

PSHE Scheme of Work (including E4S - Relationships Education/Health Education)

Year 1 – Autumn 1

Topics: Feelings and Attitudes: 1. Feeling happy and sad; 2. Feelings and impact on self and others; 3. Coping with feelings and change

Family and Friendships, Relationships: 1.Special people; 2. Family: kindness and relationships, love

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Read Feelings books by Jane Bingham (Everybody Feels Scared/ Everybody Feels Sad) Circle time – discuss questions below.</p> <p>Use picture cards to show different facial expressions.</p> <p>Make a poster for the classroom with pictures of the children in the class with different facial expressions – ask me why I feel...today?</p> <p>Start thinking about people they trust to talk to if they are feeling sad or worried.</p> <p>Encourage a ‘talk time’ for children to discuss things that are important to them and any emotions (happy or sad) they may be feeling. Set aside time each week throughout the year for this – this could be paired talk/group or whole class.</p> <p>*Remember that each class has a Worry Monster; introduce this at any stage if/when needed in individual classrooms.</p> <p>Make a class ‘special things’ book/treasure box and discuss the questions below (3)</p> <p><u>Key Questions</u></p> <p>1.What makes me happy? Sad?</p> <p>How does my body help me know how I feel?</p> <p>How can I cope with strong feelings?</p> <p>Who can I talk to if I am unhappy or worried?</p> <p>2. How do I know how other people are feeling?</p> <p>What do we look like when we feel different ways?</p> <p>3. What are the things that we treasure and how do we look after them?</p> <p>How do we feel when things get lost or ruined?</p> <p>How do people behave when that happens?</p> <p>Read ‘Me and My Mum’ by Alison Ritchie and Alison Edgson.</p> <p>Draw and label a picture of your family – chat with a partner about who is part of your family and why they are special</p>	<p>Understand and recognise feelings (sad, scared) and knows how to make people feel better</p> <p>Knows and names the ‘special people’ to them</p>	<p>Happy</p> <p>Sad</p> <p>Worried</p> <p>Feelings</p> <p>Emotion</p> <p>Special people</p> <p>Family</p> <p>Assessment Opportunities</p> <p>Check that children know whom they can talk to if they are feeling sad/worried.</p> <p>Resources</p> <p>Books (in Community Room)</p> <p>Everybody Feels Scared</p> <p>Everybody Feels Sad</p> <p>by Jane Bingham</p> <p>‘Me and My Mum’</p> <p>by Alison Ritchie and Alison Edgson</p> <p>Worry Monster (available in each class)</p>

<p>Draw or paint a picture of any other 'special' people, include school friends, other relatives, other family friends See resources for BBC Teach clips</p> <p><u>Key Questions</u></p> <p>1. Who are our special people? What makes them special to us? How do people look after us? How can we help the people who look after us?</p> <p>2. What does family mean to me?</p>		<p>BBC Teach has the following resources BBC Teach > KS1 Relationships education - Our Family Showing respect - When families change and grow - Supporting and helping one another - Caring family networks - Helping out - Two mums - Teachers' Notes (pdf)</p>
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PSHE Scheme of Work (including E4S - Relationships Education/Health Education)
Year 1 – Autumn 2

Topics: Emotional Resilience: Recognising feelings

Relationships: Right/Wrong, Friends/Bullying

Sense of Self: Being good at things and achievement

Activities	Intended Outcomes	Key Vocabulary and Questions
Look at the feelings fans – can you copy the different expressions – what feelings do you think they show? Re-cap the questions covered last term on feelings Can they name the different emotions shown on the class poster from last term? Read ‘Everybody Feels Angry’ by Jane Bingham and ‘I Want to Shout and Stamp About’ by Tony Mitton (poems about being angry) BBC Teach: https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-happy/znnhv7 (there are 10 clips in all – they cover happy, sad, envious, embarrassed, brave, angry, jealous, lonely, shy and worried) – watch as appropriate. Sing ‘If You’re Happy and you Know it’ actions to be things that you do when you are happy – smile, laugh, wave, hug, dance around etc.	Understand and recognise feelings (sad, scared)	Feelings Friend Teasing Bullying Fair/unfair Right/wrong Special Equal Responsibility
<u>Key Questions</u> What are feelings and how do we recognise them? What are the different ways I can feel? What do people look like when they feel happy, sad, nervous, excited etc.? How does it feel in our bodies when we feel happy, sad, nervous, excited etc.?		Assessment Opportunities Pupil Voice What makes a good friend?
Circle-time Book – Being a Good Friend Look at the picture cards and sort the different actions into friendly/unfriendly-discuss the different actions, role-play some and think about what words might be being said. Make a collection of ‘kind’ words, display them and encourage use of these in the classroom/playground. Who has used one of our kind words today? Teachers could keep a tally. Read ‘The Rainbow Club’ by Annette Aubrey – discuss	Knows what it means to be a good friend Understand differences between joking, hurtful teasing and bullying and know how they make people feel Know how we can help or get help if we are worried about teasing or bullying Understand fair/unfair	Resources Everybody Feels Angry by Jane Bingham The Rainbow Club By Annette Aubrey BBC Teach: PSHE EYFS/KS1: Feeling better -Happy
<u>Key Questions</u> What does a good friend look like? What behaviours show our friends that we care about them?		

