



Year 2 PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rolling Programme School Values: Year 1	Responsibility	Respect	Happiness	Honesty	Aspiration	Tolerance
Rolling Programme School Values: Year 2	Cooperation	Friendship	Health	Harmony	Fairness	Hope
British Values	Law and Democracy - school council	We listen to and respect other people's opinions and values. We respect the culture and beliefs of others.	We know that we are all special. We try and help other people.	We understand the consequences of our actions. We understand right from wrong.	We treat everybody equally. Courage	We treat everybody equally. Courage
Themes:	VIPS	Safety First	Respecting Rights	Growing Up	Think Positive	One World
H - Health and Wellbeing R - Relationships L - Living in the wider world.	H2 - To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. H13 - To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.	H11 - To know that household products including medicines, can be harmful if not used properly. H12 - To know rules for and ways of keeping physically and emotionally safe including ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. H13 - To know about people who look after them, their family	H2 - To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. H15 - To recognise that they share responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing	H3 - To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. H5 - To know about change and loss and the associated feelings (including moving house, losing toys, pets or friends). H8 - To know about change, including transitions (between	H2 - To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. H3 - To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging	R8 - To identify and respect the differences and similarities between people R9 - To identify their special people (family, friends, carers), what makes them special and how people should care for one another L3 - To know people and other living things have the rights and that everyone has responsibilities to



	<p>R1 - To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2 - To recognise that their behaviour can affect other people</p> <p>R6 - To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R7 - to offer constructive support and feedback to others</p> <p>R9 - To identify their special people (family, friends, carers), what makes them special and how people should care for one another</p> <p>R11 - That people's bodies and feelings can be hurt (including what makes them</p>	<p>networks, who to go to if they are worried and how to attract their attention.</p> <p>H14 - To know about the ways that pupils can help people who look after them to more easily protect them.</p> <p>H15 - To recognise that they share responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>H16 - To know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others privacy.</p> <p>R3 - The difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not</p>	<p>that they do not need to keep secrets.</p> <p>R2 - To recognise that their behaviour can affect other people</p> <p>R4 - To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5 - To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R8 - To identify and respect the differences and similarities between people</p> <p>R11 - That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>L1 - To know how they can contribute to the life of the</p>	<p>Key stages and schools), loss, separation, divorce and bereavement.</p> <p>H9 - To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>H10 - To know the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p>R8 - To identify and respect the differences and similarities between people</p> <p>R10 - To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell</p>	<p>goals.</p> <p>H4 - To know about good and not so good feelings, a vocabulary to describe their feelings to others and develop simple strategies for managing feelings.</p> <p>R2 - To recognise that their behaviour can affect other people</p> <p>R4 - To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5 - To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p>	<p>protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that they have borrowed).</p> <p>L4 - To know that they belong to different groups and communities such as family and school.</p> <p>L5 - To know what improves and harms their local, natural and built environments and develop strategies and skill needed to care for these (including conserving energy).</p>
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	<p>feel comfortable and uncomfortable)</p> <p>R12 - To recognise when people are being unkind to them or others, how to respond, who to tell and what to say</p> <p>R13 - To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14 - Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R10 - To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>L3 - To know people and other living things have the rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that they have borrowed).</p> <p>L6 - To know that money comes from different sources and can be used for different purposes,</p>	<p>classroom and school.</p> <p>L3 - To know people and other living things have the rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that they have borrowed).</p> <p>L4 - To know that they belong to different groups and communities such as family and school.</p> <p>L9 - To know the ways in which we are the same as all other people; what we have in common with everyone else.</p>	<p>and how to tell them)</p> <p>R11 - That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>L8 - To know the ways in which they are all unique; understand that there has never been and never will be another 'them'.</p>		
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		including the concepts of spending and saving.				
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