



The PSHE Curriculum

Year 2

Year 2	Family and relationships
RSE/Mental health and wellbeing statutory guidance	
<p>RSE Statutory guidance</p> <ul style="list-style-type: none"> • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • That marriage represents a formal and legally recognised relationship. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. <p>Mental health and wellbeing</p> <p>Caring friendships</p> <ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <p>Respectful relationships</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. <p>Families and people who care for me</p> <ul style="list-style-type: none"> • There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. 	
British Values Links:	
<ul style="list-style-type: none"> • Mutual respect 	
Cross-Curricular Links:	
<p>Reading</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • making inferences on the basis of what is being said and done • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <p>Spoken language</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers 	
Prior Learning	Future Learning
<p>Year 1</p> <ul style="list-style-type: none"> • Know that families can include different people. • Know the families looks after us. • Know that certain information is personal about me and my family. • Know some characteristics of a good friend. • Know stereotypes about boys and girls. 	<p>Year 3</p> <ul style="list-style-type: none"> • To know that I can talk to trusted adults or services such as Childline if I experience family problems. • To know that bullying can be physical or verbal. • To know that bullying is repeated, not a one-off event. • To know that violence is never the right way to solve a friendship problem. • To know that trust is being able to rely on someone and it is an important part of relationships. • To know the signs of a good listener. • To understand that there are similarities and differences between people. • To understand some stereotypes related to age.

	<p>Year 4</p> <ul style="list-style-type: none"> • Know that families are varied in the UK and across the world. • Know the different roles related to bullying including the victim, bully and bystander. • Know that everyone has the right to decide what happens to their body. • Know the courtesy and manners which are expected in different scenarios. • Know some stereotypes related to disability. • Know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives. <p>Year 5</p> <ul style="list-style-type: none"> • Know that marriage is a legal commitment and a choice people can make. • Know that, if I have a problem, I can call ChildLine on 0800 1111. • Know what attributes and skills make a good friend. • Know what might lead to someone bullying others. • Know what action a bystander can take when they see bullying. • Know that positive attributes are the good qualities that someone has. • Know that stereotypes can be unfair, negative and destructive. • Know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. <p>Year 6</p> <ul style="list-style-type: none"> • Know that a conflict is a disagreement or argument and can occur in friendships. • Know the concepts of negotiation and compromise. • Know that everyone deserves respect but respect can be lost. • Know that stereotypes can lead to bullying and discrimination. • Know that loss and change can cause a range of emotions. • Know grief is the process people go through when someone close to them dies.
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Substantive Knowledge Acquired in the Unit

- Know that families can be made up of different people.
- Know that families may be different to my family.
- Know how some problems which might happen in friendships.
- Know that some problems in friendships might be more serious and need addressing.

Misconceptions

Some children may think:

- A family only consists of a mum, dad, brother and sister
- All families are the same
- Having good manner is just saying please and thank you
- Boys and girls cannot do the same types of jobs
- You wouldn't feel as upset of a pet died

By the end of this unit pupils will:

- Understand that families offer love and support and that different families may be made up of different people.
- Consider what friends may be thinking and feeling in different situations.
- Recognise some issues that may occur in friendships and which of these may need adult help to resolve.
- Understand that expectations of manners may change according to the situation.

- Know that remembering people who were important to them but are no longer here can cause a mixture of emotions.
- Explain what gender stereotypes are in relation to careers.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Week 7
Retrieval	<p>1. If I fall out with my friend I should... never speak to them again, try and talk through our differences, say horrible things about them, tell other people to stop being friends with them</p> <p>2. someone we get on well with and like spending time with is a good friend or bad friend?</p> <p>3. A friendship where everyone listens, respects and cares for each other is a _____ friendship. Unhealthy or healthy</p> <p>4. good _____ is important to sort out problems in friendships. Communication, sense of humour, family, choice of toys</p>	<p>1. which is true? All families are made up of the same people, families are made up of lots of different people, all members of our family must be related.</p> <p>2. Which family member is this likely to be? (Grandma, Grandad, sister, brother)</p> <p>3. Which family member is this likely to be? (Grandma, Grandad, sister, brother)</p> <p>4. Which one of these isn't showing respect to your family? (Being polite, showing care, not listening, treating them fairly).</p>	<p>1. Are all families the same?</p> <p>2. Name three different family units?</p> <p>3. What should we NOT do when we meet people who are different to us? Show respect to others, ask lots of personal questions that are upsetting to answer, take time to listen to them, include them in your conversation</p>	<p>1. Which would not happen to our bodies when we get angry? Wanting to run away, clench our fist, getting hot and red, remembering to say please and thank you</p> <p>2. List three strategies to help you calm down</p> <p>3. List three ways we can help our friend if they are feeling sad.</p>	<p>1. Allowing someone to do something is giving them _____ permission, support, security, love</p> <p>2. if a friendship is making you unhappy you should... not say anything, hope it gets better, argue with your friends, speak to your friend and explain how you are feeling</p> <p>3. which group do we choose to belong to? Our family, our friends, our class</p>	<p>1. If we meet someone with a different family to us we should...? Think they aren't a real family, accept their family is different, make fun of them for having a different family, ask to join their family</p> <p>2. regard for someone's feelings, wishes or rights. What is this describing? Behaviour, manners, respect, support</p> <p>3. Why are good manners important? It helps us get what we want, we might get in trouble if we don't use them, we are told to use them, it shows respect for others</p> <p>4. A group of friends will feel the same about a situation. True or false?</p>	<p>1. Which of these is NOT true? Only pictures help us remember loved ones, having nice memories can make us feeling better, talking about loved ones can help us</p> <p>2. An idea about a type of person that might not be true is a... stereotype, friendship, relationship, respect</p> <p>3. Which of these is a stereotype? Some girls like pink and some girls like blue, girls and boys can play with any toy they want, girls only like dolls and boys only like dinosaurs</p> <p>4. Which of these is true about stereotypes? There is nothing we can do about stereotypes, we can help people think differently about stereotypes, they do not exist anymore</p>

