

Year 2	Topic	Vocabulary	I can statements	POS (PSHE Association)	Activities
Autumn 1 st	<p>New Beginnings</p> <p><i>NSPCC Class Assembly</i> Separate planning</p> <p>Values Education <i>Happiness</i> <i>Caring</i> <i>Respect</i></p>	<p>Belonging</p> <p>Settings</p> <p>Classroom</p> <p>Year group</p> <p>Communities</p> <p>Different</p> <p>Same</p> <p>Similar</p> <p>Interest</p> <p>Likes</p> <p>Dislikes</p> <p>Feelings</p> <p>Emotion barometer</p> <p>Welcome</p> <p>Scared</p> <p>Sad</p> <p>Range of techniques</p> <p>Relationships with others</p> <p>Situations</p> <p>Scenario</p> <p>Empathise **</p> <p>Separate Vocabulary for <i>NSPCC Class Assembly</i></p> <p><i>Values</i></p> <p><i>Happiness</i> <i>Caring</i> <i>Respect</i></p>	<p>Belonging</p> <ul style="list-style-type: none"> I can help to make the school a safe and fair place I can make and follow rules in a range of different situations I feel safe and content within my class I know that I belong to a range of communities I can tell you how I am the same and different from my friends I feel good about the ways we are similar in the group and the ways we are different <p>Feelings</p> <ul style="list-style-type: none"> I know how to make someone feel welcome I can tell if people are feeling sad or scared and I know how to make people feel better. I know how I am feeling and can use a range of techniques to calm down or feel better I'm beginning to understand the strength of my feelings <p>Relationship with others</p> <ul style="list-style-type: none"> I know ways to help myself feel better when I feel scared or sad in different situations I know who to ask to help me 	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</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>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>H14. how to recognise what others might be feeling <i>NSPCC Class Assembly</i></p> <p>R13. to recognise that some things are private and the importance of respecting</p> <p>privacy: that parts of their body covered by underwear are private</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>4 Minutes Mindfulness at the beginning of every lesson. Ongoing Themes: Making good choices and having a friend to play with in the playground.</p> <p>Setting rules. Discuss what rules we need to be safe in different settings – in class, in the playground, in the dinner hall etc. Make posters for class rules. Discuss getting to know our new class. What are our concerns? Worry Monster and 'Feelings Box'.</p> <p>Discuss belonging to a range of communities – what does belonging mean? What communities do you belong to? i.e., class/school/Mosque/family/clubs etc. Should you help your community? How can you help your community? Explore different ways we can help our different communities.</p> <p>As a class discuss how we are the same and how we are different from each other. Think about the differences – do they matter?</p> <p>How did you feel when you started Year 2? How would someone new to the school feel? Use the emotion barometer interactive resource to explore the different feelings and to what extent a new child would feel each feeling on the barometer. How could we help someone new to feel welcome? What should we do if we think someone is lonely even if they are not new to the school or one of our special friends?</p> <p><i>NSPCC Class Assembly – separate planning</i></p>

<p>Autumn 2nd</p>	<p>Getting On and Falling Out</p> <p><i>Friendship week (Anti-Bullying week)</i> Separate planning</p> <p><i>Road Safety week</i></p> <p><i>Values Education</i></p>	<p>Anger Builds up Overwhelmed Range of techniques Someone else's point of view Personal choice Conflict situation Share Opinions Empathise Compliment Solve Problem Constructive</p>	<ul style="list-style-type: none"> • I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings. • I can see things from someone else's point of view. • I can use my ability to see things from the other point of view to make a conflict situation better. • I can say when things are fair • I can see things from others point of view and empathise with others • I know who can help me and how • I can make someone else feel good by giving them a compliment • I know what to say when someone gives me a compliment • I know what makes a good friend and how I can be one • I can decide with my group about how well we have worked together • I can solve problems in a constructive way 	<p>R11. about how people may feel if they experience hurtful behaviour or bullying 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 R21. about what is kind and unkind behaviour, and how this can affect others 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>4 Minutes Mindfulness at the beginning of every lesson. Ongoing Themes: Making good choices and having a friend to play with in the playground.</p> <p>Children consider positive and negative emotions. (NOT good and bad!) Revisit feeling angry – in more depth than Year 1. 