

Year 2 – PSHE Curriculum Map

AUTUMN	Living in the Wider World	<u>Respecting Rights:</u> This unit is based on the concept that we should all be rights-respecting citizens in our communities. It is inspired by the fact that all people have rights that are shared and that it is important for us all to respect these rights. It aims to enable the children to explore the concepts of difference and fairness and encourages them to reflect on how we should behave towards those who are different from us and why it is important to be fair. In this unit, children also learn about who helps us to protect our right and what we can do if we don't feel safe. They will also reflect on how they can take part in the school community and why it is good to do what we can to make a positive difference. • Know what rights are and identify rights that all people share; • Explain how people protect their rights; • Show respect for the rights of others; • Explain how to behave towards someone who is different from them; • Understand why it is important to be fair; • Know how to make a positive difference in school and understand why this is important.
	Relationships	<u>VIP's:</u> This unit explores the Very Important Persons (VIPs) in the children's lives and the ways in which they can develop positive relationships with them. It enables them to identify what makes someone a special person in their life and who these are. They are also encouraged to explore why families and friendships are important and understand that although these units are different for everyone, there are things they do to resolve differences and build healthy and positive relationships within them. This unit also teaches the children the importance of cooperation and how to show the special people in their lives that they care and the positive impact of doing this. • Identify who the special people in their lives are and explain why they are important to them; • Explain why having a family network is important; • Know what makes someone a good friend and demonstrate these qualities; • Put positive resolution techniques into practice; • Cooperate with others to complete a task; • Identify several ways to show others they care and understand the importance of doing this.
SPRING	Health and Wellbeing	<u>Think Positive:</u> This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful. • Recognise and describe positive thoughts and negative thoughts; • Think about and discuss the consequences of decisions they makes and their actions; • Set goals for themselves and think about how they might achieve them; • Recognise triggers for certain emotions; • Describe ways to show or give thanks for what we have; • Describe what being mindful is.

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SUMMER	Living in the Wider World	<u>One World:</u> This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children's family life, homes and school from around the world which are different from their own. In this unit, children all learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this. • Describe how family life in different countries can be the same as and different from their own; • Think about what children might do in homes around the world; • Describe what it is like to go to school in different countries and identify similarities to and differences from theirs; • Think about how the environment affects people's daily life; • Discuss the environmental problems of the over use and misuse of natural resources; • Explain why it is important to care for the earth and discuss ways this can be done.
	Health and Wellbeing	<u>Safety First:</u> In this unit of work, children will learn about everyday dangers, in the home and outside and how they can keep themselves safe. Children will also learn about the internet and how to stay safe online. They will be taught about the Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety. • Identify ways to stay safe in the home; • Identify a range of dangers outside; • Explain the basics of the green cross code; • Explain why we shouldn't take anyone else's medicine; • Explain what to do if they feel unsafe online; • Explain the difference between good and bad secrets; • Identify their personal 'trusted adults'.
	Relationships	<u>Growing Up:</u> This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, looking at similarities and differences in people and learning about gender stereotypes. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences. • Consider the best thing to do in a given scenario; • Explain what 'unique' means and consider what makes them unique; • Show respect for others' likes and dislikes; • Show an understanding of getting to know someone before making an assumption on them; • Describe physical changes humans go through as they grow up; • Show an understanding of how our responsibilities change as we grow; • Discuss how certain changes in people's lives can make them feel.

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Right to withdraw

Parents **do not** have the right to withdraw their child from the statutory components of Relationship Education; however, they **do** have the right to withdraw their child from the non-statutory/non-science components of Sex Education within PSHE.

Sex education lessons which can be withdrawn from are marked on the curriculum map with a **star**.

The lessons children can be withdrawn from in **Year 2** are as follows:

Growing Up – Our Bodies.

Before you consider withdrawing your child from any non-statutory PSHE and RSE lessons, please consider speaking to your child's class teacher, the PSHE lead or a member of SLT.

More information on non-statutory lessons can be provided upon request. Thank you.