



Sholing Infant School

Year 2 PSHE and Citizenship Programme of Study

September 2014



Defining spiritual, moral, social and cultural development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.



The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



HEALTH AND WELLBEING

Suggested Programme of Study for Health and wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

| LEARNING OBJECTIVE | ACTIVITY | RESOURCES | SEAL LINK |
|--|---|--|--|
| <p>Health and wellbeing 1</p> <ul style="list-style-type: none"> • I can learn from my experiences. I know what I am good at and I can set simple but challenging goals for myself. | <ul style="list-style-type: none"> • Describe their strengths and achievements • Make a book about me • Set personal targets • Keep a personal record or class book of achievements. | <ul style="list-style-type: none"> • IWB pictures • PowerPoints | <p>Good to be me Going for Goals</p> |
| <ul style="list-style-type: none"> • I can recognise what I like and dislike. I can make real, informed choices that improve my physical and emotional health. I know that choices can have good and not so good consequences | <ul style="list-style-type: none"> • Brainstorm choices they have made or can make and sort into categories Eg to eat , to relax, to make things, to learn about, to buy. In groups decide what is important in making choices • Make a class check list for making choices • Teach optimism – make a happy shield – • <i>Story Kipper and the Giant</i>- where choices affect others | <ul style="list-style-type: none"> • Teach optimism – (on server) make a happy shield • story | <p>Change</p> |



| LEARNING OBJECTIVE | ACTIVITY | RESOURCES | SEAL LINK |
|--|--|--|----------------------|
| <ul style="list-style-type: none"> I know about how to keep physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)) | <ul style="list-style-type: none"> Draw and write about what they are keeping safe from, indoors and outdoors, and whose job it is to keep them safe – visit from police officer, fire officer, crossing patrol. Use pictures to discuss potential risks in different settings. Develop safety rules for physical education, playground, road safety; make a safe places map showing safe places to play. Bandage teddy as starting point to talk about how teddy could have kept safe. Look at empty household containers to find safety instructions and symbols. Making posters to help others keep safe. Safety online session from T. Steward | <ul style="list-style-type: none"> Visitors – police, fire fighters, school crossing patrol Road safety big book E safety presentation Maps Empty household containers and boxes with safety instructions | |
| <p>NOTES: the above objectives should all be taught over half a term</p> | | | |
| <p>Health and wellbeing 2</p> <ul style="list-style-type: none"> I know about how some diseases are spread and can be controlled and the responsibilities I have for my own health and that of others | <ul style="list-style-type: none"> Circle time about washing hands, hand over mouth when coughing or sneezing, using a tissue. Discuss how simple diseases are spread Make posters for the school to encourage good hygiene Look at different empty medicine packets and the safety information on labels. Talk about how some people need to take regular medicine. Remind chn that they cannot take medicine on their own School nurse to visit to discuss immunisation/ head lice | <ul style="list-style-type: none"> Stationery visitors Empty medicine boxes and leaflets | <p>Good to be me</p> |



| LEARNING OBJECTIVE | ACTIVITY | RESOURCES | SEAL LINK |
|---|---|---|-----------|
| <ul style="list-style-type: none"> I know about the process of growing from young to old and how people's needs change | <ul style="list-style-type: none"> Order photographs of themselves to show how they have changed from birth Reflect on how they have changed since starting school Write personal histories of themselves or older people in school or families | <ul style="list-style-type: none"> photographs | Changes |
| <ul style="list-style-type: none"> I know about growing and changing and new opportunities and responsibilities that increasing independence may bring | <ul style="list-style-type: none"> Circle time/partner talk- focus on responsibility and trust in families, at school, and between friends. Who is responsible for cooking the dinner, getting to school, feeding pets, teaching, doing school work, keeping the class tidy. Make a directory of class responsibilities | | Changes |
| <ul style="list-style-type: none"> I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends) | <ul style="list-style-type: none"> Stories and circle time about loss/change Stories and circle time about moving house and changing friends Make a class plan for welcoming someone new into the class or for saying goodbye to someone who is leaving | <ul style="list-style-type: none"> Badger's Parting Gifts The fall of Freddie the leaf a story of life for all ages | Changes |

NOTES: : the above objectives should all be taught over half a term



RELATIONSHIPS

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and a ask for help
5. how to respect equality and diversity in relationships

