**PSHE/C Curriculum – Year 2 Spring Term 2**

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| **Theme: Healthy and Safer Lifestyles: Relationships and Sex Education** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To know that humans produce babies that grow into children and then into adults. (NC Science)  2. To understand that babies grow inside a female body until they are ready to be born. (NC Science)  3. To consider the ways they have changed physically, socially and emotionally since they were born. (NC Science)  4. -To understand how the needs of babies and young children are met by their families (FP)  and  - To understand that not all families are the same, but that love, and care should be at the heart of all families (FP)  5. No Outsiders - Additional Learning What the Jackdaw Saw – To communicate in different ways | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education:  Families and People who care for me (FP)  • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.  • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. | |
| need  want | require (something) because it is essential or very important rather than just desirable  to wish for a particular thing or plan of action | care | things that are done to keep someone healthy, safe and happy | |
| parents | a mother and a father – or a person who has parental responsibility for, or one who cares for, a child or young person | family | a social unit consisting of parents and their children | |
| pregnant | having a baby or babies developing inside the womb | healthy | strong and well – in good health | |
| born | to come out of a mother's body, and start to exist | communicate | to share information with others by speaking, writing, moving your body, or using other signals | |
| bump | the round stomach area of someone who is pregnant | sign language | a visual language that uses hand shapes, facial expression, gestures and body language (usually used by people who are deaf – cannot hear) | |
| **Prior Learning (Year 1)**  In Year 1, children developed familiarity with the names of the main external parts of the body and became more confident in describing them. They considered the amazing nature of their bodies, with a view to developing respect for their bodies and developing an understanding of how important it is to look after their body. Children considered simple hygiene practices and their levels of responsibility for these. Children developed their ‘body knowledge’, understanding of ‘body functions’, their ‘body awareness/image’, understanding of ‘personal hygiene’ and ‘prevention of illness and disease’. | | | | **Future Knowledge (Year 3)**  In year 3, children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are ‘body knowledge’, ‘body functions’, ‘body awareness/  image’, ‘personal hygiene’ and ‘prevention of illness and disease’. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. How do babies change and grow? (NC Science) | * Explain that adult animals and humans have babies who look like them * Show understanding that my parents were once children | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. What’s growing in that bump? (NC Science) | * Able to explain that a baby grows inside its mother | | | | |
| 3. How have I changed since I was a baby? (NC Science) | * Describe some things I can do now that I couldn’t do when I was a baby * Describe some ways my body will change as I get older | | | | |
| 4. -What do babies and children need from their families? (FP)  and  -Which stable, caring relationships are at the heart of families I know? (FP) | * Explain how babies need care from adults to stay safe and healthy * Describe the adult relationship in families I know | | | | |
| **No Outsiders**  5. Additional Learning - What the Jackdaw Saw – To communicate in different ways | * I know there are different ways to communicate * I can learn using sign language | | | | |