

Slingsby CP PSHE & RSE Scheme of Work 2020
Year 2

NYCC Outcomes	Slingsby Outcomes
Me and My Relationships	
I know the characteristics of a healthy family life and the importance of caring for each other and spending time together.	I know the characteristics of a healthy family life. I know the importance of caring for each other and spending time together as family.
I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help.	I know when relationships make me feel unhappy or unsafe (offline). I know when relationships make me feel unhappy or unsafe (online). I know that if I feel unhappy or unsafe, I should tell an adult that I trust. I know how to tell a trusted adult that I am feeling unhappy or unsafe.
I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change.	I can describe ways they have grown and changed. I can identify the stages of growth (baby- elderly). I can identify how people's needs change as they grow older.
I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age).	I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age).
I understand the importance of valuing of one's own body and recognising its uniqueness.	I understand the importance of valuing my own body. I can recognise the uniqueness of everyone and their bodies.
I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls.	I can identify the physical similarities and differences between boys and girls. I can recognise and use the correct names for main parts of the body including external genitalia.
I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers).	I know that individuals have rights over their own bodies. I can identify good and bad touching (this includes between peers).
I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention.	I can name people who look after me. I can name trusted adults. I know that I should go to these trusted adults if I am worried about anything online or offline. I know how to attract the attention of a trusted adult if I am worried about anything online or offline.
I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient.	I know the 'recipe' for being a good friend both online and offline. I can define 'trust' and I know that it is core ingredient of being a good friend.
I know that there are different types of negative behaviours, bullying and teasing both on and offline I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help.	I know that there are different types of negative behaviours, bullying and teasing both online and offline. I know that these negative behaviours are wrong. I know how to deal with these negative behaviours if I experience or witness them (online or offline). I know how to get help if I am experiencing negative behaviours or witnessing them (online or offline)
I can listen to others and respect their viewpoints.	I can listen to others and respect their viewpoints.
I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically).	I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically).

Slingsby CP PSHE & RSE Scheme of Work 2020
Year 2

Keeping myself safe	
I use simple skills which will help to maintain my personal safety both on and offline.	I use simple skills which will help to maintain my personal safety both on and offline. These skills include: 1. Only using the internet when an adult is present. 2. Using the websites and games that an adult has told me that I can. 3. Making sure that when I feel uncomfortable that I tell an adult. 4. Don't give away personal details.
I understand that all drugs can be harmful if not used properly.	I know what a drug is (legal and illegal). I understand that all drugs can be harmful if not used properly.
I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly.	I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly.
I can recognise and say what is right and wrong both on and offline.	I can recognise and say what is right and wrong both online and offline.
I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online.	I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online.
I know how to ask for help when I need it and can name a range of people who can help me including how to call 999 in an emergency.	I can demonstrate how to ask for help (and keep asking until they are listened to). I can identify where I can go for help (including online, phone helpline, person at school, person at home) and how to ask for help in different contexts. I can demonstrate how to dial 999 (from a mobile phone or landline) and what to say to get help in an emergency.
I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep.	I know the difference between secrets and surprises both online and offline. I understand what is not a good secret to keep.
I know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games.	I know the internet has many benefits. I know that I need to balance my time spent on and offline. I know that I should adhere to the age rating of computer games.
I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online.	I have an understanding of a range of risks when communicating online. I can demonstrate ways of reducing the risk to ensure I am safe online.
I know that people sometimes behave differently online, including friends or by pretending to be someone they are not.	I know that people sometimes behave differently online, including friends or by pretending to be someone they are not.
I have an understanding of what a healthy online friendship is and awareness of the risks associated with people I have never met.	I have an understanding of what a healthy online friendship. I have an awareness of the risks associated with people I have never met.
My healthy lifestyle	
I know that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health I can give examples of what I do on a daily and on a regular basis to keep myself healthy.	I know that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health. I can give examples of what I do on a daily and on a regular basis to keep myself healthy.

Slingsby CP PSHE & RSE Scheme of Work 2020
Year 2

I can make simple choices to improve my physical and emotional health.	I can make simple choices to improve my physical health. I can make simple choices to improve my emotional health.
I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health	I know how diseases are spread. I know how they can be controlled and my responsibilities for my own and others health.
I am able to wash my hands properly	I am able to wash my hands properly.
I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations.	I can recognise and name a range of feelings. I can understand that we all experience emotions in relation to different experiences and situations.
I have simple strategies to manage my feelings	I have simple strategies to manage my feelings.
I understand what being resilient means to me and I have strategies I can use.	I understand what being resilient means to me. I have strategies that I can use when I need to be resilient.
I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings.	I know that even changes we want to happen can sometimes feel uncomfortable. I can identify ways I manage those feelings.
Me and my future	
I know that we can pay for things in a range of ways and that even when not using cash, money is being used.	I know that we can pay for things in a range of ways. I know that even when not using cash, money is being used.
I understand that the choices we make affect ourselves and others.	I understand that the choices we make affect ourselves and others.
I can explain the difference between needs and wants.	I can explain the difference between needs and wants.
I understand individuals and families have to find ways to balance wants and needs.	I understand individuals and families have to find ways to balance wants and needs.
I understand that it may not be possible to have everything you want, straight away, if at all.	I understand that it may not be possible to have everything you want, straight away, if at all.
I can describe why learning is important.	I can describe why learning is important.
I am positive about who I am, what I have achieved and take into account what other people say about me.	I am positive about who I am. I am positive about what I have achieved. I can take into account what other people say about me.
I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc).	I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds etc).
I can identify positive achievements during my time in Year 2.	I can identify positive achievements during my time in Year 2.
I can identify my strengths, areas for improvement and set myself some goals for Year 3.	I can identify my strengths, areas for improvement and set myself some goals for Year 3.

Slingsby CP PSHE & RSE Scheme of Work 2020
Year 2

Becoming an active citizen	
I can take part in discussions/simple debate with others about topical issues.	I can take part in discussions/simple debate with others about topical issues.
I know that people and other living things have needs and recognise my own responsibility to meet those needs.	<p>I can identify that all living things have rights or needs (e.g. pets or animals).</p> <p>I can recognise my own responsibility to meet those needs of these living things.</p> <p>I know that people have rights and needs.</p> <p>I can recognise my own responsibility to meet those needs of other people.</p>
I can contribute positively to the life of the class and the school.	<p>I can give reasons for why it is a shared responsibility to contribute to the classroom and school life.</p> <p>I can identify the different contributions that I make to the life of the class and how this affects the classroom.</p> <p>I can identify the different contributions that I make to the life of the school and how this affects the school.</p>
I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council.	<p>I understand the role of the school council.</p> <p>I am able to vote for the members of the school council, and explain why I have voted for this person.</p> <p>I have contributed an idea to the school council.</p>
I know that I belong to different groups and communities ie school, family.	<p>I can identify the range of groups I belong to (friends, class, year group, faith).</p> <p>I can explain my own and other's roles within these groups.</p> <p>I can describe how it feels to be a member of a group.</p>
<p>I know what improves and harms the environment and about some of the ways people look after them.</p> <p>I know some ways to look after my environment.</p>	<p>I can describe what makes an environment pleasant to live in.</p> <p>I can give examples of some of the problems that might occur in these environments (e.g. litter, anti-social behaviour, neglect).</p> <p>I can give examples of different ways that the environment can be improved (e.g. signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas).</p> <p>I can explain the shared responsibility we have to take care of our environments for others.</p> <p>I can suggest some steps I could take as an individual and as a class to improve my local environment.</p>