

PSHE/RSHE Knowledge Organiser

Year 2: Autumn Term 1 Puzzle -

Being Me In My World



People who help us and where to ask for help:

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we discuss our hopes and fears for the year ahead – we talk about feeling worried and recognising when we should ask for help and who to ask. We talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make our classroom a safe and fair place. We talk about choices and the consequences of making different choices, set up our Jigsaw Journal Floor book and make our Jigsaw Charter.

Subject Specific Key Vocabulary

actions A thing done.	belonging A feeling of being happy or comfortable as part of a group.	consequences A result of a particular action or situation.	choices What we choose to do.	co-operate To work jointly towards the same end goal.	fears Being frightened or worried about something.	hopes To expect or long for something to happen.
learning charter A set of rules, promises, or guidelines that learners and their teacher agree on for the classroom.	negative Something not desirable or optimistic.	praise To approve of or appreciate someone or something.	positive Something desirable or optimistic.	problem-solving To try and find solutions or answers to difficult issues.	rights Things that we are allowed to have as human beings.	responsible To look after or be in charge of something or someone.
				responsibilities The requirement to do something correctly.	reward Something given in exchange for good behaviour or good work.	worries The state of being anxious over actual or potential problems.



What social and emotional skills will we use?

- Recognise own feelings and know when and where to get help
 - Know how to make our class a safe and fair place
 - Show good listening skills
 - Recognise the feeling of being worried
 - Be able to work cooperatively

We will learn together:

- ... our hopes and fears for the year ahead.
- ... the rights and responsibilities of class members.
- ... that our own views are valuable.
- ... about rewards and consequences and that these stem from choices.
- ... that positive choices impact positively on self-learning and the learning of others.
- ... that it is important to listen to other people.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I can identify some of my hopes and fears for this year.
2. I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions
3. I listen to other people and can contribute my own ideas about rewards and consequences
4. I can listen to other people and contribute my own ideas about rewards and consequences
5. I understand how following the Learning Charter will help me and others learn
6. I recognise the choices I make and understand the consequences

People who help us and where to ask for help:

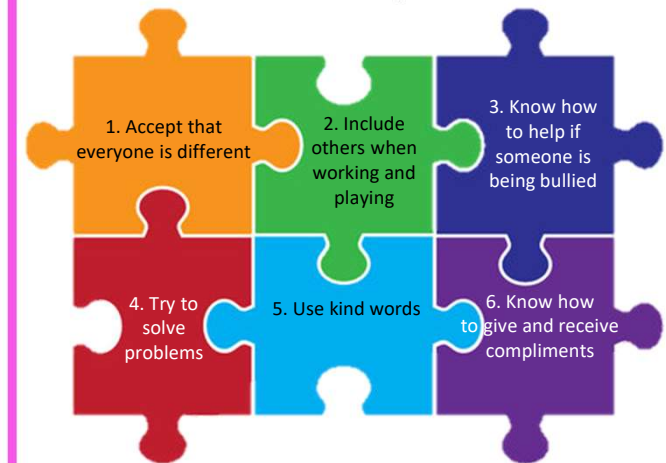
- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. We talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. We talk about feelings associated with bullying and how and where to get help. We talk about similarities and differences and that it is OK for friends to have differences without it affecting our friendships.

Subject Specific Key Vocabulary

assumptions A thing that is accepted as true without proof.	bully Someone who hurts or frightens someone else, over a period of time.	differences Things that are not the same.	diversity Involving people from a range of social/ethnic backgrounds, genders and sexual orientations.	fairness Impartial treatment without favouritism or discrimination.	female A gender.	friends A person who you know well and like.
feelings Your emotions about a situation or other people.	help To make it easier or possible for someone to do something.	kind Having or showing a friendly, generous nature.	lonely To be sad because one has no friends or company.	male A gender.	purpose Why you do something or why something exists.	similarities Things that are the same, or almost the same.
shield Something or someone used as protection or providing protection.	stereotype A common view of something or someone.	stand up for To defend or support a particular idea or person who is being criticised or attacked.	sad Opposite of happy, another word for upset.	unkind Not treating someone well or not considering their feelings.	unique Being the only one of its kind; unlike anything else.	value The importance or worth of something for someone.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)
2. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)
3. I understand that bullying is sometimes about difference
4. I can recognise what is right and wrong and know how to look after myself
5. I understand that it is OK to be different from other people and to be friends with them
6. I can tell you some ways I am different from my friends



