

Year 2 PSHE Progression Map

	Autumn 1	
Topic	Emotions: What helps me to be happy? Communities: Who is in my community?	
Unit Aim	Emotions: What helps me to be happy? To help pupils experience, name, and manage a wider range of feelings such as excitement, frustration, worry, and sadness. Pupils build on their emotions toolkit, adding new strategies for managing their feelings Communities: Who is in my community? To explore the concept of community by identifying who comprises our school and the wider community. Pupils will learn about creating a welcoming environment, recognising the people who support them, celebrating differences, and their role and responsibilities in their communities.	
Prior Learning	Emotions: What helps me to be happy? - Pupils can recognise and name common emotions such as happiness, sadness, anger, and worry in themselves and others. - Pupils should understand from earlier learning that talking about how they feel with trusted adults helps them to manage emotions and feel better. - Pupils have begun to develop simple strategies for managing their emotions, such as taking deep breaths or asking for help. Communities: Who is in my community? - Pupils should know that they belong to groups such as their family, class and school, and that being part of a group means caring for others. - Pupils may understand that rules, manners and caring actions help communities to work well and feel welcoming for everyone. - Pupils can identify trusted adults in their school community such as teachers, teaching assistants and other school staff.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Core PSHE Skills Across All Areas - Communication - Emotional literacy - Self-regulation - Reflection	Emotions: What helps me to be happy? - I can describe a range of emotions that humans feel - I can identify what affects how I feel - I can explain how to respond appropriately to a range of emotions - I can explain change and how it makes me feel
	British Values	Communities: Who is in my community? - I can describe how to make our school welcoming and inclusive for everyone - I can describe what culture means and describe different cultures in my class and country - I can describe the different roles of people in my community - I can explain how acceptance and celebration of difference creates more joyful communities - I can describe the different ways I interact with people around me
	- Mutual Respect – Understanding that everyone experiences different emotions and respecting how others feel. - Individual Liberty – Recognising that everyone has the freedom to express their feelings and make	

	choices about how to manage their emotions safely.	
Vocabulary	Emotions: What helps me to be happy? Emotion Feeling Happy Sad Angry Worried Scared Excited Calm Proud Lonely Frustrated Nervous Jealous Embarrassed Disappointed Surprised Recognise Express Relax Trusted adult Support Respect Empathy Self-regulation Resilience Communities: Who is in my community? community • belonging • neighbourhood • respect • differences • similarities • diversity • culture • tradition • inclusion • support • responsibility • cooperate • fairness • local area	
Future Learning	Emotions: What helps me to be happy? How can I manage my emotions? How can we add to our emotions toolkit? How can we manage challenges? How can we manage our emotions through periods of change? Communities: Who is in my community? What does it mean to be British? How are we all different? How can we show respect to people of different races and cultures?	
KS2 End Point	To understand my feelings, make and keep good friendships, respect that people and families are different, know when I am safe or unsafe, and know who can help me	

	Autumn 2
Topic	Healthy relationships: What does a family look like?
Unit Aim	This unit emphasises the importance of families, the difference in family structures across the country and around the world, and the understanding that all families are different but characterised by love and care.
Prior Learning	Healthy relationships: What does a family look like? • Pupils should know that families can include adults and children who care for one another. • Pupils should understand from Year 1 that families help to keep us safe, happy and loved, and provide stability and security. • Pupils can recognise that every family is special and unique, and not all families look the same or have the same structure.

Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Core PSHE Skills Across All Areas • Communication • Emotional literacy • Cooperation • Reflection	Healthy relationships: What does a family look like? • I can explain why families are important • I can describe similarities between families and explain why it is important to celebrate diversity • I can explain similarities and differences between families all over the world
	British Values	
	• Tolerance of Other Cultures and Religions - Understanding and celebrating the diversity of families and recognising that families around the world can be different. • Individual Liberty - Recognising that families can look different and that people have different experiences, backgrounds and traditions.	
Vocabulary	Healthy relationships: What does a family look like? Friendship • kindness • respect • trust • feelings • empathy • listening • sharing • boundaries • personal space • permission • safe • unsafe • conflict • compromise • apologise • include • support • trusted adult	
Future Learning	Healthy relationships: What does a family look like? How can I help my family? Are friendships ever perfect? Do all families look the same? Are all friends the same? Is there such a thing as a perfect family? How can I be a great friend? Healthy relationships: How can we live in harmony? Healthy relationships: How can we have healthy boundaries?	
KS2 End Point	To understand my feelings, make and keep good friendships, respect that people and families are different, know when I am safe or unsafe, and know who can help me	

