

Year 2	Topic	Vocab	I can statements	POS (PSHE Association)	Activities <b>Mindfulness activities throughout</b>
Autumn 1 <sup>st</sup>	<p>New Beginnings</p> <p><i>NSPCC Class Assembly</i></p> <p><i>Oct – Walk to school Month</i></p> <p><i>Values Education</i></p>	<p>Settings</p> <p>PANTS Rules</p> <p>Classroom</p> <p>Year group</p> <p>Communities</p> <p>Different</p> <p>Same</p> <p>Similar</p> <p>Belonging</p> <p>Interest</p> <p>Likes</p> <p>Dislikes</p> <p>Emotion barometer</p> <p>Welcome</p> <p>Scared</p> <p>Sad</p> <p>Situations</p> <p>Scenario</p> <p>Empathise **</p> <p>Range of techniques</p>	<ul style="list-style-type: none"> <li>I know what I have to do myself to make the classroom and school a <b>safe and fair</b> place</li> <li>I can help to make the school a safe and fair place</li> <li>I can make and follow <b>rules</b> in a range of <b>different situations</b></li> <li>I understand PANTS Rules</li> <li>I feel <b>safe</b> and content within my class</li> <li>I know that I belong to a community</li> <li>I know a range of <b>communities</b> I belong to</li> <li>I can tell you how I am the same and different from my friends</li> <li>I feel good about the ways we are <b>similar</b> in the group and the ways we are <b>different</b></li> <li>I feel good about the ways I am similar and different from others in a group</li> <li>I know how to make someone <b>feel welcome</b></li> <li>I can tell <b>if people are feeling</b> sad or scared and I know how to make people feel better</li> <li>I can tell if people are feeling sad or scared and I know how to <b>make people feel better</b>.</li> <li>I know some more ways to <b>calm</b> myself down if I feel scared or upset</li> <li>I know how I am feeling and can use a <b>range of techniques to calm</b> down or feel better</li> </ul>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment (classroom environment)</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>R13. to recognise that some things are private and the importance of respecting privacy: that parts of their body covered by underwear are private <b>NSPCC</b></p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R15. how to respond safely to adults they don't know **</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also, when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe **</p> <p>R20. what to do if they feel unsafe or worried for themselves or others, who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>H14. how to recognise what others might be feeling</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p>	<p>4 Minutes Mindfulness at the beginning of every lesson.</p> <p><b>Ongoing Themes of making good choices and having a friend to play with in the playground. (SEE PPP SLIDES FOR DETAILS)</b></p> <p>Setting rules. Discuss what <b>rules</b> we need to be safe in different settings – in school / in playground / in dinner hall etc.</p> <p>Make posters for class rules</p> <p><b>NSPCC Class Assembly PANTS Rules</b></p> <p>Getting to know our new class – children to discuss and share their ideas about....</p> <ul style="list-style-type: none"> <li>what you like about year 2</li> <li>What you like about your new classroom</li> <li>what is different about your new class/year</li> </ul> <p>Discuss belonging to different <b>communities</b> – what does belonging mean? What groups do you belong to? i.e. class/school/mosque/family/clubs etc</p> <p>As a class discuss how we are the <b>same</b> and how we are different from each other. Think about the differences – do they matter?</p> <p>In pairs/groups children to think about and find out 2 ways they are the same and 2 ways they are <b>different</b> – think about their looks / interests / likes and dislikes etc.</p> <p>How did you feel when you started year 2? <b>How would someone new</b> to the school feel? Use the <b>emotion barometer</b> interactive resource to explore the different feelings and to what extent a <b>new child</b> would feel each feeling</p> <p><b>How could we help</b> someone new to feel welcome?</p> <p><b>Feeling scared/sad</b> – discuss different times when we may feel scared / sad. Who can help us and what can we do to feel better?</p> <p>Look at different situations, discuss what the characters in each scenario should do to feel better</p>
Autumn 2nd	<p>Getting on and Falling Out</p> <p><i>Friendship week (Anti bullying week)</i></p> <p><i>Road Safety week</i></p> <p><i>Values Education</i></p>	<p>Anger</p> <p>Builds up</p> <p>Overwhelmed</p> <p>Range of techniques</p> <p>Someone else's point of view</p> <p>Personal choice</p> <p>Conflict situation</p> <p>Share</p> <p>Opinions</p> <p>Bully</p> <p>Bullied</p> <p>Empathise</p>	<ul style="list-style-type: none"> <li>I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings.</li> <li>(I know how I am feeling and can use a range of techniques to calm down or feel better)</li> <li>I can see things from someone else's point of view.</li> <li>I can use my ability to see things from the other point of view to make a conflict situation better.</li> </ul>	<p>R6. about how people make friends and what makes a good friendship (<b>Ongoing theme</b>)</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p>	<p>(Separate planning for (Friendship / Anti-bullying week)</p> <p>4 Minutes Mindfulness at the beginning of every lesson.</p> <p><b>Ongoing Themes of making good choices and having a friend to play with in the playground. (SEE PPP SLIDES FOR DETAILS)</b></p> <p>What different emotions can we feel? Scribe children's ideas. Sort into positive and negative feelings (NOT good and bad!)</p> <p>If we are <b>feeling</b> angry how does it feel on the inside? What does being angry make us want to do? Can we do what we feel like doing when we are angry? What do we need to do? – read angry Arthur. What should Arthur have done? Discuss <b>calming down techniques</b>. Blow up a balloon, explaining that the air going in is like anger. What will happen if air keeps going in? (explode). If we are angry, we need to tell how we feel so that it doesn't build up.</p>

