



**Year Two**

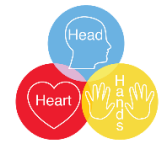
**Autumn**

Crucial Knowledge- Term 1 (Health and wellbeing)	Expanded Knowledge	Apply/Prove
<p><b>Healthy lifestyles- healthy choices, different feelings and managing feeling.</b></p> <ul style="list-style-type: none"> <li>Identify my favourite things and things I am good at.</li> <li>Understand we are all different and that makes us special.</li> <li>Explain that how I feel on the inside affects how I look on the outside.</li> <li>Think about what do when I am feeling things that don't feel very good.</li> <li>Decide if something makes me feel happy or sad.</li> <li>Identify other good feelings.</li> <li>Identify if a feeling is comfortable or uncomfortable.</li> <li>Describe what makes me feel unhappy or cross.</li> <li>Know simple strategies for managing their feelings.</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>Discuss about my goals for the future.</li> <li>Explain why they are important to me.</li> <li>Think about how achieve my goals.</li> <li>Show respect to people who have different goals to me.</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>Identify some everyday dangers.</li> <li>Understand that many rules are there to keep us safe.</li> <li>Know what to do if I feel unsafe.</li> <li>Identify dangers in the home.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their achievements.</li> <li>Identify their strength and areas for improvement.</li> <li>Discuss how they are going to achieve their targets and goals.</li> <li>To understand why school rules are put in place and what could happen if they are not followed.</li> <li>Know what to do in emergency aid procedures- get and adult to help.</li> <li>Tell others what I think is special about them and understand that this can make them feel happy.</li> <li>Think about how help others when they are feeling things that don't feel very good.</li> <li>Think about what I could do to help others if they were feeling unhappy or cross.</li> </ul>	<ul style="list-style-type: none"> <li>Being involved in partner discussions.</li> <li>Being involved in group discussions.</li> <li>Being involved in class discussions.</li> <li>Discuss/ explain/ justify through speech, drawings, drama and writing.</li> <li>Feeling walls.</li> <li>Worry boxes/monsters.</li> <li>Show emotions through drama and drawings.</li> <li>Create posters.</li> <li>Mind maps.</li> <li>Venn diagrams.</li> <li>Comparing tables.</li> <li>Grouping activities.</li> <li>Create lists.</li> <li>Labeling diagrams/pictures.</li> <li>Create synonyms maps for different feelings.</li> <li>Target walls/medals etc.</li> <li>Create rules (dos and don'ts list).</li> </ul>

<ul style="list-style-type: none"> <li>• Understand that household products, including medicines, can be harmful.</li> <li>• Identify ways to stay safe at home.</li> <li>• Understand how to stay safe around roads and other busy areas.</li> <li>• Identify other dangers I might face when I am outside.</li> <li>• Know who can help me if I am in danger.</li> <li>• Identify risks in different situations.</li> <li>• Know what to do if I feel uncomfortable in a situation.</li> <li>• Understand ways that stay safe from strangers online.</li> <li>• Identify different people who help to keep me safe.</li> <li>• Know how those people keep me safe.</li> <li>• Know how to help those people keep me safe.</li> <li>• List ways to keep myself and others safe on Bonfire night.</li> </ul>		
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**Spring**

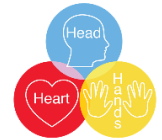
Crucial Knowledge- Term 2 (Living in the wider world)	Expanded Knowledge	Apply/Prove
<p><b>Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Know how they can contribute to the life of the classroom and school- following rules, listening to adults, moving safely around the school etc.</li> <li>• Understand that people and other living things have rights and that everyone has responsibilities to protect those rights.</li> <li>• To learn that they belong to various groups and communities e.g. family, school, scouts etc.</li> <li>• Know the ‘special people’ who work in their communities and who are responsible for looking after them and protecting them.</li> </ul> <p><b>Environments</b></p>	<ul style="list-style-type: none"> <li>• Know that they have different kinds of responsibilities at home, school and in the community.</li> <li>• Understand the benefits of being in a group.</li> <li>• Know money can be used for different purposes, including the concepts of spending and saving.</li> </ul>	<ul style="list-style-type: none"> <li>• Being involved in partner discussions.</li> <li>• Being involved in group discussions.</li> <li>• Being involved in class discussions.</li> <li>• Discuss/ explain/ justify through speech, drawings, drama and writing.</li> <li>• Create posters.</li> <li>• Mind maps.</li> <li>• Labeling diagrams/pictures.</li> <li>• Venn diagrams.</li> <li>• Comparing tables.</li> <li>• Grouping activities.</li> <li>• Create lists.</li> </ul>



