



PSHE SoW adapted from The PSHE Association Scheme of Work Planning Tool Kit

	FOCUS					
	Aut.1	Aut.2	Spr.1	Spr.2	Sum.1	Sum.2
Core Theme	Relationships	Health and Wellbeing	Health and Wellbeing	Relationships	Living in the wider world	Living in the wider world
KS1	Feelings and emotions	Healthy Lifestyles	Growing and changing	Feelings and Emotions	Rights and Responsibilities	Money Matters
	Healthy Relationships	Keeping Safe	Keeping Safe	Valuing difference	Taking care of the environment	Taking care of the environment
LKS2	Feelings and emotions	Healthy Lifestyles	Growing and changing	Feelings and Emotions	Rights and Responsibilities	Money Matters
	Healthy Relationships	Keeping Safe	Keeping Safe	Valuing difference	Taking care of the environment	Taking care of the environment
UKS2	Feelings and emotions	Healthy Lifestyles	Growing and changing	Feelings and Emotions	Rights and Responsibilities	Money Matters
	Healthy Relationships	Keeping Safe	Keeping Safe	Valuing difference	Taking care of the environment	Taking care of the environment

Note:

When a topic is completed, it needs to be highlighted off.

The completed SOW will be passed to the next teacher, at the end of the year, to ensure complete coverage over a Key Stage. A copy will also need to be handed to the Subject Leader, termly so that progress and coverage can be tracked.

This scheme should also give you time within the year to cover your own choice of theme in one half term.

Medium term planning grids

Core theme 2: Relationships

(Topic areas: Feelings and emotions; Healthy relationships)

Year Two – Autumn.1

Please note: Grids are provided to cover most or all of the learning opportunities from the programme of study in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.

Key Stage 1 Core Theme 2: Relationships

Topic: Feelings and Emotions

Aim of these sessions: To communicate their feelings to others, to recognise how others show feelings and how to respond

Learning opportunity number 1

Suggested number of sessions:2

Year Two	
Objectives: To learn: <ul style="list-style-type: none"> • about a wide range of feelings and how to manage them • about how to be sensitive to the feelings of others 	Learning Outcomes: The learner will be able to: <ul style="list-style-type: none"> • Identify and name a wider range of feelings • Explain how we can manage feelings in a positive way • Give examples of ways to communicate feelings (helpful/not helpful) • recognise and describe different ways that others show feelings • Identify different good and not so good ways to respond to others' feelings • Talk about the importance of seeing things from the viewpoint of others
Essential skills: Active listening Empathy	Key Questions: <ul style="list-style-type: none"> • How can we describe the intensity of our feelings, for example feeling scared could mean we're feeling slightly nervous or we're terrified? • How do we show/tell people how we are feeling? • How do others show their feelings? • How can we try to see things from someone else's point of view?
Additional Guidance: Use of story books/traditional tales such as <i>Great Big Book of Feelings</i> by Mary Hoffman, <i>Three Little Pigs</i> Use of puppets, role-play, film clips SEAL Themes: New Beginnings, Good To Be Me and Getting on and Falling Out Years 1 and 2 Blue set Feelings should be described as comfortable or uncomfortable, helpful or unhelpful, not 'good' or 'bad'. It's ok to have any feeling (although it is not ok to act in any way we like). This session can be taught through: PSHE Association lesson plans on teaching about mental health and emotional wellbeing: https://pshe-association.org.uk/mentalhealth	

Key Stage 1 Core Theme 2: Relationships

Topic: Feelings and Emotions

Aim of these sessions: To recognise how their behaviour affects other people

Learning opportunity number 2

Suggested number of sessions:1*

<p>Year Two</p>	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> • About how different types of behaviour affects others 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Identify things that affect their behaviour in a positive way (mum coming to watch me in assembly) • Identify things that affect their behaviour in not so good ways (tiredness, sadness) • Give examples of ways they have been affected by the behaviour of others (helpful/not helpful) • Describe or demonstrate simple strategies we can use to help us manage our own behaviour • Describe or demonstrate ways to be sensitive to the needs of others
<p>Essential skills:</p> <p>Active listening</p> <p>Empathy</p> <p>Self-management</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • What makes us feel good about ourselves? • How do we behave when we feel good? • What makes us feel not so good about ourselves? • How do we behave when we feel not so good? • How does other people’s behaviour affect us? • How does our behaviour affect other people?
<p>Additional Guidance: *This is a theme that pupils need reminding about on a regular basis. This session does not have to be taught as a stand-alone lesson. It may be better taught as part of the sessions for learning opportunity 13 and 14, on hurtful/teasing behaviour. It can also be used as the basis for a year group assembly.</p> <p>Stories about characters who encountered problems and solved them; who found someone to tell and help.</p> <p>It is worth reinforcing here the importance of pupils understanding that we can be affected by others’ behaviour on the ‘outside’ (I got punched on the arm and got a bruise) and affected on the ‘inside’ (I am now scared to go out onto the playground).</p>	

Key Stage 1 Core Theme 2: Relationships

Topic: Healthy Relationships

Aim of these sessions: To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.

Learning opportunity number 3

Suggested number of sessions:1-2 (in Yr 1 or Yr 2)

Year Two	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> • about the importance of not keeping adults' secrets, only surprises 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Explain the difference between a surprise and a secret • Give reasons for keeping surprises • Explain that we should not keep adults' secrets* • Identify whom they can go to in school if they are worried about a surprise or a secret • Understand that no one should ask us to keep a secret or surprise that makes us feel worried or uncomfortable • Understand that we have a right to tell our teacher about any secret or surprise that makes us feel uncertain, uncomfortable or worried
<p>Essential skills:</p> <p>Active listening</p> <p>Drawing conclusions</p> <p>Managing risk and personal safety</p> <p>Recognise safe sources of support</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • Who are our special people and friends? • What do we do together? • What do we share or keep secret? • What can sometimes make us feel uncertain, uncomfortable or worried? • Who can we tell if we feel uncertain, uncomfortable or worried • What could we say and do to attract the attention of an adult when we want to tell them something?
<p>Additional Guidance: *The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time. For example, it's fine not to tell, if Granny says 'Don't tell Mummy we've bought her some perfume for her birthday' but it's not fine, and we <i>should</i> tell, if a grown-up says 'you must keep this secret and never tell anyone'.</p> <p>Stories about characters with fears or problems and how they overcome/solve them; characters who found someone to tell and help.</p> <p>It is important that pupils have strategies for attracting the attention of their safe sources of support, and of communicating their concerns. They should</p>	

have the ability to keep asking for help until they get listened to, for example, they should practise how to respond when someone says 'Well...never mind, you go on and play and try not to worry about it.'

