



# Knowledge Organiser Year 2. Changing Me



*In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old-age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they 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.*

Knowledge (substantive)	Social and Emotional skills (disciplinary)	Vocabulary
<ul style="list-style-type: none"><li>• Know that life cycles exist in nature</li><li>• Know that aging is a natural process including old-age</li><li>• Know that some changes are out of an individual's control</li><li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li><li>• Know the physical differences between male and female bodies</li><li>• Know the correct names for private body parts</li><li>• Know that private body parts are special and that no one has the right to hurt these</li><li>• Know who to ask for help if they are worried or frightened</li><li>• Know there are different types of touch and that some are acceptable</li></ul>	<ul style="list-style-type: none"><li>• Can appreciate that changes will happen and that some can be controlled and others not</li><li>• Be able to express how they feel about changes</li><li>• Show appreciation for people who are older</li><li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li><li>• Can say what greater responsibilities and freedoms they may have in the future</li><li>• Can say who they would go to for help if worried or scared</li><li>• Can say what types of touch they find comfortable/ uncomfortable</li><li>• Be able to confidently ask someone to stop if they are being hurt or frightened</li><li>• Can say what they are looking forward to in the next year</li></ul>	Control, life cycle, adult, fully grown, old, young, respect, appearance, physical, toddler, child, teenager, independent, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, excited, nervous, anxious, happy.

Week and Vocabulary	PSHE learning intention	Social and emotional development learning intention
<b>1. Goals to Success</b> <ul style="list-style-type: none"> <li>• <i>Realistic</i></li> <li>• <i>Proud</i></li> <li>• <i>Success</i></li> <li>• <i>Celebrate</i></li> <li>• <i>Achievement</i></li> <li>• <i>Goal</i></li> </ul>	I can choose a realistic goal and think about how to achieve it	I can tell you things I have achieved and say how that makes me feel
<b>2. My Learning Strengths</b> <ul style="list-style-type: none"> <li>• <i>Strengths</i></li> <li>• <i>Persevere</i></li> <li>• <i>Challenge</i></li> <li>• <i>Difficult</i></li> <li>• <i>Easy</i></li> </ul>	I carry on trying (persevering) even when I find tasks difficult	I can tell you some of my strengths as a learner
<b>3. Learning with Others</b> <ul style="list-style-type: none"> <li>• <i>Learning together</i></li> <li>• <i>Success</i></li> <li>• <i>Celebrate</i></li> <li>• <i>Achievement</i></li> <li>• <i>Goal</i></li> <li>• <i>Partner</i></li> <li>• <i>Team work</i></li> </ul>	I can recognise who I work well with and who it is more difficult for me to work with	I can tell you how working with other people helps me learn

<p><b>4. A Group Challenge</b></p> <ul style="list-style-type: none"> <li>• Learning together</li> <li>• Success</li> <li>• Celebrate</li> <li>• Achievement</li> <li>• Challenge</li> <li>• Product</li> <li>• Dream bird</li> <li>• Group</li> <li>• Team work</li> <li>• Problem-solve</li> </ul> <p><b>Puzzle Outcome: Dream Birds</b></p>	<p>I can work well in a group to create an end product</p>	<p>I can work with other people in a group to solve problems</p>
<p><b>5. Continuing Our Group Challenge</b></p> <ul style="list-style-type: none"> <li>• Learning together</li> <li>• Success</li> <li>• Celebrate</li> <li>• Achievement</li> <li>• Challenge</li> <li>• Product</li> <li>• Dream bird</li> <li>• Group</li> <li>• Team work</li> <li>• Problem-solve</li> </ul>	<p>I can explain some of the ways I worked well in my group to create the end product</p>	<p>I can express how I felt to be working as part of this group</p>
<p><b>6. Celebrating Our Achievement</b></p> <ul style="list-style-type: none"> <li>• Learning together</li> </ul>	<p>I know how to share success with other people</p>	<p>I know how contributing to the success of a group feels and I am able to store those</p>

<ul style="list-style-type: none"><li>• Success</li><li>• Celebrate</li><li>• Dream</li><li>• Goal</li><li>• Garden</li><li>• Achievement</li><li>• Proud</li></ul>		feelings in my internal treasure chest (proud)
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