



The Mead Infant and Nursery School – PSHCE

TOPIC Knowledge Organiser – Year 2 (Responsibilities and Rights)



What should I already know?

- I will be able to agree our class rules.
- I will know our school rules and will behave appropriately.
- I will understand the class, and school, reward systems and sanctions
- I will know, be able to name and explain the school learning behaviours.
- I will know when I am demonstrating one of the school learning behaviours.
- I will know that I need to listen to others
- I will know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).

What will I know by the end of Year 2?

- I can explain the variety of roles in the family and the contribution made by each member.
- I will be able to explain my own (and other children's) contribution to home and school life and the responsibilities this can bring. (School council, play leaders in school, looking after our classroom etc., older sibling to younger ones at home etc., helping with household chores).
- I will know that I can help our community and planet in different ways, e.g. recycling, keeping areas safe and tidy, turning off lights etc. to save electricity.

Key Questions

What rules would help you learn, and be happy, in class?
 How should we behave in school to keep everyone safe?
 What do you do to help your classmates and teacher
 What could you do that might help others in the whole school?
 Do you do anything at home to help out?
 Why should you help others?
 Do you know of any groups nearby who help others?
 How could we help in our local community and area?
 What are important global issues that we could help with?
 How and what could you do?
 How would we spread the message in our community and further afield?

Key images/diagrams/additional facts

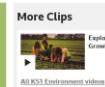
Invitations extended to local groups where possible to talk to the children – brownies, cub leaders, church (vicar), park wardens, library visit, refuse workers etc.

<https://www.twinkl.co.uk/resource/tp-sc-066-new-planit-science-year-2-the-environment-lesson-2-reduce-reuse-recycle-lesson-pack>

What should I do with my rubbish?

Part of PSHCE and Citizenship | Environment

Duration 01:22



Bitesize resources

Key Vocabulary

rules	Ways in which we should behave to keep everyone safe and happy.
role	A job (not necessarily paid) that people take on within a group.
responsibility	Something that you are in charge of, or have to look after. Others may depend on you to do it.
community	A group of people living, or working, in the same area. The community can also mean the area around where you live.
planet	The Earth as a whole – thinking about the climate etc.
reduce	To cut down the amount of something that we use.
reuse	To re-purpose something for a similar or different use.
recycling	To return the item we have used, for it to be changed into something different in a factory.

Personal Skills

- I am able to explain the class and school rules and explain how these will help others be safe, happy and learn.
- I will be able to take a proactive role in helping at school and home.
- I will be able to identify and proactively help in the local community.



The Mead Infant and Nursery School – PSHCE

TOPIC Knowledge Organiser – Year 2 (Health)



What should I already know?

- I know how I can keep safe in the home with regards to medicines and household products (bleach, cleaning fluids, dishwasher tablets etc.).
- I know how to keep safe in my home with regards to stairs, windows, climbing, hot water/cooking/pans/ovens etc.
- I know how to call the emergency services and what to expect when I do.
- I know how to keep safe when I am out with regards to roads.
- I can cross a road safely.
- I know who I can go to if there is a problem when I am out and about. (safer people to approach)
- I know how to keep safe around water (swimming pools, ponds, lakes, rivers and sea).
- I will know the underpants rule.

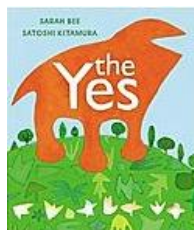
What will I know by the end of Year 2?

- I can name things that can keep me healthy
- I know that I need to keep my mind healthy as well as my body
- I know that my body needs rest
- I can explain a healthy hygiene routine
- I understand how to respect my body and know that others should also.
- I know that medicines can help us when we are ill but that they are also dangerous if handled incorrectly.
- I can identify dangers around the home and the local community.
- I can explain how to mitigate risks in different places.

Key Questions

What is being healthy?
 How can you keep yourself healthy?
 What is a healthy hygiene routine?
 Why do we need rest?
 How can you show that you respect your body?
 What are medicines?
 Why can some things be dangerous?
 How can we keep ourselves safe from these dangers?
 How can we keep our minds healthy?
 Where can we get help with our feelings?
 What would you do in a first aid emergency?

Key images/diagrams/additional facts



The power of a positive attitude



Exploring our feelings in further detail, revisiting from year one in a different text.

Key Vocabulary

healthy	Something that keeps our body and mind working well and positively.
rest	Time asleep or resting quietly with your mind at rest too.
hygiene	The practice of keeping yourself and the area around you, clean and healthy, to stop yourself from getting ill, or unwell.
respect	Showing that you care enough about someone else's feelings to think before you act.
community	A group of people living, or working, in the same area. The community can also mean the area around where you live.
risk	Putting yourself in a position where you could get hurt or damaged, to your body or mind.