Ensure that ground rules have been established/re-visited at the beginning of the session.

Liaise with Child Protection officer where appropriate

Be familiar with school's safeguarding and child protection policies, especially protocols in the event of a disclosure

Use storybooks, role-play etc. to distance the learning

Key Stage 1 Core Theme 2: Relationships

Topic: Healthy Relationships

Aim of these sessions: To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

Learning opportunity number 6

Suggested number of sessions:1 (in Yr 1 or Yr 2)

Year Two	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> • about the importance of listening to other people and find ways to resolve disagreements 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Describe or demonstrate how to listen to others and give reasons for why it is important to listen • Give examples of, or demonstrate, how to play cooperatively • Give examples of, or demonstrate, how to work cooperatively • Talk about or demonstrate strategies they can use to resolve simple arguments at playtimes • Talk about or demonstrate strategies they can use to resolve disagreements with others on their table • Identify links with classroom rules/playground rules
<p>Essential skills:</p> <p>Active listening Empathy Awareness of own needs Perception of how peers show feelings</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • How can people tell that we are listening to them? • Do people always see things the same way? • What helps a group to work cooperatively? • How can we stop our feelings overwhelming us and affecting our behaviour?
<p>Additional Guidance: Stories where relationships with friends or siblings encounter arguments or problems; where characters solve problems.</p> <p>This session could be taught at the beginning of Autumn term in Year One or Year 2. It makes links with classroom charter, playground rules, behaviour and conduct.</p> <p>SEAL themes: New Beginnings and Getting On and Falling Out Years 1 and 2 Blue Set</p>	

Key Stage 1 Core Theme 2: Relationships

Topic: Healthy Relationships

Aim of these sessions: To be able to offer and receive constructive support and feedback to and from others

Learning opportunity number 7

Suggested number of sessions:1 (in Yr 1 or Yr 2)

<p>Year Two</p>	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> about ways in which constructive support and feedback can help others and themselves 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> Explain what is meant by offering support and feedback that is helpful to others Demonstrate different ways to offer support in class time and on the playground Describe occasions when they have been offered/given support and feedback in class time and what effect it had Suggest good and not so good ways to let others know when we don't want support or feedback Describe or demonstrate ways we can be sensitive to the feelings of others
<p>Essential skills:</p> <p>Active listening</p> <p>Empathy</p> <p>Awareness of own needs</p> <p>Perception of how peers show feelings</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> When we receive support or feedback in class, how does it make us feel? How has support or feedback helped us? When or why might we not want feedback or support?
<p>Additional Guidance: Stories where characters have supported each other or worked together to achieve a goal or overcome a problems</p> <p>This lesson could be set in the context of team-building games or through outdoor learning. It supports cooperative whole class and small group work.</p>	

Key Stage 1 Core Theme 2: Relationships

Topic: Healthy Relationships

Aim of these sessions: To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond

Learning opportunity number 10

Suggested number of sessions:1-2 (in Yr 1 or Yr 2)

<p>Year Two</p>	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> About appropriate and inappropriate touch 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> Recognise how our bodies behave when different people come close to us Talk about what is appropriate /inappropriate touch between friends/family members/ people we don't know Explain that they have a choice about being touched and the right to say 'no' if they don't feel comfortable Identify whom to tell if they are worried about inappropriate touch and demonstrate how to tell them Explain and demonstrate ways of saying no assertively to inappropriate touch
<p>Essential skills:</p> <p>Managing risk and personal safety Making decisions and choices Resilience Self-management</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> How do our bodies react when our special people touch us? How do our bodies react when we don't want to be touched? How else can we say 'no' to being touched?
<p>Additional Guidance: See NSPCC: http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/. The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS: <u>P</u>rivates are private; <u>A</u>lways remember your body belongs to you; <u>N</u>o means no; <u>T</u>alk about secrets that upset you; <u>S</u>peak up, someone can help. Stories where young characters have asked for and received help with a fear or problem. It is important for pupils to practice and rehearse saying 'no' along with alternative to 'no' such as, 'I'll tell'. Ensure that ground rules have been established/re-visited at the beginning of the session. Questions box or Ask-It Basket to be available. Liaise with Child Protection office where appropriate. Be familiar with school's safeguarding and child protection policies and disclosure protocols Use storybooks, role-play etc. to distance the learning.</p>	

Key Stage 1 Core Theme 2: Relationships

Topic: Healthy Relationships

Aim of these sessions: To learn how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help

Learning opportunity number 13 and 14

Suggested number of sessions: 2-3 (in Yr 1 or Yr 2)

Year Two	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> • about ways to resist teasing and bullying • how coping strategies can be used 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Explain what teasing and bullying are and give examples of each • Talk about how joking and teasing differ from bullying • Explain why bullying is wrong and unacceptable • Identify feelings that people have if they are being teased or bullied • Talk about reasons why children might bully • Describe their responsibility and demonstrate some simple strategies they can use if they experience or witness teasing, hurtful behaviour or bullying • Explain how they can be supportive of children who have been or feel they have been teased/bullied • Suggest ways that individuals or the whole class can stand up for people who are being teased/bullied • Explain what the class/school procedures are if someone is being teased/bullied • Identify people in school/at home whom they can talk to if they are worried about teasing/bullying
<p>Essential skills:</p> <p>Empathy</p> <p>Affirm self and others</p> <p>Managing risk and personal safety</p> <p>Managing decisions and choices</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • Who are we? • What makes us special? • What are we proud of about ourselves/ community to which we belong? • What are joking, teasing and bullying? • How might each of these make people feel? • How might people's feelings affect their behaviour? • How can we support someone who might have been bullied? • What can we do if we see someone being bullied? • Should we help someone if they say they don't want our help?

