

## Caslon PSHE and RSE Curriculum

### Year 2

#### Highlighted lessons to be taught Summer 2021

<u>Order of Delivery</u>	<u>Essential skills and attributes</u>	<u>Objectives</u>	<u>Content</u>
<u>1</u>	<p>Self-organisation</p> <p>Team working</p> <p>Empathy and compassion</p> <p>Values and beliefs</p> <p>identify risk</p>	<p>To learn how they can contribute to the life of the classroom and school (L1)</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them (L2).</p> <p>To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (L3).</p>	<p><b><u>Why do we need school rules?</u></b></p> <p>School rules (reasons behind them), class charters, jobs and responsibilities of teachers/pupils.</p> <p>How can pupils help teachers and make a valuable contribution? Creating a positive classroom ethos.</p> <p>Our responsibilities to ourselves and others.</p> <p>Why do we all have to take responsibility?</p> <p>Respecting wants/ needs of others.</p> <p>Do we all have the same needs?</p> <p>How to take turns and be fair in our class.</p> <p>Taking responsibility for our own things and respecting belongings or others.</p> <p><a href="#">Resources - UNCRC Rights of the Child</a></p>
<u>2</u>	<p>Valuing and respecting diversity</p> <p>Healthy self-concept</p> <p>Empathy and compassion</p>	<p>For pupils to learn that they belong to various groups and communities such as family and school (L4).</p> <p>To identify and respect the differences and similarities between people (R8).</p>	<p><b><u>How can I be part of different communities?</u></b></p> <p>Groups and communities that we belong to.</p> <p>What do we do with them?</p> <p>What makes them special?</p> <p>How do these contribute to my identity and self-image?</p> <p>Their rights and responsibilities within their communities and group. How can we ensure everyone is included?</p>
3	<p>Healthy self-concept</p> <p>Risk management</p> <p>Making decisions</p>	<p>To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (H1).</p> <p><a href="#">Education for a Connected World: health, wellbeing and lifestyle:</a></p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p>	<p><b><u>How can I keep myself healthy?</u></b></p> <p>Ways in which we can keep our bodies healthy (physical activity, sleep, rest, healthy food). How do healthy people 'look'?</p> <p>The short term and long-term benefits of keeping healthy (including mental wellbeing) and the impact of not keeping healthy.</p> <p><a href="#">Project Evolve Resources:</a>  <a href="https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/early-years-7/i-can-explain-simple-guidance-for-using-technology-in-different-environments-and-settings-e-g-accessing-online-technologies-in-public-places-and-the-home-environment/?from=years">https://projectevolve.co.uk/toolkit/resources/content/health-well-being-and-lifestyle/early-years-7/i-can-explain-simple-guidance-for-using-technology-in-different-environments-and-settings-e-g-accessing-online-technologies-in-public-places-and-the-home-environment/?from=years</a></p>

