

# Year 2 PSHE Curriculum

## Term 1 - Resilience

Lesson 1 - Y1 lesson gives children strategies when they face a challenge. Y2 lesson identifies what resilience looks like.

Lesson 2 - Y1 lesson challenges children to say when they feel different emotions. Y2 lesson helps children identify events that trigger emotions.

Lesson 3 - Y1 lesson introduces the Tornado Zone and provides two hops out of it. Y2 lesson illustrates that angry actions can hurt others.

Lesson 4 - Y1 lesson explain how it feels good to have a go (The Arena). Y2 lesson defines the Arena and explains how pressing pause can help.

Lesson 5 - Y1 lesson that failing is needed to learn something new. Y2 lesson points out what to do when you fail.

Lesson 6 - Y1 lesson shows that mistakes are often the first step to learning. Y2 lesson shows children how to recognise a mistake.

<b>End Point</b> <ul style="list-style-type: none"> <li>I know what resilience looks like</li> </ul>	<b>Careers</b> <ul style="list-style-type: none"> <li>Electrician (trades)</li> </ul>
<p><b>New Knowledge Content</b>  <b>What will the pupils know at the end of this unit that they didn't know before?</b>  <b>Skill development</b>  <b>How they will show and apply their new knowledge</b></p>	<p><b>Vocabulary</b></p>
<p><b>1: Resilience</b>  <b>I will know what resilience looks like</b></p> <ul style="list-style-type: none"> <li>Resilience is the ability to be successful when things go wrong</li> <li>When things can go wrong and related resilient actions <ul style="list-style-type: none"> <li>finding something hard - <i>ask for help, try again</i></li> <li>making a mistake - <i>listen carefully to mum</i></li> <li>unkind words - <i>take a deep breath, walk away from unkindness</i></li> </ul> </li> <li>If someone is being unkind to you every day, you must tell a trusted adult</li> <li>Think of a time when you have shown resilience</li> </ul>	<p><b>Being human: joy</b>  mistakes, unkindness, resilient</p>
<p><b>2: Emotions</b>  <b>I will know when I feel different emotions</b></p> <ul style="list-style-type: none"> <li>An emotion is what a person is feeling</li> <li>Names of different emotions (<i>anger, joy, shy, excited, worried</i>)</li> <li>Identify situations when you feel these emotions (<i>e.g. I feel angry when... my sister is rude to me</i>)</li> </ul>	<p><b>Being human: joy</b>  emotions, sad, happy, excited, angry, worried, favourite</p>
<p><b>3: Triggers and Tornado Zone</b>  <b>I will know that angry actions can hurt others</b></p> <ul style="list-style-type: none"> <li>How we can tell someone is in the tornado zone (<i>frown, red face, heavy breathing, shaking, clenched fists</i>)</li> <li>When we are angry, it feels like your head is tornado - everything speeds up and it can feel hard to control what we do</li> </ul>	<p><b>Being human: disgust</b>  Tornado Zone, Pressure Zone, Chill Zone, angry, deep breath, press pause, situation</p>

