

**Year 2 – Curriculum Map - PSHE**

Term	Learning Focus		Memorable Experience	Innovative Challenge	Conceptual Development
	Knowledge	Skills			
<p><b>Autumn 1</b> <b><u>Being Me in My World</u></b></p>	<p>To identify some of my hopes and fears for this year.</p> <p>To understand the rights and responsibilities for being a member of my class and the school.</p> <p>To recognise the choices I make and understand the consequences.</p>	<p>I can identify some of my hopes and fears for this year.</p> <p>I can tell you when I feel worried.</p> <p>I can tell you who to ask for help.</p> <p>I can listen to other people and contribute my own ideas about rights and responsibilities.</p> <p>I can work with a group to talk about responsibilities.</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences.</p> <p>I can recognise the choices I make and understand the consequences..</p> <p>I can recognise that consequences should be proportionate to the behaviours.</p> <p>I can identify my successes and achievements and know how this makes me feel (proud).</p> <p>I can tell you some of my strengths as a learner.</p> <p>I can work with other people to solve .</p>	<p>Police Visit</p> <p>Road Safety Workshop</p> <p>School Council Elections</p>		<p><b>Build upon:</b> Some awareness of self-identity; being part of a class; rights and responsibilities; rewards and consequences, views valued.</p> <p><b>Prepare for:</b> To increase awareness of self-identity and being part of a class; rights and responsibilities; rewards and consequences; self and fair learning environment; valuing contributions, choices; recognising feelings.</p>
<p><b>Autumn 2</b> <b><u>Celebrating Differences</u></b></p>	<p>To start to understand that sometimes people make assumptions about boys and girls (stereotypes).</p> <p>To understand that bullying is sometimes about difference.</p> <p>To recognise what is right and what is wrong and know how to look after myself and make new friends.</p>	<p>I can tell you about why people make assumptions.</p> <p>I can tell you why I feel good about myself.</p> <p>I can work well with a partner.</p> <p>I can talk about different stereotypes people make about boys and girls.</p> <p>I can talk about how boys and girls are similar or different.</p> <p>I can tell you why being different is good.</p> <p>I can sing a song with my friends.</p> <p>I can work with other people to solve</p>	<p>Anti-bullying Week – Amy Goodall singer visit &amp; workshop</p> <p>Children in Need Day</p> <p>Visit to Nursing</p>	<p>Creating and recording a role-play focusing on problem-solving a bullying situation (share it in the Phase Assembly)</p>	<p><b>Build upon:</b> Some awareness of similarities and differences; understanding bullying and knowing how to deal with it; making new friends.</p> <p><b>Prepare for:</b> To increase awareness of assumptions and stereotypes about gender; understanding bullying; standing up for self and others;</p>

		<p>problems.  I can act out a scene with my peers to show how bullying happens.  I can tell you about different types of bullying.  I can tell you who to ask for help.  I can work with other people to solve problems.  I can recognise conflict and I know how to deal with it.  I can tell you why friends are so special.  I can talk about the qualities of a friend.  I can design and decorate a friendship token.  I can draw/write how my friend is different or similar from me.</p>	Home (Christmas time)		making new friends; gender diversity; celebrating difference and remaining friends.
<p><b>Spring 1  <u>Dreams &amp;  Goals</u></b></p>	<p>To choose a realistic goal and think about how to achieve it.</p> <p>To persevere even when finding tasks difficult.</p> <p>To know how to work cooperatively in a group and how to share success with others.</p>	<p>I can tell you what my goal is and how I intend to achieve it.  I can write about my successes and achievements.  I can share my thoughts and feelings with my talk partner.  I can tell you some of my strengths as a learner.  I can persevere and problem-solve in order to achieve my goals.  I can explain some of the ways I worked cooperatively in my group to create the end product.  I can express how it felt to be working as part of this group.  I can work with other people to solve problems.</p> <p>I can work with a partner to create a dream bird.  I can identify my successes and achievements</p>			<p><b>Build upon:</b>  Some awareness of setting goals; identifying successes and achievements; learning styles; working well and celebrating achievement with a partner; tackling new challenges; identifying and overcoming obstacles.</p> <p><b>Prepare for:</b>  To increase awareness of achieving realistic goals; perseverance; learning strengths; learning with others; group co-operation; contributing to and sharing success.</p>

