

Thurnham Whole School PSHRE Progression/Concepts/ Skills and Plan 2022-2023

Progression/Skills in PSHRE through our Empowering Curriculum

"At Thurnham our Empowering Curriculum will give pupils the key skills that they need to flourish; Brain Power, Resilience, Independence."

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

Year R	Year 1	Year R
Pupils In Year R ,particularly through Personal, Social, Emotional Development will learn about:	Pupils in Year 1 will learn about:	Pupils in Year 2 learn about:
<p>Developing the overarching concepts of: Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Relationships (including different types and in different settings) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Diversity and equality (in all its forms) Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes) A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)</p>		
Autumn Terms RELATIONSHIPS		
<p><i>Through our PSHRE lessons, our pupils will be given opportunities to develop the skills to: –</i></p> <ul style="list-style-type: none"> • develop strategies to respond to strong emotions in a healthy and positive way, including in online interactions • understand that people may feel and respond differently in similar situations • understand how to respond appropriately to others’ feelings discuss and make decisions about what is fair • demonstrate an awareness of and respect for their own and others’ boundaries • support, encourage and feed back to others, and celebrate others’ achievements • develop an understanding of how people’s behaviour and choices can affect those around them • develop and use skills such as cooperation in work and play and negotiation to resolve simple disputes • identify trusted people who can give them help and support in different situations • develop an understanding of their responsibility to respect the needs of those around them • develop an awareness of their role within a community and how they can contribute to it in a positive way • understand how their choices can have a positive effect on their wider environment • identify, discuss and celebrate the variety of groups and communities to which they belong • develop and maintain a variety of healthy relationships, within a range of social/cultural contexts • recognise and manage emotions within a range of relationships • recognise risky or negative relationships including all forms of bullying and abuse 		

- respond to risky or negative relationships and ask for help
- respect equality and diversity in relationships

Skills and outcomes

- Circle times – children learning each other’s names, getting to know each other, focus on school rules
- Introduction of the school behaviour policy and Golden Time
- Setting class rules
- Getting to know the classroom – where things belong, the different areas etc
- **Term 1 -Growth Mindset:** Help I’m Stuck!
- I am able to explore different ways of doing something that is tricky
- Focus on sharing
- :How to share, what sharing is etc. What does good sharing look like?
- Introduce Story Massage / Positive Touch.
- **Term 2 - Growth Mindset:** ‘Everyone can learn to ride a bicycle’
- I am think about how it makes me feel when something is difficult
- I can try and encourage myself and others to try again when it is hard
- **Term 3 - Growth Mindset:** ‘Incy Wincy Spider’

Families and Friendships

- R1 – I can learn about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers.
- R2 – I understand the role these different people play in our lives and how they care for us.
- R3 – I understand what it means to be a family and how families are different, e.g. single parents, same sex parents etc...
- R4-I can identify the common features of family life.
- R5 – I understand the importance of telling someone – and how to tell them – if I am worried about something in my family.

Safe Relationships

- R10 – I know about situations when someone’s body or feelings might be hurt and whom to go to for help.
- R13 – I understand what it means to keep something private, including parts of the body that are private (PANTS).
- R15 – I know how to respond safely to adults I do not know to identify different types of touch and how they make people

Families and Friendships

- R1 – I can discuss how people make friends and what makes a good friendship: about different ways that people meet and make friends.
- R7 – I know how to recognise when I or someone else feels lonely and what to do: how to recognise and ask for help when I am feeling lonely or unhappy or to help someone else.
- R8 – I know strategies to resolve arguments between friends positively: about what causes arguments between friends: how to positively resolve arguments between friends.
- R9 – I know how to ask for help if a friendship is making me feel unhappy: how to be a good friend e.g. kindness, listening, honesty
- R24 – I can listen to other people and play and work cooperatively.

