






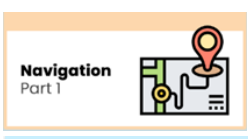
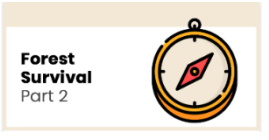



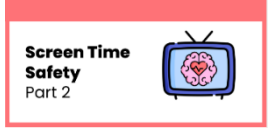
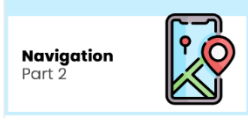



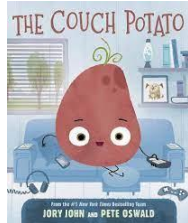


Year 2 Autumn Term

	AUTUMN 1 st Half			Autumn 2 nd Half		
Theme	Mary Anning Rocks			Marvellous Maps		
Area of Learning	<p>Happiness Part 1</p>	<p>Feeling Sad Part 1</p>	<p>It's Okay not to be Okay Part 1</p>	<p>Dealing with Loss Part 1</p>	<p>Understanding Peer Pressure</p>	<p>Positive Friendships</p>
Area of PSHE/SRE	<p>Happiness Part 2</p>	<p>Feeling Sad Part 2</p>	<p>It's Okay not to be Okay Part 2</p>	<p>Dealing with Loss Part 2</p>		
Area of PSHE/SRE	Health and Well-Being	Health and Well-Being	Health and Well-Being	Health and Well-Being	Relationships	Relationships
Suggested supporting text/ video	<p>The Jar of Happiness (youtube.com)</p>	<p>When Sadness Comes to Call by Eva Eland Read Aloud Kids Book - YouTube</p>	<p>Ruby's Worry (Share a Story Corner) (youtube.com)</p>	<p>Sad Film Kids' Poems and Stories with Michael Rosen (youtube.com)</p>	<p>Time for Storytime: Ed Vere reads How to be a Lion (youtube.com)</p> <p>Troll stinks! Internet safety introduction fun story by Jeanne Willis and Tony Ross (youtube.com)</p>	<p>On Sudden Hill full story (youtube.com)</p>
PSHE (All NC subject content covered)	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to describe what it feels like to be happy. ● to understand what makes us happy. ● about why happiness is important. ● about how we can be happier. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● about what sadness is. ● about the difference between sadness and depression. ● to understand the positive sides to sadness. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● about what to do when we're not okay. ● to understand why others might not be okay. ● about what to do if someone else is not okay. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to look at ways that can help us cope with the loss of a loved one. ● to understand the importance of remembering the 'loved ones we lose'. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. ● To explore basic techniques for resisting pressure to do something they don't want to do and 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● To find simple strategies to resolve arguments between friends positively. ● To know how to ask for help if a friendship is making them feel unhappy. ● To know that bodies and feelings can be hurt by words and













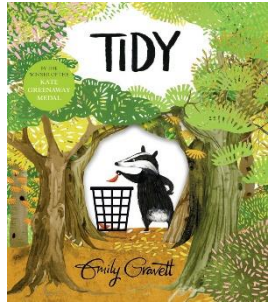

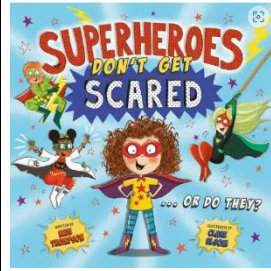
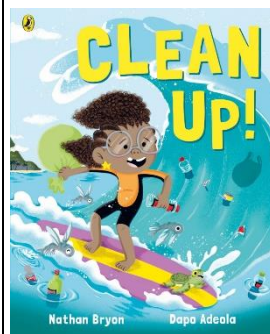

