



# Knowledge Organiser

RHE	Healthy Happy Friendships Similarities & Differences	Year group: 2	Term: Autumn
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## Prior Knowledge

In Y1 the children have learned the qualities in a good friend and how to resolve difficulties. They know what makes us special and that we can feel differently about things

## Skills to be taught:

To describe their feelings  
To demonstrate kindness to others  
To talk about worries  
Identify their own strengths and abilities

## Key Knowledge

- Know what makes a happy friendship
- To know the difference between safe and unsafe touch and how these make people feel
- How how bodies react to feeling unsafe
- Ways to respect others privacy and personal space
- What to do if we are worried and know who to talk to
- Understand what is meant by strengths and abilities
- What is a stereotype and know that are unhelpful
- Give examples of interests and abilities everyone has
- Know how to challenge stereotypes
- Identify stereotypes within jobs

## Key vocabulary:

Happy, healthy, kindness, friend, smile, no touch, uncomfortable, boundaries, personal, space, worries, help, trust

Strengths, abilities, gender, stereotype, gender, qualities



like pink	like dancing
like blue	do gymnastics
have long hair	play football
have short hair	play rugby
are tall	run fast
are strong	are good at maths
help take care of little brothers or sisters	like baking and cooking
are kind	get scared
often cry	are good at making things

## Body warning signs

Hair feels like it's standing on end		Feeling shaky
Crying		Sweaty palms
Heart beating faster		Goosebumps on the skin
Feeling sick in the tummy		Wobbly legs
Feeling hot		Needing to go to the toilet



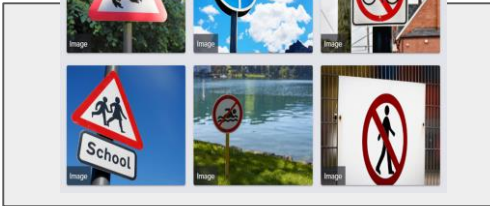
# Knowledge Organiser

RHE	Caring & responsibility Families & Committed Relationships	Year group: 2	Term: Spring
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**Prior Knowledge**  
In Y1 chn learned who is special and why, how to stay safe and some feelings vocabulary. They learnt why rules are important and why families are important.

**Key vocabulary:**  
Community, kindness, understanding, help, community helpers, trusted adult, signs, help, difference, similarity, respect


Family, family tree, relatives, love, related, sharing, listening, support, happy, traditions



**Skills to be taught:**  
Demonstrate how to ask for help from a trusted adult  
Name trusted adults  
Identify people in a family

Caring and responsibility

### Who can help?



- Bo, Junior and Carla are playing in the garden. Junior says to Bo that he is going to stand at the top of the slide and pretend he's a mountain climber.
- Abdul and his older brother see lots of smoke coming from an empty house at the end of their street. Abdul's parents are at work.
- Freya is in the park when a man who she doesn't know comes up and says hello to her.
- Farrah is playing at home. She hears some loud noises and rushes to see what has happened. Her mum is lying still at the bottom of the stairs and doesn't say anything when Farrah asks if she's ok.
- Joseph tells Alana that he pushed Frankie over in the playground on purpose and told Frankie not to tell anyone who did it.
- Sammy notices that Billy is running around the playground with his shoelaces undone.
- Mohammad, Eric and Amelia are playing skipping in the park. Eric trips over the rope, falls on the floor and his nose starts bleeding.

**Key Knowledge**

- People in our community that help us
- Know times when we need to get a trusted adult
- Ways to show respect for people's differences
- Explain why the groups and communities are important to those who belong to them
- Know the different people who are part of a family
- Know the different names to describe people in a family
- What makes a happy family
- Who can help if someone in a family if someone feels unhappy or unsafe
- Know about different families
- Know about and describe family traditions

RHE	Healthy body and healthy mind Coping with change	Year group: 2	Term: Summer
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**Prior Knowledge**  
In Y1: the names of the body and what they are for. That animals have babies that grow into adults.

**Skills to be taught:**  
Be able to describe their emotions  
Recognise signs the body gives when feeling different emotions  
Describe a life cycle  
Set goals for the future

**Key Knowledge**

- Use emotion words to describe feelings
- Know how medicines can help us
- How to use medicines correctly and how they can be harmful
- Know other things in our homes that could harm us and how we can keep safe
- Know the signs that someone is poorly in their body or mind
- What to do if we or others are unwell
- Know a simple human life cycle
- Know how we continue to grow and change
- Identify ways in which we grow and change
- Change is something that happens to everyone
- Know ways to achieve our choices and goals

**Key vocabulary:**  
Healthy, feelings, emotions, medicine, poorly/ill, dose, safe, helpful, harmful, health, body, mind

Growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future, goals, achieve, dreams, support, encouragement



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Healthy bodies, healthy minds

### Safe and unsafe cards

If children feel poorly they should find some medicine to make them feel better.	Medicines should be kept somewhere high up that children cannot reach.
If children feel poorly, an adult who looks after them can give them some medicine.	If someone feels poorly they should keep taking more and more medicine until they feel better.
If someone feels poorly they should read the medicine packet to see how much medicine they should take and when to take it.	If someone has medicine from a doctor, it is ok for them to share it with other people.