		<p>Compliment Solve Problem Constructive</p>	<ul style="list-style-type: none"> <li>• (I can share and explain my opinions and listen to others // I can say when things are fair</li> <li>• I can tell you what a bully is</li> <li>• I know what to do if I am bullied.</li> <li>• I can be kind to children who are bullied</li> <li>• I can tell you some ways in which I am the same and different to my friends</li> <li>• I can say what makes a good friend and how I can be one</li> <li>• I can tell you what a bully is</li> <li>• I can tell how someone being bullied feels</li> <li>• I know some people in and out of school I can talk to if I was feeling unhappy or being bullied.</li> <li>• I can see things from <b>others point of view</b> and empathise with others</li> <li>• I <b>know who can help me</b> and how</li> <li>• I can make <b>someone else</b> feel good by giving them a compliment</li> <li>• I know what to say when someone gives me a <b>compliment</b></li> <li>• I know what makes a <b>good friend</b> and how I can be one</li> <li>• I feel good about the ways I am similar and different to others in a group</li> <li>• I can decide with my group about how well we have <b>worked together</b></li> <li>• I can solve problems in a <b>constructive</b> way</li> <li>• I can set ground rules for keeping safe, including basic road safety rules</li> </ul>	<p>R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them H14. how to recognise what others might be feeling</p>	<p>Ask children a question where the answers will be different according to <b>personal choice</b> – i.e. favourite colour. Discuss how sometimes different people can think different things, but there isn't always a right answer, and sometimes we need to think about <b>others' views</b> as well as our own. Read <b>2 points of view</b>. Read the girl and then the boy, after each ask - is it ok for each character to feel the way they do? Should they have done what they did? Explain that both characters are talking about the same thing but they don't know the whole story. If they knew the whole story would they have acted like that? Remind children that we need to try and think about how other people are feeling as well as how we are feeling to help keep things fair.</p> <p>What is a <b>bully</b>? Discuss what a bully is, and what you should do if you or someone is being bullied. Class friendship promises. Write a friendship word on a brick and decorate. Discuss what a good friend should be like. Pretend children are new to a school and need to find a friend – in groups make a poster advertising for a wanted friend, remembering to include the discussed points about what the friend should be like. Say 'no to bullying' poster as independent activities? Is it bullying quiz? Read statements to class, children to discuss in pairs/small groups – groups decide if it is bullying and then make a class decision – discussing why it is or isn't bullying. Who can help if you are feeling sad? Discuss all the people in school and at home we can talk to if we are feeling sad or are being bullied. What is a <b>compliment</b>? How does it feel if someone gives you a compliment? Link being paid a compliment to how a pet feels when it is stroked. It feels good to receive a compliment but also to give one. Children to sit in small groups and take turns to give each other compliments. Finally come back and share ideas about how it felt to hear the nice things and how it felt to give the compliment. <b>Complete challenge in groups – 2 minutes to make the tallest tower using 10 sheets of paper and 10 cm's of tape.</b> Discuss how well the group worked? What went well? What could have made the group work better? What would you do next time?</p>