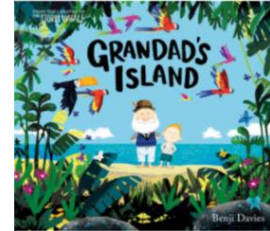


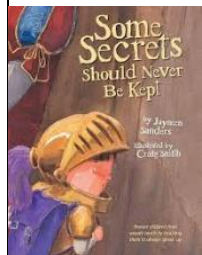
					<p>which may make them unsafe.</p> <ul style="list-style-type: none"> ● To understand how the internet and digital devices can be used safely to find things out and to communicate with others. ● To know that not all information seen online is true. 	actions; that people can say hurtful things online.
<p>Key questions / knowledge and understanding to be explained</p> <p>Key Knowledge and facts to be recalled</p>	<p>Phase 1 and 2 – Happiness key questions:</p> <p>What does happiness mean ?</p> <p>What things might make you happy?</p> <p>Which words mean the same as 'happy'?</p> <p>How might you look and feel if you are happy?</p> <p>Which of these, might make you feel happy?</p> <p>Why is happiness important?</p> <p>How can you feel happier?</p> <p>What might happiness bring to our lives?</p> <p>Which outlook on life brings you happiness?</p> <p>Which of these make you feel happier?</p> <p>Phase 3 and 4 – Feeling Sad key questions:</p> <p>What is sadness?</p> <p>What is depression?</p> <p>What is the difference between sadness and depression?</p> <p>Why might feeling sad be a good thing?</p> <p>Who can you talk to if you are feeling sad?</p> <p>Why might you feel sad?</p> <p>Why is feeling sad sometimes ok?</p> <p>Who can you talk to if you are feeling sad?</p> <p>Phase 5 and 6 – It's okay to not be okay key questions:</p> <p>What does it feel like to be okay?</p> <p>What can you do if you don't feel okay?</p> <p>What does it mean when you say you feel okay?</p> <p>Which things might make us not feel okay?</p> <p>How can you help someone who is not feeling okay?</p> <p>Is it okay to not be okay?</p> <p>How might someone behave if they are not okay?</p> <p>What can you do if you know that someone is not feeling okay?</p> <p>What could you say to make someone feel better?</p>			<p>Phase 1 and 2 – Dealing With Loss key questions:</p> <p>How can you cope with the pain when you 'lose a loved one'?</p> <p>Who could you talk to if you have 'lost a loved one'?</p> <p>What does 'losing a loved one' mean ?</p> <p>What helps with the pain of losing someone?</p> <p>Why should you remember loved ones who have died?</p> <p>How long should you grieve for?</p> <p>Does everyone feel sad, angry or afraid when grieving?</p> <p>Phase 3 and 4 (one part lesson, to be completed over 2 phases) - Understanding Peer Pressure key questions:</p> <p>What does 'peer pressure' mean?</p> <p>Can peer pressure be both positive and negative?</p> <p>How could peer pressure happen online?</p> <p>Is it okay to join in with name calling because someone else 'did it first'?</p> <p>What advice could you give to someone who was feeling anxious due to 'peer pressure' e.g. a friend was telling them to go on an unsuitable website?</p> <p>Phase 5 and 6 – (one part lesson, to be completed over 2 phases) Positive Friendships key questions:</p> <p>What would you do if you fell out with a friend at school?</p> <p>What would you do if you fell out with someone online?</p> <p>How do you know if someone is lonely?</p> <p>What can you do to help someone who is lonely?</p> <p>Discuss what children can do in those situations; talk to a trusted adult who can advise how to solve the problem, say sorry if you have said or done something unkind, ask the person who feels sad/lonely why they feel like that. Emphasise that feelings are valid, however it is better to solve the problem than dwell on the feeling.</p>		
Vocabulary	Emotion, positive, negative, feelings, challenging, support	Emotion, positive, negative, feelings, strength, improvement	Emotions, feelings, constructive feedback, support, advice, comfort	Alive, dead, living, dying, loss, feelings	Peer pressure, negative, positive, online, offline.	Friendship, problem, solution, feelings, online.