What are the differences between joking, hurtful teasing and bullying and how do they make people feel?
How can I get help or help when we are worried about teasing or bullying?
When is something fair or unfair?
How does it feel to do the right/wrong thing?

Photo/drawing of self – draw pictures around of your favourite activities. Chat to a partner or friend about why you like doing that activity.

Class discussion – how can we help each other to be better at things we find a bit harder?

Link to Real P.E. – Social Cog ‘I can help, praise and encourage others in their learning’ Who gave you support today? How did you feel?

Key Questions

What do I like doing?

How does it feel to be good at something?

How do we get better at the things we want to achieve?

Who gives us support and encouragement at home or at school? How does it feel?

When have we given others encouragement or support?

Jasmine real P.E.



PSHE Scheme of Work (including E4S - Relationships Education/Health Education)

Year 1 – Spring 1

Topics: [Being Safe: Worries and asking for help](#)

[Keeping Safe and Risks:](#) 1. Feeling safe; 2. Fair and unfair, right and wrong rules

[Keeping Safe and Emergencies:](#) 1. Helping us stay safe; 2. Staying safe in emergencies

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Talk to the children about people they trust. Make a poster for the classroom about people who they can talk to/trust. Throughout the term, you could add people to your class poster.</p> <p>*Talk about how to respond safely to adults they don't know</p> <p>Key Questions Who looks after us? Who keeps us safe? Who and what can help us when we feel worried or unsafe? Who helps me?</p> <p>Make a class charter (rules) or re-cap if already discussed. What does a happy classroom look like? Why are these rules important? How do they help us to keep safe?</p> <p>Give examples of right/wrong behaviour – discuss how it makes us feel when we see others doing 'wrong' things? Act out some different scenarios (e.g. breaking something, dropping litter, being unkind) with the children. Use feeling fans to discuss how these actions make us feel. Talk about what you can do if you see someone acting in this way. Children to think about times when they need to ask permission or when they need to give their own permission</p> <p>Key Questions 1. What does it feel like to feel safe/unsafe? How do we keep safe? What do we think we need to keep safe from and how do we do this? Who are the people who keep us safe and what do they do?</p>	<p>Understand and talk about what it feels like to feel safe/ unsafe</p> <p>Know the people who keep us safe and what they do and who we can ask for help</p> <p>Understand right and wrong</p>	<p>Trust Safe Help Rules Right/wrong Responsibility</p>
		Assessment Opportunities
		Assess their understanding of why rules are important/keep us safe
		Resources
		<p>Pens/pencils Paper Feeling fans</p>

<p>How can we help them to keep us safe? Whom can we ask for help? How do we know whom to ask for help? What safety choices do we make daily?</p> <p>Watch https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-fair/zh98qp3</p> <p>WWO group activity: Set up a task that requires the children to negotiate and work together to complete a challenge. Pre-brief/de-brief questions: how can you make sure that everyone has something to do? / no-one feels left out?/ it is fair?</p> <p>2. What do we mean by right and wrong? When is something fair or unfair? How do we feel when something is wrong and what can we do?</p>		<p>BBC Teach PSHE KS1</p>
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PSHE Scheme of Work (including E4S - Relationships Education/Health Education)

Year 1 – Spring 2

Topics: Keeping Safe and Emergencies: 1.Helping us stay safe; 2.Staying safe in emergencies

