



<u>Relating (Friends and Family)</u>	<u>Emotions</u>	<u>Acceptance</u>
<p><b>Objectives:</b></p> <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> </ul> <p><b>Key Content:</b> Circle Time. Story Books linked to friends and friendship Drama Activities</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul> <p><b>Key Content:</b> Circle Time. Story Books linked to Emotions Drama Activities</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Key Content:</b> Circle Time. Story Books linked to Acceptance Drama Activities</p>
<p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Recognise effects of own behavior on others and use this to make better choices.</li> <li>Identify matters that are important to self and others.</li> <li>Learn from mistakes and use feedback.</li> <li>Participate in discussion that affect self and others and the wider world.</li> <li>State opinions and start to give reasons for these.</li> <li>Listen carefully to others</li> <li>Contribute actively and constructively to life of class and whole school</li> <li>Play and work cooperatively.</li> <li>Help to ensure that everyone in own group is included.</li> <li>Begin to show tact and diplomacy.</li> <li>Describe feelings about changes in own life and locally.</li> <li>Contribute actively and constructively to life of own class and school.</li> <li>Take action when something is unfair.</li> </ul> <p><b>Have</b></p> <ul style="list-style-type: none"> <li>Sense of belonging and valuing of relationships with others.</li> <li>Awareness of and pride in own individuality.</li> <li>Respect for other peoples feelings and ideas.</li> <li>Respect for the right of others.</li> <li>Belief that everyone has equal rights.</li> <li>Valuing others as equal and different</li> <li>Willingness to listen respectfully to the ideas and views of others even when one disagrees.</li> <li>Willingness to learn from the experiences of others</li> <li>Willingness to participate in activities both inside and outside of the classroom</li> <li>Belief that everyone should be included and able to participate</li> <li>Belief that people can make a difference both on their own and when they work together</li> </ul>	<p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Recognise effects of own behavior on others and use this to make better choices.</li> <li>Identify matters that are important to self and others.</li> <li>Learn from mistakes and use feedback.</li> <li>Participate in discussion that affect self and others and the wider world.</li> <li>State opinions and start to give reasons for these.</li> <li>Listen carefully to others</li> <li>Describe feelings about changes in own life and locally</li> <li>Respect for other peoples feelings and ideas</li> <li>Play and work cooperatively.</li> <li>Help to ensure that everyone in own group is included.</li> <li>Begin to show tact and diplomacy</li> <li>Describe feelings about changes in own life and locally.</li> <li>Contribute actively and constructively to life of own class and school.</li> <li>Take action when something is unfair.</li> </ul> <p><b>Have</b></p> <ul style="list-style-type: none"> <li>Sense of belonging and valuing of relationships with others.</li> <li>Awareness of and pride in own individuality.</li> <li>Willingness to participate in activities both inside and outside of the classroom</li> <li>Belief that everyone should be included and able to participate</li> <li>Belief that people can make a difference both on their own and when they work together</li> </ul>	<p><b>Skills/Attitudes:</b></p> <ul style="list-style-type: none"> <li>Recognise effects of own behavior on others and use this to make better choices.</li> <li>Identify matters that are important to self and others.</li> <li>Learn from mistakes and use feedback.</li> <li>Participate in discussion that affect self and others and the wider world.</li> <li>State opinions and start to give reasons for these.</li> <li>Listen carefully to others</li> <li>Play and work cooperatively.</li> <li>Help to ensure that everyone in own group is included.</li> <li>Begin to show tact and diplomacy</li> <li>Describe feelings about changes in own life and locally.</li> <li>Contribute actively and constructively to life of own class and school.</li> <li>Take action when something is unfair.</li> </ul> <p><b>Have</b></p> <ul style="list-style-type: none"> <li>Sense of belonging and valuing of relationships with others.</li> <li>Awareness of and pride in own individuality.</li> <li>Willingness to stand up for others.</li> <li>Fairness in dealings with others.</li> <li>Respect for other peoples feelings and ideas.</li> <li>Respect for the right of others.</li> <li>Belief that everyone has equal rights.</li> <li>Valuing others as equal and different</li> <li>Willingness to listen respectfully to the ideas and views of others even when one disagrees.</li> <li>Willingness to learn from the experiences of others</li> <li>Willingness to participate in activities both inside and outside of the classroom</li> <li>Belief that everyone should be included and able to participate</li> <li>Belief that people can make a difference both on their own and when they work together</li> </ul>

Year Group: 2 PSHE and RSE Curriculum Document  
(Keys support children's mental health and wellbeing)

