

Year 2

Whenever relevant, PSHE lessons will make explicit reference to linked **British Values** and to **‘protective factors’** - the things that children have or can build in their lives that create a ‘protective shield’ against known risks. The **Resilience Framework** (Hart & Blinco) and associated activities may be useful additional resources. Both the protective factors and the resilience framework can be found at the end of this curriculum document. When appropriate, staff will signpost children to **further help and support**.

AUTUMN TERM *Living in the Wider World – Belonging to a community; Money, work and aspirations*

November: Anti-Bullying Week

Overarching objective:

R5 For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

First lesson(s) of autumn term:

- * Explain PSHE – Personal, Social, Health (physical, mental and emotional), Economic education – and what each of these mean; add actions for each one to secure retrieval.
- * Introduce the term *protective factors* and explain in terms of a ‘protective shield’ of things in our lives that help us stay safe, happy and healthy.
- * Introduce the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs Respectful, Caring, Curious and Co-operative

What makes a community?



L1 To learn how they can contribute to the life of the classroom and school

L2 To help construct, and agree to follow, group and class rules and to understand how these rules help them

L3 To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

L4 For pupils to learn that they belong to various groups and communities such as family and school

- To give reasons for why it is a shared responsibility to contribute to the classroom and school life
- identify the different contributions that pupils make and how this affects the classroom
- explain how class/group rules help them to learn and make the classroom a safe place
- construct and agree classroom rules together and give reasons for the rules that have been agreed

- identify some of the rights of pupils in the classroom
- describe some of the different responsibilities to support (respect) the rights of others
- describe how it feels when everyone works cooperatively
- explain what happens if our responsibilities are not carried out
- identify who to talk to if responsibilities are not being carried out and rights are not being met

- To identify the different groups they belong to (e.g. friends, class, year group, faith)
- describe what it is like to be a part of the group (special people, special places, what they do there or when they are with group)
- explain what is special about the groups they belong to

- To identify people who work in the community and what their roles are
- explain the ways they help others

British Values

Democracy

Rule of law

Individual liberty

Mutual respect

Tolerance of faiths and beliefs

Ash Grove Values

Respectful





Caring

Curious

Co-operative

Key questions:

- What is a community?
- What are some examples of different communities?
- Which communities do I/my friends belong to?
- How does it feel to be part of a community?
- Who is responsible for meeting our needs?
- What are our responsibilities towards the people and living things around us?
- How can you show that you are being respectful of the rights of others?
- What is a community?
- What are some examples of different communities?

	<p>L10 About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p>	<ul style="list-style-type: none"> • explain how to ask for help and how to ask for help in a range of different situations • demonstrate how to dial 999 (from a mobile phone or landline) and what to say to get help in an emergency 	<ul style="list-style-type: none"> • Which communities do I/my friends belong to? • How does it feel to be part of a community?
Online Safety- Media literacy and digital resilience - How can we use the internet safely? + Computing curriculum autumn term			
<p>How can we use the internet safely?</p>   	<p>H12 To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety</p> <ul style="list-style-type: none"> • To recognise they have a right to 'be safe on the outside' and 'feel safe on the inside' • identify ways of keeping safe online • identify potential unsafe situations and steps they can take to avoid or remove themselves from them <p>Online Safety Class Charter to be made and signed by whole class (including adults) during autumn term, and regularly referred to throughout the year.</p>	<p>British Values</p> <p>Democracy</p> <p>Rule of law</p> <p>Individual liberty</p> <p>Mutual respect</p> <p>Tolerance of faiths and beliefs</p> <p>Discussion may include themes such as, parental locks or limits put on screen time, online safety rules at school, PEGI age restrictions on games and apps etc</p> <p>See Education for a Connected World document, column 3</p> <p>Pages 6 Self image and identity</p> <p>11 Online relationships</p> <p>16 Online reputation</p> <p>21 Online bullying</p> <p>26 Managing information online</p> <p>32 Health, wellbeing and lifestyle</p> <p>37 Privacy and security</p> <p>Explore and discuss some/all of these issues in the context of staying safe online</p>	<p>Ash Grove Values</p> <p>Respectful</p> <p>Caring</p> <p>Curious</p> <p>Co-operative</p>
<p>How can I look after my money?</p> 	<p>L6 To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>L7 To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<ul style="list-style-type: none"> • To describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online) • explain how money is obtained • give examples of some of the choices they might have about spending or saving money and what helps them decide • identify how people keep track of what money is spent or saved and why this is important • explain the importance of keeping money safe and some ways of doing this 	<p>British Values</p> <p>Democracy</p> <p>Rule of law</p> <p>Individual liberty</p> <p>Mutual respect</p> <p>Tolerance of faiths and beliefs</p> <p>Ash Grove Values</p> <p>Respectful</p> <p>Caring</p> <p>Curious</p> <p>Co-operative</p> <p>Money Sense- Where does money come from? https://natwest.mymoneysense.com/teachers/resources-5-8s/topic-3-where-does-money-come-from/</p> <p>Money Sense- How can I keep track of my money? https://natwest.mymoneysense.com/teachers/resources-5-8s/topic-6-how-can-i-keep-track-of-my-money/</p>

