

## Year 2

| Our Safety   |  | Our Relationships   | Our Bodies  |
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| <p><b>To learn the difference between a happy and unhappy surprise or secret</b><br/>about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help<br/>how to ask for help if they feel unsafe or worried and what vocabulary to use</p>  |  | <p><b>To learn how to make friends</b><br/>about different ways that people meet and make friends about the things they have in common with their friends, classmates, and other people</p>   | <p><b>To learn how to look after your teeth</b><br/>the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health</p>   |
| <p><b>To learn how to say no</b><br/>how to resist pressure to do something that feels uncomfortable or unsafe<br/>how to ask for help if they feel unsafe or worried and what vocabulary to use</p>   |  | <p><b>To learn what makes a good friend</b><br/>how to be a good friend, e.g. kindness, listening, honesty</p>  | <p><b>To learn about medicines</b><br/>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies<br/>about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</p> |
| <p><b>To learn about risk at home</b><br/>how to recognise risk in everyday situations<br/>how to help keep themselves safe in familiar and unfamiliar environments<br/>to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger<br/>how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products<br/>how to respond if there is an accident and someone is hurt<br/>about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p> |  | <p><b>To learn how to solve problems with friends</b><br/>about what causes arguments between friends<br/>how to positively resolve arguments between friends</p>   | <p><b>To learn how to stay healthy</b><br/>about routines and habits for maintaining good physical and mental health<br/>why sleep and rest are important for growing and keeping healthy</p>   |
| <p><b>To learn about risk at school</b><br/>how to recognise risk in everyday situations<br/>how to help keep themselves safe in familiar and unfamiliar environments, such as in school<br/>to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger<br/>how to respond if there is an accident and someone is hurt<br/>about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>  |  | <p><b>To learn how to play with different people</b><br/>strategies for positive play with friends, e.g. joining in, including others, etc.<br/>how to play and work cooperatively in different groups and situations</p>   | <p><b>To learn about the human life cycle</b><br/>about the human life cycle and how people grow from young to old</p>  |
| <p><b>To learn about risk outside</b><br/>how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines<br/>how to help keep themselves safe in familiar and unfamiliar environments, such as 'out and about'<br/>to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger<br/>how to respond if there is an accident and someone is hurt<br/>about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>   |  | <p><b>To learn how to ask for help</b><br/>how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p>  | <p><b>To learn to name parts of the human body</b><br/>to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p>  |
| <p><b>To learn about risk online</b><br/>how to recognise risk in everyday situations<br/>how to help keep themselves safe in familiar and unfamiliar environments, such as online<br/>to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p>  |  | <p><b>To learn how friends can be different</b><br/>how friends can have both similarities and differences<br/>how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p>  | <p><b>To learn how we change as we grow up</b><br/>about change as people grow up, including new opportunities and responsibilities<br/>how our needs and bodies change as we grow up</p>   |
| Our Community  |  | Our Future  | Our Feelings and well-being   |
| <p><b>To learn about rights and responsibilities (school)</b><br/>about different rights and responsibilities that they have in school and the wider community</p>   |  | <p><b>To learn about the concept of money</b><br/>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p>  | <p><b>To learn about different feelings (revise and extend from Y1 list)</b><br/>how to describe and share a range of feelings</p>  |
| <p><b>To learn about rights and responsibilities (wider community)</b><br/>about different rights and responsibilities that they have in school and the wider community</p>  |  | <p><b>To learn about gaining money</b><br/>how money can be kept and looked after<br/>about getting, keeping and spending money<br/>that people are paid money for the job they do</p>  | <p><b>To learn how to manage our moods</b><br/>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</p>  |
| <p><b>To learn about the communities we belong to</b><br/>about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</p>   |  | <p><b>To learn about saving money</b><br/>how money can be kept and looked after<br/>about getting, keeping and spending money</p>  | <p><b>To learn to ask for help with our feelings</b><br/>when and how to ask for help, and how to help others, with their feelings</p>  |
| <p><b>To learn how communities help inclusion</b><br/>about how a community can help people from different groups to feel included</p>   |  | <p><b>To learn about spending money</b><br/>how money can be kept and looked after<br/>about getting, keeping and spending money</p>  | <p><b>To learn about bullying</b><br/>about what bullying is and different types of bullying<br/>how someone may feel if they are being bullied</p>   |
| <p><b>To learn about equality</b><br/>to recognise that they are all equal, and ways in which they are the same and different to others in their community</p>   |  | <p><b>To learn about needs and wants</b><br/>how to recognise the difference between needs and wants<br/>how people make choices about spending money, including thinking about needs and wants</p>   | <p><b>To learn about hurtful behaviour</b><br/>how to recognise hurtful behaviour, including online<br/>what to do and whom to tell if they see or experience hurtful behaviour, including online</p>   |
| <p><b>To learn how individuals can make a difference</b><br/>Link with knowledge about Rosa Parks.<br/>Recognise that everyone can make a difference, no matter how small</p>  |  | <p><b>To learn how to prepare ourselves for change</b><br/>preparing to move to a new class and setting goals for next year</p>   | <p><b>To learn how to manage difficult feelings</b><br/>how to manage big feelings including those associated with change, loss and bereavement</p>   |
| Our Digital World  |  |   |   |
| <p><b>To learn why people use the internet</b><br/>to recognise the purpose and value of the internet in everyday life</p>   |  | <p><b>To learn that not everything on the internet is true</b><br/>that information online might not always be true</p>   |   |
| <p><b>To learn how people use the internet</b><br/>the ways in which people can access the internet e.g. phones, tablets, computers</p>  |  | <p><b>To learn to identify online bullying</b><br/>about bullying online, and the similarities and differences to face-to-face bullying<br/>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> |   |
| <p><b>To learn about different types of content on the internet</b><br/>to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p>   |  | <p><b>To learn about good digital habits</b><br/>Digital health/hygiene<br/>Time limits, age restrictions</p>   |   |