<b>Vocabulary:</b> Friend Friendship Believe Kindness Respect Truthfulness Loyal Loyalty Generous Giving Generosity Support Sympathy Empathy Listen Accept Equal Equality	<b>Vocabulary:</b> Happy Sad Angry Shy Scared Frustrated Embarrassed Surprise Fear Feelings Emotions Body Listen Accept	<b>Vocabulary:</b> Same Similarity Different Difference Accept Listen Family Respect Respectful
<u>Meaning</u>	<u>Trying Out</u>	<u>Relating 2 (Online Relationships)</u>
<b>Objectives:</b> Whole school 'living in the wider world' focus (Non-Statutory) Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (All)	<b>Objectives:</b> Whole school 'trying out new activities' focus (Non-Statutory)	<b>Objectives:</b> <ul style="list-style-type: none"> <li>How to respond safely and appropriately to adults they may encounter whom they do not know. (In all contexts, including online) whom they do not know.</li> <li>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>
<b>Key Content:</b> This topic is to be chosen annually by teachers collectively (guided by the PSHE lead) based on what is going on in the wider world (consider what children are seeing on the news and in other media) e.g. Black Lives Matter movement. Ensure the topic is KS appropriate and if a separate KS topic is required.	<b>Key Content:</b> Class discussions to inform what skills children already have and what activities they already take part in e.g. after school clubs. Work as a class to come up with a new skill or activity that your class would like to learn in the following 3 weeks. (Consider booking outside agencies in advance e.g. Yoga Mike or doing a KS project where teachers can take different activities e.g. Clubs).	<b>Key Content:</b> Circle Time. Story Books linked to Online Relationships Drama Activities
<b>Skills/Attitudes:</b> <ul style="list-style-type: none"> <li>Recognise effects of own behavior on others and use this to make better choices.</li> <li>Identify matters that are important to self and others.</li> <li>Learn from mistakes and use feedback.</li> <li>Participate in discussion that affect self and others and the wider world.</li> <li>State opinions and start to give reasons for these.</li> <li>Listen carefully to others</li> </ul> <b>Have</b> <ul style="list-style-type: none"> <li>Sense of belonging and valuing of relationships with others.</li> <li>Awareness of and pride in own individuality.</li> <li>Respect for other peoples feelings and ideas.</li> </ul>	<b>Skills/Attitudes:</b> <ul style="list-style-type: none"> <li>Recognise effects of own behavior on others and use this to make better choices.</li> <li>Identify matters that are important to self and others.</li> <li>Learn from mistakes and use feedback.</li> </ul> <b>Have</b> <ul style="list-style-type: none"> <li>Willingness to participate in activities both inside and outside of the classroom</li> <li>Belief that everyone should be included and able to participate</li> <li>Belief that people can make a difference both on their own and when they work together</li> </ul>	<b>Skills/Attitudes:</b> <ul style="list-style-type: none"> <li>State opinions and start to give reasons for these.</li> <li>Listen carefully to others</li> <li>Begin to show tact and diplomacy</li> </ul> <b>Have</b> <ul style="list-style-type: none"> <li>Willingness to participate in activities both inside and outside of the classroom</li> <li>Belief that everyone should be included and able to participate</li> <li>Belief that people can make a difference both on their own and when they work together</li> </ul>

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<b>Vocabulary:</b> Lonely Sad Alone Isolation Isolate Same Different Accept	<b>Vocabulary:</b> Try Accept Adventure Activity Skill Discover	<b>Vocabulary:</b> Internet Computer Social Media Apps Privacy Information Share Confide
<b><u>Appreciating</u></b>	<b><u>Giving</u></b>	<b><u>Exercising and Taking Care of your body</u></b>
<b>Objectives:</b> Whole school 'Save the Earth' project focusing on recycling, conserving water and saving electricity. (Non-Statutory) <ul style="list-style-type: none"> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (KS1)</li> <li>• How to recognize and report feelings of being unsafe or feeling bad about any adult. (KS1)</li> <li>• How to respond safely and appropriately to adults they may encounter whom they do not know.</li> <li>• How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> </ul>	<b>Objectives</b> Whole school 'random acts of kindness fortnight' focus (Non-Statutory)	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> </ul>
<b>Key Content:</b> Circle Time. Story Books linked to friends and friendship Drama Activities	<b>Key Content:</b> Class discussions to inform what your classes 'random acts of kindness' will be. Consider 'random acts of kindness' in school for other pupils, teachers or lunch time staff e.g. holding doors open or making an appreciation card as well as random acts of kindness that can be done safely within the community e.g. bake cakes and send to an old peoples home.	<b>Key Content:</b> <b>PE sessions</b> Circle Time. Story Books linked to Exercising and taking care of your body. Drama Activities
<b>Skills/Attitudes:</b>	<b>Skills/Attitudes:</b>	<b>Skills/Attitudes:</b> Insert from science/PE skills Have

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<p><b>Vocabulary:</b></p> <p>Water Well Supply Support Help Fundraise</p>	<p><b>Vocabulary:</b></p> <p>Kind Random Kindness Special Surprise</p>	<p><b>Vocabulary:</b></p> <p>Emergency Call Speak Address Hygiene Germs Bacteria Healthy Virus Sanitiser</p>
<p><b><u>Resilience</u></b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>How to recognize and report feelings of being unsafe or feeling bad about any adult.</li> <li>How to respond safely and appropriately to adults they may encounter whom they do not know.</li> <li>How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> </ul>	<p><b><u>Emotions 2</u></b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>How to recognise and talk about their emotions</li> </ul>	<p><b><u>Direction</u></b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>That people make different choices about how to save and spend money</li> <li>About the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>That jobs help people to earn money to pay for things</li> <li>Different jobs that people they know or people who work in the community do</li> </ul>
<p><b>Key Content:</b></p> <p>Circle Time. Story Books linked to Resilience Drama Activities</p>	<p><b>Key Content:</b></p> <p>Circle Time. Story Books linked to Emotion Drama Activities</p>	<p><b>Key Content:</b></p> <p>Circle Time. Story Books linked to Direction. Drama Activities</p> <p><b>Activities around needs and wants and making, spending and saving money.</b></p>
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<p><b>Vocabulary:</b></p> <p>Respect Try Persevere Safe Permission Adult Confide Confidence</p>	<p><b>Vocabulary:</b></p> <p>Happy Sad Angry Shy Scared Frustrated Embarrassed Surprise Fear Feelings Emotions Body Listen</p>	<p><b>Vocabulary:</b></p> <p>Choice Accept Decision Need Want Job Community Money Wage Support</p>

	Accept	
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