Safe Relationships

- R11 – I understand how people may feel if they experience hurtful behaviour or bullying (about what bullying is and

<ul style="list-style-type: none"> ➤ I am thinking about how it makes me feel when something is difficult ➤ I can try and encourage myself and others to be resilient and keep on trying when I find something difficult. ➤ Term 4 - Growth Mindset: ‘CleverSticks’ ➤ I am thinking about how it makes me feel when something is difficult ➤ I can try and encourage myself and others to be resilient and keep on trying when I find something difficult. ➤ Term 5 - Growth Mindset: ‘Toppling Towers’ ➤ I am thinking about how it makes me feel when something is difficult ➤ I can try and encourage myself and others to be resilient and keep on trying when I find something difficult. ➤ Term 4 - Growth Mindset: ‘Rooting for you’ ➤ I am thinking about how it makes me feel when something is difficult ➤ I can try and encourage myself and others to be resilient and keep on trying when I find something difficult. 	<p>feel (e.g. hugs, tickling, kisses and punches).</p> <ul style="list-style-type: none"> ➤ R16 – I know how to respond if being touched makes me feel uncomfortable or unsafe. ➤ R17 – I know when it is important to ask for permission to touch others. ➤ R17 – I know how to ask for and give/not give permission. <p><u>Respecting ourselves and others.</u></p> <ul style="list-style-type: none"> ➤ R21 – I can identify kind and unkind behaviour means in and out of school. ➤ R21 – I understand how kind and unkind behaviour can make people feel. ➤ R22 – I know what respect means. ➤ R22 – I understand class rules. Being polite to others, sharing and taking turns. <p>There will be a specific focus throughout Term 1 on emotional well-being and feeling safe and knowing who trusted adults are and having a sense of belonging.</p>	<p>different types of bullying/how someone may feel if they are being bullied).</p> <ul style="list-style-type: none"> ➤ R12 – I know that hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable: how to report bullying and the importance of telling a trusted adult. ➤ R14- I understand that sometimes people may behave differently online, including by pretending to be someone they are not. ➤ R15- I know how to respond safely to adults I do not know. ➤ R18 – I know about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually). ➤ R19 – I know techniques for resisting pressure to do something I don’t want to do. ➤ R20 – I know what to do if I feel safe/worried for myself and others. <p><u>Respecting ourselves and others.</u></p> <ul style="list-style-type: none"> ➤ R23 – I can recognise the ways in which I am the same and different to others. ➤ R24 – I can listen to other people and play and work cooperatively. ➤ R25 – I can talk about and share my opinions on things that matter to them.
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GROWTH MINDSETS		
<p>Year R will explore these skills throughout the whole year:</p> <ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤ I am beginning to develop my understanding of the characteristics of growth and fixed mind sets ➤ I can help a character to develop a growth mindset ➤ I know how it feels to fail ➤ I know how it feels to learn ➤ I am beginning to understand what learning means ➤ I can identify the characteristics of growth and fixed mindsets ➤ I am beginning to understand what happens in the brain when we learn ➤ I can identify my own personal challenges ➤ I can set my own personal challenges 	<ul style="list-style-type: none"> ➤ I can work in specific roles in a learning group ➤ I understand the strategies that would help someone who has a fixed mindset ➤ I understand how it feels to make a mistake ➤ I understands the strategies that help us learn from this ➤ I can debate whether girls should be allowed to be engineers ➤ I can identify how I should respond to a mistake ➤ I can create a character to represent the characteristics of 'effort' ➤ I can explain what effort means and what it looks like ➤ I can set my own learning challenges and review my progress towards meeting them ➤ I can explain/understand the different stages of effort and create my own effort meter
SPRING TERM Living in the Wider World.		
<p>Through our PSHRE lessons, our pupils will be given opportunities to develop the knowledge to: –</p> <ul style="list-style-type: none"> ○ Begin to understand how to respect themselves and others ○ Begin to understand the importance of responsible behaviours and actions ○ Begin to understand the rights and responsibilities as a member of a family, school community other groups and future citizens ○ Begin to understand different groups and communities ○ Begin to understand To respect equality and to be a productive member of a diverse community ○ Begin to understand about the importance of respecting and protecting the environment ○ Begin to understand where money comes from, keeping it safe, and the importance of managing it effectively 		

