



Trinity Primary School – RHSE Knowledge Curriculum

Preparing for the demands of society for the future



Term: Autumn 1

Year Group: Year 2

Topic: Being Me in My World

Key Vocabulary		Key Questions
 achievements	A thing done successfully with effort, skill, or courage	What would your 'nightmare school' look, sound and feel like? What would your 'dream school' look, sound and feel like? What are emotions? Can you name some different ones? Can you give some examples of positive (helpful) choices that could lead to a reward? Why is making someone feel welcome an important skill? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons Can you tell me about Calm Me time?
 nightmare	A very unpleasant or frightening experience or prospect	
 emotions	a strong feeling deriving from one's circumstances, mood, or relationships with others	
 worries	Feel or cause to feel anxious or troubled about actual or potential problems.	
 solutions	A means of solving a problem or dealing with a difficult situation	
 responsibilities	A thing which one is required to do as part of a job, role, or legal obligation	
Links to HEART and British Values		Wider World Events
HEART Health- emotional wellbeing and having a healthy mind Team Trinity- Making people feel welcome, inclusivity Ambition- setting goals and achieving them.	British Values Respect and tolerance- not judging others, making them feel welcome.	Praise assembly Fun run Children in need HEART award Black History Month European Languages Day
Assessment		
Working towards	Working at	Working beyond
I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it. I can give you some examples of how to work/play well with others.	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued