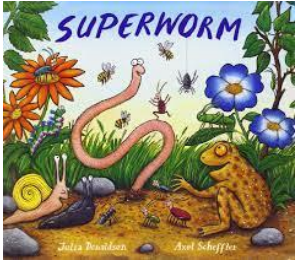




Autumn Term	Autumn 1 – What makes a good friend? Topic: Relationships Autumn 2 – What is bullying? Topic: Relationships	
INTENT	IMPLEMENTATION	IMPACT
<p><u>KNOWLEDGE</u></p> <p><u>Autumn 1 – What makes a good friend?</u> <u>Relationships</u> Pupils will learn:</p> <ul style="list-style-type: none"> • How to make friends with others • How to recognise when they feel lonely and what they could do about it • How people behave when they are being friendly and what makes a good friend • How to resolve arguments that can occur in friendships • How to ask for help if a friendship is making them unhappy <p><u>Autumn 2 – What is bullying?</u> <u>Relationships</u> Pupils will learn:</p> <ul style="list-style-type: none"> • How words and actions can affect how people feel • How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • How to respond if this happens in different situations • How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p><u>ACTIVITIES</u></p> <p>Term 1</p> <ul style="list-style-type: none"> • Identify attributes and phrases children can say to make friends • Use scenario photographs to discuss how children are feeling. Identify what lonely means and brainstorm solutions to feeling lonely • Sorting activity what makes a good/not good friend sorting cards and discuss the actions • Use scenario argument photographs or video to discuss right/wrong choices. Discuss actions that could be taken to resolve arguments that are presented. • Roleplay scenarios where friendships are making children unhappy. Discuss the feelings and brainstorm solutions to the problem. • Pants-a-souraus lesson from NSPCC/ <p>Term 2</p> <ul style="list-style-type: none"> • Children draw a picture of themselves and children rotate around the classroom and can write a kind word to describe each other around the drawing • Medway [Public Health Directorate Lesson 3 – everybody’s body • Read sticks and stone and stop and discuss inappropriate behaviours as they arise. Chn write ‘why’ the behaviours were inappropriate around a pic of the book • Discuss ‘what can we do if behaviour is wrong?’ With children draw up a list of strategies children could use. Make ‘helping hand’ with strategies on each finger • Children create ‘how to stay safe online posters/anti-bullying strategies’ and then present them to the class – link to ‘safer internet day’ 	<p><u>OUTCOMES</u></p> <p>Term 1</p> <ul style="list-style-type: none"> • Children identify what attributes are needed to make friends • Children identify what they can do when they feel lonely and what lonely means • Children can identify the differences between actions of a good/not good friend • Children will be empowered having strategies they can use to resolve arguments that can occur in friendships • Children will know what strategies to use if a friendship is making them unhappy <p>Term 2</p> <ul style="list-style-type: none"> • Children can discuss how the kind words around their drawing made them feel and begin to understand how unkind words would have made them feel • Children will understand the PANTS rule from the NSPCC and know who they can talk to if physical contact makes them uncomfortable or unsafe • Children will have an understanding of right and wrong and will be able to challenge inappropriate behaviours • Children will have empowered by having strategies they can use • Children use anti-bullying charter and strategies to report bullying that occurs in school or out of school <p><u>Simplification</u></p> <ul style="list-style-type: none"> • Verbally explain what makes a good friend. • Draw a picture of your friend and label it with good values and qualities. Match words to your picture of your friend that have been provided already. <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Explain what constitutes bullying and what we can do to help this not to happen within our school. • What impact can bullying have on somebody else?
<p><u>VOCABULARY</u> Friend, kind, lonely, good, bad, similarities, differences, unique, cared for, arguments, right, wrong, forgiveness</p>	<p><u>READING OPPORTUNITIES</u></p>	<p><u>NEXT STEPS IN LEARNING</u></p> <p><u>Year 1 – science</u> Links with body part naming within science unit.</p>
<p><u>Links to jobs/ careers</u></p> <ul style="list-style-type: none"> • Nurse – body parts • Police – importance of feeling safe/ cared for and loved by family members or people who care for them 	<p></p>	<p>UPKS2 – Year 5 objectives: What makes up a person’s identity? What decisions can people make with money? How can we help in an accident or emergency? How can friends communicate safely? How can drugs common to everyday life affect health? What jobs would we like?</p> <p>Year 6 objectives: How can we keep healthy as we grow? How can the media influence people? What will</p>