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. Use bursting balloon analogy. Discuss calming down techniques.</p> <p>Discuss personal choice and different points of view. Discuss how we need to think about others' views as well as our own. Read a scenario where there are two different points of view. Explore 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. Explore the difference between bullying and just falling out.</p> <p>What is a compliment? How does it feel if someone gives you a compliment? It feels good to receive a compliment but also to give one.</p> <p>Working together (Getting on) Complete challenge in groups – 2 minutes to make the tallest tower using 10 sheets of paper and 10 cm's of tape. 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><i>Friendship Week / Anti-Bullying Week - Separate planning</i> <i>Road Safety week – separate planning</i></p>
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<p>Spring 1st</p>	<p>Going for Goals! <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"> I can say what I want to happen when there is a problem (set a goal!) I can choose a realistic goal I can break a goal down into small steps I know we learn in different ways I can tell you some of my strengths as a learner I can tell you how I learn best I can tell you what I might do differently to learn more effectively I can choose between my ideas and give reasons for my choice I can tell you what has gone wrong with a plan I can recognize when I am becoming bored or frustrated I know some ways to overcome boredom and frustration I can work towards a reward or for the satisfaction of finishing a task I can talk about what went well and what I would need to change if I used my plan again I can think about how to problem solve in a constructive way I can learn from my successes 	<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 H23. to identify what they are good at, what they like and dislike L14. that everyone has different strengths</p>	<p>4 Minutes Mindfulness at the beginning of every lesson. Ongoing Themes: Making good choices and having a friend to play with in the playground.</p> <p>Setting a goal - Discuss New Year's resolutions. Explain that the children will be setting their own goal for something they want to do better. Explain their goal needs to be realistic – something they can achieve over a few weeks. List good ideas for goals and bad ideas for goals. Discuss why. Children think about the steps they will need to take to reach their goal.</p> <p>Discuss different learning styles. Set origami challenge – some children will be given oral 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 which they found the hardest. What helped them to learn? Which of their senses were they using? What made it difficult? What would make it easier? Explain that different styles can suit different people and that sometimes having a mixture of learning styles helps.</p> <p>Read Daisy and Rehana story Part 1. What steps will they need to take to achieve their goal? Daisy and Rehana story Part 2 How are the girls feeling? Show pictures of bored and frustrated people if children are unsure of these feelings. What should the girls do next? Introduce the word persistence – keep going! Share ideas that might help the girls to 'keep going'.</p> <p>Review children's individual goals regularly. What will you need to do to make sure you can meet your goal?</p> <p>Final review of personal goals near end of the half term. Have you achieved your goal? Discuss what went well, what was difficult and what you might do differently next time.</p>
<p>Spring 2nd</p>	<p>Good to Be Me <i>Values Education</i></p>	<p>Different Special Difficult Learn best Describe Feelings Experiencing Strong feeling</p>	<ul style="list-style-type: none"> I can tell you the things that I am good at and those things I find difficult. I know when I learn best I can name and describe my feelings 	<p>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</p>	<p>4 Minutes Mindfulness at the beginning of every lesson. Ongoing Themes: Making good choices and having a friend to play with in the playground.</p> <p>The 'Good to Be Me!' topic is about celebrating who you are! We are all different. That makes us special! As a class think of how we have learned to be good at different things. Share ideas about how we learn well – right environment, feeling happy etc.</p>