Online Relationships and Media: Being safe in unfamiliar situations

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Who keeps me safe? Circle time book</p> <p>Song (to the tune of ‘The Wheels on the Bus’) from TES</p> <p>The teacher in the class says ‘read with me...’</p> <p>The Doctor in the ward says ‘there, there, there...’</p> <p>The Dentist in the mask says ‘open wide...’</p> <p>Lollipop person – ‘you can cross’</p> <p>Cleaner in the school – ‘what a mess’</p> <p>Cook in the kitchen – ‘eat your greens’</p> <p>What other verses can you think of to add?</p> <p>Twinkl – People who help us PowerPoint</p> <p>Set up a road situation in the playground, what do they know about crossing the road?</p> <p>Role play some different scenarios – are we safe?</p> <p>Teach road safety – how should we cross the road safely?</p> <p>Who keeps us safe when we are crossing the road?</p> <p>Who can help me? Cut and Stick activity</p> <p>Do you know what to do in an emergency? Discuss (could set as a homework activity so that children are having these conversations at home)</p> <p><u>Key Questions</u></p> <p>1. Who has the job of keeping us safe?</p> <p>Whom can we ask to help us?</p> <p>How do these people help us to keep safe?</p> <p>How can we help them to do this?</p> <p>Who helps us to keep safe in different places e.g. roads, bikes, traffic etc.?</p> <p>How can we ask for help from different people and in different places?</p> <p>2. What is an emergency? When is something not an emergency?</p> <p>How do we alert the emergency services?</p>	<p>Know who helps us to stay safe in different places</p> <p>Understand what is meant by ‘emergency’ and how to alert the emergency services</p> <p>Begin to understand what you do online and what information you can access</p> <p>Know what to do if you came across information that worried or upset you</p>	<p>Safe</p> <p>Emergency</p> <p>Online</p> <p>Emergency services</p>
		Assessment Opportunities
		<p>Who keeps us safe?</p> <p>(pupil conferencing)</p>
		Resources
		<p>Circle-time book</p> <p>Website: www.childnet.com</p> <p>For Smartie the Penguin story and guidance</p>

When might someone dial 999?

Online Relationships

Link with Computing/ Internet Safety Day – saferinternet.org.uk has some resources for ages 3-7

Book about Online Safety (Our first talk about online safety by Dr Roberts) in Community Room

Smartie the Penguin www.childnet.com has guidance for teachers and a PowerPoint for children about keeping safe online.

Key Questions

Who has the job of keeping us safe?

How do we know when to keep safe?

Who can help us?

PSHE Scheme of Work (including E4S - Relationships Education/Health Education)

Year 1 – Summer 1

Topics: Hygiene and Protecting your Health: 1.Well, unwell and spread of germs; 2.Keeping clean

Eating Well and Being Active: Being healthy and activity

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Watch Germs! Sid the Science Kid (Jim Henson Company) https://www.youtube.com/watch?v=ghLkwSIWSXw Video explaining about the spread of germs</p> <p>Glitter Germs Sprinkle a little glitter on the children's hands. Ask them to wash their hands using just water. Repeat using soap and water, what do they notice? Show them that glitter (like germs) can spread by touch.</p> <p>Design a germ – ask the children to stick them around the room to show how many places are touched in a day at school.</p> <p>Make a timetable of the day with all the times you do things to help keep clean and hygienic include showering/bathing/ brushing teeth/ washing hair/ washing hands. Think about how to present your work, you could make a poster, a diary for the day, a cartoon strip, a zig-zag book or a timetable</p> <p>Circle time book: Keeping Clean</p> <p><u>Key Questions</u> 1.What do we mean by well and unwell? How do we keep our bodies well and what might make us unwell? How can germs be passed from one person to another? What can we do to help stop germs and diseases spreading? When might we need help to keep well?</p> <p>2. When in the day do we have to think about keeping clean? How will keeping clean and healthy help us as we grow up?</p> <p>Watch Barnaby Bear meet Tanni Grey-Thompson</p>	<p>Begin to understand how to keep our bodies well and what might make them unwell</p> <p>Understand what is meant by 'clean' hygienic'</p>	<p>Well/ unwell Healthy/ healthier Germs Disease Clean Active Motivation Resilience</p> <p>Assessment Opportunities</p> <p>Pupil Voice: What do they notice happens when they wash the glitter with soap and water rather than just water?</p> <p>Resources</p> <p>www.bbc.co.uk/bitesize pens pencils paper glitter Circle-time book</p>

<https://www.bbc.co.uk/bitesize/clips/z7hmyhc>

Discuss ways to have fun and stay active.

Children to work in groups to create a poster of activities that they enjoy to keep active (fit and healthy)

BBC Supermovers: Just for Fun

<https://www.bbc.co.uk/teach/supermovers/just-for-fun-danger-mouse-l1/z6mcpg8>

Try this platform level game using your whole body to have fun while you get fit and active

Play 'This is the way we.... Run on the spot, jump up and down, touch our toes, hop around, lift our knees... ' to the tune of 'Here we go round the Mulberry Bush'

Children act out an activity/sport for the others to guess

Make a weekly chart and fill in an activity to do every day – is it before/after school, on your way to school or home, at playtimes? Can you add to it to increase your activity next week? – keep a class record or tally of activities.

Think of things that help us feel good e.g. playing outside, doing things we enjoy, spending time with our family, getting enough sleep – discuss.

Link to P.E. challenges – how can we set our own personal goals? – during 'Real P.E.' sessions discuss with the children how we manage when we find things difficult? Think about emotions and perseverance.