SPRING TERM Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others

February: Safer Internet Day

Overarching objective:
R5 For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

First lesson(s) of spring term:

- * Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.
- * Revise the terms *physical health*, *emotional health*, *mental health* and what each of these mean.
- * Revise the term *protective factors* in terms of a ‘protective shield’ of things in our lives that help us stay safe, happy and healthy.
- * Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs Respectful, Caring, Curious and Co-operative

What is the same and what is different about us?



L8 To recognise ways in which they are all unique; understand that there has never been and will never be another ‘them’

L9 To understand the ways in which we are the same as all other people; what we have in common with everyone else

R1 For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond

R2 For pupils to recognise that their behaviour can affect other people

- To identify some things that contribute to their identity
- describe some of the ways in which they are similar/different to other class members
- find things they have in common with their peers, or others
- describe or demonstrate ways of showing respect to people who are different to them
- explain that everyone is equal and valued

- To list a range feelings people experience
- use descriptive vocabulary to explain how they are feeling
- describe some different ways that people how they are feeling
- recognise that it is important to share feelings with others
- give examples of helpful/not helpful ways to communicate feelings
- identify some ways to respond sensitively to how others are feeling

EMOTIONS WALL to be co-created and displayed during Spring Term 1 and referred to throughout the year.

- To describe acts of kindness and the effect it on the person and on other people
- identify how someone’s behaviour can affect how they feel and how others feel
- give examples of how to behave to affect others positively
- describe or demonstrate simple strategies to help manage their own behaviour

British Values

***Democracy
Rule of law
Individual liberty
Mutual respect
Tolerance of faiths and beliefs***






Ash Grove Values

***Respectful
Caring
Curious
Co-operative***

Key questions:

- How might someone feel if ...?
- What other kinds of feelings might people have if ...?
- How do people behave when they are feeling ...?
- How might people respond positively or negatively to a difficulty?
- How can you respond positively to something you find difficult?

Online Safety - Media literacy and digital resilience - How can we use the internet safely?

<p>How can we use the internet safely?</p>   	<p>H2 To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <ul style="list-style-type: none"> • To identify choices they can make about their health and wellbeing • identify some of the consequences of different choices, both good and not so good • identify who or what helps them make a choice • describe how it feels to make a choice that is good for our bodies <p>R2 For pupils to recognise that their behaviour can affect other people</p> <ul style="list-style-type: none"> • describe acts of kindness and the effect it on the person and on other people • recognise when behaviour is not ok and identify what they can do in such situations and afterwards, including identifying when and who to tell • give examples of how to behave to affect others positively 	<p>British Values</p> <p>Democracy Rule of law Individual liberty Mutual respect Tolerance of faiths and beliefs</p> <p>Ash Grove Values Respectful Caring Curious Co-operative</p> <p>Discussion may include themes such as, parental locks or limits put on screen time, online safety rules at school, PEGI age restrictions on games and apps etc See Education for a Connected World document, column 3 Pages 6 Self image and identity 11 Online relationships 16 Online reputation 21 Online bullying 26 Managing information online 32 Health, wellbeing and lifestyle 37 Privacy and security Explore and discuss some/all of these issues in the context of staying safe online</p>
<p>What does it mean to be polite and respectful?</p>  	<p>R12 To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say</p> <p>R13 To learn that there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p>R10 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>• To recognise that although teasing might sometimes be funny, it can sometimes also be hurtful</p> <p>• identify what is meant by bullying and the different types of bullying, and why this is wrong</p> <p>• suggest ways they can be supportive of children who have been or feel they have been bullied</p> <p>• identify people in school/at home whom they can talk to if they are worried about bullying</p> <p>• describe different types of touch (cuddles, kisses, strokes, punches, kicks, pinches) and recognise when physical contact is nice to receive (e.g. a hug from your best friend)</p> <p>• describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable</p> <p>• recognise they have a choice about being touched and the right to say 'no' if they don't feel comfortable</p> <p>• explain that it is important to tell an adult they trust if they are worried or upset about this</p> <p>British Values</p> <p>Democracy Rule of law Individual liberty Mutual respect Tolerance of faiths and beliefs</p> <p>Ash Grove Values Respectful Caring Curious Co-operative</p> <ul style="list-style-type: none"> • What is 'personal space'? • What kind of personal space do I feel comfortable with? • How do I feel if someone invades my personal space? • How can I show and tell someone if they are invading my personal space/making me feel uncomfortable? • How can I show respect for someone else's personal space? • Where can I get help if someone is making me feel uncomfortable or hurting me? • What is cooperation, and what does it look like?



