



Singleton Church of England Primary School

Progression of Skills and Knowledge

PSHE - Y2



Year 2 Cycle B	Me and My Relationships	Keeping Safe	Being my Best
KNOWLEDGE ORGANISERS	<u>Knowledge Organiser</u>	<u>Knowledge Organiser</u>	<u>Knowledge Organiser</u>
KEY VOCAB	British Values, citizenship, caring, cooperation, respect, pledge, working together, feelings, happy, nervous, negative, unhelpful, emotions, bullying, repeatedly comma cyber bullying.	Healthy, body, fit, exercise, germs, hygiene, lifestyle, dental, loss, upset, emotions, feelings, inappropriate touch, relationships, boundaries, safe	Well being, baby, younger, older, help, difficult, learning, emotional health, healthy choices, dental, physical activity, unhealthy choices, body.
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none"> To know actions that will contribute positively to the life of the classroom; To know, make and undertake pledges based on those actions. To know and take part in creating and agreeing classroom rules. To know how to use a range of words to describe feelings; To know how to recognise that people have different ways of expressing their feelings; To know helpful ways of responding to other's feelings. To know and define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; To know and identify situations as to whether they are incidents of teasing or bullying. To know, understand and describe strategies for dealing with bullying; To know, rehearse and demonstrate some of these strategies. To know and explain the difference between bullying and isolated unkind behaviour; To know and recognise that that there are different types of bullying and unkind behaviour; To know and understand that bullying and unkind behaviour are both unacceptable ways of behaving. To know and recognise that friendship is a special kind of relationship; To know and identify some of the ways that good friends care for each other. To know, recognise, name and understand how to deal with feelings (e.g. anger, loneliness); To know and explain where someone could get help if they were being upset by someone else's behaviour. 	<ul style="list-style-type: none"> To understand that medicines can sometimes make people feel better when they're ill; Give examples of some of things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their uses. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'yes', 'no', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret that makes them feel unsafe or uncomfortable. Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice and surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. 	<ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help prevent certain illnesses. Explain the importance of good dental hygiene routines. Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.
MAKING CONNECTIONS	<p>Year 1 – Me and My Relationships To know how to:</p> <ul style="list-style-type: none"> To know that classroom rules help everyone to learn and be safe; To know their classroom rules and be able to contribute to making these To know how others might be feeling by reading body language/facial expressions; To know and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) To know a range of feelings; To know how feelings might make us behave: To know strategies for someone experiencing 'not so good' feelings to manage these. To know that people's bodies and feelings can be hurt; To know ways of dealing with different kinds of hurt. To know that they belong to various groups and communities such as their family; To know how these people help us and we can also help them to help us. To know simple qualities of friendship; To know simple strategies for making up. To know and demonstrate attentive listening skills; To know simple strategies for resolving conflict situations; <p>To know how to give and receive positive feedback, and experience how this makes them feel.</p> <p>Year 3 – Me and My Relationships</p> <ul style="list-style-type: none"> Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; 	<p>Year 1 – Keeping Myself Safe To know how to:</p> <ul style="list-style-type: none"> To know and understand that the body gets energy from food, water and air (oxygen); To know and recognise that exercise and sleep are important parts of a healthy lifestyle. To know and recognise the importance of sleep in maintaining a healthy, balanced lifestyle; To know and identify simple bedtime routines that promote healthy sleep. To know and recognise emotions and physical feelings associated with feeling unsafe; To know and identify people who can help them when they feel unsafe. To know and recognise the range of feelings that are associated with loss. To know and understand that medicines can sometimes make people feel better when they're ill; To know and explain simple issues of safety and responsibility about medicines and their use. To know and understand and learn the PANTS rules; To know and name and know which parts should be private; To know and explain the difference between appropriate and inappropriate touch; To know and understand that they have the right to say "no" to unwanted touch; To know and start thinking about who they trust and who they can ask for help. <p>Year 3 – Keeping Myself Safe</p> <ul style="list-style-type: none"> Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; 	<p>Year 1 – Being My Best To know how to:</p> <ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. Recognise how a person's behaviour (including their own) can affect other people. <p>Year 3 – Being My Best</p> <ul style="list-style-type: none"> Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal.

	<ul style="list-style-type: none"> • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Explain some of the feelings someone might have when they lose someone important to them; • Understand that these feelings are normal and a way of dealing with the situation • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrated how working together in a collaborative manner can help everyone to achieve success. • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. • Identify the qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future skills for making up again. 	<ul style="list-style-type: none"> • Suggest strategies for keeping safe. • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Identify some key risks and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (social norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give example of strategies for safe browsing online. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Demonstrate strategies for assessing risks; • Understand where to get help from when making decisions • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. 	<ul style="list-style-type: none"> • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different viewpoints; • Make recommendations, based on their research. • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media. • Demonstrated how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood. • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.
KEY SKILLS	<p><u>Feelings</u></p> <ul style="list-style-type: none"> • I can tell you some ways that I can get help if I am being bullied and what I can do if someone teases me. • Most of the time I can express my feelings in a safe, controlled way. <p><u>Classroom rules</u></p> <ul style="list-style-type: none"> • I can suggest rules that will help to keep us happy and friendly and what will help me keep to those rules. I can also tell you about some classroom rules we have made together. <p><u>Friendship</u></p> <ul style="list-style-type: none"> • I can give you lots of ideas about what makes a good friend and also tell you how I try to be a good friend. 	<p><u>How our feelings can keep us safe</u></p> <ul style="list-style-type: none"> • I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. • I can give examples of touches that are okay or not okay (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not ok' about something. <p><u>Medicine safety</u></p> <ul style="list-style-type: none"> • I can explain that medicines can be helpful or harmful and say examples of how they can be used safely. 	<p><u>Being my best</u></p> <ul style="list-style-type: none"> • I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy. <p><u>Keeping healthy</u></p> <ul style="list-style-type: none"> • I can explain how setting a goal or goals will help me achieve what I want to be able to do.