

## Year 2 Statements of Progression

Me and My Relationships	Valuing Difference	Keeping Myself Safe
<ul style="list-style-type: none"> <li>• Suggest actions that will contribute positively to the life of the classroom;</li> <li>• Make and undertake pledges based on</li> <li>• Take part in creating and agreeing classroom rules. those actions.</li> <li>• Use a range of words to describe feelings;</li> <li>• Recognise that people have different ways of expressing their feelings;</li> <li>• Identify helpful ways of responding to other's feelings.</li> <li>• Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>• Identify situations as to whether they are incidents of teasing or bullying.</li> <li>• Understand and describe strategies for dealing with bullying:</li> <li>• Rehearse and demonstrate some of these strategies.</li> <li>• Explain the difference between bullying and isolated unkind behaviour;</li> <li>• Recognise that that there are different types of bullying and unkind behaviour;</li> <li>• Understand that bullying and unkind behaviour are both unacceptable ways of behaving</li> <li>• Recognise that friendship is a special kind of relationship;</li> <li>• Identify some of the ways that good friends care for each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the physical and non-physical differences and similarities between people;</li> <li>• Know and use words and phrases that show respect for other people.</li> <li>• Identify people who are special to them;</li> <li>• Explain some of the ways those people are special to them.</li> <li>• Recognise and explain how a person's behaviour can affect other people.</li> <li>• Explain how it feels to be part of a group;</li> <li>• Explain how it feels to be left out from a group;</li> <li>• Identify groups they are part of;</li> <li>• Suggest and use strategies for helping someone who is feeling left out</li> <li>• Recognise and describe acts of kindness and unkindness;</li> <li>• Explain how these impact on other people's feelings;</li> <li>• Suggest kind words and actions they can show to others;</li> <li>• Show acts of kindness to others in school</li> <li>• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they're ill;</li> <li>• Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> <li>• Identify situations in which they would feel safe or unsafe;</li> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>• 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</li> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>• Identify the types of touch they like and do not like;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable</li> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Know that they can ask someone to stop touching them;</li> </ul>

<ul style="list-style-type: none"> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>• Explain where someone could get help if they were being upset by someone else's behaviour.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> <li>• Identify how inappropriate touch can make someone feel;</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>• 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.</li> </ul>
<p><b>Rights and Responsibilities</b></p>	<p><b>Being My Best</b></p>	<p><b>Growing and Changing</b></p>
<ul style="list-style-type: none"> <li>• Describe and record strategies for getting on with others in the classroom.</li> <li>• Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>• Identify special people in the school and community who can help to keep them safe;</li> <li>• Know how to ask for help</li> <li>• Identify what they like about the school environment;</li> <li>• Identify any problems with the school environment (e.g. things needing repair);</li> <li>• Make suggestions for improving the school environment;</li> <li>• Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the stages of the learning line showing an understanding of the learning process;</li> <li>• Suggest phrases and words of encouragement to give someone who is learning something new;</li> <li>• Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> <li>• Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>• Explain things that they like and dislike, and understand that they have choices about these things;</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate simple ways of giving positive feedback to others.</li> <li>• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> <li>• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>• Understand and describe some of the things that people are capable of at these different stages.</li> <li>• Identify which parts of the human body are private;</li> <li>• Explain that a person's genitals help them to make babies when they are grown up;</li> </ul>

<ul style="list-style-type: none"><li>• Understand that people have choices about what they do with their money;</li><li>• Know that money can be saved for a use at a future time;</li><li>• Explain how they might feel when they spend money on different things</li><li>• Recognise that money can be spent on items which are essential or non-essential;</li><li>• Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li><li>• Explain how germs can be spread;</li><li>• Describe simple hygiene routines such as hand washing;</li><li>• Understand that vaccinations can help to prevent certain illnesses.</li><li>• Explain the importance of good dental hygiene;</li><li>• Describe simple dental hygiene routines.</li><li>• Understand that the body gets energy from food, water and oxygen;</li><li>• Recognise that exercise and sleep are important to health</li><li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li><li>• Describe how food, water and air get into the body and blood.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Understand that humans mostly have the same body parts but that they can look different from person to person.</li><li>• Explain what privacy means;</li><li>• Know that you are not allowed to touch someone's private belongings without their permission;</li><li>• Give examples of different types of private information</li><li>•</li></ul>
---	--	--