

Year 2 – PSHE Curriculum Map

AUTUMN	Relationships	<p><u>TEAM</u></p> <p>This unit is inspired by the idea that if a team works well together, it can have a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.</p> <p>In this topic, children will be able to:</p> <ul style="list-style-type: none"> • talk about the different teams they belong to; • describe how we can listen to others; • list some ways we can show kindness to others; • provide examples of friendly joking, teasing and bullying behaviours; • identify helpful and not-so-helpful thoughts; • talk about different choices we can make within our team.
	Health and Wellbeing	<p><u>THINK POSITIVE</u></p> <p>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.</p> <p>In this topic, children will be able to:</p> <ul style="list-style-type: none"> • identify and discuss feelings and emotions, using simple terms; • describe things that make them feel happy and unhappy; • understand that they have a choice about how to react to things that happen; • talk about personal achievements and goals; • describe difficult feelings and what might cause these feelings; • discuss things for which they are thankful; • focus on an activity, remaining calm and still.
SPRING	Living in the Wider World	<p><u>MONEY MATTERS</u></p> <p>This Money Matters unit aims to promote discussion about money with children in KS1. It encourages children to think about where money comes from and how it can be used. Children will explore why it is important for people to keep their belongings and money safe. They will consider different ways to do this and why it is helpful. They will discuss the difference between wants and needs and how this can affect people’s spending choices. Children will learn why it is helpful to keep track of the money people spend and how receipts can help to do this. They will explore how money can affect people’s emotions and the importance of showing kindness and respect to others. Central to the unit is the fact that people are all individuals and therefore in different financial situations. People will make decisions that are right for themselves and their family and it is important to view these decisions with kindness and respect.</p> <p>In this topic, children will be able to:</p> <ul style="list-style-type: none"> • name some jobs they know; • talk about some different payment methods; • list ways people can keep money safe; • talk about one example of personal information; • discuss ways people can keep track of spending; • name items that people might want and ones that they might need; • discuss different emotions people might feel in certain scenarios and how to show kindness and respect.

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	Relationships	<p><u>DIGITAL WELLBEING</u></p> <p>This unit of learning is designed to encourage children to consider how we can use the Internet in a safe and responsible way. Children will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe, including how important it is to not share any personal information over the Internet. This unit will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.</p> <p>In this topic, children will be able to:</p> <ul style="list-style-type: none"> • identify ways we use the Internet; • talk about different activities they like to do both online and offline; • discuss some of the risks that are present when we go online; • explain how to get help if anything online frightens them; • give examples of personal information and understand that we keep it private; • talk about ways people communicate online and explain what to do if something they see worries them; • understand that not everything we see on the Internet is true.
SUMMER	Health and Wellbeing 	<p><u>GROWING UP</u></p> <p>This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others’ bodies, keeping their bodies safe and sharing their feelings in response to life experiences.</p> <p>In this topic, children will be able to:</p> <ul style="list-style-type: none"> • talk about their own likes and dislikes; • understand that different people like different things; • understand that girls and boys can like different things, or the same things; • describe how they have changed since they were a baby; • understand that peoples’ needs change as they grow older; • talk about things they would like to do when they are older; • discuss some changes that people might go through in life; • talk about their family and ask others questions about their family.
	Living in the Wider World	<p><u>AIMING HIGH</u></p> <p>In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.</p> <p>In this topic, children will be able to:</p> <ul style="list-style-type: none"> • discuss their star qualities; • identify what a positive learning attitude is; • talk about jobs they can do when they grow up; • discuss what skills and interests are needed for different jobs; • talk about hopes they have for the future; • discuss what they are looking forward to about next year.

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.