

unifrog

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Year 2 PSHE and careers

Key lesson information

# Unifrog's primary PSHE and careers curriculum

Unifrog's **primary PSHE Lesson Pack** has been designed to cover the Department for Education statutory R(S)HE guidance and the PSHE Association's learning objectives.

Unifrog's **primary Careers Lesson Pack** has been designed to cover the CDI's learning objectives and the PSHE Association's careers education learning objectives.

Find out more here:

- [Unifrog's primary PSHE Lesson Pack: FAQs](#)
- [Unifrog's primary Careers Lesson Pack: FAQs](#)

# Unifrog's Year 2 curriculum

## PSHE:

- What should friends do if they feel upset with each other?
- What is bullying?
- Should people believe everything online?
- How are all families different?
- How can we stay safe in the sun?
- How can we stop germs from spreading?
- Who keeps us safe?
- What are age restrictions and why are they important?
- How can people get help with their feelings?
- Which things can people do to feel better?
- Which adults are safe to talk to?
- How can people stay safe when someone talks to them

online?

- What changes happen as we grow up?
- What do people do with their money?
- How can people be kind?
- What is a community?

## Careers:

- What am I good at?
- What would I like to do in the future?
- What happens when you start a job?
- How can schools and jobs protect the environment?
- Why do some jobs have uniforms?
- Why do we go to school?

# What should friends do if they feel upset with each other?

## Key lesson information

### Objectives

- By the end of the session, children should be able to:
- Lists things they can do after an argument.
  - List things they can do if a friendship is making them unhappy.

### Main student tasks

1. Decide how good friends behave.
2. Discuss what arguments are and how to behave after an argument.
3. Act out saying sorry after an argument.
4. Listen to the scenario and answer the questions about what to do in an unhappy friendship and healthy friendships.
5. Recap what to do after an argument and what do to if you are unhappy in a friendship.
6. Optional: Read the scenario about arguments at work and decide what the characters should do.

### Keywords

Friend, ignore, share, argument, reflect, apologise, sorry, healthy friendship, colleague, museum, exhibition.

# What is bullying?

## Key lesson information

### Objectives

- By the end of the session, children should be able to:
- Explain what bullying is.
  - Explain what cyberbullying is.
  - Ask for help.

### Main student tasks

1. List three kind and three unkind behaviours.
2. Listen to the scenarios about bullying and answer questions about them.
3. Answer questions about different types of cyberbullying.
4. Listen to the scenarios about cyberbullying and answer questions about them.
5. Act out how to ask for help with a partner.
6. Answer the quiz questions about bullying.
7. Optional: Decide if the people in the scenarios are being kind or unkind.

### Keywords

Bullying, cyberbullying, internet, online, on purpose, trusted adults, excluding, pretending.

# Should people believe everything online?

## Key lesson information

### Objectives

- By the end of the session, children should be able to:
- Give examples to demonstrate that not all information seen online is true.
  - React when they think something online may not be true.
  - Explain the role of the internet in everyday life.

### Main student tasks

1. Decide if statements about the internet are true or false.
2. Learn to look for clues that content might be fake.
3. Consider why someone might make fake content.
4. Role-play asking an adult for support in reacting to something online that may be untrue.
5. Review true or false answers from the beginning of the lesson and discuss if opinions have changed.
6. Optional: Reflect on skills needed for the roles of fact checker and journalist.

### Keywords

Internet, online, true, fake, trick, source, trusted news source.

# How are all families different?

## Key lesson information

### Objectives

By the end of the session, children should be able to:

- Explain that families can be different to their own.
- Explain how families can help each other.
- List different ways that families can spend time together.

### Main student tasks

1. Draw or write about a trusted adult.
  2. Look at different examples of families and think about how they are different.
  3. List some ways families can support each other.
  4. Listen to scenarios and decide how the families are caring for each other.
  5. Listen to ways families can spend time together and think of five other ways they can spend time together.
  6. Draw a family which is different to their own.
- Optional: Explore careers that help families.

### Keywords

Families, uncle, brother, sister, parents, foster parents, step-parents, granddad, grandma, cousin, auntie, uncle, help, care, protection, empathy, respect.