Year 2 Spring Term

	Spring 1 st Half			Spring 2 nd Half		
Theme	All Creatures Great and Small			By the Seaside		
Area of Learning	 <p>Forest Survival Part 1</p>	 <p>Fire Safety Part 1</p>	 <p>Cyber Safety Part 1</p>	 <p>Relaxation Part 1</p>	 <p>Screen Time Safety Part 1</p>	 <p>Navigation Part 1</p>
	 <p>Forest Survival Part 2</p>	 <p>Fire Safety Part 2</p>	 <p>Cyber Safety Part 2</p>	 <p>Relaxation Part 2</p>	 <p>Screen Time Safety Part 2</p>	 <p>Navigation Part 2</p>
Area of PSHE/SRE	Living in the Wider World	Living in the Wider World	Online Safety and Awareness	Health and Well-Being	Online Safety and Awareness	Living in the Wider World
Suggested supporting text/ video	 <p>How to survive in the jungle - Lonely Planet Kids (youtube.com)</p>	<p>Fire Safety for Kids Fire Drill at School Fire Safety Rules for Kids! (youtube.com)</p>	 <p>Troll stinks! Internet safety introduction fun story by Jeanne Willis and Tony Ross (youtube.com)</p>	 <p>Rainbow Relaxation: Mindfulness for Children - YouTube</p>	 <p>The Couch Potato Storytime Read Aloud (youtube.com)</p>	
PSHE (All NC subject content covered)	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to understand how to survive in a forest. to understand that there are 7 important things to know about when surviving in the wild. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> about the 3 Ps when we talk about fire safety: Prevent, Plan and Practice. to know and remember what 'Plan and Practice' from the 3 Ps mean when we talk about fire safety 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to understand the importance of staying safe online. that information and data is shared and used online. about social media and its benefits and disadvantages. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> about what relaxation is. about how relaxation can help us. to explore how relaxation and technology can work together 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> about what screen time is. that too much screen time is bad for us. about how too much screen time can affect us. about how too much screen time can affect our relationships. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to explore the different ways that we can navigate or find our way to unfamiliar places. how to use the night sky for navigation.

<p>Key questions / knowledge and understanding to be explained</p> <p>Key Knowledge and facts to be recalled</p>	<p>Phase 1 and 2 – Forest Survival key questions: How would you survive in a forest? What do you have to look out for in a forest? What should you pack if you are camping out in the forest? What do you have to be careful about in a forest? Why is it always important to go with someone when you explore? What are the 7 important things to remember if you live in the wild? Why should you tell someone where you are going if you go to the forest? What things do you need to have if you are surviving in the wild? Why is having water very important? Why is it important to always tell someone where you are going?</p> <p>Phase 3 and 4 – Fire Safety key questions: What are the 3 Ps for fire safety? What does the word ‘prevent’ mean? What do ‘preventing fires’ and ‘preventing injury’ mean? Who can you talk to about the 3Ps? Why is it important that you test smoke alarms regularly at home? What do we mean by ‘Plan’ when we are talking about fire safety? What do we mean by ‘Practise’ when we are talking about fire safety? Which important tips should you remember about your safety in a fire?</p> <p>Phase 5 and 6- Cyber Safety key questions: Why should we use the Internet safely? How can you stay safe online? Why is it important to keep your digital passwords a secret? Why is it important that you think before writing or posting anything online or digitally? What can you do if what you see online makes you afraid or uncomfortable? What is social media? What are the disadvantages of using social media? Can you name some well-known social media sites? Are the ‘friends’ you might speak to online always ‘real’ friends? What do we mean by ‘cyber bullying’?</p>			<p>Phase 1 and 2 – Relaxation key questions: What is relaxation? Why is it important that you relax? What can you do to help you relax? What could you do to limit the amount of time you spend on technology? What things could you do to relax rather than use screens? How long would it be good to be technology free? What things can you do to relax that don’t involve screens? Is it a good idea to have rules about using tech each day?</p> <p>Phase 3 and 4 – Screen Time Safety key questions: What is screen time? Is screen time bad for us? Should there be a limit on how much screen time we get each day? Why can too much screen time affect our health? How can too much screen time affect us? How can too much screen time affect our relationships? How much screen time is a healthy amount?</p> <p>Phase 5 and 6 – Navigation key questions: How can you find your way to unfamiliar places? What are the four main points of the compass called? Which equipment can we use to navigate or find our way? How can we remember the main compass directions?</p>		
<p>Vocabulary</p>	<p>Survival, conditions, safety, rescue, equipment, wild</p>	<p>Prevent, practise, fire, escape, safety, emergency</p>	<p>exercise, screen, habit, sleep deprivation</p>	<p>Busy, rest, sleep, stress, relax, worried</p>	<p>Password, programme, online, permission, report, cyber bullying</p>	<p>SatNav, map, compass, route, direction, navigation</p>