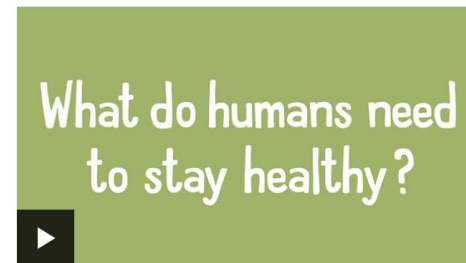
Personal Skills

- I will be able to make healthy choices – food, rest, exercise and friendship choices.
- I will be able to spot dangers in the environment that I am in.
- I will be able to make the safest choices for the environment that I am in.

What do humans need to stay healthy?

Part of [PSHE and Citizenship](#) | [Healthy living](#)

Duration 01:31

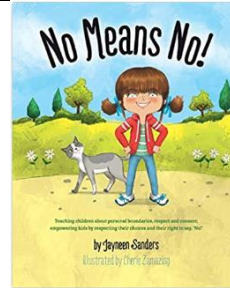
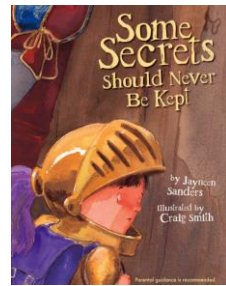


The Mead Infant and Nursery School – PSHCE		The Mead Infant and Nursery School													
TOPIC Knowledge Organiser – Year 2 (Safety and Risk)															
What should I already know?		Key Vocabulary													
<ul style="list-style-type: none">Internet safety recap – Smartie the Penguin- I will know to find an adult if something happens online that I am not sure about.I know how I can keep safe in the home with regards to medicines and household products (bleach, cleaning fluids, dishwasher tablets etc.).I know how to keep safe in my home with regards to stairs, windows, climbing, hot water/cooking/pans/ovens etc.I know how to call the emergency services and what to expect when I do.I know how to keep safe when I am out with regards to roads.I can cross a road safely.I know who I can go to if there is a problem when I am out and about. (safer people to approach)I know how to keep safe around water (swimming pools, ponds, lakes, rivers and sea).I will know the underpants rule.		<table><tr><td>danger</td><td>Something or somewhere where there is a risk someone could get hurt (body or mind/feelings).</td></tr><tr><td>online</td><td>When we go on the internet and can find information, share ideas and play games. A place where we can talk to others we may, or may not, know.</td></tr><tr><td>Stop, look. Listen</td><td>The rules for checking before we cross the road. Always looking in the order – right, left, right, unless we have gone to a middle island, and then we reverse it).</td></tr><tr><td>Safer stranger</td><td>Someone we can approach if we have an emergency. Often identified as a member of staff in a uniform with a badge/name.</td></tr><tr><td>Emergency services</td><td>Police, Fire, Ambulance, Coastguard – these are people who can help us when there is a serious emergency.</td></tr><tr><td>trust</td><td>Where you believe that someone or something will keep you safe.</td></tr></table>		danger	Something or somewhere where there is a risk someone could get hurt (body or mind/feelings).	online	When we go on the internet and can find information, share ideas and play games. A place where we can talk to others we may, or may not, know.	Stop, look. Listen	The rules for checking before we cross the road. Always looking in the order – right, left, right, unless we have gone to a middle island, and then we reverse it).	Safer stranger	Someone we can approach if we have an emergency. Often identified as a member of staff in a uniform with a badge/name.	Emergency services	Police, Fire, Ambulance, Coastguard – these are people who can help us when there is a serious emergency.	trust	Where you believe that someone or something will keep you safe.
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trust	Where you believe that someone or something will keep you safe.														
What will I know by the end of Year 2?															
<ul style="list-style-type: none">I will know how to stay safe online.I will know the skills needed to ride a bike.I will know how to cross a road safely, understanding the dangers and how to mitigate them.I will know that there are other people who work and live, in and around, our community – who can we trust?I will know who can I ask for help?I will know what should I do in an emergency? (recap 999 and talk about what to do in an emergency other than in the home)															

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- I know how I can keep safe in the home with regards to medicines and household products (bleach, cleaning fluids, dishwasher tablets etc.).
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- I know how to call the emergency services and what to expect when I do.
- I know how to keep safe when I am out with regards to roads.
- I can cross a road safely.
- I know who I can go to if there is a problem when I am out and about. (safer people to approach)
- I know how to keep safe around water (swimming pools, ponds, lakes, rivers and sea).
- I will know the underpants rule.