<ul style="list-style-type: none"> <li>• A tornado does lots of damage</li> <li>• Angry actions can hurt others - violence or hurtful words: <ul style="list-style-type: none"> <li>◦ you will make someone feel sad</li> <li>◦ your parents / carers will be disappointed</li> <li>◦ you might injure someone</li> </ul> </li> <li>• The steps out of the Tornado Zone are: press pause, take a deep breath and walk away and then deal with the situation when you are in the Chill Zone.</li> </ul>	
<p><b>4: The Arena</b></p> <p><b>I will know examples of getting in the Arena</b></p> <ul style="list-style-type: none"> <li>• The Arena is the place where you have the courage to have a go</li> <li>• Examples of getting in the Arena: <ul style="list-style-type: none"> <li>◦ putting your hand up</li> <li>◦ trying something new</li> <li>◦ performing in front of others</li> </ul> </li> <li>• Getting in the Arena is challenging because we can feel anxious</li> <li>• We have to press pause and face the thought gremlins</li> </ul>	<p><b>Being human: disgust</b></p> <p>triggers, deep breath, press pause, anxiety, thought gremlins, courage</p>
<p><b>5: Road to Success</b></p> <p><b>I will know how to help myself when I fail</b></p> <ul style="list-style-type: none"> <li>• Failure is when you cannot do something that you are trying to do</li> <li>• When we fail, it is important to find ways to bounce back</li> <li>• Actions we take can help us to bounce back or stop us from bouncing back (<i>eg giving up, getting angry, saying that you can't do it, walking away</i>)</li> <li>• Ways to bounce back: <ul style="list-style-type: none"> <li>◦ ask for help</li> <li>◦ take a deep breath</li> <li>◦ talk to a friend</li> <li>◦ practise</li> </ul> </li> </ul>	<p><b>Being human: courage</b></p> <p>fail, bounce back, shame, practice</p>
<p><b>6: Facing Mistakes</b></p> <p><b>I will know how to recognise a mistake</b></p> <ul style="list-style-type: none"> <li>• A mistake is a wrong action</li> <li>• Examples of mistakes: <ul style="list-style-type: none"> <li>◦ unkind actions</li> <li>◦ damaging something</li> <li>◦ breaking a school rule</li> </ul> </li> <li>• It can be hard to say sorry - this means admitting that you were wrong and being wrong feels bad</li> <li>• Saying sorry is a good thing</li> </ul>	<p><b>Being human: courage</b></p> <p>mistake, apologise, shame, regret</p>
<p><b>End Point</b></p> <ul style="list-style-type: none"> <li>• I know what resilience looks like</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• PHSE Journals and class discussions</li> </ul>	

## Term 2 - Relationships

Lesson 1 - Y1 lesson explains that there are lots of different families and all should be respected. Y2 lesson identifies the different types of families.

Lesson 2 - Y1 lesson explores relationships online and discusses personal questions. Y2 lesson underlines the questions that should not be answered online.

Lesson 3 - Y1 lesson states why bullying is wrong. Y2 lesson shows the different types of bullying.

Lesson 4 - Y1 lesson explains how you can be a good team member. Y2 lesson requires children to show collaboration skills to complete a range of group tasks.

Lesson 5 - Y1 lesson identifies why people should not be judged on what they look like. Y2 lesson elicits examples of stereotypes.

Lesson 6 - Y1 lesson shows the consequences of violence. Y2 lesson lists the different forms of violence.

### End Point

- I know how families can be different
- I know that bullying is upsetting, repeated, deliberate, targeted and with a power imbalance

### Careers

- Photographer (creative)

### **New Knowledge Content**

**What will the pupils know at the end of this unit that they didn't know before?**

### **Skill development**

**How they will show and apply their new knowledge**

### **Vocabulary**

### 1. Families and People Who Care

#### **I will know how families can be different**

- What is a family? Two or more people related by birth, marriage or adoption.
- Why families are important
  - family members should make you feel safe
  - family members should look after you
  - family members should help you learn
  - family members should listen to you
- How can families be different (mum and dad, mum and mum, dad, foster mum etc.)?
- Tell a trusted adult or Childline if a family member is making you feel unsafe

#### **Being human: grateful**

support, safe, foster parents, celebrate, step mum, adopted, Childline, unsafe

### 2. Online Relationships

#### **I will know the questions that I should not answer**

- What type of question should we not answer online? Personal questions
- Personal questions include your name, address and name of school
- Some questions can lead to personal questions
- If someone asks you personal questions online then you need to tell a trusted adult

#### **Being human: grateful**

internet, private, strangers online, personal, address, information

### 3. Bullying

#### **I will know what bullying behaviour looks like**

- Bullying is:
  - upsetting
  - repeated
  - deliberate (on purpose)