	<p>R6 To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R7 To learn to offer constructive support and feedback to others</p>	<ul style="list-style-type: none"> • To describe or demonstrate how to listen to others and give examples of, or demonstrate, how to work and play cooperatively • give reasons why it is important work and play well together • describe or demonstrate strategies they can use to resolve simple arguments or disagreements • To describe occasions when they have been offered/given support and feedback and how it helped them • identify ways to offer support to others in class time and on the playground • suggest good and not so good ways to let others know when we don't want support 	<ul style="list-style-type: none"> • <i>How can you resolve disagreements?</i> • <i>How do you know if a situation is fair, and how do you resolve it if it's not?</i> • <i>Who encourages or supports us at home and in school?</i> • <i>How do you feel when someone supports or encourages us?</i> • <i>How can you show support or encouragement to someone when they need it?</i> • <i>How can feedback from others help you improve and get better at what you do?</i> • <i>What is the difference between positive and negative feedback?</i>
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SUMMER TERM *Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing*
May: Mental Health Awareness Week

Overarching objective:



- R5** For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- H1** To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating, and dental health

First lesson(s) of summer term:



- * Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.
- * Revise the terms *physical health*, *emotional health*, *mental health* and what each of these mean.
- * Revise the term *protective factors* in terms of a 'protective shield' of things in our lives that help us stay safe, happy and healthy.
- * Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.



Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs Respectful, Caring, Curious and Co-operative

Whose job is it to keep us safe and well?	<p>H6 To learn the importance of, and how to maintain, personal hygiene</p> <p>H7 To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p>	<ul style="list-style-type: none"> • To identify how infections (such as coughs and colds) can be spread • describe some basic personal hygiene routines and recognise why these are important • describe simple steps that they can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth when they cough) 	<p>British Values</p> <p>Democracy</p> <p>Rule of law</p> <p>Individual liberty</p> <p>Mutual respect</p> <p>Tolerance of faiths and beliefs</p>	<p>Ash Grove Values</p> <p>Respectful</p> <p>Caring</p> <p>Curious</p> <p>Co-operative</p>
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 	<p>H11 To learn that household products, including medicines, can be harmful if not used properly</p> <p>R3 To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>H16 What is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy</p>	<ul style="list-style-type: none"> • To recognise that household products (including medicines) can be harmful if not used correctly • describe ways of keeping safe around household products (including medicines) • identify people we can trust to tell us to put things onto and into our bodies (eg medical professionals) • To give examples of surprises that are nice to keep secret (until everyone finds out about them) • explain that no one (including adults) should ask us to keep a secret or surprise that makes them feel worried or uncomfortable or that means someone (including the person themselves) might be hurt • know they have a right to tell a trusted adult about any secret or surprise that makes them feel uncertain, uncomfortable or worried, and be able to identify who this would be • To explain what is meant by privacy or 'keeping something private' • identify why it is important to keep some things private, for example passwords (online safety) • recognise times when they and others want or have the right to privacy • recognise that it is important to respect someone's privacy • recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, they should tell an adult they trust (even if they have been asked to keep this private) 	
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Online Safety- Media literacy and digital resilience - How can we use the internet safely?

