

## PSHE LONG TERM MAP Year 2 Cycle A 2024-25

(\* Blue taught as class not year groups)

Term 1 Main theme: Me and My Relationships				
<p><b>Emotional Regulation- Introduction/Revisit (Year 1/2)</b></p> <p><b>FEEL IT PROGRAMME 12 weeks 5-6 mins a day (2 year cycle)-</b> 12 feelings are introduced each year, and a set learning path is followed. It's key to demonstrate equally different types of feeling and different energies, as well as alternating pleasant and unpleasant feelings</p> <p>Aware of and able to express feelings and am developing the ability to talk about them</p> <p>Know we all experience a variety of thoughts and emotions that affect how we feel and behave and learn ways of managing them</p> <p>Understand that there are people to talk to and that there are numbers of ways to gain access to emotional and practical support</p> <p>Understand feelings and reactions can change depending upon what is happening within and around me. Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.</p> <p>Learn skills and strategies to support me in challenging times</p> <p>Learn how to give appropriate support to others- if feeling lonely or misunderstood.</p> 	<p><b>YEAR 1/2 A National Online Safety- Managing Online Safety</b></p> <p>Know/understand that you can encounter a range of things online, including things I like and don't like as well as things which are real or make believe</p> <p>Know how to get help from a trusted adult</p> <p>Explain why some information I find online may not be real or true</p> <p><b>Interception</b> Lessons Focussed on emotions L17-20</p> <p>Connect body signals to emotions</p>	<p><b>No Outsiders- Think about what makes a good friend pg 93</b></p> <p>Know what makes a good friend</p>	<p><b>Scarf-Our Ideal Classroom (1)</b></p> <p>Children will be able to:</p> <p>Suggest actions that will contribute positively to the life of the classroom;</p> <p>Make and undertake pledges based on those actions.</p>	<p><b>Scarf-Being a good Friend</b></p> <p>Children will be able to:</p> <p>Recognise that friendship is a special kind of relationship;</p> <p>Identify some of the ways that good friends care for each other.</p>

Term 2 Main theme: VALUING DIFFERENCES

**YEAR 1 / 2 A**  
**Anti Bullying week Themes inc**  
**National Online Safety- ONLINE**  
**BULLYING**

Describe ways that some people can be unkind (online)

Explain what bullying is, how people may bully others and how bullying can make someone feel.

**Scarf-What makes us who we are?**

Children will be able to:  
 Identify some of the physical and non-physical differences and similarities between people;

Know and use words and phrases that show respect for other people.

**Scarf-My special people**

Children will be able to:  
 Identify people who are special to them;  
 Explain some of the ways those people are special to them.

**Scarf-How do we make others feel?**

Children will be able to:  
 Recognise and explain how a person's behaviour can affect other people.

**Anti bullying Week Themes including**  
**-Year 1 / 2 A**  
**Scarf-When someone if feeling left out**

Children will be able to:

Explain how it feels to be part of a group;

Explain how it feels to be left out from a group;

Identify groups they are part of;  
 Suggest and use strategies for helping someone who is feeling left out.

**Scarf-Solve the problem**

Children will be able to:

Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);

Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships

Term 3 Main theme- KEEPING SAFE

**Year 1/ 2 NSPCC – Stand up Speak Out resources**

**Inc**

**Scarf- Good or bad touches**

Children will be able to:

Understand and learn the PANTS rules;

Name and know which parts should be private;

Explain the difference between appropriate and inappropriate touch;

Understand that they have the right to say “no” to unwanted touch;

Start thinking about who they trust and who they can ask for help.

**Scarf- I don't like that!**

Children will be able to:

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.

**Scarf- Respecting privacy**

Explain what privacy means;  
Know that you are not allowed to touch someone's private belongings without their permission;

Give examples of different types of private information.

**Scarf- Harold's picnic**

Understand that medicines can sometimes make people feel better when they're ill;

Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;

**Life Education Space- Y1 / 2- Feelings**

Identify and discuss a range of feelings

Understand how others might be feeling by reading body language/facial expressions

Understand that the body gets energy from food, water, oxygen

Recognise that exercise and sleep are important parts of a healthy lifestyle

Recognise the importance of regular hygiene routines

**Scarf- What should Harold say?**

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.

**Scarf- Fun or not?**

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.

**Scarf- Should I tell?**

Identify safe secrets (including surprises) and unsafe secrets;  
Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.