Learning Objective:	To begin to understand the role of the family in their lives.	To begin to understand the range of families they may encounter now and in the future.	To recognise how others show feelings in different ways and how to respond.	To begin to understand that some friendships might make us feel unhappy and how to deal with this.	To understand the conventions of courtesy and manners.	To begin to understand how loss and change can affect us.	To develop an understanding of stereotypes and how these might affect job/career choices by a stereotype.
Key vocabulary	Tier 2 Relation Support Security Tier 3 Family Love	Tier 2 Different Similar Tier 3 Family Love Care Same	Tier 2 Emotion Feeling	Tier 2 Healthy Unhealthy Relationship Tier 3 Happy Unhappy	Tier 2 Considerate Respect Courtesy Tier 3 Manners Behaviour Please Thank you Quiet	Tier 2 Remember Tier 3 Change Happy Sad Death Upset	Tier 2 Stereotype Career Appearance Gender Tier 3 Boy Girl Judge Male Female
Possible outcome	Look at the families the children have identified and ask them which they think support, care, love and help each other. Ask the children to select a person who is special to them and who looks after them. This could be a family member or someone else. Ask the children to write a list of the things that this person does to look after them.	Display on your interactive whiteboard the poster on link: 'Stonewall - Different families same love' poster . Ask the children to describe the families they can see. Stress that although all the families are different they all love each other and care for each other. Invite the children in their pairs to stick their family picture in the centre of the <i>Activity: Different families questions</i> and then discuss and answer the questions on the sheet. Stress that there are no right or	Place the children into groups of three and give each group a copy of the <i>Activity: Etho, Shu, Birt</i> . Invite the children to use what they know about each character and to discuss in their groups what each character might be thinking in this situation and then to feedback. Get the groups to fill out the thought bubbles using the ideas from their discussions.	Explain that sometimes friends do not make each other feel good and that it is normal for friends to have fallouts and disagree from time to time. Sometimes friends might hurt our feelings by accident and not realise how upset we are. It is important for us to tell our friends how we feel when they upset us. These problems are sometimes easily dealt with and forgotten about. Put the children into small groups and give to each group a copy of the <i>Activity: Scenarios 1 and 2</i> . It would be useful to	Explain that having good manners is a way of showing respect to others. Respect is not only about accepting someone for who they are but also about treating them considerately by thinking about their feelings. Assign one of the photos from the <i>Activity: Mind your manners photos</i> to each group and ask the groups to look carefully at their picture and the title, which shows where the picture is. Ask the groups how they would show good manners and how they would	Read to the class the story of 'Badger's Parting Gifts' by Susan Varley. Ask the children to imagine that they are one of the friends in the story. They are going to make a card for one of the friends from the story. On the card they are going to remind that friend about something Badger did or said that might help them feel less sad about the Badger's death. The children can draw a picture on the front of the card and then write inside. (Pupils who need support to write in the card can	Play the clip via the link: What job do you want to do when you grow up? Seat the children in a circle and ask them to talk to their partner about what they would like to do as a job when they grow up. Feedback as a class and record the children's names and answers on the board.

		wrong answers, they should decide for themselves.		use mixed ability groups to help with the reading. Ask the children to work in their groups, to read the stories and then complete the tasks at the bottom of the sheet.	behave in that situation.	use <i>Activity: Card insert</i>).	
British values	Mutual respect	Mutual respect					Mutual respect