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| | <ul style="list-style-type: none">• Why do some people do things that they know are wrong? |
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Additional Guidance: Many schools choose to teach these sessions as part of National Anti-Bullying Week. It is important the pupils re-visit how to manage hurtful behaviour and to know how to keep themselves and others safe.

Pupils should begin to know that joking, teasing or bullying about appearance, gender, race, religion, sexual identify or orientation is unacceptable

Should be taught as part of a whole school approach in line with school's Anti-Bullying Policy Also links with topic: Valuing Difference, Learning opportunities 2 and 13, Feelings and Emotions Learning opportunities 2 and 11. SEAL themes: Getting on and Falling Out and Saying No To Bullying Years 1 and 2 Blue Set.

Medium term planning grids

Core theme 1: Health and wellbeing

(Topic areas: Healthy lifestyles; Keeping safe)

Year Two – Autumn.2

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Healthy Lifestyles

Aim of these sessions: To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating, dental health and taking care of our feelings

Learning opportunity number 1

Suggested number of sessions: 2

Year Two	
<p>Objectives: To learn:</p> <ul style="list-style-type: none"> • about the benefits of a healthy lifestyle • different ways to stay healthy 	<p>Learning Outcomes: The learner will be able to:</p> <ul style="list-style-type: none"> • Describe what being healthy means • Describe the different physical activities they do in and out of school • Explain how good health depends on physical activity, rest, healthy eating, taking care of their teeth • Describe different ways in which they can keep healthy • Explain what the benefits (short-term and long-term) are of being active, taking rest, eating healthily and looking after their teeth • Talk about the impact on their health and on others if they don't look after their bodies
<p>Essential skills:</p> <p>Active listening</p> <p>Self-reflection</p> <p>Make decisions and choices</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • How do we think healthy people look and feel? • What do healthy people do some of the time? All of the time? Never? • What do we do in and out of school that keeps us healthy? • What else do we know about keeping healthy? • What do we need to do more/less of to keep healthy?
<p>Additional Guidance: Stories or information books on the theme. <i>Ketchup on Your Cornflakes</i> by Nick Sharratt could be used for an engaging start to the session. As these are very similar lessons, you may wish to teach this topic in either Year 1 or Year 2.</p> <p>Be aware that some pupils are in family circumstances that make it difficult to ensure that they can follow a healthy lifestyle or may have family members who have serious health-related illnesses. During Key Stage 1, pupils are beginning to evolve their self-image, this is an opportunity to help them feel good about themselves.</p>	

Science programme of study for year 2: *Animals, including humans - statutory requirements, pupils should be taught to: notice that animals, including humans, have offspring which grow into adults ♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Notes and guidance (non-statutory)* Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Science – key stages 1 and 2 12 Notes and guidance (non-statutory) The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Healthy Lifestyles

Aim of these sessions: To recognise what they like and dislike (how to make real and informed choices that improve their physical and emotional health), and that choices can have good and not so good consequences

Learning opportunity number 2

Suggested number of sessions: 2

Year Two	
<p>Objectives: To learn:</p> <ul style="list-style-type: none"> • about what it means to make a real and informed choice • about what can influence our choices • how choices influence the way we look and feel 	<p>Learning Outcomes: The learner will be able to:</p> <ul style="list-style-type: none"> • Identify recent choices they have made • Describe the consequences of their choices, both good and not so good • Talk about what influenced their choices • Describe their feelings after they had made their choices
<p>Essential skills:</p> <p>Active listening</p> <p>Make decisions and choices</p> <p>Drawing conclusions</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • What does being healthy mean to us? • Who tells us what choices we have? • When can we choose for ourselves? • What helps us to choose? • What do we need to know to help us to make a choice? • What/who helps us to keep to our decisions or change our minds?
<p>Additional Guidance: Stories with morals or where the young characters make choices that lead to consequences, e.g.: Goldilocks</p> <p>This group of lessons may be taught before the healthy lifestyle lessons, learning opportunity 1, so that pupils can talk about informed choices as an important part of a healthy lifestyle. Ensure ground rules or a working agreement is in place so that pupils have a safe environment in which to reflect on the impact of their choices.</p> <p>An <i>informed choice</i> means using what the pupils already knows to form their choice or decision.</p> <p>SEAL theme: Changes Years 1 and 2 Blue set.</p> <p>See previous session for links to Science programme of study</p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Healthy Lifestyles

Aim of these sessions: To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

Learning opportunity number 4

Suggested number of sessions: 1-2

Year Two	
<p>Objectives: To learn:</p> <ul style="list-style-type: none"> • About different kinds of feelings that are good and not so good • About the vocabulary we can use to describe feelings to others • How we can use simple strategies to manage feelings 	<p>Learning Outcomes: The learner will be able to:</p> <ul style="list-style-type: none"> • Describe different feelings both good and not so good • Identify strategies they can use and practise to manage their feelings • Give reasons for managing their feelings and explain the responsibility they have toward others who may be affected • Talk about how they can help others who may have not so good feelings
<p>Essential skills:</p> <p>Self-manage feelings</p> <p>Self-reflection</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • What feelings do we all share? • Where in our bodies do we feel these feelings? • How do people know how we are feeling • How do these feelings affect our behaviour? • What can we do to cope with these feelings? • How can we tell people how we feel? • How can we help others who may have not so good feelings?
<p>Additional Guidance: Stories where young characters encounter a range of different feelings. Talk about alternative endings or use Fast Forward or Wind Back strategies.</p> <p>Ensure ground rules or a working agreement is in place so that pupils have a safe environment to describe and talk about their feelings. This session can be linked with the session for learning opportunity 13 Core Theme 1.</p> <p>PSHE Association lesson plans on teaching about mental health and emotional wellbeing.</p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Healthy Lifestyles

