Knowledge Organiser

Year 2 – Keeping & Staying Safe

Year Intent

In Year 2, children deepen their understanding of personal safety and responsibility. Using everyday examples such as learning to tie shoelaces, they begin to recognise how simple actions can help prevent accidents and develop a broader awareness of risk.

Pupils learn to identify situations that may be risky, understand the difference between safe and unsafe choices, and explore rules that help keep themselves and others safe. They also consider ways to stay safe in the community and identify trusted adults who can help when needed.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal safety

Knowledge & Skills Progression

Tying Shoelaces - *Pupils should..*

- know the reasons to make sure your laces are tied
- learn how to tie up laces properly
- know rules to keep yourself and others safe
- understand the differences between safe and risky choices

Staying Safe - *Pupils should...*

- know ways to keep yourself and others safe
- recognise risky situations
- identify trusted adults around you
- understand the differences between safe and risky choices



I will learn the following new words/phrases:

I now know...

Laces	A cord or leather strip used to fasten a shoe.
Buckle	A flat, rectangular frame with a pin used to fasten a shoe or belt
Velcro	Two pieces of cloth that stick together used to fasten clothes, bags, shoes etc.
Accident	An event that happens by chance.
Rules	An instruction which tells you what you are allowed or are not allowed to do.
Unsafe	Not safe; dangerous.
PCSO	Police Community Support Officer.

Ask me a question!

What could happen if we did not tie our shoelaces or fasten our shoes correctly?

Can you think of any situations where rushing or being impatient could cause an accident?

Can you list some rules to help keep us safe?

Should we trust everyone we know?

Who could we talk to if we were worried about someone we had just met?

Knowledge Organiser

Year 2 – Keeping & Staying Healthy

Year Intent

In Year 2, children deepen their understanding of how everyday choices help keep their bodies healthy. They explore the importance of food for growth and wellbeing, recognising that some foods support good health more than others.

Pupils learn to identify a range of healthy foods and how these choices support a balanced lifestyle.

They also develop their understanding of personal hygiene, particularly the importance of brushing teeth and following simple routines to care for their teeth.

Curriculum Links

Statutory RSHE Links

General wellbeing; Healthy eating; Physical health and fitness; Health protection and prevention

Ask me a question!

Why do we need food?

Why is it important to brush our teeth?

What foods keep us healthy?

Knowledge & Skills Progression

Healthy Eating - *Pupils should..*

- know that different foods help our bodies to stay healthy and grow strong
- understand why some foods are healthier than others
- be able to explain ways to keep healthy
- recognise and begin to make healthy choices

Brushing Teeth - *Pupils should...*

- understand why it is important to brush our teeth
- demonstrate how to brush our teeth properly
- suggest ways to remember to brush teeth when we forget, are tired, or busy
- recognise and begin to make healthy choices





I will learn the following new words/phrases:

I now know...

Ingredients	Items that are used to make food, a product, etc.
Energy	The power and ability to be physically and mentally active.
Repair	To put something that is damaged, broken, or not working correctly, back into good condition.
Vitamins	A group of natural substances that are necessary in small amounts for the growth and good health of the body.
Natural	Derived from nature; not made or caused by humankind
Saturated fat	A type of fat found in meat, eggs, milk, cheese, etc.
Decay	To become gradually damaged, worse, or less.

Knowledge Organiser

Year 2 – Our World

Year Intent

In Year 2, children deepen their understanding of how they can care for the world around them. They explore why it is important to look after living things and consider ways they can help care for plants, animals and their environment at home and in their community.

Pupils learn about keeping places clean and encouraging others to do the same. They also begin to develop an early understanding of money and the jobs people do in their community.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; General wellbeing

Wider PSHE Links

Careers education: aspirations, learning and work; Economic wellbeing

Knowledge & Skills Progression

Living in Our World- *Pupils should..*

- understand why we should look after living things
- identify how we can look after living things both inside and outside of the home
- recognise why it is important to keep our communities and countryside clean
- encourage others to help keep their communities and countryside clean

Working in Our World - *Pupils should...*

- understand different ways we can receive money
- know how to keep money safe
- describe the skills you may need in a future job or career
- recognise the differences between wants and needs

I will learn the following new words/phrases:

I now know...

Wildlife	A planet is a large object that orbits a star.
Community	A group of living things that share the same environment.
Credit Card	A card that allows the owner to buy goods or services and pay for them later.
Debit Card	A card that allows the owner to withdraw money or pay for goods or services using money in their bank account.
Spend	To exchange money or vouchers when buying a product or service.
Receive	To get or be given something.
Save	To place money in a money box or bank account to use at a later date.



Ask me a question!

How can we look after house and garden plants?

How can we spend or save money?

How can we receive money?

How can we look after our pets?

Why do we need money?

How can we look after others?

