



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**Curriculum Map: Personal, Social and Health Education Year 2**

	<b>Autumn 1 Being me in my world Zones of Regulation</b>	<b>Autumn 2 Celebrating Difference</b>	<b>Spring 1 Dreams and Goals</b>	<b>Spring 2 Healthy Me including First Aid</b>	<b>Summer 1 Relationships</b>	<b>Summer 2 Changing Me</b>
<b>Content</b> Declarative Knowledge 'I know'	<ul style="list-style-type: none"> <li>• Know the four different zones and how we might feel or act in each of them</li> <li>• Name some strategies for the different zones.</li> <li>• Identifying hopes and fears for the year ahead</li> <li>• Understand the rights and responsibilities of class members</li> <li>• Know that it is important to listen to other people</li> <li>• Understand that their own views are valuable</li> <li>• Know about rewards and consequences and that these stem from choices</li> <li>• Know that positive choices impact positively on</li> </ul>	<ul style="list-style-type: none"> <li>• Know there are stereotypes about boys and girls</li> <li>• Know that it is OK not to conform to gender stereotypes</li> <li>• Know it is good to be yourself</li> <li>• Know that sometimes people get bullied because of difference</li> <li>• Know the difference between right and wrong and the role that choice has to play in this</li> <li>• Know that friends can be different and still be friends</li> <li>• Know where to get help if being bullied</li> <li>• Know the difference between a one-off incident and bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to choose a realistic goal and think about how to achieve it</li> <li>• Know that it is important to persevere</li> <li>• Know how to recognise what working together well looks like</li> <li>• Know what good group working looks like</li> <li>• Know how to share success with other people</li> </ul>	<ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy</li> <li>• Know what relaxed means</li> <li>• Know what makes them feel relaxed / stressed</li> <li>• Know how medicines work in their bodies</li> <li>• Know that it is important to use medicines safely</li> <li>• Know how to make some healthy snacks</li> <li>• Know why healthy snacks are good for their bodies</li> <li>• Know which foods given their bodies energy</li> <li>• Know some basic First Aid techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Know that everyone's family is different</li> <li>• Know that families function well when there is trust, respect, care, love and co-operation</li> <li>• Know that there are lots of forms of physical contact within a family</li> <li>• Know how to stay stop if someone is hurting them</li> <li>• Know some reasons why friends have conflicts</li> <li>• Know that friendships have ups and downs and sometimes change with time</li> <li>• Know how to use the Mending Friendships or Solve-it-together problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Know that life cycles exist in nature</li> <li>• Know that aging is a natural process including old-age</li> <li>• Know that some changes are out of an individual's control</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> <li>• Know the physical differences between male and female bodies</li> <li>• Know the correct names for private body parts</li> <li>• Know that private body parts are special and that no one has the right to hurt these</li> <li>• Know</li> </ul>

	self-learning and the learning of others				methods • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is	who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable
<b>Skills</b> Procedural Knowledge 'I know how to'	<ul style="list-style-type: none"> <li>• Recognise own feelings and know when and where to get help</li> <li>• Know how to make their class a safe and fair place</li> <li>• Show good listening skills</li> <li>• Recognise the feeling of being worried</li> <li>• Be able to work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>• Understand that boys and girls can be different in lots of ways and that is OK</li> <li>• Explain how being bullied can make someone feel</li> <li>• Can choose to be kind to someone who is being bullied</li> <li>• Know how to stand up for themselves when they need to</li> <li>• Recognise that they shouldn't judge people because they are different</li> <li>• Understand that everyone's differences make them special and unique</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to describe their own achievements and the feelings linked to this</li> <li>• Recognise their own strengths as a learner</li> <li>• Recognise how working with others can be helpful</li> <li>• Be able to work effectively with a partner</li> <li>• Be able to choose a partner with whom they work well</li> <li>• Be able to work as part of a group</li> <li>• Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Desire to make healthy lifestyle choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Express how it feels to share healthy food with their friends</li> <li>• Demonstrate some basic First Aid techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the different roles and responsibilities in their family</li> <li>• Can recognise the value that families can bring</li> <li>• Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>• Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</li> <li>• Can identify the negative feelings associated with keeping a worry secret</li> <li>• Can identify the feelings associated with trust</li> <li>• Can identify who they trust in their own relationships</li> <li>• Can give and receive</li> </ul>	<ul style="list-style-type: none"> <li>• Can appreciate that changes will happen and that some can be controlled and others not</li> <li>• Be able to express how they feel about changes</li> <li>• Show appreciation for people who are older</li> <li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>• Can say what greater responsibilities and freedoms they may have in the future</li> <li>• Can say who they would go to for help if worried or scared</li> <li>• Can say what types of touch they find comfortable/uncomfortable</li> <li>• Be able to confidently ask someone to stop if they are being hurt</li> </ul>

					compliments • Can say who they would go to for help if they were worried or scared	or frightened • Can say what they are looking forward to in the next year
<b>Vocabulary</b>	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.	Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.	Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.	Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• What are you looking forward to this year?</li> <li>• Are you worried about anything that might happen this year?</li> </ul>	<ul style="list-style-type: none"> <li>• What is bullying?</li> <li>• Do all boys have to be the same, and all girls have to be the same? How do you feel about this?</li> <li>• Are</li> </ul>	<ul style="list-style-type: none"> <li>• What goals have you set at school?</li> <li>• What goal would you like to set for home?</li> <li>• What do you need to do achieve your</li> </ul>	<ul style="list-style-type: none"> <li>• What does your body need to stay healthy?</li> <li>• What does relaxed mean?</li> <li>• What makes you feel relaxed /</li> </ul>	<ul style="list-style-type: none"> <li>• What's the same / different from our family to your friend's family?</li> <li>• What would you do if someone was hurting</li> </ul>	<ul style="list-style-type: none"> <li>• What is a life cycle?</li> <li>• How have you changed since you were a baby?</li> <li>• How will you change over the next year / 5</li> </ul>

	<p>Can you tell me some good (positive) choices a person can make in school? • How do you show you are a good listener? • What do you do to get on with other children? • If you're worried about something, who can you ask for help in school and at home? • How does your teacher reward /praise children who make positive/helpful choices?</p>	<p>stereotypes fair? • Can a person be friends with someone who is different from them? • Can we choose how we treat other people? • Can being different be used as a reason for bullying? How do you feel about that? • If you were worried about bullying what could you do?</p>	<p>goal? • How do you feel when something is difficult? • How do you feel when you have achieved a goal? • How do you like to celebrate when you achieve something you are proud of? • How can we celebrate each other's achievements at home?</p>	<p>stressed? • What types of medicine have I given you? What are they for? • What healthy snack shall we make and eat together? • What snacks could you eat before exercise?</p>	<p>you at school? • Who would you go to for help at school? • Why do people fall out with each other? • What can you do if you don't agree with your friend? • What can you do if you and your friend have had an argument? • Can we share what we are grateful for in our family?</p>	<p>years / 20 years? • What changes can you / can't you control? • Which parts are your private parts? • Who is allowed to see them? • What would you do if someone was touching you and you didn't like it? • Who can you talk to if you ever feel worried or frightened? (at school / at home)</p>
<b>Assessment</b>	<p>I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem- solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>

<b>Cross Curricular Links/Character Education Assessment</b>	Our Scheme of Work Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development. SMSC opportunities have been mapped across all lessons as shown <a href="#">here</a> . The British values have also been mapped across lessons and can be found <a href="#">here</a> .
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