



Autumn Term	Autumn 1 – What makes a good friend? Topic: Relationships
	Autumn 2 – What is bullying? Topic: Relationships

INTENT	IMPLEMENTATION	IMPACT
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<p>KNOWLEDGE</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>ACTIVITIES</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. <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 • Pants-a-souraus lesson from NSPCC/ 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>OUTCOMES</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 f physical contact makes them uncomfortable or unsafe • Children will have an understanding or 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
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<p>VOCABULARY Friend, kind, lonely, good, bad, similarities, differences, unique, cared for, arguments, right, wrong, forgiveness</p>	<p>READING OPPORTUNITIES</p>	<p>NEXT STEPS IN LEARNING</p> <p>Year 1 - science Links with body part naming within science unit.</p>
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<p>Links to jobs/ careers</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 	
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<p>LINKS</p> <p>NSPCC – The underwear rule resources (PANTS) Anti-Bullying week – Odd Socks Day Medway [Public Health Directorate Lesson 3 – everybody’s body</p>
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<p>National Curriculum links:</p> <p>SEMH:</p>
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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
<p><u>KNOWLEDGE</u></p> <p><u>Spring 1 – How do we recognise our feelings? Health and Well-being</u></p> <p>Pupils will learn:</p> <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 <p><u>Spring 2 – What helps us to stay safe? Health and Well-being</u></p> <p>Pupils will learn:</p> <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 • 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 	<p><u>ACTIVITIES</u></p> <p><u>Term 1</u></p> <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? <p><u>Term 2</u></p> <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 • 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><u>OUTCOMES</u></p> <p><u>Term 1</u></p> <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 <p><u>Term 2</u></p> <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 that people can pretend to be someone they are not • 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><u>VOCABULARY</u> Feelings, angry, happy, worrying, physical signs, safe, unsafe, help, trust</p>	<p><u>READING OPPORTUNITIES</u></p> 	<p><u>NEXT STEPS IN LEARNING</u></p> <p>PSHE – Year 2 summer term – what helps us to grow and stay healthy</p>
<p><u>Links to jobs/ careers</u></p> <ul style="list-style-type: none"> • People Who Help Us/Emergency Services 	<p><u>LINKS</u></p>	

Curriculum Coherence – Year 2 PSHE



Summer 1 – What helps us grow and stay healthy?
 Summer 2 – What jobs do people do?

Health and Well being
 Living in the wider world

Summer Term

INTENT

KNOWLEDGE

Summer 1 – What helps us grow and stay healthy?
Health and Well being

Pupils will learn:

- 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

Summer 2 – What jobs do people do?

Living in the wider world

Pupils will learn:

- 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

VOCABULARY

Healthy, unhealthy, rest, sleep, online, play, jobs, interests, strengths, money

Links to jobs/ careers

- Variety of occupations
- Keeping healthy: dentist

IMPLEMENTATION

ACTIVITIES

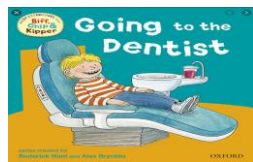
Term 1

- 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 chn 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

Term 2

- 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

READING OPPORTUNITIES



IMPACT

OUTCOMES

Term 1

- 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

Term 2

- 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

NEXT STEPS IN LEARNING

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.

LINKS <https://www.bbc.co.uk/bitesize/topics/zchhvcw/resources/1>