		<p>Weak feeling Feelings barometer Negative Impulsive Change behaviour Relaxed Stressed Stand up for myself Quiet Relax Relaxation techniques</p>	<ul style="list-style-type: none"> I can tell when a feeling is weak and when it is strong I can tell when I am being impulsive and when I am thinking things through I can change my behaviour if I stop and think about what I am doing I can show or tell you what relaxed means I know what makes me feel relaxed and what makes me feel stressed. I can be still and quiet and relax my body. I can tell when it is right to stand up for myself. I know how to stand up for myself. 	<p>H4. why sleep is important and different ways to rest and relax H13. how feelings can affect people's bodies and how they behave H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings, a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) 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 H19. to recognise when they need help with feelings R9. how to ask for help if a friendship is making them feel unhappy R8. simple strategies to resolve arguments between friends positively</p>	<p>Activity to record what we think we are good at and what our friends think we are good at.</p> <p>Naming and describing your feelings will allow you to understand and deal with those feelings. We don't all have the same feelings about the same events. It is important to discuss your feelings with your adults.</p> <p>Sometimes we may feel a bit happy/scared etc and other times these feelings can be stronger, and we will feel very happy/sad etc. Use the feelings barometer to discuss examples – would the children have a strong feeling or a weak feeling?</p> <p>Discuss what negative feelings might make us feel like doing? They can make us want to do things that we know are wrong, so we must stop and think and not be 'impulsive.' Children look at different scenarios. Is the character being impulsive or is she thinking before she acts? Discuss the consequences.</p> <p>We need to calm down and relax to help us think properly. What makes the children feel relaxed? Try out some relaxation techniques – deep breathing, tensing and relaxing different muscles, a good night's sleep. What shouldn't you do if someone is upsetting you? What should you do? E.g., Go to teacher. Can we help ourselves without needing a teacher sometimes? Discuss how we can 'stand up for ourselves' without hurting others.</p>
Summer 1 st	<p>Relationships Walk to school Week <i>Values Education</i></p>	<p>Feeling cared for Loving someone Hard choices Sharing people</p>	<ul style="list-style-type: none"> I can tell you when I feel cared for I can tell when I love or care for someone I understand that if someone leaves me they can still love me I understand people have to make hard choices and sometimes they have no choice I can share people I care about I can talk about my feelings when I feel alone I can talk about my feelings when I must share someone who is important to me 	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for 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</p>	<p>4 Minutes Mindfulness at the beginning of every lesson. Ongoing Themes: Making good choices and having a friend to play with in the playground. If someone loves and cares for us what might they do? Discuss people we love and care about. Why are they important to us. How does it feel when we care for someone?</p> <p>Read the story 'Granny went Away. How did Malik feel when his granny went away? Does granny going away stop her from loving Malik? Did granny have a choice? – Discuss how sometimes grown-ups have very difficult choices to make.</p> <p>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 feels jealous because he doesn't want to share Andy. Discuss how we can love/care about more than one person. Discuss how we can 'share' the people who are important to us.</p> <p>Think about things and people who are important to us. How would you feel if you lost your important thing or person? How does sharing your important things make you feel?</p>

			<ul style="list-style-type: none"> I can tell you how I feel when I lose someone or something I care about 		<p>Considering how other people feel. 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? If you knew someone was feeling lonely, what could you do?</p> <p>Feeling lonely challenge – work in groups to create a poster to remind everyone how to help people who are feeling lonely. Discuss what we need to do to work well together in groups. Will it work if everybody does their own thing? If nobody listens to each other? etc. As a class think of a list of rules for good teamwork. Teamwork task – build a bridge from lollipop sticks in mixed ability groups. Which bridge is strongest? Which bridge can hold the most?</p>
Summer 2 nd	<p>Changes</p> <p>Money</p> <p>RHE Education</p> <p>Values Education</p> <p>Pupil Voice Survey</p>	<p>Problem solving</p> <p>Habits</p> <p>Behaviour</p> <p>Overcome</p> <p>Obstacles</p> <p>Money</p>	<ul style="list-style-type: none"> I can tell you what a habit is and know that it is hard to change one. I can tell you about a plan that I have made to change something about my behaviour. I can plan to overcome obstacles I know that I make my own choices about my behaviour I realise money comes from different sources and that it can be used for different reasons. 	