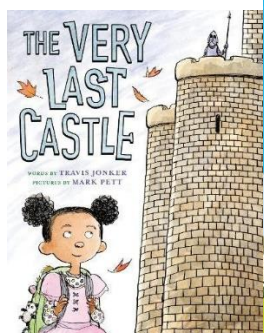
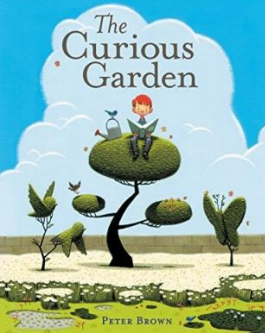
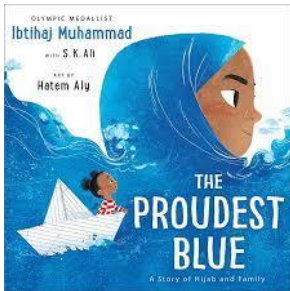


PSHE – Year 2

Learning Theme: Living in the wider world.

Term 3 & 4	Learning Question & NC Link	Substantive Knowledge To know that...	Disciplinary Knowledge I can...	Vocabulary	Assessment opportunity	Equipment & resources	Lesson ideas
Session 1	<i>What communities do you belong to?</i>	To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups.	Identify different groups that they belong to, e.g. family unit, church, mosque, Beavers, rainbows.	Rules, respect, responsibility, responsible, honesty, trust. Community, locality, environment, harmful, helpful.	Complete a start of topic activity Key questions on LO stickers, assess against these	https://www.youtube.com/watch?v=PuoMQV1FxxI	<p>Discussion: Begin by asking the children: What groups do you belong to? See what their responses are and direct the children if needed by talking about family groups, friendship groups, do they go to any clubs?</p> <p>Watch the video:</p> <p>https://www.youtube.com/watch?v=PuoMQV1FxxI</p> <p>Ask the children what their roles are within the groups that they belong to. How do they belong to that group? (A good opportunity to link to the school rules and to remind children that being ready, respectful and safe is important in all groups/communities, not just in school!) Note down any responses for their book.</p> <p>Task: Ask the children to draw a picture of one of the groups they belong to. They can either write a sentence about the group and how they belong in that group or adults can scribe for them.</p>
Session 2	<i>What role do you play in your community?</i>	To know about different rights and responsibilities that they have in school and the wider community.	Explain what I do to help my community.	Rules, respect, responsibility, responsible, honesty, trust. Community, locality, environment, harmful, helpful.	Post it note children's responses for books		<p>Refer back to last week, what communities do we belong to?</p> <p>How do you help your community?</p> <p>E.g. looking after younger children on the playground, setting a positive example, helping keep school tidy, cleaning out the stables, handing out the snack, doing a litter pick etc.</p> <p>Why do all these things matter?</p> <p>Maybe take part in a litter pick locally, visit to or from a local charity/ age concern centre.</p>
Session 3	<i>Why is it important to feel like you belong?</i>	To know about how a community can help people from different groups to feel included.	Think about a sense of belonging and shared values.	Rules, respect, responsibility, responsible, honesty, trust. Community, locality, environment, harmful, helpful.	Post it note children's responses for books	 	Share stories about belonging to a community and helping others. What difference did it make to people's lives to feel included?