Key Questions

What does it mean to be healthy and active and what can we do to keep this way? (in and out of school)

What things can we do when we feel healthier?

Understand the words 'healthy' and 'active'

PSHE Scheme of Work (including E4S - Relationships Education/Health Education)

Year 1 – Summer 2

Topics: Identity: Changes in growth

Sense of Self: Uniqueness, similarities, difference

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Twinkl PowerPoint: Growing Up (this PowerPoint can be edited)</p> <p>Human Life-cycle (this is a very simple clip which covers foetus/baby/teenager/adult/ elderly person) https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/z2msv4j</p> <p>Think about any stages of life that have been missed in this clip (toddler/child)</p> <p>Make a time-line or life cycle chart to show the stages of life in a human</p> <p>Compare baby/adult (photos) – what differences are there?</p> <p>Circle Time Book: When I was young I could... (pg 36)</p> <p><u>Key Questions</u></p> <p>How have you changed since you were a baby?</p> <p>How do we know we are growing?</p> <p>How do we feel about growing up?</p> <p>WWO activity- Each member of the class has a clipboard/ paper headed with their name- pass around the circle and everyone to write a word or phrase to describe why that person is special – could go around the whole class or 10 children (these could be then kept in a decorated envelope for the children to look at or displayed to celebrate how special each child is)</p> <p>Fill in the ‘I am an Amazing Person’ worksheet – get the children to think about their own talents/ skills and what makes them special. Include what makes them a good friend/classmate, brother/sister, son/daughter</p>	<p>Understands basic changes in growth that have happened since they were a baby</p> <p>Understand that everyone is special</p> <p>Recognise and express similarities and differences between ourselves and others and understand in what ways we are all equal</p>	<p>Change</p> <p>Baby</p> <p>Growth</p> <p>Growing</p> <p>Special</p> <p>Equal</p> <p>Creativity</p> <p>Assessment Opportunities</p> <p>Time-line of stages of life- add pupil voice comments to their work</p> <p>What stage of life are you in?</p> <p>What about your brothers/sisters?</p> <p>Resources</p> <p>BBc Bitesize</p> <p>Photos baby/adult</p> <p>I am an Amazing Person worksheet</p>

<u>Key Questions</u> What is special about everybody? How are we similar to others? How are we different to others? In which ways are we all equal?		
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PSHE Scheme of Work (including E4S - Relationships Education/Health Education)

Year 2 – Autumn 1

Topics: Feelings and Attitudes: 1. Feelings and impact on self and others, 2. Coping with feelings and change

Transition: 1. Changing behaviours, 2. Coping with loss and changing situations

Family and Friendship, Relationships: 1. Friends and friendship, 2. Family: kindness and relationships, love

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Transition to new class activities: what are they looking forward to?, have they got anything they are nervous about?</p> <p>Re-cap ‘feelings’ work in Year 1 – what do they remember?</p> <p>Read ‘Dogger’ by Shirley Hughes- what did the big sister do to make him feel better? (Big Book – Community Room)</p> <p>Make a Class Charter for new class; include ways that we can help one another to feel differently.</p> <p>Introduce Worry Monster (available in every class)</p> <p>Read ‘The Invisible String’ by Patrice Karst (Loneliness/separation/loss)</p> <p>Circle time</p> <p>As in Year 1 – make sure the children have a ‘time to talk’ in the school week throughout the year. This may cover things that are important to them e.g. news (happy or sad), emotions, worries etc.</p> <p>Encourage them to chat to their friends and members of staff (no subject off limits – if it is important to them then it is important for us to listen)</p> <p><u>Key Questions</u></p> <p>1. How do I affect how other people are feeling? What can we do to help feel differently?</p> <p>2. How do I feel when things change? What can we do to help those who have lost something feel better?</p> <p>Watch https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-why-should-i-be-good/zmbrkmn and pause during clip to discuss the actions of the little boy. What would you do if you had a ring of invisibility? – draw and write some of your ideas and discuss as a class the choices that have been made. Are they good choices that will help others?</p>	<p>Express how feelings affect us and the way that we behave</p> <p>Understand that change is a normal part of life</p> <p>Understand and name some of the emotions that may be felt in situations involving the loss of special possessions or people</p>	<p>Feelings</p> <p>Emotions</p> <p>Help</p> <p>Change</p> <p>Behaviour</p> <p>Habits</p> <p>Right/wrong</p> <p>Good/bad</p> <p>Choices</p> <p>Loss</p> <p>Strategies</p> <p>Coping</p> <p>Relationship</p> <p>Friend</p> <p>Family</p>
		Assessment Opportunities
		Understanding of different emotions – how do they make us feel?

Watch <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-am-i-always-responsible-for-my-actions/zdsygw> pause the clip throughout to talk about the actions of the scorpion and Karim.