<p>H27. about preparing to move to a new class/year group</p> <p>L10. what money is; forms that money comes in; that money comes from different sources (Also Maths)</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do (Also History)</p> <p>L17. about some of the strengths and interests someone might need to do different jobs (Also History)</p> <p>RHE - Separate Planning</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H25. to name the main parts of the body including external genitalia</p>	<p>4 Minutes Mindfulness at the beginning of every lesson.</p> <p>Ongoing Themes: Making good choices and having a friend to play with in the playground.</p> <p>Discuss habits – what is a habit?</p> <p>Activities - folding arms the wrong way/crossing legs other way round – how does it feel? Explain a habit is something we have learned to do in a certain way. What kind of habits might people have? Does our class have any bad habits that we could try to change? (e.g., noisy in corridor, not good at tidying up etc.) Will it be easy to change a habit? What will we have to do to try to change the habit? - Work in groups to make a poster showing how to reduce our bad habit.</p> <p>Discuss with children what they might do during the holidays. Discuss how they would keep themselves safe in different places/situations – recap road safety, safety around the house, people who can help keep us safe etc. Look at different pictures, what could be dangerous in each?</p> <p>Moving to Year 3. What will it be like? What will be different? What will be the same? What are children looking forward to? Do the children have any worries?</p> <p>Highlights of Year 2 – Discuss what children have enjoyed the most about Year 2. Children to work in groups to make a poster or letter for Year 1 children describing the things they have enjoyed most about Year 2.</p> <p>Discuss how children get money and how adults get money. What do adults use money for? What do children use money for? How can we look after our money? Discuss if children should just be given money or if they should have to earn it i.e., by doing small jobs around the house?</p> <p>RHE 3 lessons (Refer to RHE Progression Document)</p>
<p>Adaptation ideas:</p> <ul style="list-style-type: none"> Work to a child's area of strength and interest during activities – do they prefer to talk, look at pictures, role play, multi-sensory? e.g. if they struggle to watch and listen to the slides about emotions they could play the emotions dominoes game, focus on using the sign language and facial expression for emotions and repetition without using slides etc. 					



PSHE Curriculum Overview Year 2

- **Consider how you will provide opportunities for repeated practice** using techniques such as role modelling, role play and sign language to reinforce the behaviour you want to teach e.g. teaching kindness, sharing, helping others etc.
- **Consider the roles other people can play**, including those outside of the school setting (such as key family members), in building upon any new skills introduced in school to help strengthen learning across settings.
- **Look at the language used** – is the language used appropriate for the individual child? Consider the communication supports and strategies the child currently needs and how these can be utilised to support the child when learning new skills and concepts in PSHE.
- **Use stem sentences** to support learning of concepts and facts.
- **Does the environment or setting need to be modified** to help facilitate the child's learning?
- **Do any physical tasks need to be modified to complete the proposed activities?** Consider the child's gross and fine motor skills and whether they currently need physical support aids to facilitate their learning.
- **Consider the learning style** of the child and how their skills and strengths impact upon this. Do they learn better when things are presented to them visually, orally, through tactile experience, or a combination of all senses? Try to provide new information in the style(s) which best meets their needs and consolidate the child's learning through a range of visual, auditory and kinaesthetic cues.
- **Build in frequent positive progress and feedback points** within a task and regularly check on the child's understanding of the activity.
- Provide **specific praise and encouragement which explains what the child has done** well and how they have improved or developed.
- **Adapt tasks by breaking them down** into small, manageable chunks, keeping steps short, concise and unambiguous.
- If appropriate, develop co-operation and learning amongst children by **sharing tasks and responsibilities within a small group** of pupils who are helped to work together towards a shared goal or outcome.
- **Be flexible in order to meet the needs of your particular class or individuals within your class.** If you need to focus more on a skill or concept, take the time to do this. E.g. choose to focus on only one success criteria at a time, choose your own story about anger choose not to use the slides at all for a session etc. The objectives and success criteria are always stated on the first few slides.