflict | To explain what to do when conflict escalates. | To explain how to resolve conflict |

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| YEAR 2 SPRING | | | | | |
| **RELATIONSHIPS EDUCATION** | | | | | |
| **1 RESPECTFUL RELATIONSHIPS** | **2 RESPECTFUL RELATIONSHIPS** | **3 RESPECTFUL RELATIONSHIPS** | **4 ONLINE RELATIONSHIPS** | **5 ONLINE RELATIONSHIPS** | **6 MENTAL WELLBEING** |
| To explore needs and wants | To understand life in different countries | To explore how life is different around the world | To understand what personal information is | To understand who to trust online | To recognise and describe different feelings in  themselves and others |
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| **HEALTH EDUCATION** | | | | | |
| **7 MENTAL WELLBEING** | **8 MENTAL WELLBEING** | **9 BEING SAFE** | **10 BEING SAFE** | **11 RESPECTFUL**  **RELATIONSHIPS** | **12 RESPECTFUL**  **RELATIONSHIPS** |
| Learn that feelings change and that not everyone experiences the same feeling in the same situation | Learn about ‘big’ feelings and how to manage them | To be able to identify and make safe risks and hazards in and around the home.  To be able to make an emergency call to 999 | To be able to identify risks and hazards at school and know how to keep themselves safe. | To explore gender stereotypes in careers | To explore gender stereotypes in careers |

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| YEAR 2 SUMMER | | | | | |
| **RELATIONSHIPS EDUCATION** | | | | | |
| **1. RESPECTFUL RELATIONSHIPS** | 2 **RESPECTFUL RELATIONSHIPS/BEING SAFE** | 3 **RESPECTFUL RELATIONSHIPS/ BEING**  **SAFE** | **4 RESPECTFUL RELATIONSHIPS** | **5 GROWTH & DEVELOPMENT** | **6 GROWTH & DEVELOPMENT** |
| To identify the qualities of a good friend | To understand and learn the PANTS rules | To understand that they have the right to say “no” to unwanted touch | To introduce the concept of male and female and gender stereotypes  To identify differences between males and females | To explore some of the differences between males and females  Understand that a male and female are needed to make a new life | To name the body parts  To know the correct names for body parts, including reproductive/sex parts |
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| **SCIENCE** | **RELATIONSHIPS EDUCATION** | | | | |
| **7 GROWTH & DEVELOPMENT** | **8 FAMILIES AND PEOPLE WHO CARE FOR ME** | **9 SEX EDUCATION/ FAMILIES**  **AND PEOPLE WHO CARE FOR ME** | 10 **RESPECTFUL RELATIONSHIPS** | 11 **RESPECTFUL RELATIONSHIPS** | 12 **RESPECTFUL RELATIONSHIPS** |
| To know about growing young to old  To know that all living things, including humans start life as babies  To identify ways they are growing and changing | To know that everyone needs to be cared for  To know how they can care for others | To know about different types of families  To know their home life is special | To understand pride | To recognise how it feels to be proud of someone else. | To explain why you are proud of someone else |