Aim of these sessions: To understand the importance of, and how to maintain, personal hygiene

Learning opportunity number 6

Suggested number of sessions: 1 or can be amalgamated with another session

Year Two	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> • About basic personal hygiene routines • About the importance of taking care of personal hygiene 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Re-cap basic personal hygiene routines • Explain what happens if they don't take care of personal hygiene • Describe how personal hygiene can be maintained and the benefits of taking care of their bodies • Describe how to keep good oral health
<p>Essential skills:</p> <p>Self- organisation</p> <p>Make decisions and choices</p> <p>Managing risk</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • What do we do to keep our bodies healthy and clean each day? Each week? • How do healthy people feel? • How will keeping clean and healthy help us as we grow up?
<p>Additional Guidance:</p> <p>Video clip: https://www.youtube.com/watch?v=CG8F-6dZk8k The Bath Song</p> <p>Storybooks on the theme such as <i>The Smelly Book</i> by Babette Cole</p> <p>These lessons can be combined with the session for learning opportunity 7 on the spread of viruses or taught in either Year 1 or Year 2.</p> <p>See previous sessions for links to <i>Science programme of study</i>.</p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Healthy Lifestyles

Aim of these sessions: How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

Learning opportunity number 7

Suggested number of sessions: 1

Year Two	
<p>Objectives: To learn:</p> <ul style="list-style-type: none"> About the importance of taking care of their own health About what happens if they don't take care of their health 	<p>Learning Outcomes: The learner will be able to:</p> <ul style="list-style-type: none"> Describe how some diseases are spread Explain how the spread of some diseases can be controlled by personal hygiene practices Identify some diseases, e.g. 'flu, that are controlled through vaccination and medication Explain how they are responsible for their own health and that of others
<p>Essential skills:</p> <p>Resilience</p> <p>Make decisions and choices</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> How do we feel when we are ill? How do we look and sound when we are ill? Who and what helps us to get well? What kinds of drugs which are medicines help us to get well? Who decides whether we need to swallow or sniff medicines or have injections? When and why do we have injections? How can we help ourselves to get better? What should we do to keep other people healthy?
<p>Additional Guidance: Stories or information books such as <i>Germs</i> by Ross Collins, <i>Germs are not for Sharing</i> by Elizabeth Verdick. Pupils could practice on dolls, have a discussion with school nurse or health visitors.</p> <p>This session can be taught in either Year 1 or Year 2. This session can be combined with the session for learning opportunity 6</p> <p>Fluenz lessons written by PSHE Association. <i>Catch It, Bin It, Kill It</i> UK Government campaign materials.</p> <p>See previous session for links to Science programme of study.</p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Keeping Safe

Aim of these sessions: To understand that household products, including medicines, can be harmful if not used properly

Learning opportunity number 11

Suggested number of sessions: 1

Year Two	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> • About the role of medicines 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Describe how some medicines are taken and for what reasons • Recognise that medicines have a specific and an individual use • Talk about the harmful aspects of some household products and medicines • Describe ways of keeping safe when using household products (including medicines)
<p>Essential skills:</p> <p>Managing risk and personal safety</p> <p>Analysing and evaluating situations</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • What goes into our bodies and for what reason? • Who puts them there? • How do they get in? • What kinds of medicines help us to get well? • How do these different things feel, smell and taste? • Which things are safe, not so safe or dangerous? • When should we say 'no', 'don't do that' or 'I'll tell'?
<p>Additional Guidance: Stories where young characters find medical advice or treatment (this could include in the animal world).</p> <p>Invite local health professional in to talk to the children about the role of medicines in helping to keep them well. Show pictures of medicines and household products so that pupils can recognise the difference between the two.</p> <p>Sensitivity and an awareness of any medical issues of pupils.</p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Keeping Safe

Aim of these sessions: To learn rules for, and ways of keeping, physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets)

Learning opportunity number 12

Suggested number of sessions: 2-3

<p>Year Two</p>	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> • About the importance of keeping safe in different situations • About the different rules for keeping safe (road, environment, online, in unfamiliar situations) 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Describe different ways of keeping safe in familiar and unfamiliar situations • Talk about ways they can ask for help from people whose job it is to keep them safe • Identify potential unsafe situations and steps they can take to avoid or remove themselves from them • Talk about how it is ok to keep fun surprises secret for a while but not adults' secrets • Describe ways of keeping safe online
<p>Essential skills:</p> <p>Making decisions and choices</p> <p>Resilience</p> <p>Analysing and evaluating situations</p> <p>Recalling and applying knowledge and skills</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • What do we have to keep safe from? • Are these real dangers or pretend dangers? • Is it something we do that makes them dangerous? • Who can we ask to help us? • Who has the job of keeping us safe? • Do we always have to keep secrets? • If we tell someone will we get into trouble?
<p>Additional Guidance: Stories where young characters have fears or problems such as the dark or new places or situations and stories which widen the vocabulary of feelings. Teacher to choose context for learning, e.g.; keeping safe at home/park/swimming pool</p> <p>ROSPA and Brake websites, road safety campaigns</p> <p>Refer to 'Protective behaviours' guidelines if staff training has taken place. Ensure school safeguarding/child protection guidelines are followed.</p>	

Medium term planning grids

Core theme 1: Health and wellbeing

(Topic areas: **Growing and changing; Keeping safe**)

Year Two – Spring.1

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Growing and Changing

Aim of these sessions: About change and loss and the associated feelings (including moving home, losing toys, pets or friends)

