



# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### PSHE - Y2



Year 2 Cycle A	Valuing Difference	Rights and Respect	Growing and Changing
<b>KNOWLEDGE ORGANISERS</b>	<a href="#"><u>Knowledge Organiser</u></a>	<a href="#"><u>Knowledge Organiser</u></a>	<a href="#"><u>Knowledge Organiser</u></a>
<b>KEY VOCAB</b>	Being different, being yourself, similar, physical features, unique, special, respect, positive, negative, behaviour, emotions, respectful relationships.	Cooperation, citizenship, caring, falling out, respect, rules and law, teamwork, responsibility, trust, friendship, positions of authority, SoC, bullying, cyber bullying, environment, collective responsibility	Caring, cooperation, rules, teamwork, communication, relationships, healthy friendships, positive, lonely, excluded, last, emotions, happiness, sadness, fear, anger, surprise, consent, private
<b>SUBSTANTIVE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> <li>Recognise and explain how a person's behaviour can affect other people.</li> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> <li>Show acts of kindness to others in school.</li> <li>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and record strategies for getting on with others in the classroom.</li> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>Identify special people in the school and community who can help to keep them safe;</li> <li>Know how to ask for help.</li> <li>Identify what they like about the school environment;</li> <li>Identify any problems with the school environment (e.g. things needing repair);</li> <li>Make suggestions for improving the school environment;</li> <li>Recognise that they all have a responsibility for helping to look after the school environment.</li> <li>Understand that people have choices about what they do with their money;</li> <li>Know that money can be saved for a use at a future time;</li> <li>Explain how they might feel when they spend money on different things.</li> <li>Recognise that money can be spent on items which are essential or non-essential;</li> <li>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate simple ways of giving positive feedback to others.</li> <li>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> <li>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>Understand and describe some of the things that people are capable of at these different stages.</li> <li>Identify which parts of the human body are private;</li> <li>Understand that humans mostly have the same body parts but that they can look different from person to person.</li> <li>Explain what privacy means;</li> <li>Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>Give examples of different types of private information.</li> </ul>
<b>MAKING CONNECTIONS</b>	<p><b>Year 1 – Valuing Difference.</b> To know how to:</p> <ul style="list-style-type: none"> <li>Identify the differences and similarities between people;</li> <li>Empathise with those who are different from them;</li> <li>Begin to appreciate the positive aspects of these differences.</li> <li>Explain the difference between unkindness, teasing and bullying;</li> <li>Understand that bullying is usually quite rare.</li> <li>Explain some of their school rules and how those rules help keep everybody safe.</li> <li>Identify some of the people who are special to them;</li> <li>Recognise and name some of the qualities that make a person special to them.</li> <li>Recognise and explain what is fair and unfair, kind and unkind;</li> <li>Suggest ways they can show kindness to others.</li> </ul> <p><b>Year 3</b> To know how to:</p> <ul style="list-style-type: none"> <li>Recognise that there are many different types of family;</li> <li>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> <li>Define the term 'community';</li> <li>Identify the different communities that they belong to;</li> <li>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> <li>Reflect on listening skills;</li> <li>Give examples of respectful language;</li> <li>Give examples of how to challenge another's viewpoint, respectfully.</li> <li>Explain that people living in the UK have different origins;</li> <li>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> <li>Recognise the factors that make people similar to and different from each other;</li> <li>Recognise that repeated name calling is a form of bullying;</li> </ul>	<p><b>Year 1 – Rights and Responsibilities</b> To know how to:</p> <ul style="list-style-type: none"> <li>Recognise the importance of regular hygiene routines;</li> <li>Sequence personal hygiene routines into a logical order.</li> <li>Identify what they like about the school environment.</li> <li>Recognise who cares for and looks after the school environment.</li> <li>Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>Explain the importance of looking after things that belong to themselves or to others.</li> <li>Explain where people get money from;</li> <li>List some of the things that money may be spent on in a family home.</li> <li>Recognise that different notes and coins have different monetary value;</li> <li>Explain the importance of keeping money safe;</li> <li>Identify safe places to keep money;</li> <li>Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Define what a volunteer is;</li> <li>Identify people who are volunteers in the school community;</li> <li>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> <li>Identify key people who are responsible for them to stay safe and healthy;</li> <li>Suggest ways they can help these people.</li> <li>Understand the difference between 'fact' and 'opinion';</li> <li>Understand how an event can be perceived from different viewpoints;</li> <li>Plan, draft and publish a recount using the appropriate language.</li> <li>Define what is meant by the environment;</li> <li>Evaluate and explain different methods of looking after the school environment;</li> <li>Devise methods of promoting their priority method.</li> <li>Understand the terms 'income', 'saving' and 'spending';</li> <li>Recognise that there are times we can buy items we want and times when we need to save for items;</li> </ul>	<p><b>Year 1 – Growing and Changing</b> To know how to:</p> <ul style="list-style-type: none"> <li>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>Understand and explain the simple bodily processes associated with them.</li> <li>Understand some of the tasks required to look after a baby;</li> <li>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> <li>Identify things they could do as a baby, a toddler and can do now;</li> <li>Identify the people who help/helped them at those stages.</li> <li>Explain the difference between teasing and bullying;</li> <li>Say who they could get help from in a bullying situation.</li> <li>Explain the difference between a secret and a nice surprise;</li> <li>Identify situations as being secrets or surprises;</li> <li>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> <li>Identify parts of the body that are private;</li> <li>Describe ways in which private parts can be kept private;</li> <li>Identify people they can talk about to about their private parts.</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Identify different types of relationships;</li> <li>Recognise who they have positive healthy relationships with.</li> <li>Understand what is meant by the term body space (or personal space);</li> <li>Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>Rehearse strategies for when someone is inappropriately in their body space.</li> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how different surprises and secrets might make them feel;</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>Explain whose responsibility it is to look after the local environment;</li> <li>Plan and carry out an event which will benefit the local environment</li> </ul>

	<ul style="list-style-type: none"> <li>• Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> <li>• Understand and explain some of the reasons why different people are bullied;</li> <li>• Explore why people have prejudiced views and understand what this is.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> <li>• Explain that people earn their income through their jobs;</li> <li>• Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</li> </ul>	
<b>KEY SKILLS</b>	<ul style="list-style-type: none"> <li>• I can say how they could help themselves if they were being left out</li> <li>• I can give a few examples of good listening skills and can explain why listening skills help to understand a different point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give examples of when I've used some of these ideas to help me when I am not settled</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger</li> <li>• I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house)</li> <li>• I can give examples of how to give feedback to someone</li> </ul>