Begin to understand how money plays an important part in people's lives		
Skills and Understanding		
<ul style="list-style-type: none"> ➤ Focus on friendships: ➤ What makes a good friend? How to be kind ➤ Respecting other peoples likes and dislikes ➤ Mindfulness Day ➤ Growth Mindset: 'Incy Wincy Spider' ➤ I can think about things I find difficult and set myself a challenge ➤ Talk about feelings – introduce a feelings register. Learn about different emotions ➤ Think about self-regulation ➤ Growth Mindset: 'Cleversticks' ➤ I am beginning to understand the characteristics of a growth mindsets ➤ I am beginning to understand how I can work on things that I find difficult 	<p><u>Belonging to a community: shared responsibilities.</u></p> <ul style="list-style-type: none"> ➤ L1 – I can identify examples of rules in different situations, e.g. class rules, rules at home, rules outside. ➤ L2 – I know that different people have different needs. ➤ L2- I understand how we care for people, animals and other living things in different ways. ➤ L3 -I understand how I can look after the environment e.g. recycling. ➤ <p>BRITISH VALUES SESSION – RULE OF LAW (LESSON 2)</p> <p><u>Media literacy and Digital resilience.</u></p> <ul style="list-style-type: none"> ➤ L7- I know how and why people use the internet. ➤ L7 – I understand the benefits of using the internet and digital devices. ➤ L8 – I understand how people find things out and communicate safely with others online. <p>INCORPORATE SAFER INTERNET DAY.</p> <p><u>Money and Work</u></p>	<p><u>Belonging to a community: shared responsibilities.</u></p> <ul style="list-style-type: none"> ➤ L4 – I know about the different groups I belong to. ➤ L5- I know about the different roles and responsibilities people have in my community. ➤ L6 – I can recognise ways in which I are the same as and different to other people. <p><u>Media literacy and Digital resilience.</u></p> <ul style="list-style-type: none"> ➤ L8 – I understand the role of the internet in everyday life. ➤ L9 – I know that not all information seen online is true. <p>INCLUDE SAFER INTERNET DAY IN HERE.</p> <p><u>Money and Work (Economic wellbeing)</u></p> <ul style="list-style-type: none"> ➤ L10 – I understand what money is and the forms money comes in. That money comes from different sources. ➤ L13 – I know that money needs to be looked after, different ways of doing this. ➤ L12- I can talk about the difference between needs and wants. That

	<ul style="list-style-type: none"> ➤ L14 – I know that everyone has different strengths, in and out of school. ➤ L15 – I understand how different strengths and interests are needed to do different jobs. ➤ L16 – I can talk about the roles of different people and whose job it is to help us in the community. ➤ L17 – I understand some of the different jobs and the work people do. <p>BRITISH VALUES – MUTUAL RESPECT AND TOLERANCE – RAINBOW FISH EVERYONE IS SPECIAL.</p>	<p>sometimes people may not always be able to have the things they want.</p> <ul style="list-style-type: none"> ➤ L11 – I know that people make different choices about how to save and spend money. ➤ L15 – I understand that jobs help people to earn money to pay for things.
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SUMMER Term Health and Wellbeing

Through PSHRE education lessons, pupils should be given opportunities to:

- identify and celebrate their strengths and achievements
- set goals for themselves and discuss how they can achieve them
- explore and articulate their feelings and emotions in relation to personal experiences
- learn ways to manage their emotional responses, and consider how reactions can influence outcomes
- take increasing responsibility for themselves and their choices
- reflect on their own actions, learning and behaviour, and make changes and improvements
- share their personal opinions and explain their own views
- discuss the differences and distinguish between ‘right’ and ‘wrong’
- explore and discuss different viewpoints within a range of cultures and beliefs
- help to construct, explain and follow rules made for their safety and wellbeing
- persevere at a challenge and overcome difficulties, asking for help where necessary
- celebrate perseverance, even if the outcome does not meet expectations
- view mistakes and perceived failure as learning opportunities
- reframe disappointments to bounce back from them

- • understand how to apply their learning about and experience of perseverance and resilience to future challenges

Skills and understanding

- Focussing on awareness of self and others.
- Special / favourite places

- Focus on what we have achieved this year and transition for next year

Growth Mindset sessions

Term 1 – Help I’m Stuck

Term 2- Everyone can learn to ride a bicycle.

Term 3- Incy Wincy Spider

Term 4- Clever Sticks

Term 5- Toppling Towers

Term 6- Rooting for You

Physical Health – healthy lifestyles.

- H1 – I understand what it means to be healthy and why it is important.
- H1 – I can discuss ways to take care of themselves on a daily basis.
- H5 – I understand basic hygiene routines, e.g. handwashing that can stop germs from spreading.
- H2 – I can talk about healthy and unhealthy foods including sugar intake.
- H3 – I understand the importance of physical activity and how it keeps people healthy.
- H9 – I know about different types of play, including balancing indoor, outdoor and screen – based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.
- H8- I can talk about how to keep safe in the sun.
- H10 – I know about the people who help us to stay physically healthy.

