








Core Theme	Year 2	PD book	British values	SUMO	Articles	PD Award
<p>Health and Wellbeing</p> <p>Big Questions</p> <p><i>What helps us to stay safe?</i></p> <p><i>What helps us grow and stay healthy?</i></p> <p><i>How do we recognise our feelings?</i></p> <p>PSHE Lesson</p> <p>PSHE Assembly</p> <p>Visitor Assembly</p> <p>No Outsiders in a Faith Community</p> <p>Across the Curriculum</p>	<ul style="list-style-type: none"> Know the ways that pupils can help the people who look after them to more easily protect them. Make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences, including managing risks. What does keeping healthy mean, emotionally and physically. Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest, healthy eating and dental health. Know that household products, including medicines, can be harmful if not used properly (medicines/ computer time). Explore what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. Understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. Know the rules for, and ways of, keeping physically and emotionally safe including responsible ICT use and online safety. Discuss good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings, or when to ask for help with these. Explore what positively and negatively affects their physical, mental and emotional health. The risks of everyday situations and how to keep safe at outside of school i.e. electricals, fire safety, sun safety. Talk about disability. Communicate in different ways. Consider growing and changing and new opportunities and responsibilities that increasing independence may bring. First aid introduction including making an emergency phone call and what to do if someone is hurt. <p><i>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</i></p>	<p>Quiz: a short quiz to check their understanding, this could also include choosing the most appropriate action based on a selection. Deeper: justify their reasons for selecting that action and suggest alternatives.</p> <p>Points on a scale: use a scale system to rate how safe/unsafe certain situations or scenarios are. Deeper: explain how these risks can be mitigated or what could be the next step.</p> <p>Role play: role play the emergency phone call, create a pocket card with key prompts on for children to take home (display some in book).</p>	<p>Liberty</p>  <p>Pupils have the freedom to make choices that affect them, but recognise that they are accountable for their actions.</p> <p>Law</p>  <p>Rules are there to help protect myself and others. They must be respected. What are our 3 values? Why are these important? How do these values inform how we behave?</p>	<p>Emotional Thermometer (page 81) – use this activity with the given scenario, or create your own. Discuss appropriate responses to each scenario. Why might other people feel differently? Will all our responses be the same? What is reasonable?</p> <p>False Alarms (page 28) – present this information in child friendly terms, but use the notion of FEAR thinking to help manage different types and levels of worrying. Move on to looking at the worry cycle.</p> <p>Three stars and a wish (page 39): Children use this to discuss the change of moving year groups and growing in independence.</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p> <p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p> <p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>Zone 1 – Bien-être</p>  <ul style="list-style-type: none"> make links between PE lessons and exercise. take part in a yoga session or a mindfulness break. design or create your own healthy meal. <p>Zone 2 – Egalitate</p>  <ul style="list-style-type: none"> making new friends buddying with a new pupil in school. help a peer with their learning. Take part in a religious celebration with others.








No Outsiders in a Faith Community

What the Jackdaw saw – Julia Donaldson & Nick Sharratt
<https://www.youtube.com/watch?v=IDVtp8nd-zU>



Just Because – Rebecca Elliot
<https://www.youtube.com/watch?v=I5cXmbbXcQQ>




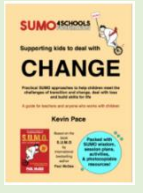
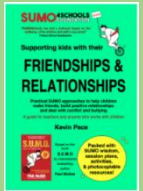