# How can we stay safe in the sun?

## Key lesson information

### Objectives

- By the end of the session, children should be able to:
- Explain the benefits of going outside.
  - Explain the dangers of the sun.
  - Explain ways to stay safe in the sun.

### Main student tasks

1. Decide how sunglasses, a sunhat, and suncream link together.
2. Decide whether facts about being outdoors are true or false.
3. Discuss ways the sun can cause harm.
4. Look at the ways that SPF suncream, sunglasses, and sunhats can keep us safe in the sun.
5. Look at each scenario and decide on the best decision for the characters to keep them safe.
6. Optional: Look at the jobs that design items to keep people safe in the sun and decide why they need to test these items first.

### Keywords

Sunglasses, sunhat, suncream, SPF, burn, skin cancer, skin damage, heat stroke, shade.

# How can we stop germs from spreading?

## Key lesson information

### Objectives

- By the end of the session, children should be able to:
- Explain what germs are and how to stop them spreading.
  - List who can help if they feel poorly and outline how to tell them.

### Main student tasks

1. Discuss what germs are.
2. Explain how the germs are spreading in each scenario.
3. Discuss how each healthy habit is stopping germs from spreading.
4. Discuss how different people can help to stop germs from spreading.
5. Discuss who to ask for help if they are worried about allergies.
6. Practise asking for help when they are ill.
7. Read the story and decide if the characters are showing healthy habits.

### Keywords

Germs, sneezing, cough, hygiene, illness, doctor, nurse, medicine, allergies, vaccine, vaccination.

# Who keeps us safe?

## Key lesson information

### Objectives

- By the end of the session, children should be able to:
- Name some trusted adults that keep them safe.
  - Identify who they can trust when they are out and about.
  - Explain how to call emergency services.

### Main student tasks

1. Draw and label some people who keep children safe.
2. Suggest ways to stay safe in school.
3. Discuss adults outside of home and school and whether they can be trusted.
4. Identify how to call emergency services and practise what to say.
5. Recall key safety advice from the lesson in a quiz.

### Keywords

Trusted adult, emergency services, police, fire service, paramedic, coastguard, call handler.

# What are age restrictions and why are they important?

## Key lesson information

### Objectives

- By the end of the session, children should be able to:
- Outline what age restrictions and ratings are and give some examples.
  - Explain why we have age restrictions and why they are important.

### Main student tasks

1. Identify which is the odd one out from three age-restricted activities.
  2. (In small groups) consider the consequences of ignoring age restrictions and choose the safest actions in scenarios.
  3. Identify personal information that should not be shared online.
  4. Compare age restrictions for different activities in a game of 'higher or lower'.
  5. Explain why age restrictions are important.
- Optional: consider jobs where people must enforce age restrictions.

### Keywords

Age rating, age restriction, appropriate, trusted adult, social media, gamble, vape.

# How can people get help with their feelings?

## Key lesson information

### Objectives

By the end of the session, children should be able to:

- Explain what loneliness is.
- Explain how some people's behaviour and bodies react when feeling different emotions.
- List ways they can ask for help if they are struggling with their emotions.

### Main student tasks

1. Match the emotions to the photos.
  2. Read the story about loneliness and draw or write down some ways the character could stop feeling lonely.
  3. Read the scenarios about the lonely characters and choose options to help them.
  4. Discuss ways that different emotions can affect people's behaviour and bodies.
  5. Discuss who can help with our emotions and how to ask for help.
  6. Complete the true or false quiz about emotions.
- Optional: Read the scenario about an adult experiencing loneliness at work and discuss how he could get help.

### Keywords

Emotions, feelings, loneliness, behaviour, anger, frustration, thankful, calm, worry, excitement.

# What things can people do to feel better?

## Key lesson information

### Objectives

By the end of the session, children should be able to:

- List some ways to feel better if feeling down.
- List some ways to feel better after experiencing loss.

### Main student tasks

1. List five things that are enjoyable.
  2. Explore the strategies that help people with their mental health and give examples for each.
  3. Read the scenarios and decide how they could get help.
  4. Explore what loss is by reading the scenarios and deciding how each person got support.
  5. Reflect on how they could get support with different emotions.
- Optional: practise being thankful.