- I will know how to stay safe online.
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- I will know that there are other people who work and live, in and around, our community – who can we trust?
- I will know who can I ask for help?
- I will know what should I do in an emergency? (recap 999 and talk about what to do in an emergency other than in the home)

- I will understand that if not used properly, all products can be harmful.



<https://www.twinkl.co.uk/resource/pshe-and-citizenship-y2-safety-first-lesson-2-staying-safe-at-home-lesson-pack-t-lf-255545>

Personal Skills

- I will be able to ride a bicycle on my own without stabilisers.
- I will be able to choose an appropriate place to cross a road safely.
- I will be able to select someone in my community who is safe, to get help from, in an emergency.
- I will be able to call for emergency help using the emergency call number 999.
- I will be able to keep myself safe from harm in the home and when out.



The Mead Infant and Nursery School – PSHCE



TOPIC Knowledge Organiser – Year 2 (Relationship Education)

What should I already know?	Key Questions	Key Vocabulary	
<ul style="list-style-type: none"> I can name the parts of my body. I can name and use the external names of my body parts, including external genitalia. <i>(Parents may have written a written request for withdrawal from this lesson in previous years)</i> I can explain what my body parts help me do I know that my body is my own and that some parts are private. Link to toilet cubicles etc. I can explain the different ways that animals change as they grow – life cycle of human (baby, toddler, child, teenager, adult, elderly), frog – frogspawn, tadpole, froglet, frog (several sessions) (see Medway planning lesson 2) 	<p>Key Questions</p> <p>What are the names of the external parts of our body and why is it important to be able to name them? What feelings and emotions can you name? How can we recognise these feelings in others? Can you show me your emotion in your face and body? What is a secret? Should we always keep secrets? Are there times where it might be unsafe to keep a secret?</p> <p>What does it feel/look like when you feel uncomfortable about something that is happening? How should you behave in a situation where you feel uncomfortable with what is happening? What is the PANTS rule? Why must we share some secrets? What is teasing? How is bullying different to teasing? What is bullying (and what is it not)? What should you do if you feel like you are being bullied?</p> <p>How can I do my best to prevent myself getting bullied? (remember it is not always preventable) Where can you find help? How could I try to turn the situation around?</p>	<p>Vulva</p> <p>Vagina</p> <p>Urethra</p> <p>Penis</p> <p>Testicles</p> <p>secret</p> <p>Surprise</p> <p>comfortable</p> <p>uncomfortable</p>	<p>the area between a girl's legs, which includes the openings to the vagina and urethra</p> <p>the small opening between a girl's legs – a small tube from the outside to the inside of the body</p> <p>the tiny opening near the vagina of a tiny tube through which "wee" leaves the body</p> <p>the spongy tissue that dangles between a boy's legs. Boys urinate "wee" through a tube in their penis (the urethra)</p> <p>two plum shaped "balls" in a squashy bag (the scrotum) behind the penis.</p> <p>Something that I feel like I shouldn't share, or have been asked not to share with anyone else</p> <p>Something that everyone will find out eventually.</p> <p>When you are ok with everything that is going on around you. You feel safe and happy.</p> <p>When you are not ok with everything going on around you. You may feel a bit worried, or scared.</p>
What will I know by the end of Year 2?			
<ul style="list-style-type: none"> I can name and use the external names of my body parts, including external genitalia. (Parents may write a written request for withdrawal from this lesson) R1 – I can communicate my feelings to others and recognise how others show feelings and how to respond R3 – I am aware of the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them uncomfortable, anxious or afraid. R13 – to recognise different types of teasing or bullying, to understand that these are wrong and harmful. R14 – I know strategies to resist teasing or bullying, if I experience it or witness it, and know whom to go to and how to get help. 			

Key images/diagrams/additional facts

What is bullying?

Part of **PSHE and Citizenship** | **Bullying**

Duration 01:38



<http://anti-bullyingalliance.org.uk/>
<https://www.bullying.co.uk/>
<https://www.childline.org.uk/>
<https://youngminds.org.uk/resources/school-resources/beano-resilience-lesson-plans/>

Willy the Wimp by Anthony Browne
The Last Noo Noo – by Jill Murphy
Tyrannosaurus Drip by Julia Donaldson and David Roberts

NSPCC PANTS rule – see NSPCC website.
My Underpants Rule (book) by Rod Power

Teasing

A one off occasion, not on a regular basis, where someone may say or do something unkind, not thought through, to me.

Bullying

Systematic targeting of one person individually, persistently on a regular occasion. This may be physical or emotional.