Key Questions

1. Who makes choices about our behaviour?

What makes it hard to change even when we know it is right?

How do we know when change is good and when it is bad?

Are there times when it's ok to change our behaviour?

What are habits? Are they easy or hard to make and change?

2. What emotions and feelings are associated with change?

How do I feel about and manage new beginnings?

Is change a normal part of life? Does it happen to everyone?

Can we plan for change? When can't we?

What changes might I or other children experience in our lives?

Whom could I go to if I need help with change?

What changes can be positive, and might be something to look forward to?

What are the names of some of the emotions that may be felt in situations involving the loss of special possessions or people?

What strategies could I use for coping with difficult or confusing emotions?

Circle Time Book: Quarrels / Making up

Re-cap lessons from Year 1 – Being a Good Friend

Make a class book or display showing the different ways you can show someone that you care/love them. Think about how we all want to be treated with love, respect and kindness. Include a contents page and a glossary to describe what kindness/love/respect/friendship really mean.

Key Questions

1. What relationships do I have in my life?

What makes a good friend?

How do I like to be treated by my friends?

2. How do I like to be treated by people in my family?

What are the different ways that we can show that we love someone?

What is appropriate behaviour in different relationships?

Resources

'Dogger' by Shirley Hughes
'The Invisible String' by Patrice Karst

Worry Monster

BBC Teach KS1 PSHE

Circle-Time Book

PSHE Scheme of Work (including E4S - Relationships Education/Health Education)

Year 2 – Autumn 2

Topics: Relationships: Belonging and responsibilities

Emotional Resilience: 1. Managing feelings, 2. Secrets and privacy

Sense of Self: Uniqueness, similarities and differences

Activities	Intended Outcomes	Key Vocabulary and Questions
Re-cap Class Charter and discuss how we ‘belong’ to our class. What other groups do we belong to? Work with a partner/group to create a poster to show groups that we belong to (Rainbows/ Brownies/ Church/ Family/ sports club etc.) Re-cap from R.E. in Year 1 (Belonging)	Talks about the different relationships they have in life (including belonging to different communities)	Belonging Responsible/ responsibility Rights Physical hurt Emotional hurt Private Privacy Secrets Promise Unique Resilience
Discuss the vocabulary ‘rights’ and ‘responsibility’ – what do they mean?		Assessment Opportunities
<u>Key Questions</u> What groups do we belong to? (Friendship groups, clubs, places of worship etc.) How does it feel to be part of this group and how can we make sure that everyone feels included in a group? What do we do at school that shows we can be responsible? What are our classroom rights? How does it feel if responsibilities are not carried out?		Understanding of the vocabulary ‘rights’ and ‘responsibility’
Re-visit some of the work covered in Y1 regarding feelings https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39 - these are a selection of clips from BBC Teach	Begin to understand about what things people keep private, when we might need to break privacy, when	Resources

that explore different emotions; some of these will have been shown in Y1 but it might be worth re-visiting a couple (class appropriate).

Watch Class Dojo – Big Ideas (Empathy) Mojo and the ClassDojo monsters put on a school musical, but face a big obstacle as Mojo’s ego gets in the way. Explore the ideas and discuss Mojo’s actions (3 clips)
Try the Ripple of Kindness activity linked to these clips – discuss how small acts of kindness can cause a ripple effect.

Key Questions

1. How do our feelings affect us and the way we behave?

How can we manage the feelings we are unsure about?

What can we do about different feelings we have?

What can we do to help ourselves and others feel better?

How is physical hurt and emotional hurt the same and different?

Talk about 'Privacy' – what does it mean?

Discuss questions and remind children about Worry Monster/talking to adults they trust/friends if they are worried about any of these issues.

2. What sort of things might people keep private?

How do we know when someone wants to keep things private?

How might other people feel if things they wanted to keep private are shared?

In what different ways do people keep things private?

When might we need to break privacy?

Do we have to keep promises and secrets if someone says so?

When should we tell someone else?

Whom 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?

What can we say to help us explain?

How can someone say 'no' if they are asked to keep a secret they feel unsure about?