### Keywords

Mental health, community, outdoors, active, loss, change, feelings, thankful, gratitude, grateful.

# Which adults are safe to talk to?

## Key lesson information

### Objectives

- By the end of the session, children should be able to:
- Recognise that some adults can be trusted more than others.
  - Give an example of how to ask an adult for help.
  - Identify some safe strangers that be asked to help if there is no trusted adult.

### Main student tasks

1. Consider different adults and how much they should be trusted.
  2. Identify trusted adults and practise asking for help.
  3. Decide whether speaking to an adult is safe in different scenarios.
  4. Identify safe strangers who children can ask for help when a trusted adult is not around.
  5. Explain the difference between strangers, safe strangers, and trusted adults.
- Optional: discuss how people working at railway stations help the public.

### Keywords

Trusted adult, stranger, safe stranger, trust, safe, not safe.

# How can people stay safe when someone talks to them online?

## Key lesson information

### Objectives

By the end of the session, children should be able to:

- Explain which type of secrets are safe to keep and which aren't.
- List some ways in which talking to people online is different to talking in real life.
- Identify trusted adults they can speak to when they need help or are unsure about something.

### Main student tasks

1. Discuss whether secrets should always be kept.
  2. Identify which secrets are safe to keep and which aren't.
  3. Evaluate how knowing someone online is different to knowing someone in real life.
  4. Investigate why people might pretend to be someone else online.
  5. Recall key information to answer a quiz.
- Optional: Judge which skills would be most useful for a cyber-crime specialist.

### Keywords

Secret, safe, unsafe, trusted adult, online, real life, message, pretend.

# What changes happen as we grow up?

## Key lesson information

### Objectives

By the end of the session, children should be able to:

- Explain how people change as they grow from babies to adults.
- List some strategies which can help when moving to a new class or school.

### Main student tasks

1. Look at the pictures of the human lifecycle and decide what is different and the same about each stage.
2. Read the story and explain how the character looked after her babies.
3. Continue the story and discuss how the babies changed as they grew into children and discuss ways that can help support with transition into school.
4. Continue the story and discuss how the children changed into teenagers and discuss ways that help support with transition into school.
5. Continue the story and discuss how the teenagers grew into adults.
6. Continue the story and discuss how adults changed as they moved into old age.
7. Design a character and draw them at each stage of the human lifecycle.

### Keywords

Baby, child, teenager, adult, elderly, school, transition, twins, wrinkles, grey hair, care.

# What do people do with their money?

## Key lesson information

### Objectives

By the end of the session, children should be able to:

- Give examples of things people need to buy and things people want to buy.
- Explain that people make different choices about spending and saving money.
- Identify that money can be kept safe in a bank account.

### Main student tasks

1. Show their opinion in short, money-related scenarios.
  2. Explain the difference between what people need and want.
  3. Listen to a story about different spending habits and evaluate characters' choices.
  4. Reflect on what they now know about needs and wants.
  5. Decide whether items are needs or wants.
- Optional: Suggest advice an accountant might give the characters from the story.

### Keywords

Needs, wants, bank, bank account, banking app, accountant.

# How can people be kind?

## Key lesson information

### Objectives

- By the end of the session, children should be able to:
- Explain what kindness is.
  - List some examples of how to be kind.
  - Explain how to use manners.

### Main student tasks

1. Define kindness and explain how it makes people feel.
  2. Listen to the scenarios and explain how the characters are being kind.
  3. Decide which characters are using manners.
  4. Practise using manners by responding to different scenarios.
  5. Choose some ways to be kind.
- Optional: Explore careers which use kindness and say how.

### Keywords

Kindness, sharing, manners, complimenting, helping, politeness, art therapist, social worker, early years teacher.

# What is a community?

## Key lesson information

### Objectives

By the end of the session, children should be able to:

- Explain what a community is.
- List some different communities and outline how to show them respect.
- Explain how to respect communities in nature.

### Main student tasks

1. Reflect on a story about a community without diversity.
2. Learn about different communities and how to show respect within them or to them.
3. Learn about communities in nature and how to respect them.
4. Choose a community covered in the lesson and complete a reflection task about it.