4	<p>Self-improvement</p> <p>Self-regulation</p> <p>Resilience</p> <p>Healthy self-concept</p> <p>Enterprise skills</p> <p>Making decisions</p>	<p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences (H2).</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals (H3).</p>	<p><b><u>How can I make healthy choices?</u></b></p> <p>About making healthy choices linked to physical and mental wellbeing. Consequence of different choices; good and not so good.</p> <p>What helps us make good choices?</p> <p>How do we feel following good choices?</p> <p>My strengths and making mistakes.</p> <p>Setting simple yet challenging goals.</p>
5	<p>Self-regulation</p> <p>Empathy and Compassion</p>	<p>To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings (H4).</p> <p>For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond (R1).</p>	<p><b><u>Can I identify different feelings?</u></b></p> <p>About different kinds of feeling; good/bad.</p> <p>How do we feel them in our bodies? Uh-oh feelings.</p> <p>When might we experience different feelings?</p> <p>Simple strategies to manage feelings particularly negative feelings. Helpful/not helpful ways to communicate our bad feelings.</p> <p>Who should I talk to?</p> <p>How can we respond sensitively to the feelings of others?</p> <p><i>Suggested resources:</i></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39">https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39</a></p>
6	<p>Resilience</p> <p>Self-regulation</p> <p>Empathy and Compassion</p>	<p>To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H5).</p>	<p><b><u>How can changes in my life make me feel?</u></b></p> <p>Different types of changes e.g. loss, things ruined/broken.</p> <p>How to cope with this.</p> <p>How might our loss affect the way we behave?</p> <p>How can we support and bring comfort to those who have experienced loss or change?</p> <p>Can we prepare for change/loss?</p> <p><i>Suggested Text: we are Moving, Mercer Mayer/We're Moving, Heather Maisner</i></p>
7	<p>Self organisation</p> <p>Risk identification</p>	<p>To learn the importance of and how to maintain personal hygiene (H6).</p> <p>To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of</p>	<p><b><u>What can I do to keep clean?</u></b></p> <p>Daily personal hygiene routines to keep us healthy.</p> <p>Consequences of not maintaining personal hygiene.</p> <p>Spread of germs/diseases.</p> <p>Handwashing and personal hygiene routines. When/how?</p> <p>Our role in keeping both ourselves and other people healthy.</p>

	Resilience  Healthy self-concept	others; to develop simple skills to help prevent diseases spreading (H7).  To learn that household products, including medicines, can be harmful if not used properly (H11).	Neglect. <i>Suggested Visitor: school nurse.</i>
8	Self organisation  Risk identification	To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (H7).  To learn that household products, including medicines, can be harmful if not used properly (H11).	<b><u>What is safe to put into my body?</u></b> Identifying safe/unsafe household products. Taking medicines which are safe and under supervision of an adult. Not trying things if we don't know what they are/find them/unlabelled. Use of vaccination/medication in controlling spread of some diseases.
9	Self-regulation  Empathy and compassion	For pupils to recognise that their behaviour can affect other people (R2).  For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong (R4)  To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say (R12).  <u>Education for a Connected World: online bullying:</u> I can explain how someone's feelings can be hurt by what is said or written online.	LINK TO ANTI-BULLYING WEEK (switch weeks as needed) <b><u>What is a bully?</u></b> Different types of behaviour, how it makes others feel. Fair/unfair. Right/wrong. What is bullying? Acts of kindness and the impact these have on others. Impact that is visible on the 'outside' and impact on the 'inside'. <i>Suggested resources:</i> <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-fair/zh98qp3">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-fair/zh98qp3</a>  Project Evolve Resources: <a href="https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-explain-what-bullying-is-how-people-may-bully-others-and-how-bullying-can-make-someone-feel/?from=years">https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-explain-what-bullying-is-how-people-may-bully-others-and-how-bullying-can-make-someone-feel/?from=years</a>
10	Getting help  Empathy and compassion	To learn that there are different types of teasing and bullying, that these are wrong and unacceptable (R13)  To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help (R14).  <u>Education for a Connected World: online bullying:</u> I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	<b><u>When does teasing become bullying?</u></b> What is the difference between joking/teasing/bullying? How words and/or actions can be hurtful. How we feel in response to such actions. Identifying who to talk to. Being a witness/bystander/good friend. Who can help us in and out of school?  Project Evolve Resources: <a href="https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-talk-about-how-anyone-experiencing-bullying-can-get-help/?from=years">https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-talk-about-how-anyone-experiencing-bullying-can-get-help/?from=years</a>