Learning opportunity number 5

Suggested number of sessions: 2

Year Two	
Objectives: To learn: <ul style="list-style-type: none"> About different kinds of change that have occurred since starting school About the kinds of loss that can make us feel sad (loss of a pet, moving house, loss of a relative) How we can help ourselves and others manage sad feelings 	Learning Outcomes: The learner will be able to: <ul style="list-style-type: none"> Describe changes and losses that have happened to them or others since they started school Identify feelings they or others may have had about change or loss Identify strategies they can use to manage sad/unhappy feelings Talk about what it means to lose something/someone special Identify ways they can comfort or be sensitive to the needs of others who have experienced change or loss
Essential skills: Empathy, Self-reflection Communication of ideas and views to others Resilience	Key Questions: <ul style="list-style-type: none"> What are the things that we treasure most? How do we feel when things get broken or lost? How have things changed in our lives since we started school? How do we feel when friendships are broken? How do we feel if we lose something or if someone leaves our family?
Additional Guidance: Stories where characters lose and find things, or lose and learn to live with the loss of the object; where characters share their feelings and help each other. Class teacher will need to choose the context to demonstrate the learning outcome, i.e. losing a pet, moving house	

SEAL themes: Relationships and Changes Year 1 and 2 Blue set

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Growing and Changing

Aim of these sessions: To learn about the process of growing from young to old and how people’s needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring

Learning opportunity number 8

Suggested number of sessions: 1-2

Year Two	
<p>Objectives: To learn:</p> <ul style="list-style-type: none"> • About growing, changing and becoming more independent • About the opportunities and responsibilities that independence brings 	<p>Learning Outcomes: The learner will be able to:</p> <ul style="list-style-type: none"> • Describe ways they have grown and changed (emotionally, physically and socially) • Identify ways they are independent now from when they were younger • Describe additional responsibilities they have in class, school and at home • Identify new opportunities that increasing independence brings to them
<p>Essential skills:</p> <p>Self-reflection</p> <p>Affirm self and others</p> <p>Reviewing own progress</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • What things can we do on our own? With help? • Why do we grow up so slowly? • What new responsibilities do we have in school or at home that we didn’t have before? • Why do we have to have new responsibilities?
<p>Additional Guidance: Stories about growing up and how needs have changed. Pupils could bring in photographs showing the changes that have occurred since their birth (being sensitive to those who may not have photos of them as babies – adapt as necessary).</p> <p>Extra sensitivity will be needed for SEND pupils who may not be able to demonstrate increased independence in explicit ways. Also to pupils that have experienced a great deal of change in their personal lives.</p> <p><i>Science programme of study for year 2: Animals, including humans - statutory requirements, pupils should be taught to: notice that animals, including humans, have offspring which grow into adults. Notes and guidance (non-statutory) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They</i></p>	

should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Science – key stages 1 and 2 12 Notes and guidance (non-statutory) The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Growing and Changing

~~Aim of these sessions: To know the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls~~

Learning opportunity number 1

Suggested length of sessions: 1

Lesson Removed After

consultation –

Please refer to Sci KS1

Curriculum for life cycles

Year Two

Objectives:

To learn:

- About biological differences between male and female animals including humans and their roles in the life cycle
- About the importance of respecting differences and similarities between boys and girls

Learning Outcomes:

The learner will be able to:

- Describe some of the biological differences between male and female animals
- Name the biological terms for the main male and female external genitalia
- Recognise that male and female sex parts are related to reproduction
- Identify that boys and girls can do the same tasks and enjoy the same things

Essential skills:

Use and apply data

Affirm self and others

Key Questions

- What parts of our bodies can we see?
- What are the names of all the different parts of our bodies?
- What makes all of us the same? In what ways are we different?

Additional Guidance: Ensure you are familiar with the child protection policy. Use stories and information books, anatomical or pictorial dolls, photo cards or body part bingo. Ensure that pupils know and use the correct names for body parts that you are referring to in the lesson: this is an important aspect of safeguarding.

Science programme of study for year 2: *Animals, including humans - statutory requirements, pupils should be taught to: notice that animals, including*

humans, have offspring which grow into adults Notes and guidance (non-statutory) Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Science – key stages 1 and 2 12 Notes and guidance (non-statutory) The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Growing and Changing

Aim of these sessions: To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

Learning opportunity number 3

Suggested number of sessions: 1

Year Two	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> • About ways to improve and learn from experience • How to recognise and celebrate what they are good at • How to set challenging goals 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Describe what they are good at and what they need help with • Recognise that it is ok to make mistakes and that they are part of learning • Review their own targets and set themselves realistic but challenging personal goals
<p>Essential skills:</p> <p>Active listening</p> <p>Set challenging goals for self</p> <p>Recognise distorted thinking</p> <p>Affirm self and others</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • Who are we? • What makes us feel good about ourselves? • How do our special people show us that we are special? • How does it feel when we do something new? • How does it feel when we do something difficult? • How does it feel when we make a mistake? • How does it feel when we overcome a problem or achieve something?

Additional Guidance: Stories where characters achieve a goal; have their own special strength or attributes, learn from mistakes

It is important to foster a growth mind set approach to learning in the classroom. This will help pupils to recognise mistakes as part of the learning process. Setting aside times for self-reflection as well as celebrating skills and personal qualities on a regular basis will help to develop self-esteem and emotional literacy.

SEAL themes: New Beginnings, Good To Be Me, Going for Goals Years 1 and 2 Blue set

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Keeping Safe

Aim of these sessions: To learn about people who look after them, their family networks, ways that pupils can help these people who look after them, whom to go to if they are worried and how to attract their attention.

Learning opportunity number 13

Suggested number of sessions: 1

Year Two	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> • About people who take care of them and the different groups they belong to • About ways of helping those who look after us 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Identify the people who look after them and how they care for them • Explain what they can do themselves if they are worried and whom they can go to • Talk about ways they can attract the attention of people who care for them if they are worried • Describe how they can help and support those who care for them
<p>Essential skills:</p> <p>Making decisions and choices</p> <p>Empathy</p> <p>Resilience</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • Who helps us to keep safe? • What are they trying to teach us to do or not to do? • How can we help them? • How do we know whom to ask for help? • How can we attract the attention of people that we want to help us? • How can we keep ourselves and others safe?
<p>Additional Guidance:</p> <p>Use stories about characters being helped and looked after, and those where characters responsible for themselves. This session can also link with a topic</p>	

on 'People Who Help Us'. Teacher should be sensitive to pupils who have experience of carers at home, or pupils who are carers themselves

This session is a natural extension of the previous sessions and can be combined with the following session. It is important to re-visit and review aspects of personal safety. It can be taught in either Year 1 or 2 and the learning frequently referred to in the year group it isn't directly taught this as a lesson.