BRITISH VALUES SESSION ON INDIVIDUAL LIBERTY – ONLY ONE YOU – AMAZING GRACE

Mental Health

Keeping safe

- H28 – I know about rules and age restrictions that keep us safe.
- H29 – I can recognise risk in simple everyday situations and what action to take.
- H30 – I can talk about how to keep safe at home.
- H31 – I know that household products can be harmful if not used correctly.
- H32 – I can identify ways to keep safe in familiar and unfamiliar environments.
- H33 – I can identify potential unsafe situations, who is responsible for keeping them safe in these situations and steps they can use to avoid danger.
- H37 – I can talk about things that people can put into their bodies or onto their skin.
- H35 – I know how to respond in an emergency and what to do if someone is hurt.
- H36 – I know how to get help in an emergency, how to dial 999 and what to say.

Physical Health

- H11 – I know about different kinds of feelings that humans can experience. (Look at the deeper ones).
- H12 – I know how to recognise and name different feelings in themselves.
- H13 – I understand how feelings can affect people’s bodies and how they behave.
- H14 – I know how to recognise what others may be feeling.
- H15 – I can recognise that not everyone feels the same at the same time, or feels the same about the same things.
- H21 – I can recognise what makes me special.
- H22 – I recognise the ways in which we are all unique.
- H23 – I can identify what I am good at, what I like and dislike.
- H24 – I know how to manage when finding things difficult.

Growing and changing

- H26 – I can discuss growing and changing from young to old and how people’s needs change and how our needs and bodies change

- H4 – I understand why sleep is important and different ways to rest and relax.
- H6- I know that medicines can help people to stay healthy.
- H7 – I understand the importance of dental care and visiting the dentist.

Mental Health

- H16 – I can discuss ways of sharing feelings. A range of words to describe feelings.
- H17 – I know about the things that help people feel good.
- H18 – I understand the different things I can do to manage big feelings/to help calm themselves down and to change their mood when they don’t feel good.
- H19 – I know when and how to ask for help and how to help others with their feelings.
- H20 – I know about how to manage big feelings, including those associated with change, loss and bereavement. To recognise what helps people to feel better.

	<p>➤ H27 – I understand the importance of preparing to move to a new school for next year.</p> <p><u>Keeping Safe</u></p> <p>BRITISH VALUES SESSION ON DEMOCRACY – FARMER DUCK</p>	<p><u>Growing and Changing</u></p> <p>➤ H25 – I can name the main parts of the body, including external genitalia.</p> <p>➤ H27 – I understand the importance of preparing to move to a new school for next year.</p>
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PSHE Long term Plan – Thurnham CE Infant School 2019- 2020

Year R		RESOURCES
	<p><u>Growth Mind-sets</u></p> <p>Term 1 – Help I’m Stuck</p> <p>Term 2- Everyone can learn to ride a bicycle.</p> <p>Term 3- Incy Wincy Spider</p> <p>Term 4- Clever Sticks</p> <p>Term 5- Toppling Towers</p> <p>Term 6- Rooting for You</p>	<p>Make a large book with the rest of the year group</p> <p>Set of plans in each class</p>

Year 1

Progression Grid PSHRE Thurnham 2022-2023 version 3

YEAR 1 – MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Autumn – Relationships	<p>Families and friendships - <u>Families and close positive relationships</u></p> <p>Roles of different people; families; feeling cared for</p> <p>4 weeks</p>	<ul style="list-style-type: none"> • R1 about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • R2 the role these different people play in children’s lives and how they care for them • R3: what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • R4: To be able to identify the common features of family life • R5 :about the importance of telling someone – and how to tell them – if they are worried about something in their family 	<p>‘Every kind of family ppt’ (KLZ)</p> <p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, ‘My special people’</p>
	<p>Safe relationships</p> <p>Recognising privacy; staying safe; seeking permission: <u>Managing hurtful behaviour and bullying</u></p> <p>5 weeks</p>	<ul style="list-style-type: none"> • R10 :about situations when someone’s body or feelings might be hurt and whom to go to for help • R13 about what it means to keep something private, including parts of the body that are private (PANTS) • R15 about how to respond safely to adults they not know • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • R 16 how to respond if being touched makes them feel uncomfortable or unsafe • R 17 when it is important to ask for permission to touch others • R 17 how to ask for and give/not give permission 	<p>NSPCC – The underwear rule resources (PANTS)</p>