11	<p>Valuing and respecting diversity</p> <p>Healthy self-image</p> <p>Identifying unhelpful thinking traps</p>	<p>To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' (L8).</p> <p>To understand the ways in which we are the same as all other people; what we have in common with everyone else (L9).</p>	<p><b>Can I identify what is unique about me?</b>          Understand the term 'unique'. How am I unique?          What is special about me?          No-one else exactly like me.          More subtle similarities and difference e.g. likes/dislikes.          Identifying unhelpful thinking linked to gender/stereotypes.          How is everyone else special/valuable/highly regarded/celebrated/loved/treasured? How do we show people that we value them?</p>
12	<p>Resilience</p> <p>Healthy self-concept</p>	<p>To learn about the process of growing from young to old and how people's needs change (H8).</p> <p>About growing and changing and new opportunities and responsibilities that increasing independence may bring (H9).</p>	<p><b>How have I changed over time?</b>          How have we changes since birth?          What can we do now that we couldn't do when we were babies?          How will we change as we get older?          Increasing responsibilities e.g. telling mum where I am going, not leaving the front door open.  <i>Suggested Text: Wilfred Gordon MacDonald Partridge</i></p>
13	<p>Resilience</p> <p>Healthy self-concept</p> <p>Building health relationships</p> <p>Getting help</p>	<p>To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (H10).</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (R10).</p> <p><i>Education for a Connected World: Self-image and identity</i>          I can explain how other people may look and act differently online and offline.          I can explain what is meant by the term 'identity'.          I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p>	<p><b>What is a healthy self-image?</b>          How do I feel about growing up?          Recap similarities in bodies including external genitalia using correct names; penis, testicles, bottom, vulva, anus.          Keeping private ports private.          Different types of touch? Nice or nasty?          Cuddle/kiss/punch/poke/stroke/tug/rough and tumble.          What is appropriate touch/inappropriate touch?          How do our bodies react when we don't want to be touched?          Reading this in others.          How does it feel in our bodies when we are touched safely/unsafely?  <i>Suggested resource: NSPCC Pantasaurus</i>   <i>Project Evolve Resources:</i>  <a href="https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/early-years-7/i-can-explain-how-other-people-may-look-and-act-differently-online-and-offline/?from=years">https://projectevolve.co.uk/toolkit/resources/content/self-image-and-identity/early-years-7/i-can-explain-how-other-people-may-look-and-act-differently-online-and-offline/?from=years</a></p>
14	<p>Getting help</p> <p>Identifying risk</p>	<p>To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (H12).</p>	<p><b>How can I keep myself safe near roads?</b>          Quick recap of road/cycle safety.          Identifying dangers and risks near railways, water, fire.          Avoiding unsafe situations/removing themselves from them. Where/when we need to take extra care.          Who can help keep us safe?          Protective behaviours.</p>

			<p><i>Resource:</i>  <a href="#">RNLi Water Passport KS1</a>  <a href="#">Great Fire Safety Sessions</a></p>
15	<p>Resilience</p> <p>Getting help</p> <p>Empathy and Compassion</p>	<p>To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13).</p> <p>To understand about the ways that pupils can help the people who look after them to more easily protect them (H14).</p> <p>To recognise that they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets(H15).</p> <p><u><a href="#">Education for a Connected World - Online Relationships</a></u>  I can recognise healthy and unhealthy behaviour in relationships and assess when the use of technology is becoming coercive and / or controlling (e.g. obsessive communication via online platform or text, using location apps to monitor and manipulate). I can explain when this is abusive, and strategies for getting help and support.</p>	<p><b>How can I keep myself safe?</b>  What make me safe and happy?  What causes me to get worried?  People who look after them.  Family networks - immediate/wider.  Where to get help including at home, at school, helplines.  Apply to different contexts and scenarios.  Being safe/unsafe.  Stranger Safety -who would you say 'yes/no' to.  Online safety and how to get help.</p> <p><i>Suggested Text: Not Now Bernard.</i></p> <p><i>Project Evolve Resources:</i>  <a href="https://projectevolve.co.uk/toolkit/resources/years/year-two/online-relationships/">https://projectevolve.co.uk/toolkit/resources/years/year-two/online-relationships/</a></p>
16	<p>Getting help</p> <p>Identifying risk</p> <p>Empathy and compassion</p>	<p>To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy (H16).</p> <p>To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R3).</p> <p><u><a href="#">Education for a Connected World: Privacy and security:</a></u>  I can describe simple strategies for creating and keeping passwords private.  I can give reasons why someone should only share information with people they choose to and can trust.  I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p>	<p><b>What is a 'good' secret?</b>  When should we keep secrets/tell?  Importance of physical privacy of body parts. (PANTASAURUS recap again),  When to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. Ways we can say 'no'.  Trusted adults and how to get their attention. How we feel when our privacy is broken.</p> <p><i>Suggested resources:</i>  NSPCC Pantasaurus</p> <p><i>Project Evolve resources:</i>  <a href="https://projectevolve.co.uk/toolkit/resources/years/year-two/privacy-and-security/">https://projectevolve.co.uk/toolkit/resources/years/year-two/privacy-and-security/</a></p>
17	<p>Self regulation</p>	<p>To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (R6)</p>	<p><b>How can I get along with others?</b>  What it means to cooperate with others.  Effectively working together even when don't get on/agree.  Strategies for getting along with others and working well together.</p>

