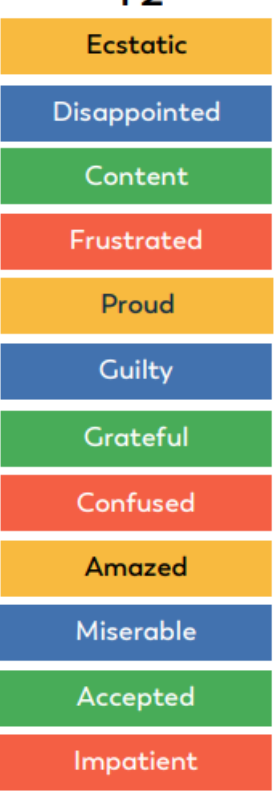


## PSHE LONG TERM MAP Year 2 Cycle B-2025-26

(\* 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</p> 	<p><b>National Online Safety- Year 1 /2 B-Online Relationships</b></p> <p>Give examples of when I should ask permission to do something online and explain why it is important</p> <p>Use the internet with adult support to communicate with people I know</p> <p>Explain who I should ask before sharing things about myself</p> <p>Explain why I should asks ask trusted adult before clicking yet, agree or accept online.</p> <p><b>Interoception</b> Lessons Focussed on emotions L17-20 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				
<p><b>Anti bullying Week Themes including Year 1/ 2 B</b></p> <p><b>Scarf-Unkind, tease or bully?</b></p> <p>Children will be able to: Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.</p>	<p><b>Scarf-What makes us who we are?</b></p> <p>Children will be able to: Identify some of the physical and non-physical differences and similarities between people;</p>	<p><b>Scarf-My special people</b></p> <p>Children will be able to: Identify people who are special to them; Explain some of the ways those people are special to them.</p>	<p><b>Scarf-How do we make others feel?</b></p> <p>Children will be able to: Recognise and explain how a person's behaviour can affect other people.</p>	<p><b>Scarf-Solve the problem</b></p> <p>Children will be able to: Demonstrate active listening techniques (making eye contact, nodding head,</p>

	Know and use words and phrases that show respect for other people.			<p>making positive noises, not being distracted);</p> <p>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships</p>
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**Term 3 Main theme- KEEPING MYSELF SAFE**

<p><b>No Outsiders- Year 1/ 2 B</b> To work together pg 89</p> <p>Know I can ask for help with my ideas</p> <p>Know how to ask for help</p> <p>Understand I can work with different people</p>	<p><b>Life Education Bus- Year 1 / 2 B- My Wonderful body</b></p> <p>Understand the major food groups and how food, water and oxygen is given to the body.</p> <p>Know that a healthy diet is made up of a balanced mixture of these groups</p>	<p><b>Scarf- Harold's picnic</b></p> <p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</p>	<p><b>Scarf- What should Harold say?</b></p> <p>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.</p>	<p><b>Scarf- Fun or not?</b></p> <p>Recognise that some touches are not fun and can hurt or be upsetting;</p> <p>Know that they can ask someone to stop touching them;</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p>	<p><b>Scarf- Should I tell?</b></p> <p>Identify safe secrets (including surprises) and unsafe secrets;</p> <p>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p>
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Term 4: Main Theme- RIGHTS AND RESPONSIBILITIES

<p><b>National Online Safety- Year 1 /2 B Privacy and Security</b> Describe who would be trustworthy to share information with</p> <p>Explain and give examples of what is meant by private or keeping things private</p> <p>Understand what personal information is</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- Getting on with others</b></p> <p>Describe and record strategies for getting on with others in the classroom.</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>National Online Safety- Year 1 /2</b>  <b>B- Copyright and Ownership</b>          Explain why work I create using technology belongs to me,</p> <p>Understand that work created by others do not belong to me even If I save a copy</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>	<p><b>Scarf- What does my body do</b></p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</p> <p>Describe how food, water and air get into the body and blood.</p>
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Term 6: UNIT- GROWING AND CHANGING

<p><b>National Online Safety- Year 1 / 2 B- Online Reputation</b></p> <p>Identify ways I can put information on the internet</p> <p>Describe how anyone’s online information can be seen by others</p> <p>Know who to talk to if something has been put online without consent</p>	<p><b>Diversity Week Themes inc No Outsiders- Year 1 / 2 B-</b></p> <p><b>Sharing the world with lots of people pg 88</b></p> <p>Know I live in the world</p> <p>Know the world is full of different people.</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 they don't like they have to tell someone in their safety network so they can help it stop.</p>
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**Archbishop of York Ks1 Young Leader’s Award- Community inc School, Volunteering etc**

Explore the characteristics of kindness, perseverance and teamwork and they are challenged to put these into action in practical ways to help others.

Pupils reflect on their own feelings, values, beliefs and experiences as they learn about the leadership characteristics of kindness, perseverance, teamwork and action

Through taking part in challenges to share kindness and work together pupils develop their resilience, confidence and independence.

Pupils are prompted to consider needs in their local community and how they might be able to help, before deciding on and taking part in a project to support a need in their area.

Pupils learn to cooperate well with others, to share ideas and to resolve conflicts effectively, working towards a common goal. As pupils take on the community action project, opportunities can often arise for them to participate in a variety of community and social settings, interacting with new and diverse groups of people.