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Keeping Safe

Aim of these sessions: To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

Learning opportunity number 14

Suggested number of sessions: 1

<p>Year Two</p>	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> • About the shared responsibility for keeping themselves and others safe • About the steps they can take to ensure their safety in class, on the playground, around the school and at home • About responses they can give to ensure their own safety and that of others 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Describe the personal responsibility they have in school and at home to keep themselves safe • Talk about the ways they share the responsibility for keeping others safe in school and at home • Explain how the rules and procedures in class help to keep them and others safe • Talk about appropriate responses to give in situations that may occur in school and at home when they feel unsafe or they are worried about the safety of others
<p>Essential skills:</p> <p>Making decisions and choices</p> <p>Self-reflection</p> <p>Team working</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • What do we enjoy doing at home, indoors, outdoors and at school? • What are the rules and why do we need to keep to them? • Do the rules depend on the people and places? • How can we keep other people safe?

- | | |
|--|---|
| | <ul style="list-style-type: none">• What should we do if we feel worried or unsafe about ourselves or others? |
|--|---|

Additional Guidance: Stories where young characters follow/don't follow the 'rules' and have to deal with the consequences; where young characters do not recognise when they are being persuaded.

This session can be combined with the previous session. Displays and posters which remind pupils what to do and who to go to if they are worried should be prominently visible around the school. Pupil 'versions' of these key messages around the classroom/school/assembly hall would be highly effective.

This session can be taught in either Year 1 or 2.

Medium term planning grids

Core theme 1: Relationships

(Topic areas: **Feeling and Emotions; Valuing difference**)

Year Two – Spring.2

Key Stage 1 Core Theme 2: Relationships

Topic: Feelings and Emotions

Aim of these sessions: To identify their special people (family, friends and carers), what makes them special and how special people should care for one another

Learning opportunity number 9

Suggested number of sessions:1

Year Two	
Objectives: To learn: <ul style="list-style-type: none"> • About how special people make a difference to our lives 	Learning Outcomes: The learner will be able to: <ul style="list-style-type: none"> • Explain what we mean by our 'special people' • Talk about how special people can help us • Describe the various groups and communities that their special people belong to • Talk about the importance of special people in their lives • Explain the different kinds of ways people care for each other
Essential skills: Affirm self and others	Key Questions: <ul style="list-style-type: none"> • What things do our special people help us with? • What do we help them with? • What do we say and do to let our special people know that they are special to us?

Additional Guidance:

'Special people' refers to people important in the pupil's life, for example, at school, home, clubs, church, mosque etc.

Stories about young characters growing up within a family or amongst special people, such as *Grace and Family* by Mary Hoffman.

Reference to Learning opportunity 3: Secrets and surprises

Pupils could bring photographs or mementos from their special people (An awareness and sensitivity to pupils' family circumstances is needed)

SEAL theme: Relationships Year 1 and 2 Blue Set

Key Stage 1 Core Theme 2: Relationships

Topic: Feelings and Emotions

Aim of these sessions: To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

Learning opportunity number 11

Suggested number of sessions: 1-2 (in Yr 1 or Yr 2)

Year Two	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> • How people's bodies and feelings can be hurt 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Talk about occasions when they have hurt themselves physically (falling in the playground/spraining an ankle etc) and how they felt at the time • Talk about occasions when their feelings have been hurt and how this felt at the time • Describe the differences and similarities between being hurt physically and emotionally • Describe how their bodies feel/what their bodies do when they feel uncomfortable or hurt, physically or emotionally • Identify people they can go to if they are feeling uncomfortable or hurt – physically or emotionally • Explain how they can let these people know they are feeling uncomfortable or hurt • Suggest ways they can make themselves and others feel better

<p>Essential skills: Self-reflection Resilience Resolve conflict Managing risk and personal safety</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • What do our bodies do when we feel uncomfortable? (see Additional Guidance) • How do we feel inside when we feel uncomfortable? (see Additional Guidance)
<p>Additional Guidance: Stories where young characters explore their relationships at home and at school. Use story books, role play, film clips etc. to distance the learning ‘Talk about what our bodies do when we feel uncomfortable’ - our shoulders may go up, we may look away or down, we might turn away or even hide, On the <i>inside</i> we might feel a bit ‘funny in our tummies’ or not want to speak to someone - help pupils understand that these are our brain’s way of telling us something is ‘wrong’ and that we should be wary if anyone tells us we are being silly. SEAL theme: Getting on and Falling Out and Relationships Years 1 and 2 These sessions can be combined with the sessions on hurtful behaviour/teasing/bullying (learning opportunities 12, 13, 14)</p>	

Key Stage 1 Core Theme 2: Relationships

Topic: Valuing Difference

Aim of these sessions: To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong

Learning opportunity number 2

Suggested number of sessions: 1

Year Two	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> • About what fair and unfair means • About the impact of kindness and unkindness on self and others • About right and wrong 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Describe what fair and unfair means in the context of decisions they/others have made • Talk about acts of kindness they have performed or witnessed • Describe the impact of kind/unkind actions (see Additional Guidance) • Give examples of what is right and wrong (in the context of situations they have seen) • Explain that we have choices when we make decisions, based on what we think is right or wrong
<p>Essential skills: Affirm self and others</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • How do our bodies react when we feel that we have been treated unfairly?