	Spring 1
Topic	Media influence: Is everything I see online true? Our online lives: Who should I talk to online?
Unit Aim	Media influence: Is everything I see online true? This unit teaches pupils how to identify false information online, understand why people might share untrue things, recognise fake content, develop safe web searching skills and follow rules for staying safe online. Pupils learn to think critically about what they read, listen to or see online. Our online lives: Who should I talk to online? This unit covers understanding who people on the internet are, the risks of sharing photos and videos online, making safe decisions about online activities and communication, and knowing when to talk to trusted adults about online interactions.
Prior Learning	Media influence: Is everything I see online true? • Pupils should know from Year 1 that the internet can be used to learn, play and communicate with others, but that adults help keep them safe online. • Pupils may understand that not everything online is safe or appropriate for children and that some content can be upsetting or confusing. • Pupils can identify trusted adults such as parents, carers and teachers who can help them if they see something worrying online. Our online lives: Who should I talk to online? • Pupils should know from Year 1 that the internet can be used to learn, play and communicate with others, but that adults help keep them safe online. • Pupils may understand that they should only talk to people they know and trust online, such as family members or friends in real life. • Pupils may recognise that sharing personal information or photos online can be risky and should always ask a trusted adult first.

Knowledge	PSHE Skills	Essential Knowledge
	Core PSHE Skills Across All Areas ● Critical thinking ● Decision-making ● Communication ● Self-regulation	Media influence: Is everything I see online true? ● I can understand that not everything online is true. ● I can spot some clues that information might not be reliable. ● I can explain why people might create or change things online. ● I can ask a trusted adult when I am unsure about something I see online. Our online lives: Who should I talk to online? ● I can identify people I know and trust online. ● I can explain why I should be careful when talking to people online. ● I can recognise when an online conversation might be unsafe or uncomfortable. ● I can tell a trusted adult if something online worries me. ● I can explain how to block or report someone who makes me feel unsafe.
	British Values	
	● Rule of Law – understanding that there are rules and expectations around safe and appropriate online behaviour, including reporting unsafe behaviour. ● Individual Liberty – developing the confidence to question information, make informed choices and seek help when unsure.	
Vocabulary	Media influence: Is everything I see online true? Fact • opinion • true • false • reliable • unreliable • trustworthy • evidence • source • advert • influence • persuade • edited • filter • fake • claim • check • question • share Our online lives: Who should I talk to online? Online • trusted adult • stranger • safe • unsafe • personal information • private • share • block • report • permission • boundaries • uncomfortable • worried • support	
Future Learning	Media influence Who decides what I experience in the online world?How can I evaluate the information I see online? What is fake news? How do I keep myself safe online? Our online lives: How do I thrive online?How can I stay safe and positive online? How do I decide who to trust online? How can I be kind and happy online?	
KS2 End Point	To understand my feelings, make and keep good friendships, respect that people and families are different, know when I am safe or unsafe, and know who can help me	

	Spring 2	
Topic	Physical health: How do I eat a balanced diet? Risky substances: How do I stay safe at home?	
Unit Aim	Physical health: How do I eat a balanced diet? This unit explores understanding healthy foods and food groups, the importance of food for growth and energy, planning a balanced food week and recognising that all foods can be part of a healthy diet when eaten in appropriate amount Risky substances: How do I stay safe at home? This unit covers understanding household hazards, being careful with cleaning products and chemicals, avoiding dangerous medicines and substances, and knowing when to ask a trusted adult for help. Pupils learn to recognise warning symbols and labels.	
Prior Learning	Physical health: How do I eat a balanced diet? - Pupils should know that food helps their bodies grow, gives them energy for play and learning, and keeps them healthy. - Pupils should understand from earlier learning that drinking water and eating a variety of foods, including fruit and vegetables, keeps bodies working well. - Pupils can identify some healthy food choices and recognise that making healthy choices can affect how they feel and their energy levels. Risky substances: How do I stay safe at home? - Pupils may know that medicines should only be taken when given by a trusted adult such as a parent, carer or doctor. - Pupils can identify some household hazards such as hot things, sharp objects and cleaning products that could be dangerous. - Pupils should understand that following safety rules at home such as not touching unknown substances helps prevent accidents and keeps them safe.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Core PSHE Skills Across All Areas - Decision-making - Self-regulation - Critical thinking - Independence	Physical health: How do I eat a balanced diet? - I can describe what foods that I enjoy eating and explain why different people eat different foods - I can explain why eating a range of foods is important - I can describe the food groups that are good for my body - I can describe the range of foods that I eat
	British Values	

	• Rule of Law – understanding that medicines, chemicals and household products need to be used safely and according to rules and instructions. • Tolerance of Other Cultures and Religions – recognising and respecting that people eat different foods because of their culture, religion, traditions and personal preferences	Risky substances: How do I stay safe at home? • I can identify dangerous chemicals and items in the home • I can explain how to stay safe around medicines in the home
Vocabulary	Physical health: How do I eat a balanced diet? Balanced • diet • healthy • nutrition • nutrients • variety • portion • fruit • vegetables • protein • carbohydrates • dairy • fibre • vitamins • minerals • water • sugar • salt • processed Risky substances: How do I stay safe at home? Risk • safe • unsafe • harmful • substance • medicine • dose • instructions • alcohol • smoking • vape • nicotine • drugs • poison • toxic • chemicals • permission • trusted adult • refuse • emergency	
Future Learning	Physical health: How do I eat a balanced diet? How can I get active and eat well every day? What makes a balanced lifestyle? Is it hard to be healthy? How can I take responsibility for my health? Risky substances: How do I stay safe at home? Why do people get addicted? What are the risks of drugs, alcohol and tobacco?	
KS2 End Point	To understand my feelings, make and keep good friendships, respect that people and families are different, know when I am safe or unsafe, and know who can help me	

