

Year 2 Autumn 1 Short term planning – PSHE

Being me in my World

Prior learning:

- I understand the rights and responsibilities
- as a member of my class
- I understand the rights and responsibilities
- for being a member of my class
- I know my views are valued and can contribute to the Learning Charter
- I can recognise the choices I make and
- understand the consequences
- I understand my rights and responsibilities within our Learning Charter

Vocabulary

Worries, worried, hopes, fears, belonging, rights, responsibilities, responsible, actions, assertive, controlling, praise, reward, consequence, positive, negative, choices, safe, fair, learning, charter, learn cooperatively, problem-solving, boundaries

Books

The Huge Bag of Worries
No, David!

PSHE Outcome	Social and Emotional Skills	RSHE guidance		British Values	SMSC	Protected Characteristics
		Relationships	Health & Wellbeing			
I can identify some of my hopes and fears for this year	I recognise when I feel worried and know who to ask for help	RKR: 1, 7, 11 BS: 7	GW: 3, 4, 8, 9, 10	Mutual respect, individual liberty	Social, spiritual	
I understand the rights and responsibilities for being a member of my class and the importance of making contributions	I recognise when I feel worried and know who to ask for help	CF: 2, 4 RKR: 1, 2, 4, 5, 7		Mutual respect, tolerance of different faiths and beliefs, individual liberty, rule of law, democracy	Social, moral	
I can listen to other people and contribute my own ideas about rewards and consequences	I can help to make my class a safe and fair place	RKR: 1, 3, 5		Mutual respect, tolerance of different faiths and beliefs,	Social, spiritual	

				individual liberty, rule of law, democracy		
I can listen to other people and contribute my own ideas about rewards and consequences	I can help make my class a safe and fair place	RKR:1, 2, 5, 7		Mutual respect, tolerance of different faiths and beliefs,	Social, spiritual	
I understand how following the Learning Charter will help me and others learn	I can work cooperatively	RKR: 1, 2, 5, 6, 7, 8		Mutual respect, tolerance of different faiths and beliefs, individual liberty, rule of law, democracy	Social, spiritual	
I can recognise the choices I make and understand the consequences	I am choosing to follow the Learning Charter	CF: 2, 3 RKR: 1, 2, 3, 4, 5, 6, 7		Mutual respect, tolerance of different faiths and beliefs, individual liberty, rule of law, democracy	Moral, spiritual	

Lesson	PSHE Outcome & social and emotional skills	Learning Objective	Input	Task
1	I can identify some of my hopes and worries for this year I know how to use my Jigsaw Journal I recognise when I feel worried and know who to ask for help	I can recognise some of my hopes and worries and know what I can do and who I can talk to if I need help.	Introduce PSHE and what it is. Introduce jigsaw Jo. Share the topic for this half term. Show different facial expressions (happy, worried, excited, nervous). Ask the children questions from the notebook. Talk about hopes and worries. On the next 2 pages, share/write down our hopes and worries as a class. Discuss as a class - do children have the same worries/hopes. It is normal to be worried about things. Model activity 1 on the board. Chn to complete activity 1 independently. Support chn with ideas if needed. Discuss with chn , "Who are the people you could talk to if something is worrying you? "What could you say to them?"	Activity Children to complete the sentences "I hope.... & I am worried about" Activity 2 - My helping hand Chn draw around their hand. On each finger write/draw: - someone at home I can talk to

