

Autumn Term	Spring Term	Summer Term
<b>Theme: Health and Wellbeing</b>	<b>Theme: Relationships</b>	<b>Theme: Living in the wider world</b>
<i>Where we learn to keep ourselves happy, healthy and safe in the world around us.</i>		
<p><b>Key Objectives:</b>  <u><b>Lesson 1: Can I explore a range of emotions?</b></u></p> <ul style="list-style-type: none"> <li>To describe a range of feelings and develop simple strategies for managing them.</li> <li>I can use colours to describe feelings.</li> <li>I know that we often feel more than one emotion at a time.</li> <li>I can imagine how I would feel in a particular situation</li> <li>I know that not everyone feels the same</li> </ul> <p><b>L1 Key Vocabulary: feeling, emotion, different</b></p> <p><u><b>Lesson 2: Can I use breathing exercises to manage my emotions?</b></u></p> <ul style="list-style-type: none"> <li>To use breathing exercises to relax.</li> <li>I understand how relaxation affects the body.</li> <li>I know that it is important to have relaxation strategies.</li> <li>I know how to use breathing to help myself relax.</li> <li>I can describe suitable times and places for using breathing techniques to relax.</li> </ul> <p><b>L2 Key Vocabulary: Exercise, Relax, Relaxation, Breath</b></p> <p><u><b>Lesson 3: Can I explore my strengths and set myself goals?</b></u></p> <ul style="list-style-type: none"> <li>To understand their strengths and set themselves achievable goals</li> <li>I can say what I am good at</li> <li>I can say what I want to get better at</li> <li>I can break down goals into small, achievable steps</li> <li>I know how to ask for help</li> </ul> <p><b>L3 Key Vocabulary: Goal, Skill, Achieve, Steps</b></p> <p><u><b>Lesson 4: Can I learn strategies to help me overcome barriers?</b></u></p> <ul style="list-style-type: none"> <li>To identify strategies to help overcome barriers or manage difficult emotions</li> <li>To develop a growth mindset</li> <li>I can describe how I feel when I find something difficult</li> <li>I understand that everybody fails</li> <li>I know that failing isn't the end of a process</li> <li>I understand what a growth mindset is</li> </ul> <p><b>L4 Key Vocabulary: Try, Fail, Frustrating, Challenge, Growth mindset</b></p> <p><u><b>Lesson 5: Can I identify my private body areas?</b></u></p> <ul style="list-style-type: none"> <li>To begin to understand the concept of privacy and the correct vocabulary for my body parts.</li> <li>I understand what 'private' means.</li> <li>To understand safe and unsafe touches.</li> <li>I understand the PANTS rule.</li> <li>I can name someone I can talk to if I am worried about something.</li> </ul>	<p><b>Key Objectives:</b>  <u><b>Lesson 1: Can I recognise how other people show their feelings and how to respond?</b></u></p> <ul style="list-style-type: none"> <li>To recognise how others show feelings in different ways and how to respond</li> <li>I know that not everyone feels the same</li> <li>I can describe what someone else might be thinking</li> <li>I can describe what someone else might be feeling</li> <li>I can describe what emotions might look like on the outside</li> </ul> <p><b>L1 Key Vocabulary: Feeling, Emotion</b></p> <p><u><b>Lesson 2: Can I learn how to respond to unhappy friendships?</b></u></p> <ul style="list-style-type: none"> <li>To begin to understand that some friendships might make us feel unhappy and how to deal with this</li> <li>I understand that friendships are not always positive</li> <li>I can explain what I can do if a friendship is making me feel unhappy</li> <li>I know who in school can help with friendship problems</li> </ul> <p><b>L2 Key Vocabulary: Happy, Unhappy, Good friendships, Bad friendships</b></p> <p><u><b>Lesson 3: Can I identify the difference between secrets and surprises?</b></u></p> <ul style="list-style-type: none"> <li>To begin to understand the difference between secrets and surprises.</li> <li>I can explain what a surprise is.</li> <li>I can explain what a secret is.</li> <li>I understand the difference between a secret and a surprise.</li> </ul> <p><b>L3 Key Vocabulary: excited, good, happy, surprise, secret, unhappy, worried</b></p> <p><u><b>Lesson 4: Can I explore how families can all be different?</b></u></p> <ul style="list-style-type: none"> <li>To begin to understand the range of families they may encounter now and in the future,</li> <li>I understand that families can be made up of different people</li> <li>I understand that I should respect different types of families</li> </ul> <p><b>L4 Key Vocabulary: Family, Love, Care, Different, Same, Similar</b></p> <p><u><b>Lesson 5: Can I understand how stereotypes can affect peoples choices?</b></u></p> <ul style="list-style-type: none"> <li>To develop an understanding of stereotypes and how these might affect job/career choices.</li> <li>I understand that assumptions are sometimes made about whether a job is more suited to a male or female</li> <li>I can explain what a gender stereotype is</li> <li>I can begin to challenge a gender stereotype using examples</li> </ul>	<p><b>Key Objectives:</b>  <u><b>Lesson 1: Can I understand the importance of Rules?</b></u></p> <ul style="list-style-type: none"> <li>To understand the importance of rules</li> <li>I can identify different places where rules apply</li> <li>I understand why rules are important</li> <li>I can explain who makes rules and why</li> </ul> <p><b>L1 Key Vocabulary: Rule, Reason, Different</b></p> <p><u><b>Lesson 2: Can I identify the role people have in my community?</b></u></p> <ul style="list-style-type: none"> <li>To recognise the role people play in looking after the environment</li> <li>I understand some people have jobs that help to keep our environment a good place to live or learn</li> <li>I can identify some people in school who look after the environment</li> <li>I can identify the jobs some people do in the local area to look after the environment</li> <li>I can explain that some people volunteer to keep the local environment pleasant</li> </ul> <p><b>L2 Key Vocabulary: Environment, Pleasant, Job, Volunteer Look after</b></p> <p><u><b>Lesson 3: Can I identify the job roles people have in my community?</b></u></p> <ul style="list-style-type: none"> <li>To begin to understand the roles people have in the community.</li> <li>I understand that there is a range of jobs locally that help our community.</li> <li>I can explain some of the things people do for their job.</li> <li>I can explain what might happen if no one did these jobs.</li> </ul> <p><b>L3 Key Vocabulary: Job, Role, Community</b></p> <p><u><b>Lesson 4: Can I recognise similarities and differences between people in the local community?</b></u></p> <ul style="list-style-type: none"> <li>To recognise similarities and differences between people in the local community</li> <li>I understand that there are a range of factors which make us who we are</li> <li>I can identify similarities and differences between groups of people</li> <li>I can explain how different people contribute to the local community</li> </ul> <p><b>L4 Key Vocabulary: Identity, Same, Similar, Different, Community</b></p> <p><u><b>Lesson 5: Can I explore where money comes from?</b></u></p> <ul style="list-style-type: none"> <li>To understand where money comes from</li> <li>I understand the value of different notes and coins</li> <li>I can explain where adults get money from</li> <li>I can explain why some sources of money might be better than others</li> </ul>