	<p>Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful: <u>Respecting self and others</u></p> <p>4 weeks</p>	<ul style="list-style-type: none"> • R21 what kind and unkind behaviour mean in and out school • R 21 how kind and unkind behaviour can make people feel • R 22 about what respect means • R 22 about class rules, being polite to others, sharing and taking turns 	<p>Stories about friendship</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring — Living in the wider world</p>	<p>Belonging to a community: <u>Shared responsibilities</u></p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>4 WEEKS</p>	<ul style="list-style-type: none"> • L1 about examples of rules in different situations, e.g. class rules, rules at home, rules outside • L2 that different people have different needs • L2 how we care for people, animals and other living things in different ways • L3 how they can look after the environment, e.g. recycling <p>BRITISH VALUES SESSION – RULE OF LAW (LESSON 2)KLZ</p> <p>Lesson 2: Living Together and Getting Along (My role and the role of others in society) All class rules: Why do we need rules? Consequences and rewards. Make links to wider context - laws, police, fire safety etc</p>	<p>Alzheimer's Society -Creating a dementia-friendly generation (KS1)</p> <p>Experian - Values, Money and Me (KS1)</p> <p>British Values- lesson plan Mutual Respect-Everyone is special</p> <p>Rainbow Fish Book</p>
	<p><u>Media literacy and Digital resilience</u></p> <p>Using the internet and digital devices; communicating online</p> <p>3 WEEKS</p>	<ul style="list-style-type: none"> • L 7 how and why people use the internet • L 7 the benefits of using the internet and digital devices • L 8 how people find things out and communicate safely with others online <p>INCOPORATE SAFER INTERNET DAY</p>	

	<p>Money and Work :<u>Economic wellbeing: Aspirations, work and career</u> Strengths and interests; jobs in the community</p> <p>5 WEEKS</p>	<ul style="list-style-type: none"> • L 14 that everyone has different strengths, in and out of school • L 15 about how different strengths and interests are needed to do different jobs • L 16 about people whose job it is to help us in the community • L 17 about different jobs and the work people do • BRITISH VALUES – MUTUAL RESPECT AND TOLERANCE – RAINBOW FISH EVERYONE IS SPECIAL <p>Mutual Respect and tolerance for diversity:</p> <p>Talk about friendship and how we treat one another in class and our Christian Values. Talk about how this is something that is part of the law of the UK that everyone is expected to follow, including the Queen.</p>	<p>British Values- lesson plan Mutual Respect-Everyone is special Rainbow Fish Book</p>
<p>Summer — Health and wellbeing</p>	<p>Physical health- <u>Healthy lifestyles (physical wellbeing)</u> Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>7 WEEKS</p>	<ul style="list-style-type: none"> • H 1 what it means to be healthy and why it is important • H 1 ways to take care of themselves on a daily basis • H 5 about basic hygiene routines, e.g. hand washing that can stop germs from spreading • H 2 about healthy and unhealthy foods, including sugar intake • H 3 about physical activity and how it keeps people healthy • H 9 about different types of play, including balancing indoor, outdoor and screen-based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • H 8 how to keep safe in the sun • H 10 about the people who keep us to stay physically healthy • BRITISH VALUES SESSION ON INDIVIDUAL LIBERTY 4- ONLY ONE YOU – AMAZING GRACE (klz) <p>Individual liberty and respect for diversity: Encouraging Difference (Giraffes can't Dance, Happy Feet video), Free to be me (Art Series), Express Yourself (using the Hueys by Oliver Jeffreys).</p> <p>Circle time: I can say one good thing about myself, my favourite colour, I can say one thing that I like doing</p>	<p>PSHE Association - Dental Health</p> <p>Lifebuoy - 'Soaper Heroes' lesson plans</p> <p>Persona doll – Rosa</p> <p>British values lesson plans – individual liberty lesson 3. (The Linking network) Bk – Dr Seuss - My many coloured day</p> <p>British Values – Individual Liberty – only one you</p> <p>Only One You – Linda Kranz book (on youtube) Amazing Grace – Marjorie Hoffman</p>