*Children need to be aware of not keeping adults' secrets (only happy surprises that other people will find out about eventually)

**** Give them some basic techniques for resisting pressure to do something they don't want to do or which may make them feel unsafe.**

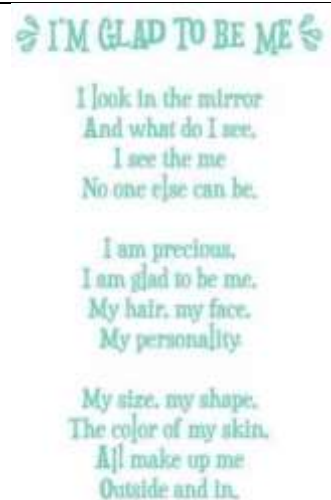
and who we should tell if we
feel uncomfortable or worried

Understand the term 'unique' and recognise what is unique in the people we know

We all belong; A Child's book about Diversity By Nathalie Goss

BBC Teach clips
Class Dojo Big Ideas
PSHE Books

Money
Money games

<p>Read 'We all Belong' A Child's book about Diversity By Nathalie Goss (Community Room)</p> <p>Discuss similarities and differences between us</p> <p>Read the poem (see resources)</p> <p>Make a booklet (All About Me) or write a poem about yourself and the unique things that make you you!</p> <p>Play the interactive Guess Who game (PowerPoint) and discuss what the characters have that are the same/ different from one another</p> <p><u>Key Questions</u></p> <p>What does it mean if we say something is unique?</p> <p>Is every person unique?</p> <p>In which ways are you unique?</p> <p>Money Matters (can link with maths activities)</p> <p>Discuss with the children what money is, forms that money comes in, that money comes from different sources and that people make different choices about how to save and spend money.</p> <p>Money Heroes Website</p> <p>Talk about the differences between needs and wants – people may not always be able to have the things they want.</p> <p>Discuss that money needs to be looked after and the different ways of doing this.</p>	<p>To understand the value of money, where it comes from and prioritising how it is spent (including saving for special things)</p>	
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PSHE Scheme of Work (including E4S - Relationships Education/Health Education)

Year 2 – Spring 1 (Change to SPR 2)

Topics: Being Safe: 1. Worries and asking for help, 2. Body privacy and saying yes or no

Drugs, Alcohol and Tobacco: Looking after our bodies safely

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>NSPCC Pants rule</p> <p>Pantosaurus song and What are the pants rules? See www.nspcc.org.uk</p> <p>Simple conversations to keep your child safe is a good document to read about how to approach these topics</p> <p>Encourage the children to draw around their hand and write the people they trust or could talk to on each finger. Laminate and keep in drawers to refer to if necessary.</p> <p><u>Key Questions</u></p> <p>1. How does it feel in our bodies when someone makes us feel safe?</p> <p>How do our bodies react when we do not want to be touched?</p> <p>Whom should we tell if we feel uncomfortable, worried or confused?</p> <p>Who helps me?</p> <p>How do we know whom to ask for help?</p> <p>2. How do I keep my body to myself?</p> <p>How do I know what is appropriate or not?</p> <p>How do I ask for help?</p> <p>How do we know when someone wants to keep things private?</p> <p>Should we keep everything private?</p> <p>How else can we say no to being touched?</p> <p>Read 'George's Marvellous Medicine' discuss 'the medicine cabinet' – why is George not allowed to touch it? – use this as a starting point for discussions. Discuss with the children the need for safety and awareness that there are some things that can harm us if they are not meant for us or used as directed (include medicines and household objects) Look at warnings on labels – what do these tell us? Look and discuss the colours and images used.</p>	<p>Begin to understand about what things people keep private, when we might need to break privacy, when and who we should tell if we feel uncomfortable or worried</p> <p>Understand what sorts of things people put in their bodies (other than food).</p> <p>Begin to understand how we know what is safe to put in/on our bodies</p> <p>Understands which things are safe, not so safe or dangerous</p>	<p>Private</p> <p>Privacy</p> <p>Help</p> <p>Trusted person</p> <p>Dangerous</p> <p>Harmful</p> <p>Safe</p> <p>Assessment Opportunities</p> <p>Who can we talk to? People we trust. (Pupil conferencing)</p> <p>Resources</p> <p>NSPCC Pantosaurus song</p> <p>NSPCC website</p> <p>George's Marvellous Medicine by Roald Dahl</p> <p>Leaflets/Posters to show about sun safety</p> <p>Labels from bottles/packageaging from medicine/tablets</p>

Discuss that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
What medicines/vaccines have they heard of? What do they help to protect people from?

Key Questions

What sorts of things (other than food) do people put into their body?

How does it make them feel?

Is it dangerous? What are the risks?

How can I ask for help if I am worried about someone?

How do I know what is safe to put in/on body?

Which things are safe, not so safe or dangerous?

How does my body tell me when things feel unsafe?

How can we keep safe when putting things in and on our bodies?

Also cover: Sun Safety – Keeping safe in the sun and protecting our skin from sun damage. Make a Poster to display in the window or on the wall to remind everyone about how to stay safe.