Year 2 Summer Term

	Summer 1 st Half			Summer 2 nd Half		
Theme	Oh, I do like to be beside the Seaside			Safari		
Area of Learning	 Environment Part 1	 Fight or Flight Part 1	 Protecting our Planet Part 1	 Medicines and Drugs Part 1	 Adapting to Change Part 1	 My Private Body
Area of PSHE/SRE	 Environment Part 2	 Fight or Flight Part 2	 Protecting our Planet Part 2	 Medicines and Drugs Part 2	 Adapting to Change Part 2	 Respecting All Families
Area of PSHE/SRE	Living in the Wider World	Health and Well-Being	Living in the Wider World	Drugs Awareness	Health and Well-Being	RSHE
Suggested supporting text/ video	 TIDY book  Emily Gravett Read aloud #storyoftheweek (youtube.com)	 Read Aloud Books for Kids - "Superheroes Don't Get Scared" by Kate Thompson Picture Book (youtube.com)	 Rocket Says Clean Up! by Nathan Bryon & Illustrated by Dapo Adeola Read Aloud (youtube.com)	 Wise Owl's Drug Safety Kit: What's a Drug? (youtube.com)	 Grandad's Island (youtube.com)	 Body Boundaries Make Me Stronger Read Aloud by Reading Pioneers Academy - YouTube
Suggested supporting text/ video	 Author Storytime: Wendy Meddour reads The Friendship Bench Ahead of #EmpathyDay on Thursday 9th June, we're celebrating with EmpathyLab with a special reading from Wendy Meddour Children's Author of her book, The... By Oxford Owl Facebook	 Some Secrets Should Never Be Kept read by Debra Byrne - YouTube				
PSHE (All NC subject content covered)	Pupils should be taught: <ul style="list-style-type: none"> ● about what pollution is. ● about global warming. ● about recycling. ● to understand how plastic can cause problems for our planet. 	Pupils should be taught: <ul style="list-style-type: none"> ● about the 'fight or flight' response. ● to recognise when we feel this response. ● to understand the need for 'fight' and 'flight'. 	Pupils should be taught: <ul style="list-style-type: none"> ● how to set personal goals. ● about what is important when we set personal goals. ● about what we can do help to protect our planet 	Pupils should be taught: <ul style="list-style-type: none"> ● to understand what drugs and medicines are and how they can be used to help us. ● to understand how and when to use medicines and identify what they should not take. ● to understand how to keep themselves safe. 	Pupils should be taught: <ul style="list-style-type: none"> ● To understand change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. ● To recognise that not everyone feels the same at the same time, or feels the same about the 	Pupils should be taught: <ul style="list-style-type: none"> ● To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. ● To know how to respond if physical contact makes them feel uncomfortable or unsafe.

