

Year 2 – What does ‘expected’ look like?

My Healthy Self	Connecting with Others
- Name a variety of ways that they can move their bodies and describe how moving their body makes them feel healthy, strong and happy. - Identify some things that help them have a good night’s sleep. - Explain why sleep is important and describe how they feel depending on how well they have slept. - Name and describe a range of fruits and vegetables. - Sort foods into simple groups and explain that fruits and vegetables are a healthy choice. - Identify which foods and drinks should be enjoyed often and which should be enjoyed only sometimes. - Explain in simple terms why water and healthy foods help the body. - Explain why teeth should be brushed twice a day and demonstrate correct brushing technique. - Create a visual timetable that includes a variety of healthy habits from across the unit and explain how these habits help to keep the body and mind healthy.	- Identify similarities and differences between themselves and others. - Recognise that everyone has unique qualities which make them special. - Explain why kindness towards people who are different is important. - Comment or answer questions about families with respect for others. - Ask for help with a falling-out if they need it. - Say when something feels okay or not okay. - Know it is never their fault if they feel unsafe. - Identify and name trusted adults at home and at school. - Use clear phrases to ask for help when something feels wrong or not okay. - Recognise when they or someone else is being bullied.
The Online World	Citizenship
- Give examples of things people do online. - Say what sharing online means. - Recognise that many people might see something shared online. - Understand that private information should not be shared online. - Recognise when someone has shared private information online. - Say what to do if private information is shared online. - Recognise that not everything seen online is real or shows the whole story. - Recognise when something online might make them feel worried, uncomfortable or unsure. - Recall simple rules to help them stay safe online.	- Identify some of the groups and communities they belong to and recognise that people can belong to more than one community. - Recognise that some groups or communities are chosen and some are not. - Give examples of how people contribute to a community and compare different ways people contribute. - Name jobs people do in the local and wider community and describe how they help people or communities. - Explain why jobs are important and what might happen if nobody did them. - Identify what money is used for and explain how it is used to buy goods and services. - Identify and compare different ways adults get money, recognising that adults do not all get money in the same way.
Growing Up	Staying Safe
- Identify physical changes in people as they grow. - Recognise that changes to the body are a normal part of growing up. - Give examples of things children can do that they could not do as babies or toddlers. - Explain what personal body boundaries are. - Use simple language to say if they feel uncomfortable or want to say no. - Use the correct names for body parts. - Describe what to do if someone tries to touch a private body part without permission. - Recognise situations where privacy should be respected. - Explain ways to respect other people’s bodies and personal belongings. - Identify a trusted adult they could talk to if they feel worried about privacy or boundaries.	- Give reasons why their body is special. - Give examples of the PANTS rules. - Recall the stop, do not touch, tell and ask rules. - Identify how dangers could cause harm. - Recall simple safety rules such as stop, look, listen and think for roads; stop and do not touch unfamiliar objects. - Recall the stop, stay, ask rule. - Tell a safe adult their name and who they are looking for. - Identify that water can be dangerous. - Recall simple rules to keep themselves safe around water.