**Cross-Curricular Links:**

**Math's: Money**

**Computing: Year 2: I can explain what bullying is, how people may bully others and how bullying can make someone feel.**

**I can say how rules / guides can help anyone accessing online technologies**

**P.E/Swimming: Healthy lifestyles. Making goals.**

**Geography: Local environment/community.**

**Enrichment:**

**Autumn: Keep Stoke Smiling**

**Spring: Scooter ability – Bee Active**

**Summer: Denise the recycling Lorry**

**Key Skills which can be revisited throughout other Subject Areas:**

**Daily Mood tracker – Emotions**

**P.E- Breathing exercise/ warming up-cooling down.**

**Playtime/Lunch time- Looking after our environment/community.**

**Key Days:**

**World Mental Health Day (October)**

**Children in need (November)**

**Anti-Bullying Week. (November)**

**Red Nose day (March)**

**Safer Internet day (February)**

**Earth Day (April)**

**World Day for Cultural Diversity (May)**

**International Friendship Day (July)**

<b>L5 Key Vocabulary: safe touch, unsafe, touch, PANTS rule, private, secret</b>	<b>L5 Key Vocabulary: Male, Female, Stereotype, Career, Job</b>	<b>L5 Key Vocabulary: Money, Wages, Earn, Benefits, Prizes , Presents, Coins, Notes</b>
<b>Resources</b> <b>See Kapow individual lesson plan and linked resources.</b>	<b>Resources</b> <b>See Kapow individual lesson plan and linked resources.</b>	<b>Resources</b> <b>See Kapow individual lesson plan and linked resources.</b>
<p><b><i>Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.</i></b></p> <ul style="list-style-type: none"> <li>• c. to recognise, name and deal with their feelings in a positive way;</li> <li>• d. to think about themselves, learn from their experiences and recognise what they are good at;</li> <li>• e. how to set simple goals</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<p><b><i>Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.</i></b></p> <ul style="list-style-type: none"> <li>•c. to recognise, name and deal with their feelings in a positive way;</li> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends. <ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <ul style="list-style-type: none"> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• 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.</li> <li>• 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.</li> </ul> </li> <li>•what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> </li> </ul>	<p><b><i>Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.</i></b></p> <ul style="list-style-type: none"> <li>• c. to recognise choices they can make, and recognise the difference between right and wrong;</li> <li>• d. to agree and follow rules for their group and classroom, and understand how rules help them;</li> <li>• g. what improves and harms their local, natural and built environments and about some of the ways people look after them;</li> <li>• h. to contribute to the life of the class and school;</li> <li>• c. to identify and respect the differences and similarities between people;</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• i. to realise that money comes from different sources and can be used for different purposes.</li> </ul>

**By the end of Year 2 children will be able to:**

Recognise different and mixed feelings of themselves and others and learn how to manage them.

Recognise what they are good and set goals to achieve.

Understand privacy in different contexts and identify the private areas of their body.

Recognise healthy relationships and know how to respond to unhealthy relationships with others.

Understand that there are similarities and differences in others and the stereotypes within people’s job roles.

Understand the importance of rules and respect for myself and others.

Understand the groups and communities they belong to and the people that work in their community.

Know where money, the value of money and how adults get money.