Knowledge Organiser

Year 2 – Computer Safety

Year Intent

In Year 2, children deepen their understanding of technology and how it can be used safely and responsibly. They explore the positives and negatives of using technology and begin to recognise how what they do when using devices can affect others.

Pupils learn simple rules that help keep themselves and others safe and consider why these rules are important. They also develop their understanding of who they can ask for help if something online or on a device worries them.

Curriculum Links

Statutory RSHE Links

Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; General wellbeing; Personal safety; Caring friendships

Knowledge & Skills Progression

Image Sharing - *Pupils should..*

- identify the positives and negatives of using technology
- know who and how to ask for help
- list rules for keeping and staying safe
- understand how your online activity can affect others

Computer Safety Documentary - *Pupils should...*

- recognise that we should not share personal information online
- understand that we should be kind and respectful when using technology
- identify when it is important to ask a trusted adult before downloading apps or sharing images
- explain that people online may not always be who they say they are

I will learn the following new words/phrases:

I now know...

Permission	Allowing someone to do something.
Opinion	A view or judgement formed about something, not necessarily based on factor knowledge.
Rules	An instruction which tells you what you are allowed or are not allowed to do
Declaration	An important spoken or written agreement



Ask me a question!

What types of information can you share online?

Are there any types of images that you shouldn't share online?

How can you stay safe online?

Knowledge Organiser

Year 2 – Being Responsible

Year Intent

In Year 2, children deepen their understanding of what it means to be responsible for their actions and attitudes.

They explore how effort and perseverance can help them improve in activities and learn the importance of trying their best and setting simple goals. Pupils consider how responsible behaviour affects others, recognising kind and thoughtful actions.

They also develop their understanding of responsible and irresponsible choices and how to stay safe in their community.

Curriculum Links

Statutory RSHE Links

Caring friendships; General wellbeing; Respectful, kind relationships; Being safe; Personal safety

Wider PSHE Links - Careers education: aspirations, learning and work

Knowledge & Skills Progression

Practice Makes Perfect - *Pupils should..*

- name ways you can improve in an activity or sport
- understand the importance of trying hard and not giving up
- recognise the benefits of practising an activity or sport
- learn how to set goals and work to reach them

Helping Someone in Need - *Pupils should...*

- know how you can help other people
- recognise kind and thoughtful behaviours and actions
- understand the risks of talking to people you don't know very well in the community
- identify the differences between being responsible and being irresponsible

I will learn the following new words/phrases:

I now know...

Abilities	The physical or mental power or skill needed to do something.
Thoughtful	Caring about or showing consideration for others.
Qualities	The features or characteristics of a person or thing.
Manners	Polite social behaviour or habits.
Courteous	Polite, respectful, or considerate in manner.
Appropriately	Suitable or right for a particular situation or occasion.
Self-respect	Respect for yourself that shows that you value yourself.
Improve	To get better.

Ask me a question!

What are your best qualities?

Who helps you at home, at school, and in the community?

Can you name something you'd like to get better at?

How can we be kind and thoughtful?



Knowledge Organiser

Year 2 – Feelings & Emotions

Year Intent

In Year 2, children deepen their understanding of feelings and emotions by learning how emotions such as anger and worry can affect their thoughts, behaviour and bodies. They learn to recognise and name these emotions and identify situations that may cause them.

Pupils explore ways feelings can be communicated through words, actions and body language.

Through discussion and activities, children practise simple strategies to manage uncomfortable emotions and express their feelings in positive ways.

Curriculum Links

Statutory RSHE Links

General wellbeing; Being safe; Respectful, kind relationships; Families and people who care for me: Caring friendships





Knowledge & Skills Progression

Worry - *Pupils should..*

- identify and name feelings of worry and describe some physical signs they may experience
- understand that worry is a normal emotion and identify situations that may cause someone to feel worried
- learn and practise strategies to manage feelings of worry in positive ways
- explain that feelings of worry can be communicated through words, actions and body language

Anger - *Pupils should...*

- identify and name feelings of anger and describe some physical signs they may experience
- understand that anger is a normal emotion and distinguish between helpful and unhelpful ways of expressing it
- learn and practise strategies to manage feelings of anger in positive ways
- explain that anger can be communicated through words, actions and body language

I will learn the following new words/phrases:

I now know...

Fidgety	To make small, restless movements using your hands or other body parts.
Annoyed	Irritated, disturbed, or slightly angry.
Worry	To feel anxious or troubled about actual or potential problems.
Anger	A strong feeling of annoyance, displeasure, or hostility.
Manage	Maintain control over or be in charge of.
Control	The power to influence or direct people's behaviour or the course of events.
Trust	Firm belief in the reliability, truth, or ability of someone or something.

Ask me a question!

If you feel worried, what actions could help you to feel better?

Why is it important to talk and share your worries with someone?

Who could you talk to about your feelings?

How can we control the feeling of anger?

