

<u>Knowledge Progression</u> <u>Map PSHE Year 2</u>	NC Objectives/DfE	REMEMBER (prior Knowledge)	KNOW (new knowledge)
<b>Being me in my World</b>	<p>(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14) the conventions of courtesy and manners</p> <p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>(R25) what sorts of boundaries are appropriate in friendships with peers and others</p>	<ul style="list-style-type: none"> <li>• Know their own rights and responsibilities with their classroom</li> <li>• Know that their choices have consequences</li> <li>• Know that their views are important</li> <li>• Know the rights and responsibilities of a member of a class</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Identify hopes and fears for the year ahead.</li> <li>• Week 2 and 3: Know the rights and responsibilities of being a class member and school member.</li> <li>• Week 4: Know about rewards and consequences and that these stem from choices. Know that it is important to listen to other people</li> <li>• Week 5: Know that positive choices impact positively on self-learning and the learning of others through the jigsaw charter.</li> <li>• Week 6: Recognise the choices I make and know the consequences.</li> </ul>
<b>Celebrating differences</b>	<p>(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive. (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>	<ul style="list-style-type: none"> <li>• Know what bullying means</li> <li>• Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>• Know that people are unique and that it is OK to be different</li> <li>• Know skills to make friendships</li> <li>• Know that people have differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1 and 2: Know there are stereotypes about boys and girls</li> <li>• Week 3: Know that sometimes people get bullied because of difference</li> <li>• Week 4: Know the difference between right and wrong and the role that choice has to play in this</li> <li>• Week 5: Know that it is OK not to conform to gender stereotypes. Know it</li> </ul>

	<p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to know and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>		<p>is good to be yourself. Know that friends can be different and still be friends.</p> <ul style="list-style-type: none"> <li>Week 6: Tell you some ways that I am different from my friends.</li> </ul>
<b>Dreams and Goals</b>	<p>(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness</p> <p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to know and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<ul style="list-style-type: none"> <li>Know how to set simple goals</li> <li>Know how to achieve a goal</li> <li>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>Know when a goal has been achieved</li> <li>Know how to work well with a partner</li> <li>Know that tackling a challenge can stretch their learning</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: Know how to choose a realistic goal and think about how to achieve it</li> <li>Week 2: Know that it is important to persevere</li> <li>Week 3: Know how to know what working together well looks like</li> <li>Week 4: Know what good group-working looks like</li> <li>Week 5: Share ways of how to work well in a group.</li> <li>Week 6: Know how to share success with other people</li> </ul>
<b>Healthy me</b>	<p>(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health</p>	<ul style="list-style-type: none"> <li>Know the difference between being healthy and unhealthy</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: Know what their body needs to stay healthy</li> </ul>

	<p>(H3) how to know and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</p> <p>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	<ul style="list-style-type: none"> <li>• Know some ways to keep healthy</li> <li>• Know how to make healthy lifestyle choices</li> <li>• Know that all household products, including medicines, can be harmful if not used properly</li> <li>• Know that medicines can help them if they feel poorly</li> <li>• Know how to keep safe when crossing the road</li> <li>• Know how to keep themselves clean and healthy</li> <li>• Know that germs cause disease/illness</li> <li>• Know about people who can keep them safe</li> </ul>	<ul style="list-style-type: none"> <li>• Week 2: Know what relaxed means Know what makes them feel relaxed/stressed</li> <li>• Week 3: Know how medicines work in their bodies and know that it is important to use medicines safely</li> <li>• Week 4: Sort foods into correct food groups and know which are needed every day.</li> <li>• Week 5: Know how to make some healthy snacks and know why healthy snacks are good for their bodies</li> <li>• Week 6: Decide which foods to eat to give their bodies energy.</li> </ul>
<b>Relationships</b>	<p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p>	<ul style="list-style-type: none"> <li>• Know that everyone's family is different</li> <li>• Know that families are founded on belonging, love and care</li> <li>• Know that physical contact can be used as a greeting</li> <li>• Know how to make a friend</li> <li>• Know who to ask for help in the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Know that everyone's family is different and that families function well when there is trust, respect, care, love and co-operation</li> <li>• Week 2: Know that there are lots of forms of physical contact within a family</li> <li>• Week 3: Know some reasons why friends have conflicts</li> <li>• Week 4: Know there are good secrets and worry secrets and why it is important to share worry secrets</li> </ul>

	<p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>(R6) how to know if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p>	<ul style="list-style-type: none"> <li>• Know that there are lots of different types of families</li> <li>• Know the characteristics of healthy and safe friends</li> <li>• Know about the different people in the school community and how they help</li> </ul>	<ul style="list-style-type: none"> <li>• Week 5: Recognise and appreciate people who can help me in my family, my school, my community.</li> <li>• Week 6: I can express my appreciation for the people in my special relationships.</li> </ul>
<b>Changing me</b>	<p>(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>(R29) how to know and report feelings of being unsafe or feeling bad about any adult</p> <p>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>(R32) where to get advice e.g. family, school and/or other sources</p>	<ul style="list-style-type: none"> <li>• Know the names of male and female private body parts</li> <li>• Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know that animals including humans have a life cycle</li> <li>• Know that changes happen when we grow up</li> <li>• Know that people grow up at different rates and that is normal</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Know that life cycles exist in nature</li> <li>• Week 2: Know that aging is a natural process including old age. Know that some changes are out of an individual's control</li> <li>• Week 3: Know how their bodies have changed from when they were a baby and that they will continue to change as they age.</li> <li>• Week 4: Know the physical differences between male and female bodies. Know the correct names for private body parts. Know that private body parts are special and that no one has the right to hurt these</li> </ul>

		<ul style="list-style-type: none"><li>• Know that learning brings about change</li></ul>	<ul style="list-style-type: none"><li>• Week 5: Know there are different types of touch and that some are acceptable and some are unacceptable</li><li>• Week 6: Can identify what I am looking forward to when I move onto my next class.</li></ul>
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