#### **Being human: frustrated**

bullying, repetitive, physical, upsetting, deliberate (on purpose), harmful

<ul style="list-style-type: none"> <li>Unkind words, physical actions and leaving someone out are all examples of bullying</li> <li>Decide if scenarios are bullying or not</li> </ul>	
<b>4. Collaboration</b> <b>I will know how to use collaboration to complete a group task</b> <ul style="list-style-type: none"> <li>Collaboration is when people work together to complete a task:           <ul style="list-style-type: none"> <li>talk with each other</li> <li>listen</li> <li>help each other</li> </ul> </li> <li>Children take part in the armband challenge and colouring race</li> <li>Why was it challenging to show collaboration when completing these tasks?</li> </ul>	<i>Being human: frustrated</i> collaboration, sharing, listening, positive
<b>5. Stereotyping</b> <b>I will know examples of stereotypes</b> <ul style="list-style-type: none"> <li>Roy and Laura are twins. Children need to guess who is better at what skill. E.g. _____ likes pink or _____ likes football</li> <li>A stereotype is a judgement about someone because of how they look           <ul style="list-style-type: none"> <li>stereotypes for girls (e.g. all girls: like pink, like dancing, like to dress up, like babies, cry a lot)</li> <li>stereotypes for boys (e.g. all boys: play football, are smelly, are strong, are naughty, like blue)</li> <li>stereotypes for teachers (e.g. all teachers: are strict, are bossy, know the answer)</li> </ul> </li> <li>Stereotyping is a bad thing because you are judging someone before you know them</li> <li>Stereotyping is a bad thing because it can stop people doing what they love to do</li> </ul>	<i>Being human: tranquil</i> stereotyping, judgement, twins, choir
<b>6. Violence</b> <b>I will know the different forms of violence</b> <ul style="list-style-type: none"> <li>Violence is an action that hurts or damages someone or something (e.g. pinching, pushing, kicking/tripping, throwing objects)</li> <li>Violence is a bad thing because it causes injuries, leads to consequences and impacts relationships and well-being</li> <li>Causes of violence:           <ul style="list-style-type: none"> <li>not getting what you want</li> <li>unkindness</li> <li>an accident</li> <li>jealousy</li> </ul> </li> </ul>	<i>Being human: tranquil</i> violent, pushing, throwing, objects, pinching, kicking
<b>End Point</b> <ul style="list-style-type: none"> <li>I know how families can be different</li> <li>I know that bullying is upsetting, repeated, deliberate, targeted and with a power imbalance</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>PHSE Journals and class discussions</li> </ul>	

Lesson 1 - Y1 lesson explains that it is important to talk to someone if you are frustrated/worried. Y2 lesson lists the different ways to express emotion.

Lesson 2 - Y1 lesson discusses thoughts that are helpful. Y2 lesson identifies how to spot a thought gremlin.

Lesson 3 - Y1 lesson shows how values can help make good decisions. Y2 lesson explains what a value is.

Lesson 4 - Y1 lesson identifies why school is important. Y2 lesson encourages children to think about what they are thankful for.

Lesson 5 - Y1 lesson underlines the point that everyone faces challenges. Y2 lesson asks children to focus on life's challenges.

Lesson 6 - Y1 lesson emphasises why we should be kind. Y2 lesson pinpoints actions that make up the Circle of Kindness.