Year 2	Health and wellbeing
Mental health and wellbeing statutory guidance	
<p>Mental wellbeing</p> <ul style="list-style-type: none"> How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. That mental wellbeing is a normal part of daily life, in the same way as physical health. <p>Physical health and fitness</p> <ul style="list-style-type: none"> The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. <p>Health and prevention</p> <ul style="list-style-type: none"> About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist 	
Cross-Curricular Links:	
<p>Science</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>PSHE Association</p> <ul style="list-style-type: none"> H23. to identify what they are good at, what they like and dislike. H24. How to manage when finding things difficult. 	
Prior Learning	Future Learning
<p>Year 1</p> <ul style="list-style-type: none"> Know what might cause different feelings. Know the importance of sleep. Know that there are different ways of relaxing. Know things I need to do to keep safe in the sun. Know that people can be allergic to things in food or things around them. Know that some people have jobs that keep us healthy. 	<p>Year 3</p> <ul style="list-style-type: none"> Know the positive impact relaxation can have on the body. Know the importance of belonging. Know what being lonely means and that it is not the same as being alone. Know what a problem or barrier is and that these can be overcome. <p>Year 4</p> <ul style="list-style-type: none"> Know that visualisation means creating an image in our heads. Know that different job roles need different skills and so some roles may suit me more than others.

	<ul style="list-style-type: none"> • Know that it is normal to experience a range of emotions. • Know that mental health refers to our emotional wellbeing, rather than physical. • Know that mistakes can help us to learn. • Know who can help if we are worried about our own or other people's mental health. <p>Year 5</p> <ul style="list-style-type: none"> • Know the risks of sun exposure. • Know that relaxation stretches can help us to relax and de-stress. • Know that calories are the unit that we use to measure the amount of energy certain foods give us. • Know that what we do before bed can affect our sleep quality. • Know what can cause stress. • Know that failure is an important part of success. <p>Year 6</p> <ul style="list-style-type: none"> • Know that vaccinations can give us protection against disease. • Know that changes in the body could be possible signs of illness. • Know that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). • Know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. • Know that a number of factors contribute to my mental health (diet, exercise, rest/relaxation). • Know the effects technology can have on mental health.
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Substantive Knowledge Acquired in the Unit

- Know that food and drinks with lots of sugar are bad for our teeth.
- Know the importance of exercise to stay healthy.
- Know the balance of foods we need to keep healthy.
- Know that breathing techniques can be a useful strategy to relax.
- Know that we can feel more than one emotion at a time.
- Know that a growth mindset means being positive about challenges and finding ways to overcome them.

Misconceptions

Some children may think:

- I only need to clean my teeth once a day
- Exercise is only beneficial for our bodies not minds
- Physical exercise can only be done in PE
- A goal has to be based on something you can't do yet
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By the end of this unit pupils will:

- Use multiple colours in a diagram to show how they can feel more than one emotion at a time.
- Describe how they would feel in a particular situation and understand that not everyone feels the same.
- Understand the effect of physical activity on their body and mind.
- Describe energetic physical activities that they enjoy.

- Describe the positive effects of relaxation and know there are different ways to relax.
- Know how to use breathing exercises to relax.
- Recognise and describe what they are good at and what skills they would like to develop.
- Create a complete ladder detailing achievable steps which work towards a goal.
- Explain what a growth mindset is.
- Use strategies to stay calm during trick challenges.
- Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices.
- State what ingredients they can see on a dish and compare them with the food pyramid.
- Understand what helps to keep teeth healthy.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval	<p>1. What do germs do? Make us poorly if they get in our bodies, do nothing, make us stronger, give us energy</p> <p>2. which of these protects our skin the most in the sun? Hat and sunglasses, swimming costume and towel, bucket and spade, sun cream and shade</p> <p>3. Which of these is not a reason why sleep is important? It helps you to grown, it helps your body to repair, gives you energy, make you more beautiful</p>	<p>1. Complete the 5 S's to help us protect ourselves from the sun... Slip on a _____ Slop on _____ Slap on a _____ Shade Sunglasses</p> <p>2. what might someone do if they are feeling nervous? Smile, shout, frown, shake</p> <p>3. Which picture shows anger?</p> <p>4. Which picture shows fear?</p>	<p>1. The most important reason to wash our hands is...</p> <p>2. Exercise is good for...? Just your body, just your mind, your body and mind</p> <p>3. which of these is NOT an effect of exercise on the body? Keeps your heart healthy, makes your hair grow, lifts your mood, makes your muscles and bones stronger</p>	<p>1. Which activity would help us relax? Laughter, running around, shouting at people, watching a scary film</p> <p>2. After breathing exercises you will hopefully feel.... Calm, angry, emotional, nervous</p> <p>3. Doing physical activity can help you digest your food? True or false</p> <p>4. which is NOT an effect of on your body of relaxation?</p>	<p>1. Something that is able to be reached or completed. What is this describing? Emotion, relax, achievable, goal</p> <p>2. Which of these is an achievable goal? Learn 10 new words in a new language this term, read a book in a new language this term, write a letter in a new language this term, have a conversation in a new language this term.</p> <p>3. Can boys and girls achieve the same things?</p>	<p>1. What would a person with growth mindset think? I can't do this, I am terrible at this, I am going to give up, it didn't work this time but let's try again</p> <p>2. Name two benefits exercise has on your body.</p> <p>3. Change this phrase so it shows growth mindset 'I give up'</p> <p>4. What is the difference between the first and second picture?</p>
Learning Objective:	To describe a range of feelings and develop simple strategies for managing them.	To understand the benefits of physical activity.	To use breathing exercises to relax.	To understand their strengths and set themselves achievable goals.	To identify strategies to help overcome barriers or manage difficult emotions.	To understand ways of looking after our teeth.
Key vocabulary	Tier 2 Feeling Emotion Communication	Tier 2 Activity Physical Tier 3	Tier 2 Relaxation Tier 3 Breath	Tier 2 Achieve Achievable Tier 3	Tier 3 Resilience Frustration Challenge Try	Tier 2 Healthy Tier 3 Tooth