		"What could you do if the first person wasn't there to speak to?" "What could you do if you didn't feel comfortable talking to that person?" The focus for this part of the lesson is not to identify adults who are good and bad. It is to show the children that they can keep asking for help until they find an adult that will listen and help. Model 'I need to tell you something that's worrying me'. Read a scenario to the class about a child who is worried about their exams. Ask: "How could we show kindness to someone who is worried?" "What could we say?" "What could we do?" Then "If someone is kind to us, how can we show respect to them?" - Using kind words - Asking if they are okay - Saying thank you - Listening - Getting an adult to help. "Sometimes a worry can feel very big. We cannot always make a worry disappear straight away, but we can use things that help our body and mind feel calmer." Ask children to: - Think of their worry as a little cloud. - Take a slow breath in. - Slowly breathe out. - Imagine the cloud floating away.	- someone at school I can talk to - another adult I trust - somewhere I can go for help - what I can say when I need help - At the bottom: "If I am worried, I can..." Children complete: "I can talk to _____." "I can say _____."
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			- Remind themselves: "I can talk to someone who can help me." "A calming strategy can help us feel calmer, but we should still tell a trusted adult if we need help." Activity 2 - My helping hand	
2	I understand the rights and responsibilities for being a member of my class and school I recognise when I feel worried and know who to ask for help	I can understand my responsibilities and explain how I can be kind to others	Show chn Jigsaw Jo, remind chn of half term topic. Show the chn the 2 pictures on the board as a starter activity. Chn to discuss the questions on the notebook with their partner. Ask the chn "what does responsibility mean?" Where might we find that word in our school? Link to school values. Class definition of being responsible - "Being responsible means doing things that help to look after ourselves, other people and our environment." Introduce three categories: responsible, think about it, get help. Using picture cards of different scenarios. Chn to sort into the three categories. New vocabulary - Assertive & controlling Teach: "Being assertive means saying what you need, want or feel clearly and respectfully." Then: "Being controlling means trying to make someone else do what you want without respecting their choices or feelings." Child A:	Activity Chn to create a responsibility badge. Complete the sentence "I am a responsible member of year 2 because ..." Chn to choose at least 2 • look after myself • look after other people • listen to others • respect people's choices • say what I need respectfully • ask an adult for help

			"Please can I have a turn when you've finished?" Child B: "No, you can't have a turn. You have to give it to me now!" Ask: "Which child is explaining what they need respectfully?" "Which child is trying to control the other person?" Kind to others - "I let my friend have a turn." Kind to myself - "I tell my friend when I need a turn too." Explain: "Being kind does not mean that we always have to say yes." "We can care about someone else and still look after our own needs." Scenario cards A: Your friend wants to play the game you are playing, but you want to finish first. B: Someone keeps standing very close to you and you don't like it. C: Your friend wants you to give them your turn.	when I need it.
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			D: Someone asks you to do something that makes you uncomfortable. For each one ask: "What could you say?" Encourage kind responses "Sometimes we can solve a small problem ourselves by talking kindly and listening. Sometimes we need an adult to help." Ask: "When might we need an adult to help?" "Asking an adult for help is not being a tell-tale. It is a responsible thing to do when someone needs help or someone is not safe."	
3	I can listen to other people and contribute my own ideas about rewards and consequences I can help to make my class a safe and fair place	To understand what a reward is and recognise that rewards can be different	Introduce the lesson and jigsaw Jo. Ask the children "What does reward mean?" Take suggestion/examples from the chn. A reward is something positive that happens because of something we have done. Ask the chn: - Have you ever received a reward? - What was it? - How did it make you feel? - Does a reward always have to be a toy or something you can buy? Explain to the chn that rewards can be things, words, actions or thoughtful gestures - give examples. Not every reward needs to cost money.	Activity Jigsaw Jo needs our help to make a reward menu for our classroom. On an A4 piece of paper, chn can come up with a reward for each category: words, actions, privileges and things. Chn draw or write their ideas, share as a class.

			Jigsaw Jo's bag - she has brought in some possible rewards but not all of these are appropriate for school. Discuss the rewards. Ask q's such as: "what is it?" "could this be a reward?" "do we have this reward in school?" "why or why not?" Examples: chocolate bar, money, a high five, extra playtime, choosing a class story, toy, certificate, sticker, new pencil etc. Explain to chn that the reward needs to be appropriate for the situation. Eg. Getting a new game every time you help someone isn't realistic, but getting a high five or a classroom responsibility could be. Give small groups/pairs different scenarios. Chn to choose 3 different rewards for each scenario. "Amir has helped tidy the classroom" "Sofia has helped a friend who is upset" "Jack has worked really hard on his handwriting" Jigsaw Jo needs our help to make a reward menu for our classroom. On an A4 piece of paper, chn can come up with a reward for each category: words, actions, privileges and things. Chn draw or write their ideas, share as a class. Circle time Chn to complete "A reward doesn't have to be" and "A reward could be"	
4	I can listen to other people and contribute my own ideas about rewards and consequences	To understand that our choices and behaviour can have consequences for ourselves and others	Introduce the lesson and jigsaw Jo. Write this statement on the board "You forget your coat on a rainy day"	<u>Paired activity</u> Chn to look at the scenario cards.