### Keywords

Communities, difference, group, respect, school, class, workplace, religion, world, nature, Great Barrier Reef, Amazon Rainforest, hedgerow, living things, rising temperature, pollution

# What am I good at?

## Key lesson information

<b>Objectives</b>	By the end of the session, children should be able to: <ul style="list-style-type: none"><li>• Reflect on what makes them unique.</li><li>• Recognise what they have learned and their achievements.</li><li>• Make connections between things they've learned and jobs.</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Identify what they are good at and their likes and dislikes.</li><li>2. Listen to a story about being proud of your achievements and answer questions about it.</li><li>3. List the things they have learned since starting school and what they are proud of.</li><li>4. Link the things they have learned to the three jobs shown on the slides.</li></ol>
<b>Keywords</b>	Skills, likes, dislikes, learning, comparing, lengths, hóngbāo, achievements, proud, swim teacher, nurse, librarian.

# What would I like to do in the future?

## Key lesson information

### Objectives

- By the end of the session, children should be able to:
- Explain that people can do jobs linked to their interests.
  - Explain how to find out more about different jobs.

### Main student tasks

1. Match the audio clips to the job role which might say it.
2. Listen to the story and answer the questions.
3. Say what their interests are and think of jobs linked to those interests.
4. Explain how the children in the scenarios can find out more about jobs.
5. Discuss new jobs that might appear in the future.

### Keywords

Lightning, thunder, librarian, meteorologist, weather forecaster, pilot, climate scientist, drone pilot, app designer, youtuber, hairdresser, travel guide, shopkeeper, waiting staff, future, designer, pollution.

# What happens when you start a job?

## Key lesson information

### Objectives

By the end of the session, children should be able to:

- Identify what might happen on the first day of a job.
- Identify what overworking is.
- Identify how to help people struggling at work.
- Identify what benefits they might like from paid work.

### Main student tasks

1. Discuss what happened on their first day of school.
2. Listen to the story about someone who starts their first day at work and answer questions about the story.
3. Listen to the scenarios about overworking and discuss how to help people in the stories.
4. Identify the things they want from paid work.

### Keywords

Boss, computer games developer, staff, colleagues, paid, bank, personal.

# How can schools and jobs protect the environment?

## Key lesson information

### Objectives

- By the end of the session, children should be able to:
- Explain what sustainability is.
  - Identify some ways that schools can be sustainable.
  - Identify recent changes to workplaces which help the environment.

### Main student tasks

1. Decide what the equipment on the slide is made from.
2. Watch the video and explain how we can be sustainable at school.
3. Discuss if Horace's changes at work are helping the planet.
4. Design a sign for the classroom recycle bin which encourages people to recycle.

### Keywords

Paper, cardboard, wood, sustainability, refuse collector, recycle, recycling, landfill, volunteer, sign.

# Why do some jobs have uniforms?

## Key lesson information

### Objectives

- By the end of the session, children should be able to:
- Explain how uniforms can help people in their jobs.
  - Explain how uniforms have changed over time.

### Main student tasks

1. Say which subjects at school might need different clothes and why.
2. Watch the video about clothes at work and answer the questions.
3. Say how the uniforms on the slides have changed over time.
4. Design a job with a uniform with a function and share these as a class.

### Keywords

Uniform, beekeeper, veil, wellies, flippers, hardhat, past, present, diver, underwater photographer, postperson, police officer, factory worker, lab worker, safe, clean, help.

# Why do we go to school?

## Key lesson information

### Objectives

By the end of the session, children should be able to:

- Explain why we go to school.
- Identify ways to get better at something.

### Main student tasks

1. List some things they do at school beyond lessons.
2. List some reasons we go to school and decide how the things we learn at school can help us.
3. Learn some ways that we can set goals to improve.
4. Read the scenarios and explain how each person tried to improve.
5. Think about something they want to improve and set a goal to improve it.
6. Listen to the scenarios and help the characters make sensible choices.
7. Give the characters advice on how to improve.

### Keywords

Activities, lessons, goals, improving, practise, working hard, strengths, weaknesses, advice.

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