**Term 4: Main Theme- RIGHTS AND RESPECT**

<p><b>(Year 1/2) Happy Confident Me-</b> HCMTV Junior- Life Skills Program- 10 Powers that will help children better know and understand themselves and others, and build an internal toolkit.</p> <p>Video + short class activity per power</p> <p><b>Power 1- Introspection</b> Know and understand themselves better</p> <p><b>Power 2- Optimism</b> They are in charge of their own thinking, helpful/positive thoughts create good feelings</p>	<p><b>No Outsiders- Communicate in different ways pg 95</b></p> <p>Know that there are different ways to communicate</p> <p>Learn to use sign language</p>	<p><b>Scarf- When I feel like erupting</b></p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p>	<p><b>Scarf- Feeling Safe</b></p> <p>Identify special people in the school and community who can help to keep them safe;</p> <p>Know how to ask for help.</p>	<p><b>Scarf- Harold saves for something special</b></p> <p>Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.</p>	<p><b>Scarf- How can we look after our environment?</b></p> <p>Identify what they like about the school environment;</p> <p>Identify any problems with the school environment (e.g. things needing repair);</p> <p>Make suggestions for improving the school environment;</p> <p>Recognise that they all have a responsibility for helping to look after the school environment.</p>
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**Term 5- Main Theme- BEING MY BEST**

<p><b>(Year 1/2) Happy Confident Me-</b> HCMTV Junior- Life Skills Program- 10 Powers that will help children better know and understand themselves and others, and build an internal toolkit.</p> <p>Video + short class activity per power</p> <p><b>Power 3- Interoception</b> That they are capable of regulating their feelings and behaviours</p> <p><b>Power 4- Mindset</b> That our brains are flexible and can grow and stretch and learn new things</p> <p><b>Power 5- Failure</b> That failure is a natural part of learning</p>	<p><b>National Online Safety Year 1/ 2 A- Health, wellbeing and lifestyle</b></p> <p>Identify rules that keep us safe and healthy in and beyond the home</p> <p>Explain rules to keep myself safe when using technology</p>	<p><b>Scarf- You can do it!</b></p> <p>Explain the stages of the learning line showing an understanding of the learning process;</p> <p>Help themselves and others develop a positive attitude that support their wellbeing</p> <p>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</p>	<p><b>Scarf- My Day</b></p> <p>Understand and give examples of things they can choose themselves and things that others choose for them;</p> <p>Explain things that they like and dislike, and understand that they have choices about these things;</p> <p>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p>	<p><b>Scarf- Harold's postcard</b></p> <p>Explain how germs can be spread;</p> <p>Describe simple hygiene routines such as hand washing;</p> <p>Understand that vaccinations can help to prevent certain illnesses</p>	<p><b>Scarf- Harold's bathroom</b></p> <p>Explain the importance of good dental hygiene;</p> <p>Describe simple dental hygiene routines.</p>
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<p><b>Power 6- Resilience</b> That resilience helps them do tough things</p>					
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**Term 6: UNIT- GROWING AND CHANGING**

<p><b>(Year 1/2 )Happy Confident Me-</b> HCMTV Junior- Life Skills Program- 10 Powers that will help children better know and understand themselves and others, and build an internal toolkit.</p> <p>Video + short class activity per power</p> <p><b>Power 7- Creativity-</b> That using creative thinking will help them tackle things in different ways.</p> <p><b>Power 8- Mindfulness-</b> That mindfulness helps us take charge of ourselves</p> <p><b>Power 9- Compassion-</b> that our positive behaviours have a positive affect on others as well as ourselves and the world around us.</p> <p><b>Power 10- Acceptance</b> That they have the power and strength to get through challenges</p>	<p><b>National Online Safety Year 1 / 2 A</b></p> <p><b>Self Image and Identity</b></p> <p>Recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>Explain how other people may look and act differently online and offline</p>	<p><b>Diversity Week Themes inc</b></p> <p><b>No Outsiders- Year 1 / 2 A- Understand what diversity is pg 92</b></p> <p>Understand what diversity means</p> <p>Know how my school is diverse</p>	<p><b>Scarf- Sam moves away</b></p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p><b>Scarf- A helping hand</b></p> <p>Demonstrate simple ways of giving positive feedback to others.</p>	<p><b>Scarf-Haven't you grown</b></p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</p> <p>Understand and describe some of the things that people are capable of at these different stages.</p>	<p><b>My body, your body- Year 2</b></p> <p>Children will be able to:</p> <p>Identify which parts of the human body are private;</p> <p>Explain that a person's genitals help them to make babies when they are grown up;</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p><b>Some secrets should never be kept- Taught to Year 2 after 'My body your body' – Unit 3 Keeping Safe</b></p> <p>Children will be able to:</p> <p>Identify how inappropriate touch can make someone feel;</p> <p>Understand that there are unsafe secrets and secrets that are nice surprises;</p> <p>Explain that if someone is being touched in a way that</p>
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