	Team working Negotiation	To learn to offer constructive support and feedback to others (R7).	How to tell someone when we don't want support in an appropriate manner.
18	Valuing diversity  Healthy self-concept	To identify and respect the differences and similarities between people (R8).	<b>How do we value other people?</b> What makes us who we are? How are we different/similar from our peers? How are people similar/different/equal? Explore stereotypes about boys and girls. Everyone being equal/valued. Consider disabilities within this.
19	Respect for others  Clarifying own views  Skills for employability	For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (R5).  <u>Education for a Connected World: Managing Online Information</u> I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	<b>What does it mean to listen?</b> Valuing differences of opinion. Things that are important to use. Listening skills. Take part in a debate using questions such as 'what do we think about...?' Can we demonstrate effective ways of communicating and listening to the views of others? What can we do if we don't agree with others?  Project Evolve resources: <a href="https://projectevolve.co.uk/toolkit/resources/years/year-two/managing-online-information/">https://projectevolve.co.uk/toolkit/resources/years/year-two/managing-online-information/</a>
20	Healthy self-concept  Resilience  Empathy and compassion  Clarifying own values	To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another (R9).  To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R11).	<b>Who is special to me?</b> Special people in their lives. Who are they? Why are they from e.g. school, home, church, youth club, mosque? How can they help look after us? That bodies and feelings can be hurt, sometimes by those whom we consider 'special'. Who to go to for help. How to help others.
21	Clarify own views  Empathy and compassion  Values and beliefs,	To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (L5).	<b>How can we care for our environment?</b> How do we look after the environment? Pleasant/unpleasant things about the environment e.g. litter dropping, pollution, neglect, anti-social behaviour) What damages our environment? What can I do to improve my environment? e.g. pick up litter, paint a bench, plant some bulbs. Plan an improvement activity.

	decision and actions		
22	Making Decisions  Self-organisation  Values and beliefs, decisions and actions	To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving (L6).  To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices (L7).	<b><u>What do we need money for?</u></b> Where does money come from? What do we use it for? Different ways to pay for things. How to keep your money safe. Keeping track of your money. How can not having money make us feel? Using money for good and to help others; giving gifts/giving to charity.
23	Getting help	About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency (L10).	<b><u>Who can help me in an emergency?</u></b> People who work in the community. Getting help in an emergency. Different jobs in the community 999. Fire/Police/Ambulance. Role play - practicing making such calls and what to say. Learning their address by heart. Planning for an emergency - what should I do? Helping yourself in the event of fire: 'Matches, matches, never touch they can hurt you very much.' and 'Stop, drop and roll.' <i>Resources:</i> <i>Book WMFS 'The Great Fire Safety Session' email:</i> <a href="mailto:BlackCountryOps.admin@wmfs.net">BlackCountryOps.admin@wmfs.net</a>

*Where there is space for additional lessons in the annual timetable, teachers may use their professional judgement to do further lessons on content which they feel is necessary for their unique cohort.*