<p>Spring 1st</p>	<p>Going for goals! Knowing myself- Setting a realistic goal- Planning to reach a goal- Persistence</p> <p><i>Values Education</i></p>	<p>Resolution Goal Problem Challenge Realistic Small steps Solutions Recognise Bored Frustration Boredom Satisfaction Working towards Successes Learner</p>	<ul style="list-style-type: none"> <li>• I can say what I want to happen when there is a problem (set a goal!)</li> <li>• I can choose a <b>realistic goal</b></li> <li>• I can break a goal down into small steps</li> <li>• I know we <b>learn in different ways</b></li> <li>• I can tell you some of my strengths as a learner</li> <li>• I can think of different ideas or solutions to problems</li> <li>• I can choose between my ideas and give reasons for my choice</li> <li>• I can tell you what has gone wrong with a plan</li> <li>• I can recognize when I am becoming <b>bored or frustrated</b></li> <li>• I know some ways to overcome boredom and frustration</li> <li>• I can work towards a reward or for the satisfaction of finishing a task</li> <li>• I can talk about what went well and what I would need to change if I used my plan again</li> </ul>	<p>H24. how to manage when finding things difficult R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them L6. to recognise the ways, they are the same as, and different to, other people H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike L14. that everyone has different strengths</p>	<p><b>4 Minutes Mindfulness at the beginning of every lesson.</b> <b>Ongoing Themes of making good choices and having a friend to play with in the playground. (SEE PPP SLIDES FOR DETAILS)</b> Discuss the new year as a chance for a new start and discuss how many people set a resolution. Do children know what a resolution is? Share examples of resolutions, decide as a class what resolution or goal the class could try to keep – e.g. lining up quietly for handwashing. Introduce theme 'Going for goals. Explain that children will be thinking a lot about <b>goals</b>, trying hard and thinking about how to get better at their class goal. Setting a goal - Discuss new year and resolutions. Explain that the children will be setting <b>their own goal</b> for something they want to do better. Explain their goal needs to be <b>realistic</b> – something they can do over a few weeks. List good ideas for goals and bad ideas for goals. Discuss why. Children discuss their goal with a partner and <b>think about the steps</b> they will need to reach their goal. Children record their goal on slips of paper and begin to think about how they will achieve their goal- optional activity (can be done as discussion ). Explain how <b>we learn to do things in different ways</b> and how different people may find one learning style better than others. Set origami challenge – some children will be given spoken instructions, some children will be given a finished example and paper, and some will work as an adult demonstrates what to do. Discuss which learning method the children found the easiest and hardest – What helped them to learn? Which of their senses were they using? What made it difficult? What would make it easier? Explain that sometimes having a mixture of learning styles helps.</p>