<p><b>End Point</b></p> <ul style="list-style-type: none"> <li>I know how to spot my thought gremlins and express how I am feeling</li> </ul>	<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>Dog trainer (animal care)</li> </ul>
<p><b>New Knowledge Content</b> What will the pupils know at the end of this unit that they didn't know before? <b>Skill development</b> How they will show and apply their new knowledge</p>	<p><b>Vocabulary</b></p>
<p><b>1. Expressing Yourself</b> <b>I will know the different ways to express myself</b></p> <ul style="list-style-type: none"> <li>We face challenges every day</li> <li>Challenges include unkind words, finding something hard and making a mistake</li> <li>Our bubbles of worry grow if we do not express ourselves</li> <li>Talking, creating, writing and moving your body are all ways to express yourself</li> <li>Which is your favourite way to express yourself?</li> </ul>	<p><b>Being human: anxious</b> sad, nervous, express, challenges, emotions favourite</p>
<p><b>2. Thought gremlins (worrying thoughts)</b> <b>I will know how to spot a thought gremlin</b></p> <ul style="list-style-type: none"> <li>Definition of a thought gremlin</li> <li>Know a range of thought gremlins that might occur</li> <li>Why thought gremlins are harmful</li> </ul>	<p><b>Being human: anxious</b> thoughts, gremlins, scary,</p>
<p><b>3. Values</b> <b>I will know what a value is</b></p> <ul style="list-style-type: none"> <li>What a value is</li> <li>Identifying a range of values of images</li> <li>Acting out different values</li> <li>Which are the most important values?</li> </ul>	<p><b>Being human: jubilant</b> independent, reliable, determined, generous respectful, kind, brave, confident, resilient patient</p>
<p><b>4. Gratitude</b> <b>I will know what I am thankful for in my life</b></p> <ul style="list-style-type: none"> <li>What gratitude is - thankful for what we have</li> <li>What you are grateful for in your life?</li> <li>Identify what Percy is thankful for from the images</li> <li>How can someone be thankful for their mistakes?</li> <li>Explain why it is important to be thankful</li> </ul>	<p><b>Being human: jubilant</b> gratitude, thankful, positive, relationships, negative,</p>
<p><b>5. Challenges</b></p>	<p><b>Being human: peaceful</b></p>

<p><b>I will know that life has highs and challenges</b></p> <ul style="list-style-type: none"> <li>• What a challenge is</li> <li>• Explain why life is like a roller coaster</li> <li>• A challenge is something tricky that happens to us</li> <li>• Write a list of challenges that we all face</li> <li>• Are challenges good or bad?</li> </ul>	<p>mistakes, changes, challenges, roller coaster, ups and downs</p>
<p><b>6. Circle of Kindness</b></p> <p><b>I will know actions that make the Circle of Kindness</b></p> <ul style="list-style-type: none"> <li>• The Circle of Kindness helps us to feel safe and happy in school</li> <li>• Everyone is responsible for showing kindness</li> <li>• Examples of showing kindness <ul style="list-style-type: none"> <li>○ <i>Active listening</i></li> <li>○ <i>Sharing</i></li> <li>○ <i>Good manners</i> <ul style="list-style-type: none"> <li>■ <i>1. Saying please and thank you</i></li> <li>■ <i>2. Holding doors open</i></li> <li>■ <i>3. Eating with your mouth closed</i></li> </ul> </li> </ul> </li> </ul>	<p><b>Being human: peaceful</b></p> <p>Kindness, manners, community, responsible, active listening,</p>
<p><b>End Point</b></p> <ul style="list-style-type: none"> <li>• I know how to spot my thought gremlins and express how I am feeling</li> </ul>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• PHSE Journals and class discussions</li> </ul>	

## Term 4 - Health Education

Lesson 1 - Y1 lesson highlights what happens if you do not get enough sleep. Y2 lesson describes how sleep influences behaviour and attitudes.

Lesson 2 - Y1 lesson lists the foods that the body needs. Y2 lesson lists the different foods we need.

Lesson 3 - Y1 lesson highlights how exercise is good for the heart. Y2 lesson focuses on three different types of exercise (strength, stretching and running).

Lesson 4 - Y1 lesson shows what is harmful in the house. Y2 lesson explains what is ok to put on your skin (lipstick, sun cream etc.).

Lesson 5 - Y1 lesson explains that there are some scary videos on the internet. Y2 lesson identifies why the internet can be harmful.

Lesson 6 - Y1 lesson highlights that you should phone 999 if there is an emergency. Y2 lesson underlines some of the risks found in everyday life.

