

Year 2 PSHE and RHE Curriculum Map

Autumn 1	Autumn 2
Being Me in My World • I can identify some of my hopes and fears for this year • I recognise when I feel worried and know who to ask for help • I understand the rights and responsibilities for being a member of my class and school • I recognise when I feel worried and know who to ask for help • I understand the rights and responsibilities for being a member of my class • I can help to make my class a safe and fair place • I can listen to other people and contribute my own ideas about rewards and consequences • I can help make my class a safe and fair place • I understand how following the Learning Charter will help me and others learn • I can work cooperatively • I can recognise the choices I make and understand the consequences • I am choosing to follow the Learning Charter	Celebrating Differences • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand some ways in which boys and girls are similar and feel good about this • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that boys and girls can have similar aspirations for life and career choices • I understand that bullying is sometimes about difference • I can tell you how someone who is bullied feels • I can be kind to children who are bullied • I can recognise what is right and wrong and know how to look after myself • I know when and how to stand up for myself and others • I know how to get help if I am being bullied • I can tell you some ways I am different from my friends • I understand these differences make us all special and unique
Spring 1	Spring 2
Dreams and Goals • I can choose a realistic goal and think about how to achieve it • I can tell you things I have achieved and say how that makes me feel • I carry on trying (persevering) even when I find things difficult • I can tell you some of my strengths as a learner • I can recognise who I work well with and who it is more difficult for me to work with • I can tell you how working with other people helps me learn • I can work well in a group • I can work with others in a group to solve problems • I can tell you some ways I worked well with my group • I can tell you how I felt about working in my group • I know how to share success with other people • I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest • I know what I need to keep my body healthy • I am motivated to make healthy choices that help me to reach my goals	Healthy Me • I know what I need to keep my body healthy • I am motivated to make healthy lifestyle choices • 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 • I can tell you when a feeling is weak and when a feeling is strong • I understand how medicines work in my body and how important it is to use them safely • I feel positive about caring for my body and keeping it healthy • I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy • I have a healthy relationship with food and know which foods I enjoy the most • I can make some healthy snacks and explain why they are good for my body • I can express how it feels to share healthy food with my friends • I can decide which foods to eat to give my body energy • I have a healthy relationship with food and I know which foods are most nutritious for my body

• 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 • I can tell you when a feeling is weak and when a feeling is strong	• I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe • I can recognise when I feel worried or unsafe and know to tell an adult straight away • I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me • I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice • I can make good choices that help me stay healthy and safe
Summer 1	Summer 2
Relationships • 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 • I accept that everyone's family is different and understand that most people value their family • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I know which types of physical contact I like and don't like and can talk about this • I can identify some of the things that cause conflict with my friends • I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • I recognise and appreciate people who can help me in my family, my school and my community • I understand how it feels to trust someone • I can express my appreciation for the people in my special relationships • I am comfortable accepting appreciation from others	Sun Safety • I know what to wear to keep myself safe from the sun • I recognise the sun is good for me but I need to play in it safely Changing Me • I can recognise cycles of life in nature • I understand there are some changes that are outside my control and can recognise how I feel about this • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can identify people I respect who are older than me • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, vulva – parts covered by underwear) and appreciate that some parts of my body are private • I can describe what I enjoy about being a boy or girl whilst understanding we are all different • I feel proud about becoming more independent • I understand there are different types of touch and can tell you which ones I like and don't like • I am confident to say what I like and don't like and can ask for help • I can identify what I am looking forward to when I move to my next class • I can start to think about changes I will make when I am in Year 3 and know how to go about this