	Tier 3 Happy Sad Angry Worried Frustrated Self-awareness	Exercise Health Feeling		Goal Skill Steps	Growth Mindset	Teeth Sugary drink Brush
Possible outcome	Children start the lesson by linking feelings to numbers based on the 5 point scale. Children work through the scenario cards considering how they would feel and relating this to a number on the 5 point scale.	Discuss the active things you do in a week, making a note of these on the board. Take pupils outside or into a large space, such as the school hall, and set up stations with play equipment and a music player at each. Make sure the play equipment allows for a variety of activities, and be ready to model activities if children are struggling to come up with their own ideas. Get the children to think about how they can recognise if an activity is energetic or not.	Children discuss why is relaxation important. Ask children to get into a comfortable position then talk them through either: The <i>Activity: Breathing exercises</i> and test each of the four strategies in turn, talking the children through getting themselves comfortable and helping them with counting their breaths. Following whichever activity you chose, ask pupils to describe how they are feeling. Did any colours come to mind during the breathing exercises.	Ask pupils to choose a skill that someone else in the class has that they would like to get better at. How can they ask this person for help to improve? Give each pupil <i>Activity: Steps to success ladder</i> and ask them to write their chosen skill as the goal at the top.	Give children a carousel of activities – building card houses, threading needles, building tower blocks. Ask children to consider strategies learnt in the lesson to ensure they can destress when completing the activities. Children discuss how they built resilience in the session.	Watch the video clip keeping our teeth healthy. Children create a list of things that were not good for Tilly and things that kept her healthy.

Year 2	Safety and the changing body
RSE/Mental health and being statutory guidance	
<p>Internet and safety links:</p> <ul style="list-style-type: none"> Pupils should know that for most people the internet is an integral part of life and has many benefits. <p>Being safe:</p> <ul style="list-style-type: none"> About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard. What sorts of boundaries are appropriate in friendships with peers and others That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. <p>Families and people who care for me</p>	

- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

Respectful relationships

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

RSE

- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- That people sometimes behave differently online, including by pretending to be someone they are not.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to report concerns or abuse, and the vocabulary and confidence needed to do.
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

British Values Links:

- Mutual respect
- Individual liberty

Cross-Curricular Links:

Computing

- recognise common uses of information technology beyond school
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private

Science

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

PSHE association

- Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road).

Prior Learning

Year 1

- Know that some types of physical contact are never appropriate.
- Know what to do if I get lost.
- Know that a hazard is something which could cause an accident or injury.
- Know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.
- Know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.
- Know that emergency services are the police, fire service and the ambulance service.

Future Learning

Year 3

- Know that cyberbullying is bullying which takes place online.
- Know the signs that an email might be fake.
- Know the rules for being safe near roads.

Year 4

- Know there are risk with sharing things online.
- Know the difference between private and public.
- Know the risks associated with smoking tobacco.
- Know the physical changes to both males and female bodies as people grow into adults from children.
- Know asthma is a condition that causes airways to narrow.

Year 5

- Know the steps to take before sending a message online (using the THINK mnemonic).
- Know some of the possible risks online.
- Know some strategies I can use to overcome pressure from others and make my

	<p>own decisions.</p> <ul style="list-style-type: none"> • Know the process of the menstrual cycle. • Know the names of the external sexual parts of the body and the internal reproductive organs. • Know that puberty happens at different ages for different people. • Know how to assess a casualty's condition. <p>Year 6</p> <ul style="list-style-type: none"> • Know that online relationships should be treated in the same way as face to face relationships. • Know where to get help with online problems. • Know the risks associated with drinking alcohol. • Know how a baby is conceived and develops.
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Substantive Knowledge Acquired in the Unit

- Know that some types of physical contact are never appropriate.
- Know what to do if I get lost.
- Know that a hazard is something which could cause an accident or injury.
- Know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.
- Know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.
- Know that emergency services are the police, fire service and the ambulance service.