**End Point**

- I know the importance of a healthy lifestyle, (including sleep, healthy eating and exercise)
- I know how to stay safe on the internet

**Careers**

- Meteorologist (environment)

<b>New Knowledge Content</b> <b>What will the pupils know at the end of this unit that they didn't know before?</b> <b>Skill development</b> <b>How they will show and apply their new knowledge</b>	<b>Vocabulary</b>
<b>1: Sleep</b> <b>I will know the importance of sleep</b> <ul style="list-style-type: none"> <li>• There are 24 hours in a day</li> <li>• Who much sleep you need in a day and why</li> <li>• How sleep influences behaviour and attitudes</li> <li>• What happens if I don't have enough sleep - quicker to trigger, weaker immune system, tricky to focus</li> <li>• What stops you getting 9-11 hours of sleep? Televisions, siblings and iPads</li> </ul>	<i>Being human: invigorated</i> sleep, tiredness, fresh, behaviour, attitudes, affects, influences
<b>2. Healthy Eating</b> <b>I will know how to recognise different foods</b> <ul style="list-style-type: none"> <li>• The different food groups</li> <li>• Influence of taste, texture, energy value on what we choose to eat</li> <li>• The impact of eating too much fat</li> <li>• Fat is ok in appropriate healthy amounts</li> <li>• Fruit provides vitamins, minerals and fibre which help your body stay healthy.</li> <li>• The four ways that fruits and vegetables keep us healthy: <ul style="list-style-type: none"> <li>◦ Fruits and vegetables help you to digest your food. Fats are much harder to digest and can lead to stomach aches.</li> <li>◦ Fruits and vegetables keep you healthy and help your body fight sickness.</li> <li>◦ Fruits and vegetables help to keep you at a healthy weight.</li> <li>◦ Fruits and vegetables can help protect your skin.</li> </ul> </li> <li>• What counts as 5 a day?</li> </ul>	<i>Being human: invigorated</i> fats, fruit, healthy, energy value, impact, 5 a day, digestion, weight, dairy, protein, vitamins and minerals
<b>3. Exercise</b> <b>I will know the different types of exercise</b> <ul style="list-style-type: none"> <li>• The different types of exercise - stretching, strength and running</li> <li>• Participate in a year 2 workout that includes stretching, strength and running</li> <li>• Exercise is good for us because it keeps our muscles strong, keeps us fit and makes us feel good</li> </ul>	<i>Being human: thrilled</i> health, healthy, chemicals, sleep, exercise, muscles
<b>4: Harmful Habits</b> <b>I will know what I should put on my skin</b> <ul style="list-style-type: none"> <li>• People put sun cream, lip balm and water on their skin</li> <li>• What are the reasons that people put these things on their skin?</li> <li>• We burn our skin if we do not put sun cream on properly</li> <li>• We also put face-paint, make-up and henna on our skin</li> </ul>	<i>Being human: thrilled</i> sun cream, henna, make-up, habit
<b>5: Internet Safety</b> <b>I will know about the internet</b> <ul style="list-style-type: none"> <li>• The internet is good for talking to family, learning, playing games and finding out information</li> <li>• The problems with the internet are that not all of the information is true, there are strangers who might contact you and there can be cyber-bullying</li> </ul>	<i>Being human: panic</i> internet, danger, images, inappropriate, protection, safety

<ul style="list-style-type: none"> <li>How I can protect myself from the dangers of the internet?</li> </ul> <p><b>6: Keeping Safe</b></p> <p><b>I will know the risks in life</b></p> <ul style="list-style-type: none"> <li>A risk is when there is a chance that something bad will happen</li> <li>Risks include a messy classroom, candles, matches, bleach, plug sockets and busy places</li> <li>If there is an emergency then you should dial 999</li> </ul>	<p><b>Being human: panic</b></p> <p>risk, matches, busy, untidy, unsafe, electricity, hazard, emergency</p>
<p><b>End Point</b></p> <ul style="list-style-type: none"> <li>I know the importance of a healthy lifestyle, (including sleep, healthy eating and exercise)</li> <li>I know how to stay safe on the internet</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>PHSE Journals and class discussions</li> </ul>	
<h2>Term 5 - Caring Friendships</h2>	