		and know how this makes me feel (proud).			
<b>Spring 2</b> <b><u>Healthy Me</u></b>	<p>To know what I need to keep my body healthy and which foods I need to eat to give my body energy.</p> <p>To recognise feelings that make us feel relaxed or stressed.</p> <p>I understand how medicine work in my body and how to use it safely.</p>	<p>I can tell you what keeps my body healthy.</p> <p>I can tell you about the benefits of choosing a healthy lifestyle.</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</p> <p>I can tell you when a feeling is weak and when a feeling is strong.</p> <p>I can tell you about the importance of using medicine safely.</p> <p>I can work, in a group, to organise items using different criteria.</p> <p>I can decide which foods to eat to give my body energy.</p> <p>I can tell you which foods are most nutritious for my body.</p> <p>I can design and make my own Eat Well plate.</p> <p>I can make some healthy snacks and explain why they are good for my body.</p>	<p>School Nurse (Focus: Keeping Teeth Healthy)</p> <p>Sports Week</p> <p>Healthy Living Workshop</p>	<p>Recreate The 'Healthy Me' Café</p>	<p><b>Build upon:</b> Some awareness of keeping myself healthy; healthier lifestyle choices; keeping clean; being safe; medicine safety/keeping safe with household items; road safety; linking health and happiness.</p> <p><b>Prepare for:</b> To increase awareness of motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food.</p>
<b>Summer 1</b> <b><u>Relationships</u></b>	<p>To identify the different members of my family, to understand my relationship with each of them.</p> <p>To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>To identify some of the things that cause conflict with my friends.</p> <p>To express my appreciation for the people in my special relationships.</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I can identify forms of physical contact within a family.</p> <p>I can talk about which types of physical contact I like and don't like.</p> <p>I can identify some of the things that cause conflict between me and my friends.</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p> <p>I can tell you who I can express my</p>			<p><b>Build upon:</b> Some awareness of belonging to a family; making friends; being a good friend; qualities as a friend; self-acknowledgement; celebrating special relationships.</p> <p><b>Prepare for:</b> To increase awareness of different types of family; physical contact boundaries; friendship and</p>

		<p>appreciation for the people in my special relationships.</p> <p>I can tell you how it feels to trust someone.</p>			<p>conflict; secrets; trust and appreciation; expressing appreciation for special relationships.</p>
<p><b>Summer 2</b> <b><u>Changing Me</u></b></p>	<p>To recognise cycles of life in nature.</p> <p>To know about the natural process of growing from young to old and recognise how my body has changed since I was a baby.</p> <p>To recognise the physical differences between boys and girls and use the correct names for parts of the body and appreciate that some parts are private.</p>	<p>I can recognise cycles of life in nature.</p> <p>I can draw a picture to represent one life cycle.</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can share ideas with my friends.</p> <p>I can describe my grandparents to the class.</p> <p>I can draw a picture of a special elder person and write what I respect and love about this person.</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I can talk about some of the changes I notice as I get older.</p> <p>I can create a timeline to show the changes that go along with getting bigger.</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being a boy/ girl.</p> <p>I can distinguish between different types of touch and I can tell you which ones I like and don't like.</p> <p>I can ask for help if I need it.</p> <p>I can identify what I am looking forward to when I am in Year 3.</p>	<p>Invite a couple of grandparents into the class to share their experiences of being young, how they have changed as they have become older in terms of physical changes and appearance. The children could also ask their questions. Ensure that the children have a positive impression towards older age.</p>	<p>A group of Year 3 children invited to talk about their Y3 experience.</p>	<p><b>Build upon:</b></p> <p>Some awareness of animal and human life cycles; changes since being a baby; differences between male and female bodies (correct terminology); linking growing and learning; coping with change; transition to Year 2.</p> <p><b>Prepare for:</b></p> <p>To increase awareness of life cycles in nature; growing from young to old; increasing independence; differences between male and female bodies (correct terminology); assertiveness; preparing for transition to Year 3.</p>