Misconceptions

Some children may think:

- If I get lost I should try get myself home
- Only adults can call 999
- You should always keep a secret
- If you tell someone a secret you are a bad person
- Being unkind over the internet is not as bad as being unkind to someone face to face
- The correct names for private parts is ruder than made up names

By the end of this unit pupils will:

- Understand how the internet can be used to help us.
- Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable.
- Understand what a secret is and what a surprise is.
- Know the name of parts of the body, including those of the private parts for their gender.
- Explain the PANTS rule.
- Understand how to keep safe near roads.
- Explain the rules for crossing the road.
- Understand when we should take medicines that can help us feel better when we are unwell.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Week 7	Week 8
Retrieval	1. Adults try to keep us safe, what should we do to	1. Which of these is bad for your	1. What should you do if someone is unkind to you	1. Which of these is a secret not a surprise? Knowing	1. something we don't show to people or tell	1. complete the PANTS rules-	1. The female private parts are	1. Where should you safely walk on the pavement?

	<p>help them? Ignore them and make your own choices, call 999, ignore hazards, listen to them and follow their instructions, take the lead</p> <p>2. What should you NOT do if you found some tablets? Shallow them, take them to a trusted adult, not touch them, warn others not to touch them</p> <p>3. All visitors coming into school should first _____</p> <p>Sign into the office, say hello to everyone, meet the children, have a look around</p> <p>4. An _____ is a serious, often dangerous situation. Stranger, contact. Police officer, emergency</p>	<p>teeth? Milk, fizzy drinks, water</p> <p>2. Which is NOT a benefit to the internet? You can spend a very long time online, you can find information easily, you can easily keep in touch with friends and family</p> <p>3. Name three things you can do on the internet.</p>	<p>online? Stop talking to them and tell an adult, say unkind things back, tell your friends to be unkind</p> <p>2. If someone is unkind to you online over and over again it is now _____</p> <p>Online bullying, physical bullying, being a horrible friend, illegal.</p> <p>3. Name three adults you could speak to if you are feeling unsafe online.</p>	<p>what someone is getting for their birthday, not telling your brother you are going on holiday, not telling your mum you have made her a card, breaking something and not telling anyone</p> <p>2. a secret is _____</p> <p>3. a surprise is _____</p>	<p>people about unless we want to. What is this describing? Private, body parts, secret, surprise</p> <p>2. Who do our private parts belong to? Anyone, parents, you and only you, doctors</p> <p>3. What are the correct names for boys private parts? Willy, front bottom, vulva, penis</p> <p>4. What is the correct name for a girls private parts? Vulva, front bottom, penis. Bum</p>	<p>Private parts are _____</p> <p>Always remember your body belongs to _____</p> <p>No means _____</p> <p>Talk about _____ that upset you _____</p> <p>someone can help you</p> <p>2. A surprise should NOT make you feel... excited, happen, upset, worried</p> <p>3. What should you do if you are asked to keep a secret which makes you feel uncomfortable? Tell a trusted adult, keep the secret, write it down on paper, tell you pet</p>	<p>called _____</p> <p>2. The male private parts are called _____</p> <p>3. who do our private parts belong to?</p>	<p>Near the kerb, in the middle, next to the shops and buildings</p> <p>2. What are the PANTS rules?</p> <p>3. What are the rules for crossing the road? Stop, look, listen and _____</p>
Learning Objective:	To understand what the internet is and how it can help us.	To understand how to stay safe when using the internet.	To begin to understand the difference between secrets and surprises.	To begin to understand the concept of privacy and the correct vocabulary for body parts.	To understand safe and unsafe touches.	To know my body is important and belongs to me.	To understand ways to keep safe on and near roads.	To begin to understand how to stay safe with medicines.
Key vocabulary	Tier 3 World Wide Web Streaming Website	Tier 2 Danger Bullying Tier 3	Tier 3 Excited Good Happy	Tier 2 Private Female Male	Tier 2 Secret Report Private	Tier 2 Contact Boundary Permission	Tier 3 Pedestrian Road Safe	Tier 3 Temperature Sneeze Doctor