Core Theme	Year 2	PD Book	British values	SUMO	Articles	PD Award
<p>Relationships</p> <p>Big Questions</p> <p><i>What makes a good friend?</i></p> <p><i>What is bullying?</i></p> <p><i>What makes me happy?</i></p> <p>PSHE Lesson</p> <p>PSHE Assembly</p> <p>Visitor Assembly</p> <p>No Outsiders in a Faith Community</p> <p>Across the Curriculum</p>	<ul style="list-style-type: none"> Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). Recognise when they, or someone else, is feeling lonely and how to respond, or when someone is unkind. Knowing there are situations where they need to ask for permission and when their permission should be sought. Understand adoption and different types of families. Develop strategies to resist teasing, bullying, pressure or unsafe situations - if they experience/ witness it, whom to go to and how to get help. Realise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable), both in person and online, including that some people can pretend to be someone they are not.. Understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. What to do if they feel unsafe or worried about themselves or others, the vocabulary to use and the importance of keeping trying until they are heard. <i>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</i> 	<p>Diary: have a class friend (plush teddy) who children take home and care for. They reflect on this in a short diary entry. Deeper: appreciate the responsibilities and risk involved in caring for someone/something.</p> <p>Respond to a picture: give pictures of obvious and not to obvious scenarios of bullying for children to annotate with how to responds. Deeper: take this further and discuss 'what if this doesn't work?</p> <p>Discussion: video children and link with a QR code for PD book. The video could include different sides of an argument to understand both sides. Deeper: can they provide advice and guidance. Summarise the views and weigh them up.</p>	<p>Respect</p>  <p>What is respect? Where does it come from? Who receives our respect? Why? Why is it important? How does this support healthy relationships?</p> <p>Responsibility</p>  <p>What is a responsibility? Who has them? Why? Am I always responsible for my actions? How responsibilities also afford rights. What responsibilities do we share? What should we not be responsible for?</p>	<p>Boiled frog syndrome (page 20) – reword this a Hansel in the witches pot – thinks it is nice warm bath but she is slowly cooking him. Important to notice the environmental changes.</p> <p>How to deal with negative friends (page 24): use this flow chart to look at the possible responses to help deal with negative friendships. You could use the given scenario above flow chart, but alter slightly to fit pitch of pupils.</p> <p>Small Steps to self-confidence (page 76): use this activity to help children develop ways to realise and grow their own self-confidence. You could look further into the Young Minds activity.</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p> <p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p> <p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>Zone 4 – Omhyggeelig</p>  <p>. helping a peer who might be struggling with their learning. . Think of ways we can help reduce waste within school, strengthening our relationship with the environment.</p> <p>Zone 6 – Deris</p>  <p>. act as a special person for someone in your community. . talk about the different communities you are part of. . Show how special you are!</p>

No Outsiders in a Faith Community

The Odd egg – Emily Gravett <https://www.youtube.com/watch?v=8LKoji2i7Cw>



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<p>Living in the Wider World</p> <p>Big Questions</p> <p><i>What jobs do people do?</i></p> <p><i>What are my roles and responsibilities?</i></p> <p><i>What are my needs and wants?</i></p> <p>PSHE Lesson</p> <p>PSHE</p> <p>Assembly</p> <p>Visitor</p> <p>Assembly</p> <p>No Outsiders in a Faith</p> <p>Community</p> <p>Across the Curriculum</p>	<ul style="list-style-type: none"> Recognise they belong to different groups and communities such as family and school. Understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) Know what diversity means. Identify what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). Help construct, and agree to follow, group, class and school rules and to understand how these rules help them Know that people of different races can get along. Discuss the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices. Explore how to welcome different people. <p><i>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</i></p>	<p>Mind map – children to create a mind map of their different communities they are part of and how they fit into them. Deeper: children identify the crossovers between these. What are the similarities and differences?</p> <p>Washing line: one end right, other end responsibility. Look at the difference between both and where certain things, such as 'good education' would fit on here. It is a right, but also requires some level of responsibility. Deeper: think of their own rights and responsibilities and discuss how these may differ through time.</p> <p>Sorting activity: provide examples of ways to welcome different people. Sort these into those which are welcoming and perhaps may not be perceived as this. Deeper: look at how we can ensure the whole school is welcoming.</p>	<p>Tolerance</p>  <p>Make links to people being different but part of the same community/family or friendships.</p> <p>Democracy</p>  <p>What responsibilities do governors have? Why do we need a governing body? Invite a governor into assembly</p>	<p>Resilience, Confidence & Self-Esteem</p>  <p>Fruity Thinking Role Play (page 108) – choose some (relevant/ appropriate) of these scenarios and act them out or 'respond to a picture'.</p> <p>Change</p>  <p>Self-talk (page 27) – the ideology of self-talk can help children develop positive thoughts and better self-worth. It can also help them work out how they fit into their different communities.</p> <p>Change your T-shirt (page 34) – use this activity to allow children to create different t shirts based on their roles and responsibilities within their communities. These actions are what they can influence and change.</p> <p>Friendships & Relationships</p> 	<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p> <p>2</p>  <p>NO DISCRIMINATION</p> <p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>Zone 3 – Yawstok</p>  <ul style="list-style-type: none"> Taking part in an assembly. Lead a prayer or thought piece. Bring in something precious to you and share it with your class. <p>Zone 5 – Nisaab</p>  <ul style="list-style-type: none"> developing life skills. develop beyond school and outside of the school day. take part in a school event or help run a special day at school.

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The great big book of families- Mary Hoffman & Ros Asquith
<https://www.youtube.com/watch?v=fDpckrBI0S8>



Can I join your club? – John Kelly & Steph Laberis
<https://www.youtube.com/watch?v=yJcXJbAwOVA>



Blown Away – Rob Biddulph
<https://www.youtube.com/watch?v=I5cXmbbXcQQ>