			<ul style="list-style-type: none"> <li>I can tell you what has gone wrong with a plan</li> <li>I can think about how to problem solve in a constructive way</li> <li>I can recognize when I am becoming bored or frustrated.</li> <li>I know some ways to overcome boredom and frustration</li> <li>I can work <b>towards a reward</b> or for the satisfaction of finishing a task.</li> </ul> <ul style="list-style-type: none"> <li>I can talk about what went well and what I would need to change if I used my plan again</li> <li>I can tell you what I have learned</li> <li>I can learn from my successes</li> <li>I can tell you how I learn best</li> <li>I can tell you what I might do differently to learn more effectively</li> </ul>		<p>Ongoing Themes of making good choices and having a friend to play with in the playground. Planning to overcome a problem – Read Daisy and Rehana story Part 1.</p> <p>In pairs think about what the girls could do to reach their goal. Share and scribe the ideas. As a class work out what steps they will need to take, record these steps on ladder template. (Smartboard)</p> <p>Ongoing Themes of celebrating good choices and having a friend to play with in the playground. Daisy and Rehana story Part 2 How are the <b>girls feeling</b>?</p> <p>Show pictures of bored and frustrated people if children are unsure of these feelings. What should the girls do next?</p> <p>Introduce <b>persistence</b> – keep on going! Share ideas to help the girls to 'keep going'.</p> <p>Review children's individual goals, what will you need to do to make sure you can meet your goal? Working on a goal – review the word Persistence introduced last week.</p> <p>Achieving a goal – review personal goal, has it been met? Discuss what went well, what was difficult and what you might do differently next time.</p>
Spring 2nd	Good to be me <i>Values Education</i>	Different Special Difficult Learn best Describe Feelings Experiencing Strong feeling Weaking feeling Feelings barometer Negative Impulsive Do things we normally wouldn't do Thinking things through Change behaviour Relaxed Stressed Stand up for myself Quiet and relax my body Relaxation techniques	<ul style="list-style-type: none"> <li>I can tell you the things that I am good at and those things I find difficult. I know when I learn best</li> <li>I can name and describe my feelings.</li> <li>I can tell when a feeling is weak and when it is strong.</li> <li>I can tell when I am being impulsive and when I am <b>thinking things through</b>.</li> <li>I can change my <b>behaviour</b> if I stop and think about what I am doing.</li> <li>I can show or tell you what <b>relaxed</b> means.</li> <li>I know what makes me feel <b>relaxed</b> and what makes me feel <b>stressed</b>. I know what it feels like to be relaxed.</li> <li>I can be still and quiet and relax my body.</li> <li>I can tell when it is right to stand up for myself.</li> <li>I know how to stand up for myself.</li> </ul>	<p>H4. about why sleep is important and different ways to rest and relax</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings, a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings, and how to ask for it</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R8. simple strategies to resolve arguments between friends positively</p>	<p><b>4 Minutes Mindfulness at the beginning of every lesson.</b></p> <p>Ongoing Themes of making good choices and having a friend to play with in the playground. (SEE PPP SLIDES FOR DETAILS - Various links to choose from on slides.)</p> <p>Introduce new topic 'Good to be me' – we are all different – we are all good at <b>different</b> things and it's good that we are all different, we are all <b>special</b>!</p> <p>Discuss with a partner <b>what we are good at</b>, as a class think of how we have learnt to be good at different things. Discuss and share ideas about how we <b>learn well</b> – right environment, feeling happy, enjoying what we are doing, practising etc.</p> <p>Possible independent activity– Children to draw a picture of themselves in the middle on a piece of paper, they then write things around the outside that they are good at. Swap work with another child and using a different colour <b>write things that this person</b> is good at (repeat if there is time.) By the end each child will have a list of things they are good at contributed to by themselves and their peers.</p> <p>Naming and describing the feelings you are experiencing will allow you to understand and deal with those feelings. <b>Different feelings</b> will make our bodies feel different. We don't all have the same feelings about the same events.</p> <p>It is helpful and important to discuss your feelings with your adults.</p> <p>Activity: Draw a picture of yourself. Label your picture with all the feelings you are experiencing? Discuss your picture with Mum, Dad, or your special adult.</p> <p>As a class discuss some of the different feelings and emotions we experience (visual resources are available for prompts if needed) when we have different emotions, do they always feel the same? Discuss ideas that sometimes we may feel 'a bit sad/happy/scared etc and other times those feelings will be very <b>strong</b>, and we will feel very happy/sad etc. <b>show feelings barometer</b> and give examples – would the children have a strong feeling or a weak feeling to this <b>experience</b>? Move barometer to show children's response. (Smartboard pages saved in common folder, year 2 SEAL good to be me)</p> <p>Remind children about the different feelings we thought about last week. Discuss what <b>negative</b> feelings might make us feel like doing? Sometimes negative feelings can make us want to do things that we know are wrong, so we have to stop and think about what we are doing. We must think and not be <b>'impulsive'</b>. Give children some examples and ask them to decide if the character thinks before they act or if they are impulsive. Give a situation and ask children to say what might happen if someone was impulsive and what might happen if someone thought about their behaviour first. i.e., 2 children decide they need the large wheels to finish making their car model. They both reach for it at the same time....what could they do? (snatch it, fight over / talk to each other, share?)</p> <p>Ask children to think about some feelings that aren't nice – how do these make us feel inside? Remind children about how these negative feelings can make us do things we <b>normally wouldn't do</b> and that we need to calm down or relax to help us think properly.</p>