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| <p>Relationships 1 To identify and respect the differences and similarities between people</p> | <ul style="list-style-type: none"> • Observational drawings of each other – celebrate individuality • Changing places games • Stories from a range of cultures • Data handling – eye colour | <ul style="list-style-type: none"> • Silver Shoes by Caroline Binch | <p>Good to be Me Relationships</p> |
| <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> | <ul style="list-style-type: none"> • What is a true Friend ? IWB and partner discussion • Photographs of People Who Care for Us • Drawn outline of friend for class post its – chn write post its to say how they would care for a friend | <ul style="list-style-type: none"> • IWB on server • Photos • Stationery | |
| <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>T</p> <p>That people’s bodies and feelings can be hurt</p> | <ul style="list-style-type: none"> • Circle time/partner talk focus on appropriate physical contact • Class discussion and teaching about who and how chn can tell when physical contact is inappropriate • Chn should know that their bodies belong to them and that they should not be touched by others on parts of the body usually covered by their underwear. Also they should know not to touch others in those areas. | <ul style="list-style-type: none"> • Big book | |



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| <p>(including what makes them feel comfortable and uncomfortable)</p> | <ul style="list-style-type: none"> • Read stories - Big Book -We are Kind and Gentle • Discuss issues with class representatives of school council – develop an action plan for class to keep Golden Rules • Introduce friendship bench • Play- ground buddies | <ul style="list-style-type: none"> • | |
| <p>NOTES: : the above objectives should all be taught over half a term</p> | | | |
| <p>Relationships 2 To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> | <ul style="list-style-type: none"> • Brainstorm ways to be kind and help others • Read Kipper and the Giant • Circle time /partner talk on bullying. What do you know about it? What can you do about it? • Sticks and Stones PPT (server) • Draw pictures of what to do and say about bullying | <ul style="list-style-type: none"> • Kipper and the Giant • What is bullying and what should we do about it? - worksheet • sticks and stonesPPT | <p>Say no to Bullying</p> |
| <p>That there are different types of teasing and bullying, that these are wrong and unacceptable</p> | <ul style="list-style-type: none"> • Antibullying ppt • Make anti bullying posters and leaflets • Playground buddies • Friendship bench | <ul style="list-style-type: none"> • anti-bullying ppt (on server) • Seal materials– on server | |
| <p>How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> | <ul style="list-style-type: none"> • Drama and role play | | |



LIVING IN THE WIDER WORLD

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people’s lives
8. a basic understanding of enterprise.

| LEARNING OBJECTIVE | ACTIVITY | | RESOURCES SEAL LINK |
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| <p>Living in the Wider World 1 That they belong to various groups and communities such as family and school</p> | <ul style="list-style-type: none"> • Run a lunch time club • Library - help readers from YR or Y1 • Class booklet on the local community and services they use • Visits to local shops, libraries, leisure centre etc • Make maps and displays | | |
| <p>What improves and harms their local, natural and built environments and about some of the ways people look after them</p> | <ul style="list-style-type: none"> • Visits to local area • Class discussions • Pretend to be a travel agent and write about the advantages of the area • Write letters of complaint or suggestions for change to the local council • Debate on local issues – eg extension of school or play area, new building • Make a booklet about the local people who help across the community – demonstrate through role-play • Recycling | | |



| LEARNING OBJECTIVE | ACTIVITY | | RESOURCES SEAL LINK |
|---|--|--|---------------------|
| <p>NOTES: : the above objectives should all be taught over half a term</p> | | | |
| <p>Living in the Wider World 2 That money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>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</p> | <ul style="list-style-type: none"> • IWB big book – What is money? • Do a survey to assess where most children get their money from. How many get pocket money? How many get presents from other family members? How many do chores for cash? Present the results as a pictogram. • Cut out pictures of people (e.g. children, teenagers, retired people, tradespeople, professionals) from catalogues or magazines. Prepare some possible captions, explaining where each person gets his/her money from – e.g. ‘I go to work every day’; ‘I work on Saturdays.’; ‘I get money on my birthday’; ‘I have a pension’. Ask children to choose the best caption for each person. • Discuss how money can be saved • Examine and identify money. • Discuss making choices about what to buy – budgeting • Role play shop – give chn 50p and get them to make a shopping list of the things they need most and can afford • Brainstorm how to earn money, working, selling something you have made –Make and sell simple goods in school – run a year group stall | <ul style="list-style-type: none"> • IWB -What is money? (server) • Pictogram program • Pictures of people and prepared captions • Piggy banks, savings books, savings cards etc • Money and shop • Wayland downloadables about money • money | |
| <p>NOTES:</p> | | | |