

unifrog

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Year 2 PSHE

Key lesson information

# Unifrog's primary PSHE curriculum

Unifrog's **primary PSHE Lesson Pack** has been designed to meet the following:

- [Department for Education's statutory guidance for relationships and sex education \(RSE\) and health education \(primary schools\) \(for teaching until 31 August 2025\)](#)
- [PSHE Association's Key Stage 1 and Key Stage 2 learning objectives](#)

Find out more here:

- [Unifrog's primary PSHE 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?

## **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?

*Additional lessons coming soon!*

# 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 sunscreen 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 sunscreen, 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, sunscreen, 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.

# What am I good at?

## Key lesson information

### Objectives

- By the end of the session, children should be able to:
- Reflect on what makes them unique.
  - Recognise what they have learned and their achievements.
  - Make connections between things they've learned and jobs.

### Main student tasks

1. Identify what they are good at and their likes and dislikes.
2. Listen to a story about being proud of your achievements and answer questions about it.
3. List the things they have learned since starting school and what they are proud of.
4. Link the things they have learned to the three jobs shown on the slides.

### Keywords

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.

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