<ul style="list-style-type: none"> <li>To learn about what improves and harms their local, natural and built environments.</li> <li>Develop strategies and skills needed to care for these, including conserving energy.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>You can pay in the following ways: with coins and notes (cash), contactless (card, smart phone, smart watch), chip and pin or use card details to pay for items online.</li> <li>Know that money comes from different sources – as a child, you may receive pocket money or money for special occasions. As an adult, you need to earn money by having a job.</li> <li>We keep money safe by putting it in a bank, in a purse/wallet, in a piggy bank or with a trusted adult.</li> <li>Needs are things that we must have in order to stay safe and healthy.</li> <li>A want is something we would like to have but is not important to have to survive.</li> <li>As adults, you need to go to work to earn money, to save money, to spend it on things we need/want.</li> </ul>	<ul style="list-style-type: none"> <li>To learn that their choices about spending or saving money and what influences those choices.</li> </ul>	
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**Summer**

Crucial Knowledge- Term 3 (Relationships)	Expanded Knowledge	Apply/Prove
<p><b>Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>To learn that people’s bodies and feelings can be hurt, including what makes them feel comfortable and uncomfortable.</li> <li>Know simple strategies for managing their feelings.</li> <li>Know how to ask for help if they are hurt.</li> </ul> <p><b>Healthy relationships</b></p> <ul style="list-style-type: none"> <li>To learn to other people and play and work cooperatively.</li> <li>To learn strategies to resolve simple arguments through negotiation.</li> </ul>	<ul style="list-style-type: none"> <li>Know what an acquaintance is.</li> <li>Begin to recognise the differences between types of relationship, including acquaintances, friends, relatives and families.</li> <li>Understand that their actions affect themselves and others.</li> <li>Begin to understand what consequences are.</li> </ul>	<ul style="list-style-type: none"> <li>Being involved in partner discussions.</li> <li>Being involved in group discussions.</li> <li>Being involved in class discussions.</li> <li>Discuss/ explain/ justify through speech, drawings, drama and writing.</li> <li>Create posters.</li> <li>Mind maps.</li> <li>Labeling diagrams/pictures.</li> <li>Venn diagrams.</li> <li>Comparing tables.</li> </ul>



<ul style="list-style-type: none"><li>• To learn to offer constructive support.</li><li>• Judge what kind of physical contact is acceptable and comfortable.</li><li>• Judge what kind of physical contact is unacceptable and uncomfortable.</li><li>• Know the difference between a friendly joke, teasing and bullying.</li><li>• To learn that there are different types of teasing and bullying and that these are wrong and unacceptable.</li></ul> <p><b>Valuing differences</b></p> <ul style="list-style-type: none"><li>• Identify and respect the differences and similarities between people.</li></ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"><li>• Know the names for the main parts of the body (including external genitalia- penis and vagina).</li><li>• Know the bodily similarities and differences between boys and girls.</li><li>• To learn what is meant by 'privacy'.</li><li>• To learn that they have a right to keep things private and the importance of doing so.</li><li>• Know rules for and ways of keeping physically and emotionally safe.</li></ul>	<ul style="list-style-type: none"><li>• Understand what is meant by discrimination.</li><li>• Begin to understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.</li><li>• Begin to recognise bullying (self and others).</li></ul>	<ul style="list-style-type: none"><li>• Grouping activities.</li><li>• Create lists.</li></ul>
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