	I can help make my class a safe and fair place		Ask chn "What might happen?" Give another example: You remember your coat for school Discuss possible consequences: you stay warm and dry. Remind chn that a consequence isn't always negative. Chn become consequence detectives - give chn scenario cards. - Mia shares the pencils with her group - Sam pushes someone because he wants to be first - Aisha helps someone who has fallen over Ask chn "what might happen next." They predict what might happen to themselves, another person and the class. Chn to look at the scenario cards. Discuss with their partner what is happening and what a possible consequence would be. How do we make sure the consequence is fair? Show a child spilling water on the floor. What would a fair consequence be? - cleaning it up. Turn the consequence into a positive - what could we do different next time? Be sensible when filling up my bottle etc.	Discuss with their partner what is happening and what a possible consequence would be.
5	I understand how following the Learning Charter will help me and others learn I can work cooperatively	I can work cooperatively	Introduce the lesson and jigsaw Jo. Ask the chn: "What do you think working cooperatively means?" Share chn's responses on the board. Don't tell the chn the correct answer yet. Introduce "A boundary is a limit that helps us to feel safe, comfortable and respected." Discuss personal space, listening and turn taking.	Practical activity - beanbag race

			Read the story <i>The Squirrels Who Squabbled</i>. Discuss during the story how the squirrels are not working together. What could they do to meet the same goal? At the end of the story explain that working cooperatively means working as a team to achieve the same goal. Practical activity - Beanbag race in teams Reflect on the beanbag race - "Did we listen?" "Did we take it in turns?" "Did we respect people space?" "How did we make everyone feel included?" Challenge on the last slide of the notebook - to work cooperatively.	
6	I can recognise the choices I make and understand the consequences I am choosing to follow the Learning Charter	I can recognise the choices I make and understand the consequences RSHE changes 26 Extended Learning Charter application beyond classroom to playground and lunch hall settings with practical scenario based learning - Added focus on how using the charter helps build good friendships and relationships	Introduce the lesson and jigsaw Jack. Discuss "what is a choice?" and "What is a consequence?" Explain what consequence is - it happens because of a choice. - Give positive and negative examples here. As a group look at the golden ladder and team points. Discuss how do we get a reward of these? Golden time etc. How does this make us feel? Introduce learning charter in the classroom. Then broaden this to outside the classroom. 3 headings - classroom, playground, lunch hall. Does our learning charter only apply in the classroom. Classroom "I listen when someone else is speaking." Playground "I take turns and play fairly." Lunch hall "I use kind words and respect other people's space." Then ask:	Activity 1 Chn are going to create a poster to promote "Our Learning Charter helps us have good friendships." The poster must include 3 things children can do. EG. We listen, we take turns, we use kind words, we include others, we respect peoples choices or we ask for help when needed.

"How can our choices help other people feel safe and included?"

Introduce four short scenarios.

Scenario 1 — Playground

"Two children both want to use the same equipment."

Ask:

"What choices could they make?"

"Which choice would help them both?"

Scenario 2 — Friendship

"A friend says they don't want to play the game you have chosen."

Ask:

"How could you respond?"

Key idea:

"We can respect our friend's choice and find another way to play together."

Scenario 3 — Lunch hall

"Someone wants to sit in the same place as you."

Ask:

"How could you solve this fairly?"

Scenario 4 — Feeling left out

"You notice someone standing on their own while everyone else is playing."

Ask:

"What could you choose to do?"

Introduce a simple visual sequence - My choice - What happens next - how does that person feel

Activity

Chn are going to create a poster to promote "Our Learning Charter helps us have good friendships."

The poster must include 3 things children can do.

			EG. We listen, we take turns, we use kind words, we include others, we respect peoples choices or we ask for help when needed.	
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