Personal Skills

- R1 – I will be able to communicate my feelings to others. I will recognise how others show feelings and respond in a well-judged manner.
- R10 – I am able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them (using mood boards and worry eaters is useful))



The Mead Infant and Nursery School – PSHCE

TOPIC Knowledge Organiser – Year 2 (Identity)



What should I already know?

- I can tell you a number of special things about myself.
- I can identify and respect the differences and similarities between people.
- I am able to say what makes me feel good about myself.
- I can tell you the things I enjoy doing and the things I don't enjoy doing.
- I can ask different types of questions to find out about myself and my friends.
- I can tell you how I know I am special.
- I can accept praise.
- I enjoy trying out new things.
- I am beginning to learn from setbacks.
- I am comfortable talking in a class/group situation.
- I feel secure asking questions in a class/group situation.
- I can say what I need.
- I feel accepted in my class.
- to identify and respect the differences and similarities between people
- To identify their special people (family, friends, carers) what makes them special and how special people should care for one another.

What will I know by the end of Year 2?

- I am becoming aware of my own strengths, abilities, qualities, achievements, personal preferences and goals.
- I will recognise how responsibilities and relationships change as people grow and develop.
- I will be able to identify the people, jobs and workplaces in the community.
- I can appreciate ways in which we are similar and different, e.g. age, culture, disability, gender,

Key Questions

Who are you?
What is special about you? What makes you, you?
What special qualities do you have?
What are your strengths?
What areas could you set targets for to work on?
How have your relationships with your friends and family changed as you have grown older?
How are you similar and different to other members of your family/friends?

Key images/diagrams/additional facts



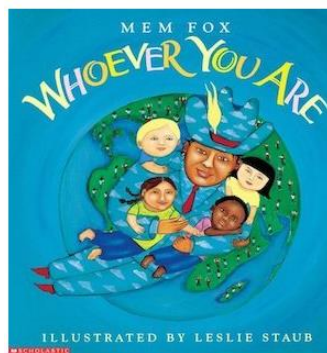
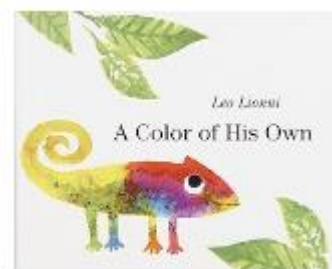
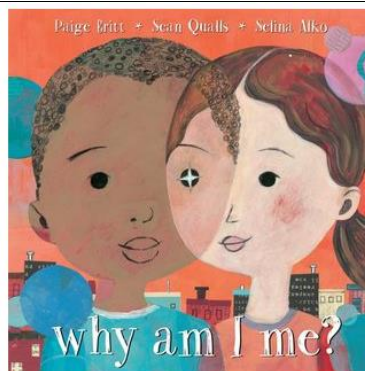
Jobs known to the children –
family jobs, friends, in school, people who help us etc.

Key Vocabulary

Identity	Who I feel like I am; who I feel I am like; who I relate to. It is also what makes me special.
strengths	Things that I feel I am good at and that other people recognise as I can achieve well in.
qualities	The way that I behave when on my own or around others.
achievements	Things that I have done and I am proud of because I did well.
goals	The targets that I set myself, or that someone else sets me to further my learning or personal qualities
Workplace	Somewhere where someone completes their work, this may be paid or unpaid.
voluntary	Something that you do for others where it helps your own self-esteem and worth, rather than being paid money.
paid employment	Where you work for money
culture	The culture of a group of people is the traditions and beliefs that they carry out in their everyday lives.
hobby	Something that I do for fun and enjoyment

hobbies, race, religion, sporting interests, abilities and work.

- R8 – I will be able to identify and respect the differences and similarities between people.



disability	Any thing that makes it more difficult for someone to do certain activities or interact with the world around them.
gender	Whether someone is male or female (a boy or a girl, man or woman).
race	is an attempt to categorize people by their physical differences.
respect	Showing that you care enough about someone else's feelings to think before you act and ensuring that you show care for their feelings.

Personal Skills

- I am becoming aware of my own strengths, abilities, qualities, achievements, personal preferences and goals.
- I can appreciate ways in which we are similar and different, e.g. age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work.



The Mead Infant and Nursery School – PSHCE

TOPIC Knowledge Organiser – Year 2 (Feelings and Friendship)



What should I already know?

- I can identify a range of feelings – happiness, sadness, jealousy, anger, excitement, shock, loneliness, boredom.
- How can I manage my feelings? (What would Roo do?) What are the big problems? What are the small problems?
- I can explain how I feel when I succeed in a challenge.
- I can use a variety of techniques to deal with anger, including my yoga techniques when I am angry or frustrated.
- I can think of ways to make others feel good about themselves.

