

PDL Curriculum Coverage

Year 2	
Me and My Relationships	
Our ideal classroom	Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions.
How are you feeling today?	Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings.
Let's all be happy	Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.
Being a good friend	Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.
Types of bullying	Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving; Understand that bullying can happen online, as well as in person, and to know what to do if this happens; Understand that they should not share images of themselves or others without permission.
Don't do that!	Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. Understand that there are different types of bullying, including online.
Valuing Difference	
What makes us who we are?	Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people.
My special people	Identify people who are special to them; Explain some of the ways those people are special to them.
How do we make others feel?	Recognise and explain how a person's behaviour can affect other people.
When someone is feeling left out	Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.
An act of kindness	Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.
Solve the problem	Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);

	Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
Keeping Safe	
Harold's picnic	Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety about medicines and their use.
How safe would you feel?	Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.
What should Harold say?	Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
I don't like that!	Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Fun or not?	Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Should I tell?	Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
Rights and Respect	
Getting on with others	Describe and record strategies for getting on with others in the classroom.
When I feel like erupting	Explain, and be able to use, strategies for dealing with impulsive behaviour.
Feeling safe	Identify special people in the school and community who can keep them safe; Know how to ask for help.
Playing games	Know the importance of keeping personal information private, when online and only talking to people they know in real life; Know that they can tell an adult they trust if anything happens that makes them worried.
Harold saves for something special	Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.
How can we look after our environment?	Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.
Being My Best	
You can do it!	Explain the stages of the learning line showing an understanding of the learning process; Suggest phrases and words of encouragement to give someone who is learning something new;

	Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
My day	Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
Harold's postcard - helping us to keep clean and healthy	Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.
Harold's bathroom	Explain the importance of good dental hygiene; Describe simple dental hygiene routines.
What does my body do?	Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.
Basic first aid	Recap previously learnt info from Year R/1 Primary ->safety-> first aid ->head injury->watch video and discuss Primary->kindness and coping->keeping calm
Growing and changing	
A helping hand	Demonstrate simple ways of giving positive feedback to others.
Sam moves house	Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
Haven't you grown?	Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages.
My body, your body	Identify which parts of our body are private; Explain that our genitals help us make babies when we are older; Understand that we mostly have the same body parts but how they look is different from person to person.
Respecting privacy	Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.
Some secrets should never be kept	Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.