# PSHE Curriculum Overview

					<p>Discuss what relax means and ask children to talk with a partner about what makes them feel relaxed. Try out some <b>relaxation techniques</b> – deep breathing, tensing and relaxing different muscles, simple hand massage – drawing picture on own or others palm (only if both children consent to this) Good night sleep.</p> <p>Various links to choose from on slides.</p> <p>Discuss with children what they shouldn't do if someone is upsetting/annoying/hurting them? What should you do? <b>Go to teacher. Can we help ourselves without needing a teacher everytime?</b> Discuss how we can <b>'stand up for ourselves'</b> but without hurting others – asking them to stop, ignoring, moving away, asking for a turn, explaining to others <b>why they are upset and asking them to apologise etc.</b></p>
Summer 1st	<p>Relationships Walk to school Week</p> <p><i>Values Education</i></p>	<p>Feeling cared for Loving someone Hard choices Sharing people</p>	<ul style="list-style-type: none"> <li>I can tell you when I feel cared for</li> <li>I can tell when I love or care for someone</li> <li>I understand that if someone leaves me they can still love me</li> <li>I understand people have to make hard choices and sometimes they have no choice</li> <li>I can share people I care about</li> <li>I can talk about my feelings when I feel alone</li> <li>I can talk about my feelings when I have to share someone who is important to me</li> <li>I can tell you how I feel when I lose someone or something I care about</li> </ul>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p><b>4 Minutes Mindfulness at the beginning of every lesson.</b></p> <p><b>Ongoing Themes of making good choices and having a friend to play with in the playground. (SEE PPP SLIDES FOR DETAILS - Various links to choose from on slides.)</b></p> <p>If someone loves and cares for us what might they do? Look at pictures on smart board - discuss which <b>people feel cared for</b> and why? How do we know that? Discuss <b>people we love and care about</b>. Why are they important to us. <b>How does it feel</b> when we care for someone.</p> <p>Draw pictures of the people who we care about and write why they are special (possible learning log activity or independent activity in the week)</p> <p>Read the story <b>'Granny went away'</b> and answer questions about what Malik may have said to his granny on the phone. Why did Malik say bad things to his grandmother at first? How did Malik feel when his granny went away? Does granny going away stop her from loving Malik? The children can talk in partners and feedback key thoughts and feelings. The children may also want to talk about times when members of their family may have gone away for periods (the Hajj, trips to home countries etc.)</p> <p>Did granny have a choice? – Discuss how sometimes grown-ups have very difficult choices to make.</p> <p>Remind children of the 'Granny went away story'. How was Malik feeling? Watch the Toy Story clip (when the new toy Buzz is brought into the bedroom). How does Woody feel? Why does he feel like that? He <b>feels jealous</b> because he doesn't want to share Andy etc. Watch the clip at the end when they get along and Andy plays with both toys. Discuss – how we can <b>love/care about more than one person</b>. If somebody cares for lots of people does that make them care less about each individual? Explain how we can <b>'share' the people</b> who are important to us.</p> <p>Ask children to think about 4 things or people who are really important to them and who they really care about. Draw/write these on whiteboards/sheets. In partners and then as a class discuss - how you would feel if <b>you lost</b> your important thing or person? How does sharing your important things make you feel? What can you do to try and feel better if you lose something?</p> <p>Look at photos. How do the people in the different pictures feel? How would you feel if you were playing with lots of your friends? How would you feel if you didn't have any friends? etc. If you knew someone was feeling lonely, what could you do?</p> <p><b>Feeling lonely</b> challenge – work in groups to create a poster to remind everyone how to help people who are feeling lonely.</p> <p>Discuss what we need to do to work well <b>together in groups</b>.</p> <p>Will it work if everybody does their own thing? If nobody listens to each other? If people don't share their ideas? etc.</p> <p>As a class think of a list of rules for good teamwork.</p> <p>Teamwork task – build tower/bridge from newspaper in mixed ability groups. Which tower is tallest? Which bridge can hold the most?</p>





## PSHE Curriculum Overview

L9. that not all information seen online is true

### **Values Education**

#### **SCIENCE**

H1. About what keeping healthy means, different ways to keep healthy  
H2. about foods that support good health and the risks of eating too much sugar  
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday + PE

H35. about what to do if there is an accident and someone is hurt  
H36. how to get help in an emergency (how to dial 999 and what to say)  
H37. about things that people can put into their body or on their skin; how these can affect how people feel  
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

- To take part in simple debate about topical issues (PHSE 2.b)\*\*