Active listening Self-reflection Resilience	<ul style="list-style-type: none"> • How do we feel when someone does or says something kind/unkind to us?
<p>Additional Guidance: Stories where characters have been treated fairly or unfairly; where characters display acts of kindness.</p> <p>Impact of kind/unkind actions: it is important to include both the physical (I helped them look for their lost front door key) and the emotional (they stopped feeling panicky and were relieved that they could get indoors) impact of kind and unkind actions.</p> <p>This session can be used in conjunction with Feelings and Emotions learning opportunities 2 and 11, and with Healthy Relationships learning opportunity 14.</p> <p>This should also be part of a whole school focus and could be the theme of an assembly. It could also be used as the context for noticing and celebrating achievement</p> <p>SEAL Relationships Year 1 and 2 Blue Set</p>	

Key Stage 1 Core Theme 2: Relationships

Topic: Valuing Difference

Aim of these sessions: To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

Learning opportunity number 5

Suggested number of sessions: 1*

<p>Year Two</p>	
<p>Objectives:</p> <p>To learn:</p> <ul style="list-style-type: none"> • About sharing opinions and explaining personal viewpoints • How to take part in a simple class debate 	<p>Learning Outcomes:</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Take part in a simple debate about topical issues • Share opinions and views with a partner • Give reasons for their opinions and views • Listen attentively to the opinions and views of a partner • Contribute ideas to class discussions

<p>Essential skills:</p> <p>Active listening</p> <p>Using constructive feedback</p> <p>Communication of ideas and views</p> <p>Affirm self and others</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • Why should we let others know of our views and opinions? • Why is it important to listen to the views of others? • What if those views are different to ours?
<p>Additional Guidance: This can be a separate lesson but the objectives and outcomes can also be achieved by ensuring PSHE sessions are interactive and matched to the needs of the pupils. Evidence of sharing opinions and views can be gathered as part of any of the lessons in the Programme of Study.</p>	

Medium Term Planning Grids

Core Theme 3: Living in the Wider World

(Topic areas: Rights and Responsibilities; Taking Care of the Environment)

Year Two – Summer.1

Key Stage 1 Core Theme 3: Living in the Wider World

Topic: Rights and Responsibilities

Aim of these sessions: To learn how to contribute to the life of the classroom

Learning opportunity number 1

Suggested number of sessions: 1

Year Two	
Objectives: To learn: <ul style="list-style-type: none"> about the skills necessary to contribute to the life of the classroom 	Learning Outcomes: By the end of these sessions the learner will be able to: <ul style="list-style-type: none"> Explain why it is important to contribute to the life of the classroom Identify the different contributions that pupils make in their classroom and how this helps the classroom to run smoothly Describe the effect that this has on pupils and the adults/teacher in the classroom Give reasons for why it is a shared responsibility to contribute to classroom life
Essential skills: Active listening Team working collaboration & co-operation	Key Questions: <ul style="list-style-type: none"> How do we contribute in the classroom? Do our actions always have a positive effect?

Giving constructive feedback to others Empathy	<ul style="list-style-type: none"> • What can we do to help our class room be a happy place?
<p>Additional Guidance: Stories where characters have some responsibility, either in a role/task or with their behaviour; where they carry out their responsibility and where they neglect their responsibility and have to deal with the consequences This session would link well with compiling class rules, giving monitor jobs to pupils and establishing classroom routines. It can develop pupil’s contribution to the classroom further by focussing on how they can contribute to a positive classroom ethos. This session can be combined with the session for learning opportunity 2. SEAL theme: New Beginnings, Getting On and Falling Out, Changes Years 1 and 2 Blue set</p>	

Key Stage 1 Core Theme 3: Living in the Wider World

Topic: Rights and Responsibilities

Aim of these sessions: To help construct, and agree to follow, group and class rules and to understand how these rules help them

Learning opportunity number 2

Suggested number of sessions: 1

<p>Year Two</p>	
<p>Objectives: To learn:</p> <ul style="list-style-type: none"> • how group and class rules help us 	<p>Learning Outcomes: By the end of these sessions the learner will be able to:</p> <ul style="list-style-type: none"> • Describe how rules have been constructed and agreed in their class • Give reasons for the rules that have been agreed • Identify what can happen if class/group rules aren’t followed • Explain how class/group rules help them to learn and make the classroom a safe place
<p>Essential skills: Active listening Team working collaboration & co-operation Giving constructive feedback to others</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • Why is it important that we make up their own rules? • What could happen if the rules are not followed? • Why do we need rules in the classroom and in school?

	<p>Additional Guidance: Stories where characters follow or do not follow the rules and have to deal with the consequences This session could be taught during transition times, or used as an opportunity to review class charter. It can be combined with the previous session, learning opportunity 1. Teachers should think of class rules as being a ‘living part of the class’, to be revisited, edited and adapted as the year goes on and behaviour and needs of the pupils change. SEAL theme: New Beginnings, Getting On and Falling Out, Changes Years 1 and 2 Blue set</p>
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Key Stage 1 Core Theme 3: Living in the Wider World

Topic: Rights and Responsibilities

Aim of these sessions: To understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)

Learning opportunity number 3

Suggested number of sessions: 1

Year Two	
<p>Objectives: To learn:</p> <ul style="list-style-type: none"> about the responsibilities they have for others 	<p>Learning Outcomes: By the end of these sessions the learner will be able to:</p> <ul style="list-style-type: none"> Explain the different responsibilities they have to support the needs of other people in school/home Describe or demonstrate the different ways that they can demonstrate their responsibilities (working co-operatively, asking for permission to borrow things) Describe how it feels to have your needs met by your group/class (helped with work, sharing equipment, listening to others) and the importance of saying thank you.