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Watch https://www.bbc.co.uk/bitesize/clips/zyjkjxs safety with electricity (pylons/sub-stations etc.)</p> <p>Safety at home: electrical appliances (link to West Sussex Fire and Rescue Service)</p> <p>Draw and label things you have in your home that use electricity. Are you allowed to use them? Who should you ask?</p> <p>Keeping Safe at Home - Circle Time Book</p> <p><u>Key Questions</u></p> <p>1.What safety choices do we make daily?</p> <p>How does it feel when we make these choices?</p> <p>How could someone deal with a situation where they feel unsafe or there is danger?</p> <p>Circle Time Book</p> <p>2. How do we choose what is right/ wrong/ fair/ unfair?</p> <p>Why do we need rules in the classroom and in school?</p> <p>Why is it important that we make up our own rules?</p> <p>What could happen if the rules are not followed?</p> <p>Visit from West Sussex Fire and Rescue Service (linked to Fire of London topic)</p> <p>Discussions on what to do in a fire</p> <p>Matches, lighters, never touch rhyme</p> <p><u>Key Questions</u></p> <p>What is an emergency? When is something not an emergency?</p> <p>What can someone do in a dangerous or emergency situation?</p> <p>How do we alert the emergency services?</p> <p>When might someone dial 999?</p> <p>How could someone help in an emergency situation?</p>	<p>Understands which things are safe, not so safe or dangerous</p> <p>Know when someone might need to dial 999 and how someone could help in an emergency situation</p> <p>Begin to understand about what things people keep private, when we might need to break privacy, when</p>	<p>Safety</p> <p>Right/ wrong/ unfair</p> <p>Emergency</p> <p>Private</p> <p>Privacy</p> <p>Concerned</p> <p>Assessment Opportunities</p> <p>Discussion with children (pupil conferencing)</p> <p>What might you do in an emergency?</p> <p>Resources</p> <p>West Sussex Fire and Rescue representative or online video</p> <p>www.childnet.com</p> <p>Circle Time Book</p> <p>PSHE Books</p>

<p>What are some basic first aid procedures?</p> <p>Smartie the Penguin www.childnet.com has guidance for teachers and a PowerPoint for Y2 on online safety Re-cap the meaning of 'Privacy'</p> <p><u>Key Questions</u></p> <p>1.What do we mean by private and what sort of things do people keep private? How do we know when someone wants something kept private? How might it feel if something private is shared? How do we keep things private? When might we need to break this?</p> <p>2. What do we need to keep safe from? When do we need to take extra care? Who has the job of keeping us safe? How do we know when to keep safe? Who can help us?</p>	<p>and who we should tell if we feel uncomfortable or worried</p> <p>Begin to understand when spending time online becomes unhealthy and why</p> <p>Begin to understand how to make sure that you are safe when communicating with others online</p>	
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PSHE Scheme of Work (including E4S - Relationships Education/Health Education)

Year 2 – Summer 1

Topics: Hygiene and Protecting your Health: Keeping clean

Eating Well and Being Active: 1. Being healthy and activity, 2. Food practice and choice

Identity: 1. Boys, girls and stereotypes, 2. Similarities and differences

Activities	Intended Outcomes	Key Vocabulary and Questions
Remind the children of the work they did in Y1 and the questions they discussed. Re-cap washing hands, brushing teeth, showering/bathing, washing hair. Discuss the vocabulary of ‘hygiene’ <u>Key Questions</u> What practices do we have to keep clean and what choices do we have to do this? What happens if we do not keep clean?	Understands hygienic and hygiene	Clean Hygiene Active Healthy Diet Boys Girls Stereotype
Link to Science/History – Human lifestyle Watch https://www.youtube.com/watch?v=XkoaMawiZ-o (BBC Watch Magic Grandad – Florence Nightingale 13:35) What did Florence do to ensure hospitals were hygienic? Write about or draw pictures to show the changes she made.		Assessment Opportunities Ask the children to make/draw/write all the ways they know of staying healthy
Links with Science How people and other living things have different needs and the responsibilities of caring for them.		Resources
Watch BBC Bitesize (Science) What do humans need to stay healthy? https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxvkd2p discuss the different ways that we stay healthy and discuss work covered in Year 1. Look at the NHS Change4Life website – look at the ‘activities’ section – ‘Lots of good reasons to get moving’ and discuss. Look at some of the Disney activities – play some together. Work with a partner. Design your own game to encourage people to get moving – you could include some simple pieces of equipment that everyone has around the home. Write a set of simple instructions and	Understand how we can keep active to keep healthy and what might happen if we are not physically active Understand what food does to our health and what is meant by ‘healthy diet’	YouTube BBC Bitesize NHS Change4Life website CBBC PSHE Books

give your game a name. Display in the classroom and make a timetable as a class so that every game is played over a week/fortnight.

Discuss the importance of sleep, rest and relaxation

Watch <https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-sleep>

Key Questions

1. What do healthy people do some of the time? All of the time? Never?

How can we keep active to keep healthy?

