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| **RSE and PSHE**  **Year 2/3**  **2024 – 2025** | | |
| **Term 1.1**  **Families and Relationships** | | |
| Vocabulary | Knowledge | Objectives |
| * Emotions * Family * Feelings * Friendship * Love * Respect * Stereotype | Understand that families offer love and support and that different families may be made up of different people.  Consider what friends may be thinking and feeling in different situations.  Recognise some issues that may occur in friendships and which of these may need adult help to resolve.  Understand that expectations of manners may change according to the situation.  Know that remembering people who were important to them but are no longer here can cause a mixture of emotions.  Explain what gender stereotypes are in relation to careers. | * I can begin to understand the role of the family in their lives. * I can begin to understand the range of families they may encounter now and in the future. * I can recognise how others show feelings in different ways and how to respond. * I can begin to understand that some friendships might make us feel unhappy and how to deal with this. * I can begin to understand the conventions of courtesy and manners. * I can begin to understand how loss and change can affect us. * I can develop an understanding of stereotypes and how these might affect jobs/career choices. |
| **Term 1.2**  **Health and Wellbeing** | | |
| Vocabulary | Knowledge | Objectives |
| * Diet * Emotions * Goal * Growth mindset * Physical activity * Relaxation | Use multiple colours in a diagram to show how they can feel more than one emotion at a time.  Describe how they would feel in a particular situation and understand that not everyone feels the same.  Understand the effect of physical activity on their body and mind.  Describe energetic physical activities that they enjoy.  Describe the positive effects of relaxation and know there are different ways to relax.  Know how to use breathing exercises to relax.  Recognise and describe what they are good at and what skills they would like to develop.  Create a complete ladder detailing achievable steps which work towards a goal.  Explain what a growth mindset is.  Use strategies to stay calm during trick challenges.  Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices.  State what ingredients they can see on a dish and compare them with the food pyramid.  Understand what helps to keep teeth healthy. | * I can describe a range of feelings and develop simple strategies for them. * I can understand the benefits of physical activity. * I can use breathing exercise to relax. * I can understand their strengths and set themselves achievable goals. * I can identify strategies to help overcome barriers or manage difficult emotions. * I can understand what it means to have a healthy diet. * I can understand ways to look after my teeth. |
| **Term 2.1**  **Safety and the Changing Body** | | |
| Vocabulary | Knowledge | Objectives |
| * Medicine * Pedestrian * Private * Secret * Surprise * PANTS | Understand how the internet can be used to help us.  Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable.  Understand what a secret is and what a surprise is.  Know the name of parts of the body, including those of the private parts for their gender.  Explain the PANTS rule.  Understand how to keep safe near roads.  Explain the rules for crossing the road.  Understand when we should take medicines that can help us feel better when we are unwell. | * I can understand what the internet is and how it can help us. * I can understand how to stay safe when using the internet. * I can understand the difference between secret and surprises. * I can understand the concept of privacy and correct vocabulary for body parts. * I can understand safe and unsafe touches. * I can explain personal boundaries. * I can understand ways to keep safe on and near roads. * I can begin to understand how to stay safe with medicine. |
| **Term 2.2**  **Citizenship** | | |
| Vocabulary | Knowledge | Objectives |
| * Election * Identity * Opinion * Rule * Vote * Volunteer | Recognise that different rules apply in different situations.  Explain what makes a good school environment.  Recognise that everyone in school has a responsibility to maintain the school environment.  Identify some jobs that people do to keep the local area pleasant.  Recognise some local job roles that help the community.  Recognise similarities and difference between people in the local community.  Explain that differences should be respected.  Explain how the school council works.  Share their opinions on things that matter. | * I can understand the importance of rules. * I can understand ways to look after the school environment. * I can recognise the role people play in looking after the environment. * I can understand the roles people have in the community. * I can recognise the similarities and difference between people in the local area. * I can begin to understand how democracy works in school. |
| **Term 3.1**  **Economic Wellbeing** | | |
| Vocabulary | Knowledge | Objectives |
| * Government * Income * Bank account/card * Need/want * Secure * Equal | Explain some ways adults get money.  Discuss the role of bank account cards.  Recognise wants and needs.  Recognise the difference between a want and a need.  Identify their skills and talents.  Identify ways to develop their skills and talents.  Explain why treating people equally and inclusively is important. | * I can explore the ways people receive money. * I can identify basic needs for healthy growth. * I can consider how people decide what they want. * I can explore how bank accounts and cards help with managing money. * I can identify skills and talents. * I can describe how to make others feel included. |
| **Term 3.2**  **Transition Unit** | | |
| Vocabulary | Knowledge | Objectives |
| * Change * Feelings |  | * I understand what change is and that it is part of life * I can explain some positive of change * I can explain some challenges which change brings * I know who can help us deal with change |