

Year 2

Area	Topic	Learning	Notes and references
Relationships	Families and friendships Making friends; feeling lonely and getting help	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	Computing- Esafety
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	
Living in the wider world	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community 	RE
	Media literacy and Digital resilience The internet in everyday life; online	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everydaylife • to recognise that some content on the internet is factual and some is for 	Computing- Esafety

	content and information	<ul style="list-style-type: none"> entertainment e.g. news, games, videos that information online might not always be true 	
	<p>Money and Work</p> <p>What money is; needs and wants; looking after money</p>	<ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants 	Maths
Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>Why sleep is important: medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help, and how to help others, with their feelings 	Science PE
	<p>Growing and changing</p> <p>Growing older; naming body parts; moving class or year</p>	<ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year 	Science
	<p>Keeping safe</p> <p>Safety in different environments; risk and safety at home; emergencies</p>	<ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	

Defined end points:

Relationships: To understand how to be a good friend and play and work cooperatively with others

Living in the wider world: To understand the importance of money and how people make choices about spending it

Health and wellbeing: To identify potential unsafe situations in everyday life and online and the steps they can take to avoid or remove themselves from danger

Esafety: To understand how to recognise hurtful online behaviour and know who to tell if they see or experience it.