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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
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