	Internet Wi-Fi	Internet Online Safe Unkind Kind	Surprise Secret Unhappy Worried	Tier 3 Penis Vulva Vagina Arm Leg Hand Wrist Neck Head Knee Foot Ankle Elbow	Tier 3 Vulva Vagina Penis Testicles Safe Unsafe	Tier 3 Uncomfortable	Walking Pavement Car park Traffic	Nurse Pharmacist Prescription Medicine
Possible outcome	<p>Explain to the children that a lot of the things we do day-to-day rely on us having access to the internet, which is an interconnected network of computers.</p> <p>Arrange the children in groups and give each group a copy of the <i>Activity: Before the internet – images</i>, which shows some images of the way things used to be done before the internet was invented. Ask children what we can do now thanks to the internet to make things quicker or easier. The children should</p>	Share Smartie the penguin with the class. Children create online safety posters based on their key learning from the story.	Give each child a copy of the <i>Activity: Secrets and surprises</i> , and ask them to draw themselves in each of the frames showing how they feel about secrets and how they feel about surprises. They can write words or draw extra pictures around themselves to show how they feel. For example, on the secret side they might draw dark clouds and a worried face, and on the surprise side, they may draw sunshine, balloons and fireworks. Display the presentation secret and	Explain that we are going to be learning about parts of the body. Give each child a copy of the <i>Activity: Body parts</i> or, for children needing more support, a copy of the <i>Activity: Body parts word bank</i> out the <i>Body parts</i> activity sheets. Ask the children to label the body parts indicated except for the ‘private parts’. You should indicate on the activity sheet and explain that the class will be looking at these parts later in the lesson. Using the images from the <i>Activity: Body parts</i> resource,	Watch the NSPCC PANTS PowerPoint as a class. Look through each part of the rule to make sure children are clear about safe and unsafe touching,	Share the story ‘I chose to say no’ by Elizabeth Estrada. In groups, provide the close contact scenarios. Children discuss each scenario and feedback to other groups.	Local road safety officer is invited in to talk to the children about road safety on country roads and in the car park where there are no pavements. Children learn the rules for crossing the road safely.	Children look at images to identify where medicines come from. They design a leaflet for younger children with key messages about safety around medicines.

	then create a mindmap of ways that the internet has made our lives easier, using the images and their own drawings and words.		surprises. Go through each of the slides and in relation to each scenario (on slides 2, 4, 6, 8, 10), ask the children to decide whether the scenario is a secret or a surprise.	point to the parts of the bodies covered by pants and explain that a girl's private part is called a vulva and a boy's private part is called a penis. Children to return to their own <i>Activity: Body parts</i> sheet and label these parts.				
British values		Mutual respect			Individual liberty	Mutual respect Individual liberty		

Year 2	Citizenship
PSHE Association non Statuary guidance	
<p>PSHE</p> <p>Living in the Wider World</p> <p>L1. about what rules are, why they are needed, and why different rules are needed in different situations.</p> <p>L3. about things they can do to help look after their environment.</p> <p>L5. about the different roles and responsibilities people have in their community.</p> <p>R25. how to talk about and share their opinions on things that matter to them'</p>	
British Values Links:	
<ul style="list-style-type: none"> • Rule of law • Mutual respect • Democracy • Individual liberty 	
Prior Learning	Future Learning
<p>Year 1</p> <ul style="list-style-type: none"> • Know the school rules. • Know that different pets have different needs. • Know the need of younger children and these change over time. • Know that all people are different. 	<p>Year 3</p> <ul style="list-style-type: none"> • Know the rights children have. • Know that not all children benefit from rights. • Know that children have the responsibility to make sure other children can benefit from rights. • Know that recycling rubbish helps protect the environment. • Know what I can do to increase/improve recycling at home/school. • Know what a community is. • Know that there are buildings and places that are there for the community. • Know that charities support different things in our community.

	<ul style="list-style-type: none"> • Know why we have rules in the community. <p>Year 4</p> <ul style="list-style-type: none"> • Know that everyone has human rights. • know why these rights are important. • Know who helps to protect human rights. • Know that groups exist do different things in a community. • Know that communities are made up of different groups. • Know the role of the local councillor. <p>Year 5</p> <ul style="list-style-type: none"> • Know what happens when someone breaks the law. • Know that rights apply to everyone. • Know how reducing materials and energy help the environment. • Know how contributions to the community are recognised and valued. • Know how the Parliament works. <p>Year 6</p> <ul style="list-style-type: none"> • Know that human rights are there to protect everyone. • Know why individual campaign for causes they believe in. • Know some environmental issues relating to food. • Know that I have a responsibilities for other people and living things. • Know what discrimination and prejudice is. • Know the contribution that people with protected characteristics bring to society. • Know how the government works.
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Substantive Knowledge Acquired in the Unit

- Know some of the different places where rules apply.
- Know that some rules are made to be followed by everyone and are known as 'laws'.
- Know some of the jobs people do to look after the environment in school and the local community.
- Know how democracy works in school through the school council.
- Know that everyone has similarities and differences.