<p>Lesson 1 - Y1 lesson highlights the importance of friends. Y2 lesson lists what makes a good friend.</p> <p>Lesson 2 - Y1 lesson lists why losing can be hard. Y2 lesson defines and explores how we can show empathy.</p> <p>Lesson 3 - Y1 lesson explains why you should tell a trusted adult about unkindness. Y2 lesson focuses on when to report on someone.</p> <p>Lesson 4 - Y1 lesson shows that trust is lost if you lie. Y2 lesson explains why lying is harmful.</p> <p>Lesson 5 - Y1 lesson explains the importance of standing up to peer pressure. Y2 lesson shows why peer pressure can be harmful.</p> <p>Lesson 6 - Y1 lesson highlights the need to tackle unfairness. Y2 lesson highlights how conflict can start.</p>	<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>Optometrist (healthcare)</li> </ul>
<p><b>New Knowledge Content</b></p> <p><b>What will the pupils know at the end of this unit that they didn't know before?</b></p> <p><b>Skill development</b></p> <p><b>How they will show and apply their new knowledge</b></p>	<p><b>Vocabulary</b></p>
<p><b>1. Friendships</b></p> <p><b>I will know what makes a good friend</b></p> <ul style="list-style-type: none"> <li>Friends are important because you support each other, learn from each other and spend time together.</li> <li>Good friends listen, care and are positive about life.</li> <li>What do you think is the most important friendship skill?</li> </ul>	<p><b>Being human: jealous</b></p> <p>friendship, sharing, empathy, caring, positive, support</p>

<p><b>2. Empathy</b></p> <p><b>I will know how to show empathy</b></p> <ul style="list-style-type: none"> <li>• Empathy is knowing how someone else is feeling.</li> <li>• Children try to identify what characters are feeling based on their facial expression and body language.</li> <li>• Empathy is important so that you can help friends if they are feeling sad.</li> </ul>	<p><b>Being human: jealous</b></p> <p>empathy, jealous, shocked, emotion, frustrated, angry</p>
<p><b>3. Reporting</b></p> <p><b>I will know when to tell a trusted adult about something</b></p> <ul style="list-style-type: none"> <li>• Reporting an incident is important if someone has been hurt.</li> <li>• Children are given scenarios about whether to tell the teacher or not.</li> <li>• Trust will be lost if you tell the teacher about every small thing.</li> </ul>	<p><b>Being human: disappointed</b></p> <p>reporting, tell, situation, depends</p>
<p><b>4. Honesty</b></p> <p><b>I will know why lying is harmful</b></p> <ul style="list-style-type: none"> <li>• A lie is when you say something that is not true.</li> <li>• The boy who cried wolf is an example of someone lying.</li> <li>• Lying is harmful because it gets you in trouble.</li> <li>• Lying is harmful because it makes you feel guilty.</li> <li>• Lying is harmful because people stop trusting you.</li> </ul>	<p><b>Being human: disappointed</b></p> <p>lying, lies, believe, trust</p>
<p><b>5. Peer Pressure</b></p> <p><b>I will know about the power of peer pressure</b></p> <ul style="list-style-type: none"> <li>• Peer pressure is when children your age try to make you act in a certain way.</li> <li>• Peer pressure can be harmful because it can push you to make bad decisions.</li> <li>• Daring someone to throw a rubber and telling someone they need to leave the school choir are examples of peer pressure.</li> <li>• Phrases like, "I dare you" and "Go on, do it" are examples of peer pressure.</li> </ul>	<p><b>Being human: fitting in</b></p> <p>peer pressure, dare, choir, impact, volunteer, harmful, scenes</p>
<p><b>6. Conflict</b></p> <p><b>I will know how conflict can start</b></p> <ul style="list-style-type: none"> <li>• Conflict is a disagreement between people.</li> <li>• Snatching, rudeness, winning, losing and leaving someone out can all lead to conflict.</li> <li>• Breathing, listening and trying to avoid interruptions are a positive way to deal with conflict.</li> <li>• If people stay calm then conflict can be a good thing.</li> </ul>	<p><b>Being human: fitting in</b></p> <p>conflict, cause, response, disagreement, conversations, Tornado Zone</p>
<p><b>End Point</b></p> <ul style="list-style-type: none"> <li>• I know when to tell an adult about something</li> <li>• I know how peer pressure can lead to bad decisions</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• PHSE Journals and class discussions</li> </ul>	

## Term 6 - Living in the Wider World

Lesson 1 - Y1 lesson highlights that differences can be a good thing. Y2 lesson lists the difference between us.