What social and emotional skills will we use?

- Understand that boys and girls can be similar in lots of ways and that is OK
- Understand that boys and girls can be different in lots of ways and that is OK
 - Explain how being bullied can make someone feel
 - Can choose to be kind to someone who is being bullied
 - Know how to stand up for ourselves when we need to
- Recognise that we shouldn't judge people because they are different
- Understand that everyone's differences make them special and unique

We will learn together:

... that there are stereotypes about boys and girls.

... that it is good to be yourself.

... that it is OK not to conform to gender stereotypes.

... that sometimes people get bullied because of difference .

... the difference between a one-off incident and bullying.

... the difference between right and wrong and the role that choice has to play in this.

... where to get help if being bullied.

... that friends can be different and still be friends.

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we talk about setting realistic goals and how we can achieve them. We discuss perseverance when we find things difficult as well as recognising our strengths as a learner. We talk about group work and reflect on who we work well with and who we don't. We also talk about sharing success with other people.

Subject Specific Key Vocabulary

achievement Something we have done well and been successful at.	celebrate To be aware of the good things that people do.	challenge Something that makes us think.	easy Needing less effort or skill to accomplish.	difficult Needing much more effort or skill to accomplish.	success Achieving something and doing it well.
goal An ambition or something we want to achieve.	dreams Ambitions or hopes that mean a lot to someone.	proud Being pleased with our own achievements.	realistic Having or showing a sensible idea of what can be achieved.	strengths The ability to do things that need a lot of physical or mental effort.	teamwork Working together with one person or more to achieve a goal.



What social and emotional skills will we use?

- Be able to describe our own achievements and the feelings linked to this
 - Recognise our own strengths as a learner
- Recognise how working with others can be helpful
 - Be able to work effectively with a partner
- Be able to choose a partner with whom we work well
 - Be able to work as part of a group
- Recognise how it feels to be part of a group that succeeds and store this feeling

We will learn together:

... how to choose a realistic goal and think about how to achieve it.

... that it is important to persevere.

... how to recognise what working together well looks like.

... what good group working looks like.

... how to share success with other people.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I can choose a realistic goal and think about how to achieve it
2. I carry on trying (persevering) even when I find tasks difficult
3. I can recognise who I work well with and who it is more difficult for me to work with
4. I can work well in a group to create an end product
5. I can explain some of the ways I worked well in my group to create the end product
6. I know how to share success with other people

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we learn about healthy food; we talk about having a healthy relationship with food and making healthy choices. We will talk about things that make us feel relaxed and stressed. We will talk about medicines, how they work and how to use them safely. We will have a go at making healthy snacks and also discuss why they are good for our bodies.

Subject Specific Key Vocabulary

balanced Equal amounts.	body The physical structure of a person.	calm Not being nervous.	dangerous Something that's not safe.	energy What our bodies need to be able to function.	fuel Something that is used to create energy.
healthy To be in a good physical state or good health.	healthy choices To make a choice that's good for you.	lifestyle The way in which someone lives.	medicines Something to make us feel better.	motivation A reason for wanting to do something.	nutrition Food that provides energy in a good and balanced way.
portion A part of a whole.	proportion To compare the size of a portion to the whole thing it comes from.	relax To become less tense.	relaxation To be free from tension and anxiety.	tense Not being able to relax.	unhealthy Not showing good health.