What might happen if we are not physically active?

Who helps us to stay physically healthy?

*it is important for children to know when to take a break from time online/T.V and to be active.

Watch <https://www.youtube.com/watch?v=mMHVEFWNLMc> An introduction to Healthy Eating children aged 5-11

Look at Twinkl PowerPoint – Healthy Eating Divided Plate Sorting – sort the foods into each category and discuss the divisions/portion size of each part of the Eatwell- Guide plate.

Design your own 'healthy eating' plate, remember to include sections for fruit/vegetables, carbohydrates, dairy, protein and oils/fats. You could design it on a paper plate like this...



Look at NHS Change4Life website – recipes. Vote on a simple healthy recipe and make as a class to taste. (Parent Mail – ingredients/allergies)

2. What does food do to our health?

What does 'healthy diet' mean?

How does what we eat affect our bodies and minds?

How do we know about healthy eating and how it can help keep our bodies healthy?

Caring for our environment – Link with History

David Attenborough – what can we do to help look after our environment?

*Parent Mail to explain content of these lessons

Recap links with Science – parts of the body and look at ‘Lift the Flap, Questions and Answers about your body’ by Katie Daynes- discuss some of the things they have found out. What else would they like to find out about their bodies? – how can we find out? Who could we ask?

How are we different from each other? Look at boys and girls – are there any differences? What are the main differences? (use correct terms for body parts)

Read ‘It’s Not Fair’ (ORT) or other gender stereotype book where girls do certain jobs and boys do others. Discuss. Chat about pink/blue stereotypes – does it matter about what colour girls and boys are dressed in? toys – are there girl toys and boy toys? Does it matter? Do we think that boys should do certain jobs and girls others? Talk about how in the past this may have been the case but now things have changed and boys/girls can choose to do anything they want.

<https://www.bbc.co.uk/bitesize/clips/zyjkjx> Barnaby Bear - see classroom ideas section

Class discussion/paired talk – how are we similar/different to each other?/ In what ways are we equal?

Key Questions

1.What are the correct words for the external parts of the body?

What are the differences between boys and girls?

What are the differences between boys and girls bodies?

What is a stereotype?

2. How am I different to other people?

How are we similar to others?

In which ways are we all equal?

Begin to understand the differences between girls' and boys' bodies

PSHE Scheme of Work (including E4S - Relationships Education/Health Education)
Year 2 – Summer 2

Topics: Self-image, Mental Health and Wellbeing: Online activities

Online Relationships and Cyberbullying: Communicating with others online

Online Reputation: 1.Digital footprints, 2. Risk of sharing online

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Key Questions</u> What activities are classed as being online or using the internet? When does spending time online become unhealthy and why?</p> <p>Read ‘Chicken Clicking’ by Jeanne Williams (WARNING: read first to check suitability for class)</p> <p><u>Key Questions</u> What are the different online platforms I can use to communicate with people? How do I make sure I am safe when communicating with other people online? How do you decide if you should post something about someone else online? How do we consider the consequences of our online actions on ourselves and others? How could negative actions make people feel? Where/who would I go to if I was affected by something someone said to me online?</p> <p>What social media platforms have they heard of? Instagram, Facebook, YouTube, WhatsApp, Tumblr, Tik Tok etc. What do people use them for? https://www.youtube.com/watch?v=MjPpG2e71Ec – this is a short clip about what is safe to share and what not to share with others without permission. Link with Computing – Look at resources from Twinkl Online Safety Year 2 Lesson Pack 1 Digital Footprint</p> <p><u>Key Questions</u> 1.What is your digital footprint and how do I manage it?</p>	<p>Understands where/who to go to if you are affected by something someone says to you online</p> <p>Understand how negative actions make people feel</p> <p>Begin to understand why it is important to protect what others can see when they look at your profile</p>	Online Internet Platforms Communicate Post Consequences Digital footprint Access Risk
		Assessment Opportunities
		What do they understand about being safe online? After these lessons pupil voice their understanding
		Resources
		Chicken Clicking by Jeanne Williams YouTube Twinkl Lesson Pack: Digital Footprint Worry Monster PSHE Books

<p>Why is it important to protect what others see when they look at your profile? What harmful things can they do with your information? Do I know who can view or access your information online?</p> <p>2. What is a risk? What happens to the information I put online? What does my information say about me?</p> <p>Preparing to move to a new class/school Cover worries/anxieties and provide opportunities for circle times to discuss changes. Remind children about Worry Monster Mindfulness activities/ de-stress techniques including deep breathing/follow the finger/ find 5 things (that you can see/hear/feel) Transition activities – Junior School day visit, Mini –Olympics, Y3 book buddies, Y3 teacher visits</p>		
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