

	TERM 1A		TERM 1B		TERM 2		TERM 3A		TERM 3B	
	Rules and routines		Similarities and differences		Identity		Everyone needs caring for Mental health		Collaboration tasks First aid – Unconscious casualties Body positivity Transition	
Y2 Personal Development (PSHE / Relationship, Sex and Health Education)	<b>Key knowledge</b> <b>Rules and routines</b> To know there are rules in the school to help the children remain safe, happy and able to learn.  To know the rules for Year 2 in all areas of the school.	<b>Key skills</b> <b>Rules and routines</b> To be able to follow the group plan.  To be able to make expected choices.  To be able to follow the rules of Year 2.  To be able to speak to a trusted adult if they do not feel safe in school or at home.	<b>Key knowledge</b> <b>Similarities and differences</b> To know the importance of respecting others, even when they are very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  To know isolation and loneliness can affect people.  To know the names for the different body parts of boys and girls, including private parts.  To know your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. But they should always explain why, and ask you if it is OK first.  To understand that as we grow our bodies change.  To know what a stereotype is and why they can be unfair, negative or destructive.  To know everyone is different and that is what makes us all special.	<b>Key skills</b> <b>Similarities and differences</b> To be able to recognise similarities and differences between us and others, as well as characters in books.  To be able to know who to talk to if they feel lonely or isolated.  To be able to identify the similarities and differences between boys and girls.  To be able to identify differences between male and female animals.	<b>Key knowledge</b> <b>Identity</b> To know that all people are different.  To know that all people are special.  To know the things we like and care about make up our identity.  To know being different is a good thing.  To know the vocabulary lesbian, gay, straight and bisexual.	<b>Key skills</b> <b>Identity</b> To be able to discuss what makes them.  To be able to identify things that are important to them.  To be able to identify how they are special.	<b>Key knowledge</b> <b>Everyone needs caring for</b> To know the importance of relationships with family and friends and how to look after other people.  To know how to identify that people need caring for and the ways in which they can help look after themselves, others and objects.  <b>Mental health</b> To know the importance of self-respect and how this links to their own happiness.  To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  To know that mental and physical health are both part of everyday life.  To know that changes in mental health is common and problems can usually be resolved if the right support is made available.  To know that we can split emotions up into the zones of regulation:  Blue is when you have low energy and feel sad, bored, tired or sick.  Green is when you have a balanced amount of energy and feel proud, calm, focused or happy.  Yellow zone is more energy such as worried, frustrated silly or excited.  Red zone has the most energy such as overjoyed, panicked, angry or terrified.	<b>Key skills</b> <b>Everyone needs caring for</b> To be able to know practical steps they can take in a range of different contexts to improve or support respectful relationships.  To be able to identify how they can help others.  To be able to recognise how others help them.  <b>Mental health</b> To be able to identify emotions.  To be able to identify and talk about their own emotions.  To be able to identify simple self-care techniques that can help them including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.  To be able to support their friends when they are in different zones of regulation.  To be able to have strategies to help them get back to the green regulation zone when they're ready.  To be able to ensure they can move themselves away from the class if they are in a red zone of regulation and could cause harm.	<b>Key knowledge</b> <b>Collaboration tasks</b> To know the importance of listening to others and working in a team.  <b>First aid – Unconscious casualties</b> To know if you can't wake someone up but they are breathing, they are unconscious.  To know if an unconscious person is lying on their back their tongue could block their airway.  To know putting someone in the recovery position can help.  <b>Body positivity</b> To know fairy tales have common features such as distressed women getting saved by heroic men, wicked step mothers and being a marriage at the end for a 'happily ever after'.  To know fairy tales are not real life or realistic.  <b>Transition</b> To know the differences between Key Stage 1 and Year 3.  To know where the Year 3 classrooms are located.  To know what the playgrounds are like.  To know what my Year 3 teacher is like.	<b>Key skills</b> <b>Collaboration tasks</b> To be able to work with others in a group.  To be able to listen to others.  To be able to share ideas.  To be able to agree on a plan and work together.  To be able to compromise within a team.  <b>First aid – Unconscious casualties</b> If you see an unconscious person, to be able to: D – check for danger R – check for a response S – shout for help (or call for help) A – open their airway by tilting their head back and lifting the chin B – check for normal breathing <b>C</b>  To be able to put them in the recovery position if they are breathing.  <b>Body positivity</b> To be able to recognise the features of a fairy tale.  To be able to identify what is not realistic about fairy tales.  To be able to change the ending of a fairy tale to demonstrate that women can save themselves and each other.  <b>Transition</b> To be able to reflect on Year 2.  To be able to ask questions to our buddies and teachers in Year 3.

	<p><b>Key vocabulary</b></p> <p><b>Rules and routines</b></p> <p>assembly</p> <p>classroom</p> <p>expected behaviour</p> <p>help</p> <p>playground</p> <p>respect</p> <p>routines</p> <p>rules</p> <p>safe</p> <p>transitions</p> <p>trust</p> <p>unexpected behaviour</p> <p>values</p>	<p><b>Similarities and differences</b></p> <p>alone</p> <p>body parts (including penis, testicles, vagina, vulva)</p> <p>boy</p> <p>countries</p> <p>differences</p> <p>girl</p> <p>isolated</p> <p>man</p> <p>same</p> <p>similarities</p> <p>stereotypes</p> <p>woman</p>	<p><b>Everyone needs caring for</b></p> <p>bus driver</p> <p>care</p> <p>doctor</p> <p>family</p> <p>friends</p> <p>look after</p> <p>police officer</p> <p>teacher</p> <p>thank</p> <p>vet</p>	<p><b>Collaboration tasks</b></p> <p>collaboration</p> <p>team work</p>	<p><b>Mental health</b></p> <p>angry</p> <p>anxious</p> <p>bored</p> <p>excited</p> <p>flip the lid</p> <p>frustrated</p> <p>furious</p> <p>happy</p> <p>hungry</p> <p>mental health</p> <p>overjoyed</p> <p>panicked</p> <p>physical health</p> <p>proud</p> <p>sad</p> <p>scared</p> <p>shocked</p> <p>sick</p> <p>silly</p> <p>terrified</p> <p>thirsty</p> <p>tired</p> <p>worried</p> <p>zones of regulation</p>	<p><b>Identity</b></p> <p>attract</p> <p>bisexual</p> <p>diversity</p> <p>family</p> <p>gay</p> <p>identity</p> <p>lesbian</p> <p>pride</p> <p>religion</p> <p>self</p> <p>straight</p> <p>values</p>	<p><b>Transition</b></p> <p>buddy</p> <p>Key Stage 2</p>	<p><b>First aid – Unconscious casualties</b></p> <p>air way</p> <p>conscious</p> <p>danger</p> <p>emergency</p> <p>casualties</p> <p>lift</p> <p>recovery position</p> <p>response</p> <p>tilt</p> <p>tongue</p> <p>unconscious</p>	<p><b>Body positivity</b></p> <p>boys</p> <p>distressed</p> <p>fairy tale</p> <p>feature</p> <p>girls</p> <p>heroic</p> <p>men</p> <p>traditional</p> <p>women</p>
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