What social and emotional skills will we use?

- How to feel positive about caring for our bodies and keeping it healthy
 - To have a healthy relationship with food
 - Desire to make healthy lifestyle choices
- Identify when a feeling is weak and when a feeling is strong
- Express how it feels to share healthy food with our friends

We will learn together:

... what our bodies need to stay healthy.

... know which foods give our bodies energy.

... know why healthy snacks are good for our bodies.

... know what relaxed means.

... know what makes us feel relaxed or stressed.

... know that it is important to use medicines safely.

... know how to make some healthy snacks.

... know how medicines work in our bodies.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I know what I need to keep my body healthy
2. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed
3. I understand how medicines work in my body and how important it is to use them safely
4. I can sort foods into the correct food groups and know which foods my body needs everyday to keep me healthy
5. I can make some healthy snacks and explain why they are good for my body
6. I understand which foods to eat to give my body energy

PSHE/RSHE Knowledge Organiser

Year 2: Summer Term 1 Puzzle -

Relationships



People who help us and where to ask for help:

- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle, learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and we learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). We consider the importance of trust in relationships and what this feels like. We also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. We reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. We practise strategies for being assertive when someone is hurting us or being unkind. We also discuss people who can help us if we are worried or scared.

Subject Specific Key Vocabulary

acceptable Satisfactory.	appreciate To recognise how good someone or something is.	co-operate To work jointly towards the same end goal.	communication A way of exchanging information, e.g. speaking or writing.	compliments A polite expression of praise or admiration.	celebrate To acknowledge a significant day or event.	conflict An argument or disagreement.
dislike To not find something or somebody enjoyable or pleasant.	different To not be the same.	family A group of people who are related.	frightened To be scared or worried about something.	friends A person who you know well and like.	honesty The quality of being honest and not telling a lie.	important Something of great significance or value.
like To enjoy or approve of something or someone.	not acceptable Not satisfactory.	physical contact The fact of somebody's body touching someone else.	positive problem-solving To try and find solutions or answers to difficult issues.	point of view A way of considering something.	relationship How others behave towards each other.	reliability The quality of being trusted or believed because or working or behaving well.
similarities Things that are the same, or almost the same.	special Something, or someone, that is better than normal.	secret A piece of information that is only known by one person or a few people.	touch To be in contact.	trust To believe that someone is good, safe or reliable.	trustworthy To be deserving of trust, or able to be trusted.	telling Showing the truth about a situation or showing what someone really thinks.



What social and emotional skills will we use?

- Can identify the different roles and responsibilities in our family
 - Can recognise the value that families can bring
- Can recognise and talk about the types of physical contact that is acceptable or unacceptable
- Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict
 - Can identify the negative feelings associated with keeping a worry secret
 - Can identify the feelings associated with trust
 - Can identify who we trust in our own relationships
 - Can give and receive compliments
 - Can say who we would go to for help if we were worried or scared

We will learn together:

- ... what trust is.
- ... that everyone's family is different.
- ... that friendships have ups and downs and sometimes change with time.
- ... that families function well when there is trust, respect, care, love and co-operation.
- ... how to stay stop if someone is hurting us.
- ... some reasons why friends have conflicts.
- ... there are good secrets and worry secrets and why it is important to share worry secrets.
- ... that there are lots of forms of physical contact within a family.
- ... how to use the Mending Friendships or Solve-it-together problem-solving methods.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not
3. I can identify some of the things that cause conflict with my friends
4. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret
5. I recognise and appreciate people who can help me in my family, my school and my community
6. I can express my appreciation for the people in my special relationships

PSHE/RSHE Knowledge Organiser

Year 2: Summer Term 2 Puzzle -

Changing Me



People who help us and where to ask for help:

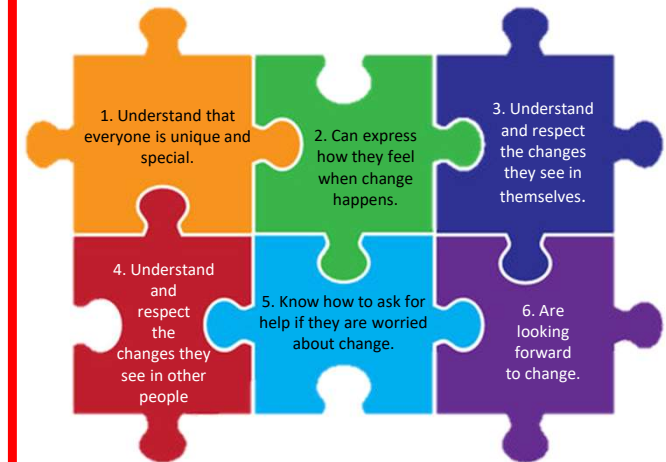
- Speak to a parent, carer or an adult you trust
- Speak to a teacher, assistant or familiar adult in school.

In this Puzzle we compare different life cycles in nature, including that of humans. We reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, we also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, we are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). We are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. We practise a range of strategies for managing feelings and emotions. We are also taught where we can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

Subject Specific Key Vocabulary

anxious Feeling or showing worry.	acceptable Able to be agreed on, suitable or satisfactory.	anus The opening where your bowel movements (poo) come out.	appearance The way that something or someone looks.	change To make something different.	control To order or limit something.	comfortable At ease and relaxed.
excited To be very enthusiastic about something.	fully grown Having finished their physical growth.	female A gender.	freedom The power or right to act, speak or think as one wants.	growing up Gradually change from being a child into being an adult.	independent Not depending on another for livelihood or subsistence.	life cycle The series of changes in the life of an organism.
male A gender.	nervous An emotion to describe feeling agitated or alarmed.	public Done, perceived or existing in open view.	private Only for one person or group, not for everyone.	penis The male genital organ carrying ducts for the transfer of sperm.	physical Relating to the body as opposed to the mind.	responsibilities The requirement to do something correctly.
respect A feeling of deep admiration for someone or something.	testicles The two oval organs that produce sperm in men, enclosed in the scrotum behind the penis.	timeline A graphical representation of a period of time, on which important events are marked.	uncomfortable Not at ease or relaxed.	unacceptable Not satisfactory or allowable.	vagina The muscular tube leading from the external genitals to the cervix of the uterus.	vulva The external opening of the female genitals.

Puzzle outcomes of weekly celebrations

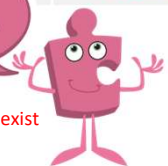


Learning objectives

1. I can recognise cycles of life in nature
2. I can tell you about the natural process of growing from young to old and understand that this is not in my control
3. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old
4. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private
5. I understand there are different types of touch and can tell you which ones I like and don't like
6. I can identify what I am looking forward to when I move to my next class

Hello

I'm Jigsaw Jo



We will learn together:

... that life cycles exist in nature.

... how our bodies have changed from when we were a baby and that they will continue to change as we age.

... that aging is a natural process including old age.

... who to ask for help if we are worried or frightened.

... that some changes are out of an individual's control.

... the correct names for private body parts.

... the physical differences between male and female bodies.

... there are different types of touch and that some are acceptable, and some are unacceptable.

... that private body parts are special and that no one has the right to hurt these.

What social and emotional skills will we use?

- Can say who we would go to for help if worried or scared
 - Can say what types of touch we find comfortable/uncomfortable
- Be able to confidently ask someone to stop if they are being hurt or frightened
- Can appreciate that changes will happen and that some can be controlled and others not
 - Be able to express how we feel about changes
 - Show appreciation for people who are older
- Can recognise the independence and responsibilities we have now compared to being a baby or toddler
- Can say what greater responsibilities and freedoms we may have in the future
- Can say what we are looking forward to in the next year