Session 4	<i>Are some people's beliefs more important than other? Why?</i>	To recognise that they are all equal, and ways in which they are the same and different to others in their community.	Respect different people's beliefs. Understand that different people have different beliefs. Everyone has the right to their own beliefs.	Rules, respect, responsibility, responsible, honesty, trust. Community, locality, environment, harmful, helpful.	Add knowledge to start of topic activity/ assess against key questions.	https://www.bbc.co.uk/bitesize/topics/zhfdjsg/articles/zgkptrd https://www.youtube.com/watch?v=doFQsaPpjic (The Winter Candle) 	Use the cbbc website to lead discussion about beliefs. Emphasize that everyone has the right to their own beliefs. Important that we are kinds and respectful. Share stories about different beliefs Children create a piece of artwork about celebrating differences.
Session 5	<i>How do we use the internet?</i>	To know the ways in which people can access the internet e.g. phones, tablets, computers. To recognise the purpose and value of the internet in everyday life.	Are able to identify uses for the internet and online activities. They are aware of the limitations of this.	Internet, safety, responsible, trust, value	Post it note children's responses for books	https://sandwichinf.sharepoint.com/:f:/r/sites/SandwichInfantSchool/Staff/Planning/Archived%20Planning/2022-2023%20KS1%20Planning/Year%202/Term%203/PSHE/Week%203?csf=1&web=1&e=lyczkZ	Go through the power point on the board, stopping to discuss points and scribe any interesting responses on post-its. Then, give the children an internet storyboard sheet each. Ask them to draw a way that the internet can be accessed and write a small sentence to explain what they are and what they are used for.
Session 6	Is everything we see online true?	To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos. To know that information online might not always be true.	They understand that the information on the internet may not always be true. They know how to stay safe online.	Honesty, true, untrue, safe, unsafe.	Post it note children's responses for books	https://sandwichinf.sharepoint.com/:p:/s/SandwichInfantSchool/Staff/EdMamjdWMMFJmU67FxiSKmkB3TMh6es4vN17oCBI5-VHbQ?e=leknll https://www.youtube.com/watch?v=E5xKEwNAPZM (video of children sharing and discussing true and false info on meercats- safer internet centre)	Explain that when we use the Internet, we may be looking to learn something new, see friends' messages or read news stories. In these situations, we can't always rely on personal experience or previous knowledge to work out if something is true or not so we need to have other strategies. Discuss the different ways we might see information on the Internet. Remind children of the fact that we use the Internet for lots of different things, including researching information, communicating with friends or finding out about news stories. Identify that there is a possibility that we may be given false information. Read the examples of false information in the Lesson Presentation. After each example, ask children to discuss how they can tell it is false and why they think it has been written. Display the next slide and explain ways we can fact check what we read to help establish if something is true. Share the meercat video. Children could make their own videos/ presentations containing a mix of true and false info.
Session 7	What money do we have in this country?	To know what money is and its different forms e.g. coins, notes, and	Children are aware of the coins and notes that we use in this country. Pounds and pence.	Money, work, earn, charity, save, spend.	Take photos. Post its for books.	Role play area with items to buy and examples of money for children to use. Photos and real examples of money and payment cards.	Share examples of money, photos and real examples. Which ones would we use to pay for different items?

		ways of paying for things e.g. debit cards, electronic payments.					Would you use the same method of payment online, in a shop at a tuck shop? Children role play buying items.
Session 8	<p><i>How do we get/ earn money?</i></p> <p><i>What do we use money for?</i></p>	<p>To know about getting, keeping and spending money.</p> <p>To know that people are paid money for the job they do.</p> <p>To know how money can be kept and looked after.</p>	<p>They understand that money is earned by doing a job and is needed to buy things that we might need or want.</p> <p>They know about saving money for bigger purchases.</p> <p>Some children may receive pocket money and talk about saving up in a money box or child bank account.</p>	Money, work, earn, charity, save, spend.		https://www.funkidslive.com/learn/co-op-money/	<p>https://www.bbc.co.uk/bitesize/topics/znvj7yc/articles/z2dsp4j</p> <p>Watch the video- discuss</p> <p>Do any of the children get pocket money/ birthday money?</p> <p>Do they have to do anything to earn it?</p> <p>What jobs do our families do? They use the money they earn to pay for things we need.</p>
Session 9	<p><i>What is the difference between needing to buy something and wanting to buy something?</i></p>	<p>To know how to recognise the difference between needs and wants.</p> <p>To know how people make choices about spending money, including thinking about needs and wants.</p>	<p>They know the difference between needing to buy something and wanting to buy something.</p>	Money, work, earn, charity, save, spend. Want, need.			<p>Share the story- why couldn't she have everything she wanted?</p> <p>https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2</p> <p>Children draw/ write/ sort items in two columns, needs and wants.</p>
Session 10	<p><i>RSE- see CWP plan</i></p> <p><i>Describe some differences between male and female animals.</i></p> <p><i>Understand that making a new life needs a male and a female.</i></p>			Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva.		Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals	
Notes	<p>Some of the internet safety information will have been covered in computing lessons in term1, this content may need more/ less coverage as appropriate to class needs and knowledge.</p> <p>These terms should include visits to or from the local community to link with the themes where possible.</p>						