

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 2

Term: Summer 1



Unit: Relationship and Sex Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>same – being identical</p> <p>similar – having a resemblance or likeness</p> <p>different – not the same</p> <p>unique – the only one of its type</p> <p>special – different from others; unique</p> <p>responsibility - expected to take care of particular duties and jobs.</p> <p>birth – being born</p> <p>death – the end of life in a living thing</p> <p>male – masculine sex – men, boys.</p>	<p>Humans produce babies that grow into children and then into adults (NC Science)</p> <p>Babies grow inside a female body until they are ready to be born (NC Science)</p> <p>The ways they have changed physically since they were born (NC Science)</p> <p>Their responsibilities now and compare these with when they were younger</p> <p>How the needs of babies and young children are met by their families</p>	<p>The growth of humans</p> <p>Where human babies grow</p> <p>How humans change physically as they grow</p> <p>How their responsibilities have changed since they were born</p> <p>How families care for babies and young children and meet their needs</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>Health Education:</p> <p>CAB Changing Adolescent Body</p> <p>(Links to the National Curriculum Science)</p> <p>Recognise babies, children and adults of different ages and put them into age order</p> <p>Understand that human babies grow inside their mothers</p> <p>Describe the main physical developments which take</p>

<p>female – female sex – women, girls.</p> <p>man – adult male human being</p> <p>woman – adult female human being</p> <p>teenager – human being age 13 – 18</p> <p>adult – grown up human being. Aged 18 and over.</p> <p>family – a group of people who are related to each other</p> <p>external body parts – eg. stomach, chest, leg.</p>	<p>That not all families are the same, but that love and care should be at the heart of all families</p>	<p>Different family structures and that love and care should be at the heart of all of these.</p>	<p>place in early childhood</p> <p>Describe some of the changes in responsibilities and expectations during early childhood</p> <p>Understand a baby’s basic needs</p> <p>Understand how dependent a baby is on parents/carers to provide its basic needs.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 2

Term: Summer 2



Unit: Healthy Lifestyles



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>physical health – a state of well-being where your body can function as it should do</p> <p>mental health - a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community</p> <p>nutrient - something in food that helps people, animals, and plants live and grow.</p> <p>healthy – being well in both your mind and body</p> <p>balanced diet - a diet consisting of a variety of different types of food and providing adequate</p>	<p>About the range of things that help to keep them healthy.</p> <p>Why healthy eating is beneficial and how it supports physical activity.</p> <p>Understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise.</p> <p>Which foods they like and dislike with reasons why.</p> <p>How to recognise how foods fit within the basic food groups in the Eatwell Guide, and what constitutes a balanced meal.</p>	<p>Ways to keep themselves healthy, including healthy eating and physical activity</p> <p>The benefits of exercise</p> <p>Different food groups and what makes a balanced meal</p>	<p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>PHF Physical Health & Fitness</p> <p>HE Healthy Eating</p> <p>HP Health & Prevention</p> <p>Give examples of how to be healthy and to reflect on their own lifestyles and choices.</p> <p>Explain why healthy eating and physical activity are both important.</p> <p>Know the difference between being active and inactive, and give some examples.</p>

<p>amounts of the nutrients necessary for good health.</p> <p>energy - is needed by the body to stay alive, grow, keep warm and move around. Energy is provided by food and drink.</p> <p>food group - categories into which types of food are classified in various nutritional schemes.</p> <p>exercise - activity done to keep the body or mind strong or to make them stronger.</p>	<p>That we need food to grow, be active and maintain health.</p> <p>That everyone should eat at least 5 portions of fruit and vegetables every day.</p> <p>How to make healthy eating choices and know how to prepare simple healthy meals.</p> <p>How to make choices which promote healthy living.</p>	<p>Why we need a balanced diet</p> <p>The importance of eating enough fruit and vegetables</p> <p>How to make healthy eating choices and know how to prepare simple healthy meals.</p> <p>How to make choices which promote healthy living.</p>	<p>Explain what changes physically and emotionally when they are active.</p> <p>Talk about food likes and dislikes and give reasons.</p> <p>Understand that food can be divided into different groups and know that for good health we need a balanced diet.</p>
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