		change as we become more independent? How do friendships change as we grow?
LINKS		
NSPCC – The underwear rule resources (PANTS) Anti-Bullying week – Odd Socks Day Medway [Public Health Directorate Lesson 3 – everybody’s body		
National Curriculum links:		
Science – body part progression from year 1. Talking about the different roles of different body parts and why they are important.		
English and drama – writing out a recipe for a good friend. Acting out different kind and unkind scenarios. Acting out bullying so that children have a deeper understanding of what it is.		
SEMH:		
Spiritual – children can reflect on their own lives and what they do to ensure that they are kind and caring to others.		
Moral – Knowing what bullying is and having a clear understanding of what is right and wrong in these different scenarios (link with drama from previous suggestions)		
Social – understanding that bullying can happen amongst friendships groups and taking responsibility within friendships groups to ensure the right thing is happening around you.		
Cultural – Linking to different religions and their beliefs on friendships and the stories in their special books that help them to understand this.		

Curriculum Coherence – Year 2 PSHE		
Spring 1 – How do we recognise our feelings? Topic: Health and Well-being		
Spring 2 – What helps us to stay safe? Topic: Health and Well-being		
INTENT	IMPLEMENTATION	IMPACT
KNOWLEDGE	ACTIVITIES	OUTCOMES
Spring 1 – How do we recognise our feelings?	Term 1	Term 1
Health and Well-being		
Pupils will learn:		
<ul style="list-style-type: none"> How to recognise, name and describe a range of feelings What helps them to feel good, or better if not feeling good How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) How feelings can affect people in their bodies and their behaviour Ways to manage big feelings and the importance of sharing their feelings with someone they trust How to recognise when they might need help with feelings and how to ask for help when they need it 	<ul style="list-style-type: none"> Emotions board game. When you land on a feeling you describe it and say when you felt like that. My feelings interactive activity Mind map activities that help children feel good/carousel of 5 activities that help (active/creative/mindful/connect/kindness) Watch coping with change Espresso video then make poster on strategies to use to cope with change Get a bottle to fizz over to demonstrate how feelings can affect the body. Discuss physical reactions feel. Draw around full size and label the body areas that are affected Use 5 activities for well-being ‘connect’ role-play scenarios where they share their feelings and ‘listening’ is modelled Read ‘Big Bag of Worries’ book and through discussion identify what Jenny could do to ask for help? 	<ul style="list-style-type: none"> Children can recognise, name and describe a range of feelings Children know what helps them to feel good, or better if not feeling good Children know how different things / times / experiences can bring about different feelings for different people Children know how feelings can affect people in their bodies and their behaviour Children will know ways to manage big feelings and the importance of sharing their feelings with someone they trust Children know how to recognise when they might need help with feelings and how to ask for help when they need it
Spring 2 – What helps us to stay safe?	Term 2	Term 2
Health and Well-being		
Pupils will learn:		
<ul style="list-style-type: none"> How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them 	<ul style="list-style-type: none"> Role play road safety scenario and discuss why we have road safety rules. Repeat for fire, water, medicines etc. Possible visitor Discuss risky/unsafe scenarios and roleplay steps to avoid or how to remove them. Use NSPCC resources to discuss safe rules and strategies Read scenarios when children are asked to do something unsafe and mind map solutions then role play solutions and rate which ones were most useful/not useful 	<ul style="list-style-type: none"> Children will know why rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) Children will know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them Children will know how to resist pressure to do something that makes them feel unsafe or uncomfortable Children will know how not everything they see online is true or trustworthy and




<ul style="list-style-type: none"> How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets How not everything they see online is true or trustworthy and that people can pretend to be someone they are not How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<ul style="list-style-type: none"> Online safety scenarios and strategies to use and create charter for online safety. Invite children to discuss real life experiences Recap 'Big Bag of Worries' book and through discussion identify what Jenny could do about her worries. List the different types of worries and brainstorm solutions through roleplay 	<p>that people can pretend to be someone they are not</p> <ul style="list-style-type: none"> Children will know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them <p>Simplification</p> <ul style="list-style-type: none"> Sorting activity into things that keep us healthy and things that don't Five fingers to identify five people that can help to keep them safe. Five people that they can tell if something is bothering them. <p>Challenge</p> <ul style="list-style-type: none"> Why is it important not to trust everything you see online?
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<p>VOCABULARY Feelings, angry, happy, worrying, physical signs, safe, unsafe, help, trust</p>
<p>Links to jobs/ careers</p> <ul style="list-style-type: none"> People Who Help Us/Emergency Services

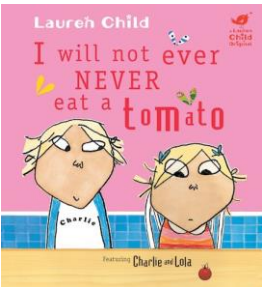
<p>READING OPPORTUNITIES</p> 

<p>NEXT STEPS IN LEARNING</p> <p>PSHE – Year 2 summer term – what helps us to grow and stay healthy</p> <p>UPKS2 – Year 5 objectives: What makes up a person's identity? What decisions can people make with money? How can we help in an accident or emergency? How can friends communicate safely? How can drugs common to everyday life affect health? What jobs would we like?</p> <p>Year 6 objectives: How can we keep healthy as we grow? How can the media influence people? What will change as we become more independent? How do friendships change as we grow?</p>

<p>National Curriculum links: Science – healthy and unhealthy and what this looks like in relation to different food groups English – writing about different people who keep us safe and why they are important to us D & T designing a healthy lunch box. What would it have inside?</p> <p>SEMH: Spiritual – children can reflect on their own lives and what they do to ensure that they are kind and caring to others. Moral – Knowing what is right and wrong when it comes to keeping themselves healthy. What can we do if something doesn't feel right? Social - understanding that you could be somebody's person of safety if something is going wrong for them. What would you do? How could you keep them safe? Cultural – Being aware of different peoples beliefs</p>		
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<p>Curriculum Coherence – Year 2 PSHE Summer 1 – What helps us grow and stay healthy? Summer 2 – What jobs do people do?</p>	<p>Health and Well being Living in the wider world</p>	
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<p>Summer Term</p>		
<p>INTENT KNOWLEDGE</p>	<p>IMPLEMENTATION ACTIVITIES</p>	<p>IMPACT OUTCOMES</p>

