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| **Time 4 Us – Year 2 Curriculum Map 2022/2**C:\Users\LouLou\Documents\19- 20\PSHCE\logo.png**3** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Respect** | **Positive Relationships** | **Digital Literacy** | **Keeping Safe** | **Ourselves** | **Aspirations** |
| **Time for Us** | **Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions**   * about the things they have in common with their friends, classmates, and other people * how friends can have both similarities and differences * how to play and work cooperatively in different groups and situations * how to share their ideas and listen to others, take part in discussions, and give reasons for their views   **Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community**   * about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups * about different rights and responsibilities that they have in school and the wider community * about how a community can help people from different groups to feel included * to recognise that they are all equal, and ways in which they are the same and different to others in their community | **Families and friendships Making friends; feeling lonely and getting help**   * how to be a good friend, e.g. kindness, listening, honesty * about different ways that people meet and make friends * strategies for positive play with friends, e.g. joining in, including others, etc. * about what causes arguments between friends * how to positively resolve arguments between friends * how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else | **Media literacy and Digital resilience The internet in everyday life; online content and information**   * the ways in which people can access the internet e.g. phones, tablets, computers * to recognise the purpose and value of the internet in everyday life * to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos * that information online might not always be true | **Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour**   * • how to recognise hurtful behaviour, including online * • what to do and whom to tell if they see or experience hurtful behaviour, including online * • about what bullying is and different types of bullying * • how someone may feel if they are being bullied * • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help * • how to resist pressure to do something that feels uncomfortable or unsafe * • how to ask for help if they feel unsafe or worried and what vocabulary to use * • ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, swimming pool, on the street) and how to cross the road safely (H32) * •about the people whose job it is to keep us safe (H33) * •about what to do if there is an accident and someone is hurt (H35) * •how to get help in an emergency (how-to dial 999 and what to say) (H36) | * **Growing older; naming body parts; moving class or year** * Growing and changing - Growing older; naming body parts; * • how our needs and bodies change as we grow up * • to identify and name the main parts of the body including external genitalia (e.g. vulva, penis, testicles) (H25) * • identify ways we are more independent now than when we were younger * • describe our feelings about growing and changing | **Work - Strengths and interests**   * that everyone has different strengths, in and out of school * about how different strengths and interests are needed to do different jobs * preparing to move to a new class and setting goals for next year |