

The Piggott School: Charvil Primary



'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

	Autumn 1 Mental health and wellbeing	Autumn 2 Keeping safe online	Spring 1 Anti-racism	Spring 2 Money and work	Summer 1 Safety outside the home	Summer 2 Changing me
Content Declarative Knowledge 'I know'	-Identify and label a variety of feelings in themselves and others (e.g. jealous, excited, worried, frustrated) -Recognise that feelings can come in different sizes, scaling and emotion from "small" (e.g. annoyed) to very big (e.g. furious) -Recognise that change happens to everyone, ranging from small changes (moving to a new classroom) to big changes (a friend moving away or a family structure changing) -Define death in a simple, factual way understanding that	-describe how different online content can make them feel (e.g., happy and excited vs. scared, confused, or uncomfortable). -explain why balancing time online with offline activities (like playing outside or sleep) is important for their well-being. -Identify what counts as private, personal information that should not be shared online (e.g., full name, school name, home address, phone numbers, and passwords). -State the importance of checking with a trusted adult before	-To explore the words 'race' and 'racism'. -To redefine 'racism' in an age-appropriate way. -To define the term 'anti-racism'. -To understand what a stereotype is and challenge common myths. -To understand how our brains form automatic habits (unconscious bias and socialisation). -To explore the importance of representation.	-Understand that different jobs require different skills and interests, and suggest examples of jobs that match specific strengths. -Recognise that anyone can do any job regardless of gender, background, or identity, as long as they have the interest and training. -Identify the different forms money takes (such as coins, notes, and digital cards) and understand that it is used to buy goods and services. -Explain that adults do different jobs to help others, contribute to the community, and earn	-Explain what an emergency is (a sudden, serious event where someone is in danger or badly hurt and needs immediate help). -Name the three main emergency services (Police, Fire and Rescue, Ambulance) and know which one to ask for in different situations. -Identify the number to call in an emergency (999) and know that it is free and only for real emergencies. -Recognise safe behaviours when near roads and rail tracks (such as	-Know that life cycles exist in nature -Know that aging is a natural process including old-age -Know that some changes are out of an individual's control -Know how their bodies have changed from when they were a baby and that they will continue to change as they age -Know the physical differences between male and female bodies -Know the correct names for private body parts -Know that private body parts are special and that no one has the right to hurt these

	when a living thing dies, it stops living and cannot come back and recognise that feeling very sad or angry after a loss is normal	downloading a game, clicking a new link, or watching a video. -Name trusted adults at home and at school whom they can talk to if they are confused or upset by something online.		money to pay for their lives. -Distinguish clearly between things humans absolutely need to survive and stay healthy (e.g., water, nutritious food, shelter, warmth) and things they want but can live without (e.g., toys, treats, video games).	staying behind the yellow line on a train platform).	-Know 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
Skills Procedural Knowledge 'I know how to'	-notice and describe how different emotions feel in their bodies (e.g., butterflies in the tummy when worried, a racing heart when scared). -practise and use simple, safe actions to help calm down or manage big emotions (e.g., deep breathing, taking a quiet minute, talking to a friend). -reassure themselves that it is okay to talk about sad memories, and clearly identify trusted adults at home and school who can help them	-notice the physical and emotional warning signs when they see something online that doesn't feel right. -Evaluate simple scenarios to decide whether an item is safe to share on a game or website, or if it should be kept secret. -Demonstrate what to do if they see something scary or uncomfortable online (e.g., turn off the screen/close the tablet immediately and tell an adult).	-To know how to use anti-racist actions in our daily lives.	-Name things they are good at or enjoy doing (e.g., drawing, building, listening, organising) and celebrate these strengths in themselves and their peers. -Demonstrate how to make simple decisions when deciding how to use a limited amount of money, prioritising needs over wants.	-Demonstrate how to get the attention of a trusted adult quickly when help is needed. -Show how to dial 999 on both a locked and an unlocked phone in a practice scenario. -State their full name, location, and what happened clearly during a role-played emergency call.	-Can appreciate that changes will happen and that some can be controlled and others not -Be able to express how they feel about changes -Show appreciation for people who are older -Can recognise the independence and responsibilities they have now compared to being a baby or toddler -Can say what greater responsibilities and freedoms they may have in the future

	when they are grieving or worried.					-Can say who they would go to for help if worried or scared -Can say what types of touch they find comfortable/uncomfortable -Be able to confidently ask someone to stop if they are being hurt or frightened -Can say what they are looking forward to in the next year
Vocabulary	Feeling, Jealous, Worried, Frustrated, Furious, Emotion, Change, Loss, Memories, Grieving, Trusted adult	Online, Content, Uncomfortable, Balance, Well-being, Private, Personal information, Password, Trusted adult, Warning signs, Secret, Screen time	Race, Racism, Anti-racism, Fair, Unfair, Stereotype, Difference, Representation, Respect, Kindness, Action, Celebrate	Strengths, Skills, Interests, Job, Community, Money, Spend, Save, Needs, Wants, Choice, Fair	Emergency, Danger, Serious, Police, Fire and Rescue, Ambulance, Emergency services, Platform, Trusted adult, Dial, Location, Operator	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.
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