<p>Summer 1 – What helps us grow and stay healthy? Health and Well being Pupils will learn:</p> <ul style="list-style-type: none"> • That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • That eating and drinking too much sugar can affect their health, including dental health • How to be physically active and how much rest and sleep they should have everyday • That there are different ways to learn and play; how to know when to take a break from screen-time • How sunshine helps bodies to grow and how to keep safe and well in the sun <p>Summer 2 – What jobs do people do? Living in the wider world Pupils will learn:</p> <ul style="list-style-type: none"> • How jobs help people earn money to pay for things they need and want • About a range of different jobs, including those done by people they know or people who work in their community • How people have different strengths and interests that enable them to do different jobs • How people use the internet and digital devices in their jobs and everyday life 	<p>Term 1</p> <ul style="list-style-type: none"> • Sort food into healthy/unhealthy using traffic light system. Explain benefits of being active for well-being (perform dance) and pros/cons of sleep/ lack of sleep and rest. Introduce ‘5 a day’ and reasoning behind it • Demonstrate the effects of sugar on teeth following an experiment and the effects of sugar on the body and teeth. Teeth brushing videos. Videos on the effects of sugar on the body • Explain the benefits of how being active can promote wellbeing along with the importance of rest/sleep for growth. Empower children to make informed choices to be healthy • Brainstorm play activities and discuss the pros/cons of screen-time. Agree a charter for play activities • Discuss pros/cons of time in the sun. Brainstorm ideas of how we keep safe in the sun. Create posters informing people safety measure <p>Term 2</p> <ul style="list-style-type: none"> • Children roleplay different jobs and then discuss different scenarios of how to spend money on things they need or want. Explain the difference between ‘need’ and ‘want’ • Invite parents and grand-parents with different jobs to give talks to the children • Brainstorm the strengths/interests of the children and match these to different jobs • Generate list of tasks performed in jobs and discuss how the internet and digital devices can be used to support completing them 	<p>Term 1</p> <ul style="list-style-type: none"> • Children will know what different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • Children will know that eating and drinking too much sugar can affect their health, including dental health • Children will know how to be physically active and how much rest and sleep they should have everyday • Children will know that there are different ways to learn and play; how to know when to take a break from screen-time • Children will know how sunshine helps bodies to grow and how to keep safe and well in the sun <p>Term 2</p> <ul style="list-style-type: none"> • Children will know how jobs help people earn money to pay for things they need and want • Children will know about a range of different jobs, including those done by people they know or people who work in their community • Children will know how people have different strengths and interests that enable them to do different jobs • Children will know how people use the internet and digital devices in their jobs and everyday life
<p>VOCABULARY Healthy, unhealthy, rest, sleep, online, play, jobs, interests, strengths, money</p> <p>Links to jobs/ careers</p> <ul style="list-style-type: none"> • Variety of occupations • Keeping healthy: dentist 	<p>READING OPPORTUNITIES</p> 	<p>NEXT STEPS IN LEARNING</p> <p>Year 3 and 4 - Arrange further visitors from different occupations to broaden the understanding of jobs for children. Allow time for children to ask questions to broaden their understanding.</p> <p>UPKS2 – Year 5 objectives: What makes up a person’s identity? What decisions can people make with money? How can we help in an accident or emergency? How can friends communicate safely? How can drugs common to everyday life affect health? What jobs would we like?</p> <p>Year 6 objectives: How can we keep healthy as we grow? How can the media influence people? What will</p>
		<p>Simplification</p> <ul style="list-style-type: none"> • Show different examples of physical activity in a small group outside. Jumping, hopping, star jumps. How does this keep us healthy? Feel the heart and the difference in activity. Link to science and previous learning. • Acting out different jobs • Using visual aids to talk about different jobs and roles within society. <p>Challenge</p> <ul style="list-style-type: none"> • Why is it important to understand different jobs? How does it help us with learning? • Understand that sugar affects teeth and talk about the reasons why, using vitamin decay, erode.

		change as we become more independent? How do friendships change as we grow?
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LINKS <https://www.bbc.co.uk/bitesize/topics/zchhvcw/resources/1>

National Curriculum links:

Science – healthy and unhealthy and what this looks like in relation to different food groups

English – writing about different people who keep us safe and why they are important to us

D &T designing a healthy lunch box. What would it have inside?

SEMH:

Spiritual – children can reflect on their own lives and what they do to ensure that they are kind and caring to others.

Moral – Knowing what is right and wrong when it comes to keeping themselves healthy. What can we do if something doesn't feel right?

Social - understanding that you could be somebody's person of safety if something is going wrong for them. What would you do? How could you keep them safe?

Cultural – Being aware of different peoples beliefs