	<p><u>Mental health</u></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><u>Ourselves, growing and changing</u></p> <p>7 WEEKS</p>	<ul style="list-style-type: none"> • H 11 about different kinds of feelings that humans can experience (look at the deeper ones) • H 12 how to recognise, and name, different feelings in themselves • H13. how feelings can affect people's bodies and how they behave • H14. how to recognise what others might be feeling • H15 to recognise that not everyone feels the same at the same time, or feels the same about the same things • 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 • H24. how to manage when finding things difficult • BRITISH VALUES SESSION ON DEMOCRACY – FARMER DUCK (klz) <p>Half the room: stand up sit down activity (in assembly and then in class) e.g. stay standing if you like... and count number standing to vote. This can be a great activity to use the vocabulary including let's vote, 50%, half of us, the majority (most), minority (fewer), democracy, law.</p> <p>Create a democracy scenario*: in the classroom where teachers have pre chosen school councillors for a silly reason. Is this ok? Why not? Should everyone be allowed to vote? Should you pick your best friend? Why do we vote? Why do we vote using a secret ballot?</p>	<p>Inside out – lots of clips to support a whole range of feelings</p> <p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>Klz – mental health resources: Lesson 1 feelings and identifying feeling words Book: How are you feeling today by Molly Potter</p> <p>Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle'</p> <p>Farmer Duck British Values Lesson Plan)</p>
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Year 2

YEAR 2 – MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
A	<p>Families and friendships <u>Friendships</u> Making friends; feeling lonely and getting help 4 WEEKS</p>	<ul style="list-style-type: none"> • R6. about how people make friends and what makes a good friendship: about different ways that people meet and make friends • R7. about how to recognise when they or someone else feels lonely and what to do: how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else • R8. simple strategies to resolve arguments between friends positively: about what causes arguments between friends :how to positively resolve arguments between friends • R9. how to ask for help if a friendship is making them feel unhappy: how to be a good friend, e.g. kindness, listening, honesty • R24. how to listen to other people and play and work cooperatively • Jigsaw – see plan • Celebrating differences- and still being friends 	<p>Jigsaw plan and resources Celebrating differences Living in the Wider world folder</p>

<p>Safe relationships: <u>Managing hurtful behaviour and bullying</u></p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>5 WEEKS</p>	<ul style="list-style-type: none"> • R11. about how people may feel if they experience hurtful behaviour or bullying (<i>about what bullying is and different types of bullying/ how someone may feel if they are being bullied</i>) • 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 (<i>what to do and whom to tell if they see or experience hurtful behaviour, including online</i>) • R14. that sometimes people may behave differently online, including by pretending to be someone they are not • R15. how to respond safely to adults they don't know • R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) (<i>about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</i>) • R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe (<i>how to resist pressure to do something that feels uncomfortable or unsafe</i>) • 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 trying until they are heard (<i>how to ask for help if they feel unsafe or worried and what vocabulary to use</i>) 	<p>NSPCC – The underwear rule resources (PANTS)</p>
<p>Respecting ourselves and others</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>4 WEEKS</p>	<ul style="list-style-type: none"> • R23. to recognise the ways in which they are the same and different to others (<i>about the things they have in common with their friends, classmates, and other people</i>) • R24. how to listen to other people and play and work cooperatively (<i>how to play and work cooperatively in different groups and situations</i>) • R25. how to talk about and share their opinions on things that matter to them (<i>how to share their ideas and listen to others, take part in discussions, and give reasons for their views</i>) 	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference</p>

