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| **Time 4 Us – Year 2 Curriculum Map 2020/21**C:\Users\LouLou\Documents\19- 20\PSHCE\logo.png |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Respect** | **Positive Relationships** | **Digital Literacy** | **Mental****Wellbeing** | **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
 | **Mental wellbeing; managing feelings and asking for help*** about routines and habits for maintaining good mental health
* how to describe and share a range of feelings
* ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others
* how to manage big feelings including those associated with change, loss and bereavement
* when and how to ask for help, and how to help others, with their feelings
 | * **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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| **Keeping Safe** | * **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)
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| **Being Healthy** | **Why sleep is important; medicines and keeping healthy; keeping teeth healthy;*** about routines and habits for maintaining good physical and mental health
* why sleep and rest are important for growing and keeping healthy
* that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies
* the importance of, and routines for, brushing teeth and visiting the dentist
* about food and drink that affect dental health

**Keeping safe Safety in different environments; risk and safety at home; emergencies*** how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
* how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’
* to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
* how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
* about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
* how to respond if there is an accident and someone is hurt
* about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
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