Knowledge Organiser

Year 2 – Relationships

Year Intent

In Year 2, children deepen their understanding of positive relationships by exploring emotions and how they influence the way people treat one another. They learn to recognise and name a range of feelings and understand that emotions can be expressed through words and actions.

Pupils develop empathy by considering situations from another person's point of view and why it is important to care about others' feelings. They also begin to recognise bullying behaviours and explore ways to respond and seek help.

Curriculum Links

Statutory RSHE Links

Caring friendships; Respectful, kind relationships; Being safe; General wellbeing

Knowledge & Skills Progression

Bullying - *Pupils should..*

- name a range of feelings
- understand why we should care about other people's feelings
- be able to see and understand bullying behaviours
- know how to cope with these bullying behaviours

Body Language - *Pupils should..*

- recognise and name a range of feelings
- understand that feelings can be shown without words
- be able to see a situation from another person's point of view
- explain why it is important to care about other people's feelings

I will learn the following new words/phrases:

I now know...

Bullying	A cord or leather strip used to fasten a shoe.
Mean	A flat, rectangular frame with a pin used to fasten a shoe or belt.
Describe	Two pieces of cloth that stick together used to fasten clothes, bags, shoes etc.
Teasing	An event that happens by chance.
Threatening	An instruction which tells you what you are allowed or are not allowed to do.
Advice	Not safe; dangerous.
Imagine	Police Community Support Officer.
Anti-bullying	Opposed to or acting against bullying.

Ask me a question!

How might someone feel if they are being bullied?

What kind of things can friends fall out over or disagree about?

How can you be kind to someone?

What can we do if we fall out with our friends?

If you thought someone was being bullied, what could you do?



Knowledge Organiser

Year 2 – A World Without Judgement

Year Intent

In Year 2, children deepen their understanding of fairness, choice and responsibility. They explore how people can make their own choices and begin to recognise that these choices may be different from those around them.

Pupils consider their own strengths, interests and goals while learning to respect the choices of others.

They also explore the importance of rules in helping people stay safe and treat each other fairly, recognising how rules support communities at home, at school and in everyday life.

Curriculum Links

Statutory RSHE Links

Caring friendships; Respectful, kind relationships; General wellbeing; Personal safety

Wider PSHE Links

Careers education: aspirations, learning and work

Ask me a question!

How can we listen to other people's ideas?

Why is it important that everyone can share their ideas?

Knowledge & Skills Progression

Individual Liberty - *Pupils should..*

- understand that people can make their own choices and that these choices may be different from others
- explain why it is important that everyone can make safe choices
- recognise ways to respect the choices of others while making responsible choices themselves
- identify their own strengths, interests and goals, understanding that these may be different from those around them

Rule of Law - *Pupils should...*

- explain how rules help groups work and learn together at home, at school and in the community
- understand why rules are important in helping people stay safe and treat others fairly
- identify examples of rules that people follow in everyday life
- recognise that rules apply to everyone and help people make fair and responsible choices



I will learn the following new words/phrases:

I now know...

Choices	Different options you can pick from when deciding what to do.
Freedom to choose	Being able to pick what you want without unfair control.
Express opinions	Share what you think or feel using words, drawings, or actions.
Celebrate differences	Enjoy and respect how people are not all the same.
Respectful	Being kind, polite, and caring about other people's feelings and ideas.
Pressure	When someone tries to push you to do something you may not want.
Law	Rules made by leaders to keep people safe and things fair.
Rules	Directions that tell us how to behave and keep everyone safe.
Chaotic	Very messy, loud, and confusing, where things feel out of control.
Agree	Think the same as someone else or say yes to an idea.
Disagree	Think differently from someone else or say no to an idea.

Knowledge Organiser

Year 2 – Fire Safety

Year Intent

In Year 2, children deepen their understanding of fire safety and personal responsibility. They explore how certain actions can be potentially dangerous and recognise the difference between safe and risky choices in everyday situations.

Pupils practise simple ways to stay safe and identify how they can find help if needed. They also consider how their actions affect others and develop a growing awareness of the importance of behaving responsibly to help keep themselves and those around them safe.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal Safety; Basic first aid

Wider PSHE Links

Careers education: aspirations, learning and work

Knowledge & Skills Progression

Petty Arson - *Pupils should...*

- understand the importance of being responsible and how our actions/ choices can affect others
- practise simple ways of staying safe and finding help
- know that even small fires can be very dangerous
- identify the differences between safe and risky choices

Enya and Deedee Visit the Fire station - *Pupils should...*

- explain the importance of being responsible and how our actions/ choice can affect others
- show my knowledge of fire safety to others
- understand the importance of being responsible and how our actions/ choices can affect others
- practise simple ways of staying safe and finding help



I will learn the following new words/phrases:

I now know...

Flammable	Can easily catch fire.

Ask me a question!

What could we do if an item of our clothes caught on fire?

If you were being encouraged to take part in a dangerous activity, what could you do?

What should we do if we see something dangerous in our home?