Misconceptions

Some children may think:

- Only adults should follow the laws and only adults can get into trouble for breaking them
- A leader has the final say on decisions all of the time
- It is the responsibility of only the caretaker to look after the school environment
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By the end of this unit pupils will:

- Recognise that different rules apply in different situations.
- Explain what makes a good school environment.
- Recognise that everyone in school has a responsibility to maintain the school environment.
- Identify some jobs that people do to keep the local area pleasant.
- Recognise some local job roles that help the community.
- Recognise similarities and difference between people in the local community.

- Explain that differences should be respected.
- Explain how the school council works.
- Share their opinions on things that matter.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval	1. which of these is not a reason we have rules in school? To help us learn, to keep us safe, to help us get on together, to stop you doing things you want to 2. Name a rule we follow in school. 3. If a visitor has a red badge on they _____ must be with a member of staff , they can be on their own, they are dangerous 4. What number should you call in an emergency if there is no adult around to do it for you?	1. What is voting? One person making all the decisions, an unfair way to make decisions, a fair way to make decisions that affect a group of people , a way of leaving people out of the decision 2. We have rules to keep us... Safe, happy and healthy , friends, unhappy fed up and afraid 3. Name a rule you need to follow in a shop. 4. Name a rule you need to follow when crossing the road.	1. it is all of our _____ to look after our school environment. Thoughts, friends, responsibilities 2. To make or get better is to _____ Improve , responsible, environment, like 3. Name one thing about the playground that you would like to improve.	1. Whose responsibility is it to keep the school environment nice? Headteacher, teachers, caretaker, everyone in school 2. Which job do people have which help to look after the local environment? Teacher, nurses, police officer, refuse collector 3. Look at a picture from Gainsborough- what could be improved?	1. Which job is there to keep us safe? Crossing patrol officer, police officer, fire fighters, teachers 2. In a community, there will be people who are both similar and different. True or false 3. What jobs do people do in our local environment? Name 4.	1. being unique means _____ you are the same as everyone else, you are different to everyone else , some things are the same and some things are different 2. What is the job of a school council? Go to meetings, get a badge, show visitors around, to help make the school better 3. If you have an idea on how to improve the school you should tell... the school council , headteacher, teachers, our friends
Learning Objective:	To understand the importance of rules.	To understand ways to look after the school environment.	To recognise the roles people play in looking after the environment.	To begin to understand the roles people have in the community.	To begin to understand how democracy works in school.	To understand ways to share an opinion.
Key vocabulary	Tier 2 Reason Tier 3 Rule Different	Tier 2 Environment Responsibility Improve Tier 3 Problem	Tier 2 Environment Pleasant Local Tier 3 Volunteer Job	Tier 2 Community Tier 3 Volunteer Job	Tier 2 Democracy Election Representative Tier 3 Vote Council	Tier 2 Opinion Improve Respect Tier 3 Idea Agree Disagree
Possible outcome	Explain to the class that rules do not just exist in school but also exist in lots of other	Children write ways to present to Mr Lovelidge ways in which the school environment	Show picture of the local environment. Discuss the issue around litter. Children to	Discuss in more detail one or two of the jobs on the list from the <i>Presentation: People</i>	Explain to the children in more detail how the school council works in your school. If possible,	Individual liberty Give children in groups the opportunity to

	places. Organise the children into pairs or small groups and give them five minutes to write down other places where rules exist. Ask the children to think about what rules they have at home and to write some of these down. Invite several children to share some of the rules they have at home with the class.	could be improved or maintained.	conduct a litter pic in the local area.	<i>in our local community</i> and discuss their job roles. A member of the voluntary service is to come into to explain their role in the community. Children ask questions and gain a better understanding of how volunteers support the community.	arrange for a child from an older age group to attend the lesson and to explain to the class how the school council works. Children ask questions to the council to gain a better understanding of their role. Democracy	discuss their thoughts around playtimes. Ask them to create a speech in groups about what's good about playtimes and what needs to improve.
British values	Rule of law		Mutual respect	Mutual respect Tolerance of others	Democracy	Individual liberty

Year 2	Economic Wellbeing
Cross-Curricular Links:	
Mathematics <ul style="list-style-type: none"> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. find different combinations of coins that equal the same amounts of money. Science <ul style="list-style-type: none"> find out about and describe the basic needs of animals, including humans, for survival (water, food and air). PSHE Association <ul style="list-style-type: none"> L10. what money is; forms that money comes in; that money comes from different sources. L13. that money needs to be looked after; different ways of doing this. 	
Prior Learning	Future Learning
Year 1 <ul style="list-style-type: none"> Know that coins and notes have different values. Know some of the ways children may receive money. Know that it is wrong to steal money. Know that banks are places where we can store our money. Know some jobs in school. Know that different jobs need different skills. 	Year 3 <ul style="list-style-type: none"> Know that there are different ways to pay for things. Know that budgeting money is important. Know that there are a range of jobs available. Know that some stereotypes can exist around jobs. Year 4 <ul style="list-style-type: none"> Know that money can be lost in a variety of ways. Know the importance of tracking money. Know that many people will have more than one job in their lifetime. Know ways to overcome stereotyping in the workplace. Year 5 <ul style="list-style-type: none"> Know when money is borrowed it needs to be paid back usually with interest. Know that it is important to prioritise spending. Know that income is the amount of money received and expenditure is the amount