		<p>British Values:</p> <p>1) Mutual Respect, Tolerance and Diversity: Everyone is special, Welcome to our class.</p> <p>All lessons and especially where we teach children to listen to one another, be respectful to one another, the skills of taking turns.</p>	<p>British Values – Mutual Respect Lesson 3 : welcome to our class (The Linking Network)</p>
Spring	<p>Belonging to a community: <u>Communities</u></p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>3 WEEKS</p>	<ul style="list-style-type: none"> • L4. about the different groups they belong to :<i>(about being a part of different groups, and the role they play in these groups e.g.class, teams, faith groups)</i> • L5. about the different roles and responsibilities people have in their community <i>:(about different rights and responsibilities that they have in school and the wider Community)</i> • L6. to recognise the ways they are the same as, and different to, other people about how a community can help people from different groups to feel included <i>:(to recognise that they are all equal, and ways in which they are the same and different to others in their community)</i> <p>British Values:</p> <p>1)Democracy: Having a voice – We all have a voice, Making it fair.</p> <p>Learning sentence starters for sharing and debating opinions in an age appropriate way - I think that... That's interesting because I think.. I wonder if...On the other hand</p> <p>Voting on everyday classroom matters: any activity where all children are asked to say what they think should happen about an issue and others listen and then a secret ballot is held. For example, voting about something as a class (e.g. what game you are playing in circle time) then making a human bar chart and then once you have decided everyone has to follow the result of the vote.</p>	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p> <p>Democracy – making it fair</p> <p>This is our house – Michael Rosen (you tube) (The Linking Network)</p>

Spring — Living in the wider world	<p>Media literacy and Digital resilience</p> <p>The internet in everyday life; online content and information</p> <p>2 WEEKS</p>	<ul style="list-style-type: none"> • L8. About the role of the internet in everyday life the ways in which people can access the internet e.g. phones, tablets, computers <i>(to recognise the purpose and value of the internet in everyday life)</i> • L9. that not all information seen online is true <i>:(to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos)(that information online might not always be true)</i> <p style="color: #00bcd4;">INCLUDE SAFER INTERNET DAY IN HERE</p>	
	<p>Money and Work: <u>Economic wellbeing: Money</u></p> <p>What money is; needs and wants; looking after money</p> <p>5 WEEKS</p> <p><u>Economic wellbeing: Aspirations, work and career</u></p>	<ul style="list-style-type: none"> • L10. what money is; forms that money comes in; that money comes from different • sources <i>(about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments)</i> • L13. that money needs to be looked after; different ways of doing this <i>;(how money can be kept and looked after/about getting, keeping and spending money)</i> • L12. about the difference between needs and wants; that sometimes people may • not always be able to have the things they want <i>(how to recognise the difference between needs and wants)</i> • L11. that people make different choices about how to save and spend money <i>(how people make choices about spending money, including thinking about needs and wants)</i> • L15. That jobs help people to earn money to pay for things <i>(/that people are paid money for the job they do)</i> 	Experian - Values, Money and Me (KS1)

		5 to 16 has to go to school in the UK	
Summer — Health and wellbeing	<p>Physical health</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>Mental health</p>	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • H4. about why sleep is important and different ways to rest and relax (<i>why sleep and rest are important for growing and keeping healthy</i>) • H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy • H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health • H16. about ways of sharing feelings; a range of words to describe feelings (how to describe and share a range of feelings) • H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) (ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others) • 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. when and how to ask for help, and how to help others, with their feelings /to recognise when they need help with feelings; that it is important to ask 	<p>PSHE Association - The Sleep Factor</p> <p>PSHE Association - Dental Health</p> <p>PSHE Association – Drug and Alcohol Education (Year 1-2)</p> <p>Winston’s Wish – Loss and bereavement</p> <p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>Lifebuoy - ‘Soaper Heroes’ lesson plans</p>

	7 WEEKS	<p>for help with feelings; and how to ask for it</p> <ul style="list-style-type: none"> • H20. how to manage big feelings including those associated with change, loss and bereavement/ about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better 	
	<p>Growing and changing</p> <p>4 WEEKS</p>	<ul style="list-style-type: none"> • H26. about growing and changing from young to old and how people's needs change how our needs and bodies change as we grow up (about the human life cycle and how people grow from young to old) • H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • H27. about preparing to move to a new school for next year <p>British Values:</p> <p>1) Individual Liberty</p> <p>Circle time: I can say one good thing about myself, my favourite colour, I can say one thing that I like doing</p> <p>How to Heal a Broken Wing – Bob Graham (a story of a boy who takes on the responsibility of caring for an injured bird)</p>	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p> <p>Persona Doll – Rosa</p> <p>British Values Lesson Plans – Individual Liberty –Lesson3: My many Coloured Day(The Linking Network)</p> <p>Bk – Dr Seuss – My Many Coloured Days</p> <p>Calming music – Kira Willey – Colours (song)</p>