	Summer 1
Topic	Staying safe and healthy: How can I take responsibility for my health? Healthy relationships: How can we stop bullying?
Unit Aim	Staying safe and healthy: How can I take responsibility for my health? • This unit teaches pupils about keeping teeth and bodies clean through good hygiene practices, understanding how germs spread and how to prevent illness, and knowing how to respond safely in an emergency including making an emergency call.

	Healthy relationships: How can we stop bullying? This unit covers understanding the feeling of kindness and what it means to be kind and welcoming to others. Pupils then learn about bullying, including what bullying is, how it affects people, the role of bystanders and how to get help to stop bullying from happening.	
Prior Learning	Staying safe and healthy: How can I take responsibility for my health? - Pupils should know that keeping clean helps prevent the spread of germs and keeps their bodies healthy. - Pupils know that germs can make people ill and that simple actions, like using soap and water, can help stop this. - Pupils are beginning to recognise that taking care of their body, including visiting the dentist or doctor, helps them stay well and strong. Healthy relationships: How can we stop bullying? - Pupils should know that kindness, generosity and trust help people feel welcome, included and valued in friendships and communities. - Pupils should understand from early years that everyone should be treated with respect and that unkind behaviour can hurt people's feelings. - Pupils can recognise that speaking up when something feels wrong or unfair can help keep themselves and others safe.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Core PSHE Skills Across All Areas	Staying safe and healthy: How can I take responsibility for my health? - I can describe how germs are spread - I can describe what to do in an emergency Healthy relationships: How can we stop bullying? - I can make others feel welcome and included - I can describe how to say no respectfully - I can explain why bullying is bad - I can explain ways to stop bullying
	British Values	
	- Mutual Respect – treating others kindly, including others and understanding why bullying is unacceptable. - Individual Liberty – taking responsibility for personal health and making safe choices.choices	

	about how to manage their emotions safely.	
Vocabulary	Staying safe and healthy: How can I take responsibility for my health? Health • wellbeing • responsibility • choice • decision • safe • risk • healthy habits • exercise • sleep • hygiene • germs • balanced diet • hydration • emotions • mental health • medicines • trusted adult • independence • self-care Healthy relationships: How can we stop bullying? Bullying • unkind • hurtful • respect • kindness • empathy • include • exclude • teasing • name-calling • cyberbullying • repeated • deliberate • safe • unsafe • bystander • report • trusted adult • support • resilience	
Future Learning	Staying safe and healthy: How can I take responsibility for my health? How can I get active and eat well every day? What makes a balanced lifestyle? How can I avoid harm? How can I take responsibility for my health? Healthy relationships: How can we stop bullying? How can I stay safe while out and about? How do I avoid getting ill? How can I be a great friend? How can we have healthy boundaries	
KS2 End Point	To understand my feelings, make and keep good friendships, respect that people and families are different, know when I am safe or unsafe, and know who can help me	

	Summer 2
Topic	Christopher Winters SRE Power in relationships: Should I keep secrets?
Unit Aim	This unit discusses understanding that their body belongs to them, the private parts of our bodies, the difference between safe surprises and unsafe secrets, and respecting other people's bodies and boundaries. Pupils learn when to speak to a trusted adult.
Prior Learning	- Pupils should know that their body belongs to them and that they can say no to unwanted physical contact or touch that makes them uncomfortable. - Pupils can identify trusted adults such as parents, carers, teachers and other family members who help to keep them safe. - Pupils may understand the correct names for body parts including private parts and know that these parts are private.

Knowledge	PSHE Skills	Essential Knowledge - I can name and describe the parts of my body that are private - I can describe the differences between surprises and secrets - I can explain why it's important to respect other people's bodies - I can recognise gender stereotypes
	Core PSHE Skills Across All Areas - Communication - Emotional literacy - Self-regulation - Reflection	
	British Values	
	1. Individual Liberty - Understanding personal boundaries, recognising that everyone has control over their own body, and knowing that it is okay to say no and seek help. - Mutual Respect - Respecting other people's bodies, privacy and personal boundaries, and recognising that people should not be treated differently because of gender. - Rule of Law - Understanding that there are rules designed to keep children safe, including rules around appropriate behaviour and keeping private body parts private.	
Vocabulary	Body • private • privacy • personal space • boundaries • permission • consent • safe • unsafe • trusted adult • respect • relationship • feelings • comfortable • uncomfortable • growing • changing • hygiene • testicles • vulva • penis • vagina	
Future Learning	How do bodies change during puberty and beyond?	
KS2 End Point	To understand my feelings, make and keep good friendships, respect that people and families are different, know when I am safe or unsafe, and know who can help me	