

Year 2

Living in the Wider World

Learning Objective	Learning Outcomes
<u>LOL6/7: where money comes from and what it is used for and how to keep money safe</u>	<ul style="list-style-type: none"> • recognise what money looks like • identify how money is obtained (won, borrowed, found, earned, presents) • give some examples of some of the ways that money can be used (saved as well as spent) • identify what might make someone want to spend or save their money • explain where money can be stored to keep it safe • describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online) • explain how money is obtained • give examples of some of the choices they might have about spending or saving money and what helps them decide • identify how people keep track of what money is spent or saved and why this is important • explain the importance of keeping money safe and some ways of doing this

Health Education

Learning Objective	Learning Outcomes
<u>LOH8/9/10: growing, changing and becoming more independent</u>	<ul style="list-style-type: none"> • describe ways they have grown and changed • identify ways they are more independent now from when they were younger • describe additional responsibilities they have now (in class, school and at home) • identify how people's needs change as they grow older
<u>LOH10: correct names for the main parts of the body of boys and girls</u>	<ul style="list-style-type: none"> • identify the physical similarities and differences between boys and girls • recognise and use the correct names for main parts of the body including external genitalia
<u>LOH6/7: basic personal hygiene routines and why these are important</u>	<ul style="list-style-type: none"> • describe daily personal hygiene routines • identify some of the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained • recognise how some diseases can be spread and that these can be controlled by personal hygiene practices • explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene • recognise that the spread of some diseases that are controlled in other ways such as through vaccination and medication
<u>LOH12: about rules for keeping safe (basic first aid)</u>	<ul style="list-style-type: none"> • recognise what first aid is and when it might be used. • understand concepts of basic first aid (dealing with common injuries, including head injuries) • recognise who they can go to for first aid (and where first aiders may be present)
<u>LOR1: recognising how other people are feeling and sharing our own feelings with others</u>	<ul style="list-style-type: none"> • list a range of feelings people experience • use descriptive vocabulary to explain how they are feeling • describe some different ways that people show they are feeling • recognise that it is important to share feelings with others • give examples of helpful/not helpful ways to communicate feelings • identify some ways to respond sensitively to how others are feeling
<u>LOH13/14/15: how to ask for help if we are worried about something</u>	<ul style="list-style-type: none"> • identify the people who look after them and explain how they care for them • recognise how they can help the people who look after them

	<ul style="list-style-type: none"> • explain what they can do themselves if they are worried about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell') • identify where they can go for help (including online, phone helpline, person at school, person at home) and how to ask for help in different contexts • demonstrate how to ask for help (and keep asking until they are listened to) • identify what might happen next if someone asks for help • explain why it is very important to tell someone if they are worried about something
<u>LOH4: different kinds of feelings and simple strategies to manage them</u>	<ul style="list-style-type: none"> • name a range of feelings • describe different feelings (both good and not so good) and where these are felt in the body • recognise that some feelings may feel stronger than others • describe when people might experience different feelings and how this can affect their behaviour • identify strategies to help manage different feelings, especially when feeling not so good

Relationships Education

Learning Objective	Learning Outcomes
<u>LOR13/14: that hurtful teasing and bullying is wrong and what to do if these things are happening</u>	<ul style="list-style-type: none"> • identify what might be happening if someone is being teased or bullied • describe feelings that people may have if they are being teased or bullied • recognise that it is never acceptable to behave hurtfully or bully • identify whom to go to, what to say/how to tell if they are being teased or bullied • identify the rules in school if they experience or see teasing, bullying or any hurtful behaviour • recognise that although teasing might sometimes be funny, it can sometimes also be hurtful • identify what is meant by bullying and why this is wrong • identify that hurtful teasing and bullying can happen in different ways (eg: physically or with words) • suggest ways they can be supportive of children who have been or feel they have been teased/bullied • identify people in school/at home whom they can talk to if they are worried about teasing/bullying
<u>LOR11: bodies and feelings can be hurt</u>	<ul style="list-style-type: none"> • describe how their bodies feel/what their bodies do when they feel uncomfortable or hurt • describe the differences and similarities between being hurt physically and being hurt emotionally • identify people they can go to if they are feeling uncomfortable or hurt • explain how they can let these people know they are feeling uncomfortable or hurt
<u>LOR6/7: listening to others and playing cooperatively</u>	<ul style="list-style-type: none"> • describe or demonstrate how to listen to others • give examples of, or demonstrate, how to work and play cooperatively • give reasons why it is important work and play well together • describe or demonstrate strategies they can use to resolve simple arguments or disagreements • describe occasions when they have been offered/given support and feedback in and how it helped them • identify ways to offer support to others in class time and on the playground • suggest good and not so good ways to let others know when we don't want support

<u>LOR10: appropriate and inappropriate touch</u>	<ul style="list-style-type: none"> • describe different types of touch (cuddles, kisses, strokes, rough and tumble) and when these are nice to receive (e.g. a hug from your best friend when you are feeling sad) • describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable • recognise there are parts of their body that are private • recognise they have a choice about being touched and the right to say 'no' if they don't feel comfortable • explain that it is important to tell an adult they trust if they are worried or upset about this
<u>LOR5: share our views and opinions with others</u>	<ul style="list-style-type: none"> • listen attentively to the ideas and thoughts of others • share their ideas and thoughts, opinions and views with a partner, small group or the whole class • give reasons for their opinions and views • take part in a simple debate about topical issues
<u>LOR8: the importance of respect for differences and similarities between people</u>	<ul style="list-style-type: none"> • identify some things that contribute to their identity • describe some of the ways in which they are similar/different to other class members • find things they have in common with their peers, or others • describe or demonstrate ways of showing respect to people who are different to them • explain that everyone is equal and valued