Lesson 2 - Y1 lesson lists what happens if you do not care for your community. Y2 lesson highlights how we can care for our communities.

Lesson 3 - Y1 lesson explains how you can work on yourself. Y2 lesson identifies lots of different jobs/careers.

Lesson 4 - Y1 lesson shows the importance of saving money. Y2 lesson explains that money can be spent or saved.

Lesson 5 - Y1 lesson explains why I should play fairly. Y2 lesson examines the feelings that are triggered when you win or lose.

Lesson 6 - Y1 lesson stresses that change happens to everyone. Y2 lesson explores all of the different changes in life.

### End Point

- I know that money can be spent or saved
- I know some of the changes that can happen to me and how this can lead to good things

### Careers

- Project manager (business and finance)

### New Knowledge Content

What will the pupils know at the end of this unit that they didn't know before?

### Skill development

How they will show and apply their new knowledge

### Vocabulary

### 1. Tolerance

#### I will know how we can be different

- Diversity means differences. People can be diverse in many ways.
- The diversity in our class - eye colour, hair, weight, religion, age, gender, family, height, skin colour, language.
- Children investigate all of the ways that we are different.

#### *Being human: compassion*

compassion, diversity, religion, gender, values, different, weight, language

### 2. Care for Community

#### I will know how to care for the school community

- A community is a group of people living or working together in the same area.
- We can care for our class community by hanging up coats, tidying and supporting one another.
- What would you say to someone who only worries about their own area and leaves messiness elsewhere?
- If we do not care for our community then we will not have any resources to use, trip over jackets and be surrounded by unkindness.

#### *Being human: compassion*

compassion, community, resources, kindness, responsibility, jackets, tidy

### 3. Work

#### I will know different jobs

- A job is the work that someone does to earn money.
- A builder, fire officer, chef, nurse, soldier, teacher, lawyer are all different jobs.
- Children then identify what each job needs - a vet needs to be good with animals.
- People have jobs to earn money, to help others and to learn new things.

#### *Being human: shy*

job, nurse, builder, farmer, vet, soldier, chef, tools

### 4. Money

#### I will know that money can be spent or saved

- Money is something used to buy things.
- You can spend money on food, houses, holidays, cars etc.
- You can spend money the moment you get it or you can save it so that you can buy expensive things.

#### *Being human: shy*

disgust, money, coins, spend, notes, save, expensive, valuable

<p><b>5. Winning and Losing</b></p> <p><b>I will know how to recognise my feelings when I win and lose</b></p> <ul style="list-style-type: none"> <li>When someone wins, they can feel excited, happy and proud.</li> <li>When someone loses, they can feel disappointed, angry and sad.</li> <li>The reason is that winning makes us feel important while losing makes us feel as though we are not good enough.</li> <li>A good loser shows resilience and tries to work out how they could do better next time.</li> <li>A good winner shows humility.</li> <li>Children compete in the Year 2 Dice Championships</li> </ul>	<p><i>Being human: exhilarated</i></p> <p>winning, emotions, total losing, championship, dice</p>
<p><b>6. Change</b></p> <p><b>I will know the different changes that can happen</b></p> <ul style="list-style-type: none"> <li>Change is when something becomes different.</li> <li>Change could include moving house, moving school, having a new family member, making new friends.</li> <li>Change can be difficult at first but can lead to good things.</li> </ul>	<p><i>Being human: exhilarated</i></p> <p>change, thoughts, sibling, emotions, moving house</p>
<p><b>End Point</b></p> <ul style="list-style-type: none"> <li>I know that money can be spent or saved</li> <li>I know some of the changes that can happen to me and how this can lead to good things</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>PHSE Journals and class discussions</li> </ul>	