	<ul style="list-style-type: none"> Describe how it feels when your needs/others needs have not been met and what this can lead to Explain some positive actions that can be taken to redress unmet needs
Essential skills: Active listening Empathy Self-reflection	Key Questions: <ul style="list-style-type: none"> What do we do at home to help or support our grown-ups or others who live with us? What do we do at school that shows that we can be responsible and meet the needs of our class mates? How do we feel when others are not meeting our needs?
Additional Guidance: Stories where young characters look after others/pets/animals; where characters help out around the home or community. Pupils should have the opportunity to practice these skills and learning opportunities in the class Role-Play area, set up as a veterinary surgery, a home or similar. Recognise examples of where pupils demonstrate their learning, in whole school or class rewards/celebrations. SEAL themes: New Beginnings, Getting On and Falling Out, Changes Year 1 and 2 Blue set	

Key Stage 1 Core Theme 3: Living in the Wider World

Topic: Rights and Responsibilities

Aim of these sessions: To learn that they belong to various groups and communities such as family and school

Learning opportunity number 4

Suggested number of sessions: 1

Year Two	
Objectives: To learn: <ul style="list-style-type: none"> About groups and communities that they belong to 	Learning Outcomes: By the end of these sessions the learner will be able to: <ul style="list-style-type: none"> Explain the importance of working together/co-operation Describe how it feels to be a member of a group Describe the different rights and responsibilities they have in the groups they belong to Identify the reasons why some children might feel excluded and the actions that can be taken to avoid this happening Describe how it feels to not want to do something the rest of the group does and what you can say or do?

	<ul style="list-style-type: none"> Describe or demonstrate how you should behave towards someone who doesn't want to do something the rest of the group does.
<p>Essential skills: Active listening Self-reflection Affirm self and others</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> Why do we need to cooperate when we work in a group? What could we do if someone disagrees with us, or if we disagree with them? How can we make sure that everyone feel included?
<p>Additional Guidance: Stories about families such as <i>The Great Big Book of Families</i> by Mary Hoffman The teacher should choose the context, for example family (taking care that no 'ideal' model of family is used), groups at school or groups outside of school. Pupils can bring in resources/evidence of their families, groups or of the communities that they belong to. Whole school approach – assemblies/displays SEAL themes: Good to be me, New Beginnings, Getting on and falling out Blue Set Year 1 and 2</p>	

Key Stage 1 Core Theme 3: Living in the Wider World

Topic: Taking Care of the Environment

Aim of these sessions: To learn what improves and harms their local, natural and built environments and about some of the ways people look after them

Learning opportunity number 5

Suggested number of sessions: 1-2

Year Two	
<p>Objectives: To learn:</p> <ul style="list-style-type: none"> about what improves and harms their local, natural and built environments 	<p>Learning Outcomes: By the end of these sessions the learner will be able to:</p> <ul style="list-style-type: none"> Identify the different aspects that make up each of these environments Give examples of some of the problems that occur in these environments (litter, anti-social behaviour, neglect, etc.) Give examples of different ways to improve their local, natural and built environments (signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas) Explain the shared responsibility we have to take care of our environments for others Suggest some steps they could take as an individual and as a class to improve their local

	community
Essential skills: Team working Planning and deciding Communicating ideas and views to others	Key Questions: <ul style="list-style-type: none"> • What do we like about where we live or go to school? • What makes these places not so good? • What could we do to improve our local environment? • Will this make a difference? Who for?
Additional Guidance: Teacher to use the context, such as school environment or local environment if appropriate Liaise with school eco-council. Invite Greenpeace, WWF, Woodland Trust, etc. to talk to pupils. Involve parents and local community groups/eco businesses. Use: local council resources, community gardening projects such as <i>Neighbourhoods Green</i> , or the school's natural environment SEAL themes: New Beginnings, Getting on and falling out, Changes Blue set year 1 and 2	

Medium Term Planning Grids

Core Theme 3: Living in the Wider World (Topic areas: Money Matters)

Year Two – Summer.2

Key Stage 1 Core Theme 3: Living in the Wider World

Topic: Money Matters

Aim of these sessions: To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving

Learning opportunity number 6

Suggested number of sessions: 1

Year Two	
Objectives: To learn: <ul style="list-style-type: none"> about what money can be used for 	Learning Outcomes: By the end of these sessions the learner will be able to: <ul style="list-style-type: none"> Describe how money is used to buy things that we need and things that we want? Understand that not everyone has money through work and that some people receive money from the government to help them (people who are ill, don't have a job, have a

	disability, old-age pension, etc.) <ul style="list-style-type: none"> • Describe how money can affect how we feel • Give examples of what it means to spend money and save money
Essential skills: Analysing and applying data Drawing conclusions Empathy Making choices	Key Questions: <ul style="list-style-type: none"> • How do we get money? • How do other people get money? • What is the difference between something that we need and something that we want? • How can having or not having money make us feel?
Additional Guidance: Young Enterprise, PFEG or My Money Week resources – available online. Be sensitive to pupils who have parents/carers who may not be in employment. Reinforce the concept that although money is a help to us and others, it is not the only way that we can show people that we care about them (buying things for them). Role-play area or home corner could be set up as a bank or a shop SEAL themes: Going for goals, Changes Blue set year 1 and 2	

Key Stage 1 Core Theme 3: Living in the Wider World

Topic: Money Matters

Aim of these sessions: To learn about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

Learning opportunity number 7

Suggested number of sessions: as required

Year Two	
Objectives: To learn: <ul style="list-style-type: none"> • about the role of money in their lives 	Learning Outcomes: By the end of these sessions the learner will be able to: <ul style="list-style-type: none"> • Explain where money can be stored to keep it safe • Describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online)

	<ul style="list-style-type: none"> • Give examples of some of the choices they or family members have about spending money and what influences these choices • Give some examples of how governments may use money
<p>Essential skills: Formulating questions Drawing conclusions Communicating ideas and views to others</p>	<p>Key Questions:</p> <ul style="list-style-type: none"> • What can we do to keep our money safe? • Why do some people save money? • Who decides what we can spend our money on?
<p>Additional Guidance: This plan can be combined with the learning objectives from the previous plan. Young Enterprise, PFEG or My Money Week Resources – available online Role-play area/Home Corner could be set up as a bank or a shop SEAL themes: Going for goals, Changes Blue set year 1 and 2</p>	