What will I know by the end of Year 2?

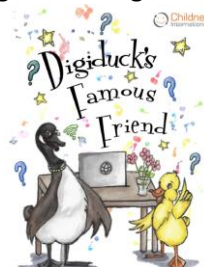
- I know how to keep myself safe online
- I know the difference between a big problem and a small problem that I could solve using “What would Roo do?”
- I can explain what bullying is and also what it is NOT.
- I know what to do if I feel like I am being bullied.
- I understand that I can take on some responsibility in our family and friendship groups.
- I know how to be a good friend.
- I understand that it is ok to say no and I can practise saying it in a range of situations.
- I am aware of a range of different feelings that I may have.
- I am able to identify my feeling.
- I know that we can show affection to people in different ways e.g. smiling, hugging, giving compliments, kissing, being helpful etc.

Key Questions

How can I keep safe online?
 What is the difference between a big problem and a small problem both online and in real life?
 What is bullying?
 What is cyberbullying?
 What does it mean to be responsible?
 How can you show that you are being responsible for your actions?
 What responsibilities could you take on at home or school now that you are older?
 What could you say to someone if you are feeling uncomfortable with a situation?
 What would you do?
 How do you/we show affection?
 How do we show affection to different people?
 What is a boundary?
 What boundaries would you not cross with... (Teacher, friend etc.)
 What influences your behaviour?

Key images/diagrams/additional facts

Smartie the penguin and Digiduck's famous Friend.



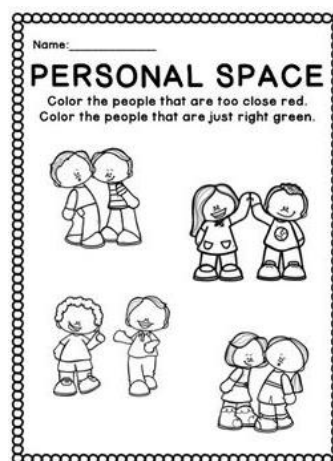
Key Vocabulary

bullying	Systematic targeting of one person individually, persistently on a regular occasion. This may be physical or emotional.
cyberbullying	Bullying that happens online, through a phone, or any other form of indirect contact using ICT.
responsible	A responsibility is something you are expected to do so to be responsible is to take care of, or do, something that you are expected to do. E.g. looking after your reading book at home.
friend	Someone that you know and like, and usually they like you back.
boundary	Physical – e.g. that my body belongs to me and I decide who can touch me (e.g. on my arm, face etc) Language – how we speak to others and how that can be different –e.g. first name basis with friends but using Mr/Mrs ... with teachers etc.
influence	A power affecting a person, thing, or course of events, especially one that happens without any direct or apparent effort.

- I know that how I show affection is different with different groups of people (e.g. parents, family, teachers, child friends, and adult friends, others we may meet.)
- I know that there are boundaries which others should not cross. (E.g. physical space, privacy when going to the toilet etc.)
- I know when to say no and who I should tell if I am worried about a situation.
- I am aware of who, and what, influences my own views, feelings and behaviour at home and school.

(Covered in other areas but good to recap in this area too)

- R1- I can communicate my feelings to others and recognise how others show feelings and how to respond.
- R3 – I am aware of the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them uncomfortable, anxious or afraid.
- R10 – I am able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them (using mood boards and worry eaters is useful)
- R13 – to recognise different types of teasing or bullying, if they experience or witness it, whom to go to and how to tell them
- R14 – I am learning strategies to resist teasing or bullying, if I experience it or witness it, I know whom to go to and how to get help them.



comfortable	When you are ok with everything that is going on around you. You feel safe and happy.
uncomfortable	When you are not ok with everything going on around you. You may feel a bit worried, or scared.

Personal Skills

- I will be able to keep myself safe online and know who to ask for help.
- I can make decisions about whether a problem is large or small and who to go to for help with it.
- I am aware of different forms of bullying and can develop personal strategies to resist unwanted behaviour.
- I can say no to people if I feel uncomfortable in a given situation.
- I understand my feelings and can name them.
- I am aware of personal space and the need for privacy in some situations – e.g. toilets etc.
- I can form strong friendships and can cope with little problems in them.
- I will know when to keep a surprise and when to find someone to share a secret with that I am not comfortable with.
- I will treat people in a way that shows our relationship (e.g. parent, family member, teacher, stranger etc. – using appropriate touch or distance, language etc.).

What Would Roo Do?

