


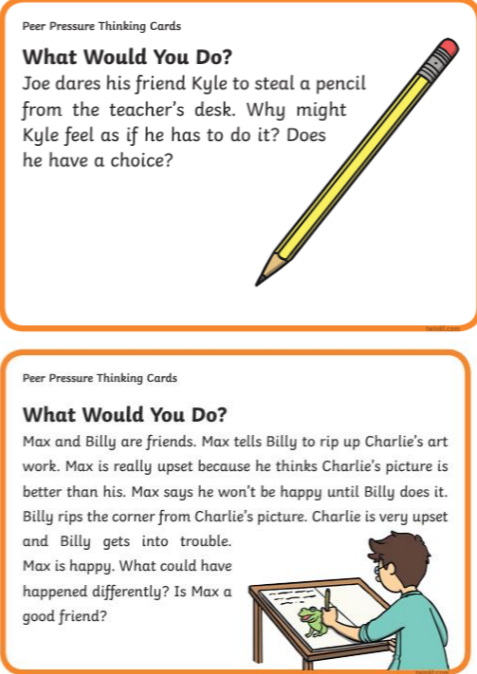


PSHE – Year 2

Learning Theme: Relationships

Term 1 & 2	Learning Question & NC Link	Substantive Knowledge To know that...	Disciplinary Knowledge I can...	Vocabulary	Assessment opportunity	Equipment & resources	Lesson ideas
Session 1	What makes a good friend? <i>To know how to be a good friend</i>	Friends care for each other, they are kind and compassionate. Friends take turns and tell the truth.	Identify qualities that make a good friend	Kindness, honesty, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.	Keep the hands from this session to add to at the end of the topic with a different colour. Complete engagement register each session in front of floorbook. Record pupil voice on post its and keep a selection of photographs and examples of work.	Friendship-and-what-it-means.pptx Use topic books (in staffroom) to prompt discussions.	 What makes a good friend? 5 things that make a good friend
Session 2	How do people make friends? To know about different ways that people meet and make friends.	To know strategies for positive play with friends, e.g. joining in, including others, etc.	I can explain how I would ask to join in a game. I know what activities I enjoy doing. I can ask other people to join in my game	Kindness, honesty, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.	Complete engagement register each session in front of floorbook. Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions. Twinkl ppts can be used to support but not as whole lesson.	Role play asking people to join in Create a class list of games we like to play Discuss importance of listening kindness and sharing. Circle time games
Session 3	How can you sort out an argument and make friends? To know about what causes arguments between friends. To know how to positively resolve arguments between friends.	Friends do fall out and that is OK. We can make friends again by listening, caring and understanding. We shouldn't dwell on an argument.	Listen to my friend. Take time out to think about mine and my friend's feelings. I can make friends again.	Kindness, honesty, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.	Complete engagement register each session in front of floorbook. Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions. Twinkl ppts can be used to support but not as whole lesson.	Give children scenarios where friends have fallen out, what could they do to resolve the issues? Play games that involve taking turns Read Sharing a Shell by Julia Donaldson

Session 4	Who would you ask for help if you felt upset?	To know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else.	I can identify people that I can speak to if I need help with my feelings I can give people space and support them.	Kindness, honestly, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.	Complete engagement register each session in front of floorbook. Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions. Twinkl ppts can be used to support but not as whole lesson.	https://www.youtube.com/watch?v=ThHsyCDOtAM Watch the friend I need
Session 5	What can you do if you see someone being unkind in real life or online? To know how to recognise hurtful behaviour, including online. To know what to do and whom to tell if they see or experience hurtful behaviour, including online.	I know what unkind behaviour looks like I know what unkind behaviour online looks like. I know who to speak to if I am worried about unkind behaviour.	I can tell an adult if someone is being unkind. I can report unkind behaviour seen online.	Kindness, honestly, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.	Complete engagement register each session in front of floorbook. Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions. Twinkl ppts can be used to support but not as whole lesson.	Children draw or write thought bubbles to show how they might help.
Session 6	What is bullying? To know about what bullying is and different types of bullying. To know how someone may feel if they are being bullied.	I know the difference between someone being unkind and someone being a bully. I know what it might feel like to be bullied. I know some different types of bullying.	I can name some ways in which someone might be being bullied. I	Kindness, honestly, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.	Use hands from first session and add on additional learning from this term. Complete engagement register each session in front of floorbook. Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions. Twinkl ppts can be used to support but not as whole lesson.	Anti bullying alliance has resources available to use. Suggested book list for stories about bullying... https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Anti-bullying-week_Recommended-reading_0.pdf
Session 7	Are all secrets good?	To know about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help.	I can explain the difference between a good and bad secret.	Kindness, honestly, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure,	Complete engagement register each session in front of floorbook. Record pupil voice on post its and keep a selection of	Use topic books (in staffroom) to prompt discussions. Twinkl ppts can be used to support but not as whole lesson.	Pants rule- Pant a saurus song.

				unsafe, surprise/secret.	photographs and examples of work.		
Session 8	How would you stand up for yourself in a tricky situation?	To know how to resist pressure to do something that feels uncomfortable or unsafe. To know how to ask for help if they feel unsafe or worried and what vocabulary to use.	I can stand up for myself. I can ask someone for help if I am worried or feel unsafe	Kindness, honesty, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.	Complete engagement register each session in front of floorbook. Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions. Twinkl ppts can be used to support but not as whole lesson. Scenario cards E.g 	Explain to the children that all children have the right to feel safe at all times. Discuss as a whole group what safe means, when children feel safe, where they feel safe and how they feel when they are safe? As a whole class, list as many words as you can that mean safe. For example, warm, cosy, locked, parent, secure, etc. Repeat the activity for unsafe. Who can the children talk to if they are feeling unsafe? Record responses for the floor book. Remind the children that they can talk to all of the adults in school, and any adults they trust at home. Share the poster with the children. Look at various scenario cards, what would they do? Is it always easy to stand up for yourself?
Session 9	<i>Can you be friends with someone if they are different to you?</i> <i>How are you the same as and different to your friends?</i>	To know about the things they have in common with their friends, classmates, and other people. To know how friends can have both similarities and differences.	I can say how I am the same and different to my friends.	Kindness, honesty, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.	Complete engagement register each session in front of floorbook. Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions. Twinkl ppts can be used to support but not as whole lesson.	Play toy story theme tune, listen to the words about how they are different but good friends and support each other. https://www.youtube.com/watch?v=nMN4JZ8crVY Complete an activity where they compare and contrast themselves to their best friend.
Session 10	How do we share our ideas with other people?	To know how to play and work cooperatively in different groups and situations. To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views	I can take turns in a discussion. I can put my ideas across calmly and respectfully	Kindness, honesty, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure,	Complete engagement register each session in front of floorbook. Record pupil voice on post its and keep a selection of photographs and examples of work.	Use topic books (in staffroom) to prompt discussions. Twinkl ppts can be used to support but not as whole lesson.	Have a class debate about something getting children t take tuns and express their views calmly and respectfully giving reasons for their beliefs. Or do a similar activity but as a whole class discussion.

				unsafe, surprise/secret.			
Session 11	.RSE session- see CWP planning				Record pupil voice on post its and keep a selection of photographs and examples of work.		
Session 12	<i>One session kept free for circle time/ school rules/ colour monster as needed during terms 1/2</i>				Record pupil voice on post its and keep a selection of photographs and examples of work.		
Notes							