		<ul style="list-style-type: none"> ● to understand what makes us feel the 'fight or flight' response. 		<ul style="list-style-type: none"> ● to know who to talk to if they are concerned about their health or the health of the people they know. ● to understand that substances like alcohol and tobacco have an effect on the human body. ● to understand how to keep themselves safe. ● to understand the risks and consequences of using substances such as alcohol and tobacco. ● to understand that substances can be dangerous. ● to know who they can trust and to be able to say 'no' to peer pressure. 	<p>same things.</p> <ul style="list-style-type: none"> ● To know 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. ● To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. ● To know about preparing to move to a new class/year group. ● To know 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. ● To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. ● To understand change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. ● To know about growing and changing from young to old and how people's needs change. 	<ul style="list-style-type: none"> ● To know the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). ● To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). <p>To identify the people who love and care for them and what they do to help them feel cared for.</p> <p>To identify common features of family life.</p> <p>How people and other living things have different needs; about the responsibilities of caring for them.</p> <p>About the different roles and responsibilities people have in their community.</p>
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<p>Key questions / knowledge and understanding to be explained</p> <p>Key Knowledge and facts to be recalled</p>	<p>Phase 1 and 2 – Environment key questions:</p> <p>What is pollution?</p> <p>What is global warming?</p> <p>What can we do about pollution?</p> <p>What is recycling?</p> <p>How does plastic cause problems for our environment?</p> <p>How does plastic damage our environment?</p> <p>What can we do to recycle materials?</p> <p>Phase 3 and 4 – Fight or Flight key questions:</p> <p>What is Fight or Flight?</p> <p>How might you recognise the fight or flight feeling?</p> <p>What is the 'Fight or Flight' response?</p> <p>What should you always do?</p> <p>Who can you talk to if you are feeling afraid or worried?</p> <p>Why do you need the fight or flight reaction?</p> <p>Why do you get the fight or flight response?</p> <p>What is it that makes you 'fight' or take 'flight'?</p> <p>Which situation might call for a 'fight' response?</p> <p>Which situation might call for a 'flight' response?</p> <p>Phase 5 and 6 – Protecting Our Planet key questions:</p> <p>Why is it getting warmer?</p> <p>What happens to Earth when it gets warmer?</p> <p>What can we do to protect the planet?</p> <p>How does recycling help protect the planet?</p>	<p>Phase 1 and 2 – Medicines and Drugs key questions:</p> <p>What is medicine?</p> <p>Who gives us medicine?</p> <p>Why should we never swallow anything that we are unsure about?</p> <p>Who usually gives us medicine?</p> <p>Why do people smoke cigarettes and drink alcohol?</p> <p>Why are smoking and drinking dangerous?</p> <p>Why are alcohol and tobacco dangerous?</p> <p>What would you do if you were offered alcohol or cigarettes?</p> <p>Who could you talk to if you were worried about alcohol or smoking?</p> <p>Phase 3 My Private Body key teaching points:</p> <p>My Body Safety Rules - 5 things every child should know - YouTube</p> <p>Can you name the main parts of the body, including external genitalia?</p> <p>What can you do if you do not want to kiss or hug someone?</p> <p>Can you name someone in your safety network?</p> <p>What is an early warning sign?</p> <p>Who can touch your private parts?</p> <p>What must you do if someone asks you to keep a secret that makes you feel bad?</p> <p>Watch the story Some Secrets Should Never Be Kept read by Debra Byrne - YouTube</p> <p>Phase 4 Respecting All Families key teaching points:</p> <p>Families nurture and care for each other and they do this by the things that they do for each other.</p> <p>What things do you do for the members of your family to show that you care?</p>
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	<p>Which of the following helps to protect our planet?</p>			<p>How do the adults in your family show that they love and care for you? How do the other children in your family show that they live and care for you? School Radio - Our Family, Our Family - Roles and responsibilities (bbc.co.uk) Discuss similarities and differences between our own families and the families in the videos.</p> <p>Phase 5 and 6 Adapting to Change – key teaching points: *This lesson could be sensitive for some students, dependent on what change they have already experienced or are currently experiencing. Please discuss with the safeguarding team or leadership if there are children you are concerned about.</p> <p>Change happens a lot. For many different reasons; we change as we get older (physically and mentally), change happens around us; a new brother or sister is born or we move to a new house. How do you feel when change happens? Sometimes we are happy about change and sometimes we are not. This lesson helps children to learn how to cope with different types of change.</p> <p>What kinds of changes happen as you get older? What emotions might you feel when you go through change? What changes might happen when you go into Year 3? What changes happen to you mentally and physically around the time that you go into Year 3?</p>		
<p>Vocabulary</p>	<p>Environment, pollution, improve, natural, harmful, protect, recycling</p>	<p>Emotion, response, protect, chemicals, adrenaline, natural</p>	<p>Environment, harm, global warming, pollution</p>	<p>Drug, medicine dose, trusted adult, doctor, nurse</p>	<p>nipples, anus, penis, testicles, vulva, private parts, secrets Respect, love, nurture, role, gender.</p>	<p>Change, transition, emotions.</p>