<p>How can we use the internet safely?</p>  	<p>H14 To understand about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15 To recognise that they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <ul style="list-style-type: none"> • identify where they can go for help (including online, phone helpline, person at school, person at home) and how to ask for help in different contexts 	<p>British Values</p> <p>Democracy</p> <p>Rule of law</p> <p>Individual liberty</p> <p>Mutual respect</p> <p>Tolerance of faiths and beliefs</p> <p>Discussion may include themes such as, parental locks or limits put on screen time, online safety rules at school, PEGI age restrictions on games and apps etc</p> <p>See Education for a Connected World document, column 3</p> <p>Pages 6 Self image and identity</p> <p>11 Online relationships</p> <p>16 Online reputation</p> <p>21 Online bullying</p> <p>Ash Grove Values</p> <p>Respectful</p> <p>Caring</p> <p>Curious</p> <p>Co-operative</p>
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	<ul style="list-style-type: none">• explain what they can do themselves if they are worried about something being safe or unsafe (including saying ‘no’, ‘I’ll ask’, ‘I’ll tell’)• explain why it is very important to tell someone if they are worried about something	<p>26 Managing information online 32 Health, wellbeing and lifestyle 37 Privacy and security</p> <p>Explore and discuss some/all of these issues in the context of staying safe online</p>	
<p>What will change as we get older?</p> 	<p>H8 To learn about the process of growing from young to old and how people’s needs change</p> <p>H9 To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>H5 To understand about change and loss and the associated feelings (including moving home, changing year group, losing toys, pets or friends)</p> <p>H10 To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>Follow on from R10 Spring Term + H10 Summer Term: 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>	<ul style="list-style-type: none">• To describe ways they have grown and changed and identify ways they are more independent now from when they were younger• describe additional responsibilities they have now (in class, school and at home)• To describe different kinds of change (eg moving schools or classes) or loss (eg death of a pet or loved one) that they or others may have experienced• identify feelings associated with change or loss, describe how people may behave, and identify some ways to manage these feelings• recognise ways they can comfort or be sensitive to the needs of others who have experienced change or loss <p><i>Ongoing work this half term around transition/move up day etc and the feelings and behaviours associated with this.</i></p> <ul style="list-style-type: none">• To identify the physical similarities and differences between boys and girls• recognise the male and female sex parts use the correct names for main parts of the body including external genitalia• understand and learn the PANTS rules• name body parts and know which parts should be private• know the difference between appropriate and inappropriate touch• understand that they have the right to say “no” to unwanted touch• start thinking about who they trust and who they can ask for help.	<div><div>British Values Democracy Rule of law Individual liberty Mutual respect Tolerance of faiths and beliefs</div><div>Ash Grove Values Respectful Caring Curious Co-operative</div></div> <ul style="list-style-type: none">• What would you like to achieve this/next week? (‘My goal this week is ...’) (in school, at home)• What do you need to do to achieve your goals?• How do you feel when you achieve a goal?• What kinds of characteristics do people need to achieve their goals? <p>Christopher Winter lesson plans and resources</p> <p>NSPCC Pants are Private lesson plan and resources https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>

Protective factors from *Department for Education: Mental Health and Behaviour in schools 2018*

PROTECTIVE FACTORS	
INDIVIDUAL FACTORS	
<ul style="list-style-type: none"> * A feeling of control over one's life * A sense of cohesion with others * A positive sense of self * Close relationships with competent adults * Connections to organisations that have positive outcomes for the individual * Tolerance of delayed gratification * A sense of humour * Emotional literacy – the ability to recognise your own emotions and those of others. 	
FAMILY FACTORS	
<ul style="list-style-type: none"> * Good parenting skills * Trusting relationships * Well-defined family roles and responsibilities * Opportunities to learn to deal with criticism, rejection, boredom and silence 	
COMMUNITY FACTORS, INCLUDING SCHOOL	
<ul style="list-style-type: none"> * Participation in school, work and community with a sense of belonging * A sense of making a positive contribution to school or the community * A social network of peers * An opportunity to learn to handle challenges and set-backs * Knowing how and where to seek support in times of need 	

Resilience Framework: adapted from Hart & Blincow 2007 www.boingboing.org.uk See also pack of related resources linked to five areas.

[Commonwealth Framework](#), adapted from Hart & Gilmore 2007, [www.belonging.org.au](#). See also pack of related resources linked to five areas.

SPECIFIC APPROACHES	BASICS	BELONGING	LEARNING	COPING	CORE SELF
	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
		Help child/YP understand their place in the world		Being brave	
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Solving problems	Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going		Putting on rose-tinted glasses	
	Access & transport	The more healthy relationships the better	Map out career or life plan	Fostering their interests	Help the child/YP to know her/himself
		Take what you can from relationships where there is some hope		Calming down & self-soothing	
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Remember tomorrow is another day	Help the child/YP take responsibility for her/himself
		Responsibilities & obligations		Lean on others when necessary	
	Exercise and fresh air	Focus on good times and places	Highlight achievements	Have a laugh	Foster their talents
	Enough sleep	Make sense of where child/YP has come from		Develop life skills	
	Play & leisure	Predict a good experience of someone or something new	Develop life skills		There are tried and tested treatments for specific problems, use them
Being free from prejudice & discrimination	Make friends and mix with other children/YPs				
NOBLE TRUTHS					
ACCEPTING	CONSERVING	COMMITMENT	ENLISTING		

The Mental Health Continuum Model