	<p>of money spent.</p> <ul style="list-style-type: none"> Know some ways that people lose money. <p>Year 6</p> <ul style="list-style-type: none"> Know that there are certain rules to follow to keep money safe in a bank. Know that gambling is a risk where money, or something else, is swapped in hope of winning something better or more money. Know that different jobs have different routes into them. Know that banks and organisations such as Citizen Advice can help with money related issues.
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Substantive Knowledge Acquired in the Unit

- Know some of the ways in which adults get money.
- Know the difference between a 'want' and 'need'.
- Know some of the features to look at when selecting a bank account.

Misconceptions

Some children may think:

- You can't get your money out if you put it in a bank
- You not need to get a job
- What you want is also what you need
- Only adults can save money
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By the end of this unit pupils will:

- Explain where adults get money from.
- Explain the difference between wants and needs.
- Recognise that saving might be necessary to buy the things we want.
- Explain that banks are a safe place to keep money.
- Consider different factors when choosing a bank account.
- Recognise that different jobs require different skills.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	<p>1. Which has the highest value? Notes, coins, credit card, all the same</p> <p>2. which of these can children NOT do to earn money? Get pocket money, receive money as a present, do chores around the house, get a job</p> <p>3. How might an adult get money? Get a job, steal it, given it by banks, get it from their parents</p>	<p>1. What is 'cash'? notes and coins, notes, coins, a card you can pay with</p> <p>2. the name of the place where you can keep your money safe is a _____ shop, bank/building society, café, supermarket</p> <p>3. To keep your money for future use is to _____ Spend, collect, save, reward</p> <p>4. All jobs pay the same amount. True or false?</p>	<p>1. Which adults would benefit from a pension? Anyone, people who don't have a job, adults, older people</p> <p>2. Which is a need rather than a want? Food, toys, pet, tablet</p> <p>3. Something that I would like to have- is this describing a need or a want?</p>	<p>1. Which of these is a want for a baby rather than a need? Toys, clothes, food, nappies</p> <p>2. Something that is extremely important to have is _____ essential, want, prioritise, savings</p> <p>3. Which of these is not a way for adults to get money? Job, benefits, winning money, stealing</p>	<p>1. the name of the place where you can keep your money safe is a _____ shop, bank/building society, café, supermarket</p> <p>2. Which of these is the best thing to look at when opening a bank account? The name of the bank, if your friends have it, the free gift they offer, how much interest they give you</p>

	4. If you put your money in a bank you can never get it back, true or false?				3. What is interest? The amount of money you have in the bank, the amount of money you want to have in your bank, the amount of money the bank adds to your savings
Learning Objective:	To understand where money comes from.	To begin to understand the difference between wants and needs.	To understand how saving can help us buy things we want.	To understand that banks look after money and the benefits of bank accounts.	To understand skills and interests will help someone decide what job they want to do.
Key vocabulary	Tier 3 Coins Money Wages Earn Benefits Prizes Notes	Tier 2 Survive Tier 3 Need Want	Tier 2 Essential Priority/prioritise Tier 3 Want Need Save	Tier 3 Bank Building society Save Account Interest Online	Tier 3 Job Skill Earn Money
Possible outcome	Explain how adults get money e.g. jobs, benefits, presents, winning money. Put the children in pairs and ask them to focus on one of the ways to earn/get money. Give each pair a copy of the <i>Activity: Where money comes from</i> which asks the children to describe a method of earning or receiving money and the advantages and disadvantages of it.	Explain that there are lots of things that we have which are actually things that we want, rather than need. Put the children into small groups or pairs and give each group a pack of the <i>Activity: Wants or needs? cards</i> Ask the children to think again about the needs of a baby. The children then sort the cards into either 'wants' or 'needs'.	Children explore different ways money could be saved using picture prompts. They look at a families spend in the week and decide on priorities. They discuss savings on things that aren't essential.	Ask the children to look at their information sheets and to underline the banks which they think are best for: the amount needed to open an account, the interest rate , the number of withdrawals, free gifts Discuss what they think about each of these and which bank they think is the best and why.	Year 2 to hold small jobs fair with children and parents. Children to have opportunity to discuss jobs and skills needed with employees.