



Year 2 Ash Grove Academy PSHE Education Curriculum

Whenever relevant, PSHE lessons in Year 2 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 & Blincow*) 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

Overarching objective:

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

Start of autumn term: Co-build class rules and Rights Respecting Class Charter

What makes a community?

- 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

Key questions:

- *Why do you need rules?*
- *What kind of rules do you have to follow outside school?*
- *How do rules help keep communities safe?*
- *What is a rule that would help keep everyone in the classroom safe?*
- *Why is that rule important?*

First PSHE 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

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

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

Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing



Autumn 1: Introducing the Zones of Regulation (6 lessons) - supporting resources can be found on SharePoint or in the Zones of Regulation handbook

Co-build a Zones of Regulation wall display in the classroom during this unit.

Lesson 1	<p><i>AIM: Introduce the zones, students expand and develop emotions vocab</i></p> <p>Play some age-appropriate emotions games.</p> <p>Explain the colours/zones and how we might be moving/feeling in each zone.</p> <p>Ask ‘why do you think sorting your feelings into zones will help you?’ and ‘How will it help you to understand each other?’</p> <p>Finish with going through the ‘check-in’ process for the mornings.</p> <p>** Make sure ‘check-ins’ happen every day from now on, starting as soon after this lesson as possible. **</p>
Lesson 2	<p><i>AIM: Children increase emotions vocab, students increase recognition of facial expressions, deepen zones understanding</i></p> <p>Play an age-appropriate warm-up game.</p> <p>Recap zones.</p> <p>Play some age-appropriate games or role play to help children identify which emotion is being shown and which zone it would be in.</p> <p>Discuss and explore why it is important to read people’s facial expressions and body language to understand what zone they’re in.</p> <p>End with a game – eg Zones Bingo, or guess the emotion/zone</p>
Lesson 3	<p><i>AIM: Learn to identify the zones in others, students gain awareness of how others perceive people in different zones, students learn how the zone they are in can affect people around them, get better at observing and recognising the zones.</i></p> <p>Play a warm-up game.</p> <p>Recap zones.</p> <p>Question: Have you ever considered how the zone you are in can impact other people?</p> <p>Watch a section of a film (eg Monsters Inc, Inside Out, Zootropolis). During the clip, ask questions such as, What thoughts might this character be having? How do the other characters react to this character? Can this character interact with the other characters when they are in the red/yellow zone?</p> <p>Ask, What is an ‘unexpected’ behaviour? How does it change the way we feel or behave?</p> <p>Final questions: Did the characters all get along when they were in different zones? In which zone were the characters most successful? In what zone do you feel you get along best with others?</p>
Lesson 4	<p><i>AIM: Children gain increased awareness of how they feel and act in each zone, children improve their ability to identify the zone they are in.</i></p> <p>Warm up game – Blob Tree</p> <p>Quick scenarios game – which zone would you put this person in?</p> <p>Explain that we are learning how everyone moves through all of the zones every day. Ask ‘Do you think that our bodies give signals that help us know which zone we are in?’ Discuss.</p> <p>Support children to identify what puts them in each zone, how they feel and move in each zone, and how their body shows them which zone they are in.</p> <p>Check out: Why was that helpful today? Why is it helpful to you and others to know what zone you are in? How can that help support you communicate and ask for help when you need it?</p>
Lesson 5	<p><i>AIM: Understand the zone they are in and what strategies they can personally use to manage that; use these strategies to build an individual ‘toolbox’.</i></p> <p>Age-appropriate warm-up game</p> <p>Ask ‘What would you find in a toolbox?’ ‘What do you use each of these tools for?’ listen and discuss.</p>



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	<p><i>Looking for the idea that tools help us ‘fix’ things help us to ‘mend’ things helps you ‘solve a problem’. The emphasis on ‘you’.</i></p> <p>Ask ‘why do you need a variety of tools in a box?’</p> <p><i>Looking for, each tool does a different job and so you need many so you can solve each different problem.</i></p> <p>Talk about how we will be building a ‘toolkit’ that will be full of emotional tools for the <u>children to use to help themselves</u>. This will help them to regulate their feelings and what zone they are in.</p> <p>Support the children to identify what ‘tools’ they can personally use to support themselves whist in each zone.</p> <p>Finish with explaining this was their own toolkit, but next week we will create a class toolkit to support the whole class dynamic.</p>
Lesson 6	<p><i>AIM: To build a class toolkit, to be confident identifying the zones.</i></p> <p>Age-appropriate warm-up game.</p> <p>Play ‘Tools I-spy’ in pairs.</p> <p>Together co-build a class toolkit for each zone.</p> <p>Once built, re-cap everything we have learnt and demonstrate how they can use the toolkit to support them regulate their emotions in class.</p> <p>** Ensure class toolbox of strategies is regularly referred to throughout the school year to encourage and support children to take ownership and responsibility for regulating their emotions. **</p>

Autumn 2: Online Safety (6 lessons) – see Project Evolve units of work on separate document

Co-build an Online Safety Code of Conduct during this unit, using ‘Always’ and ‘Never’ statements. All parties to sign. Display in classroom all year for future reference.

	<i>(Specific focus in November – ANTI BULLYING WEEK)</i>
	Self-image and identity
	Privacy and security
	Online relationships
	Online bullying



SPRING TERM

Overarching objective:

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

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

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

Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing

Focus in February – CHILDREN’S MENTAL HEALTH WEEK; SAFER INTERNET DAY

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

For pupils to learn about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them

To know how people contact those special people when they need their help, including dialling 999 in an emergency

- 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
- identify key workers in the community and what their roles are
- explain the ways they help others
- explain 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

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?*

To recognise ways in which they are all unique; understand that there has never been and will never be another 'them'
To understand the ways in which we are the same as all other people; what we have in common with everyone else

- 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

For pupils to recognise that their behaviour can affect other people

- 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

To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say
To learn that there are different types of teasing and bullying, that these are wrong and unacceptable

- recognise that although teasing might sometimes be funny, it can sometimes also be hurtful
- identify what is meant by bullying and the different types of bullying, and why this is wrong
- suggest ways they can be supportive of children who have been or feel they have been bullied
- identify people in school/at home whom they can talk to if they are worried about bullying

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)

- 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)
- describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable
- recognise they have a choice about being touched and the right to say 'no' if they don't feel comfortable



- explain that it is important to tell an adult they trust if they are worried or upset about this

Key questions

- *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?*

To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

- 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
- 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

Key question

- *What is cooperation, and what does it look like?*
- *How can you resolve disagreements?*
- *How do you know if a situation is fair, and how do you resolve it if it's not?*
- *Who encourages or supports us at home and in school?*
- *How do you feel when someone supports or encourages us?*
- *How can you show support or encouragement to someone when they need it?*

SUMMER TERM

Overarching objective:

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
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

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Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing

Focus on threading in transition work throughout summer term 2, and the changes, feelings and behaviours associated with this.

To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.

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

- 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

Money Sense- Where does money come from?

<https://natwest.mymoneysense.com/teachers/resources-5-8s/topic-3-where-does-money-come-from/>

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/>

To learn the importance of, and how to maintain, personal hygiene

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

- 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)



To learn that household products, including medicines, can be harmful if not used properly

- 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 learn about the process of growing from young to old and how people's needs change

To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.

- 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 understand about change and loss and the associated feelings (including moving home, changing year group, losing toys, pets or friends)

- 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

To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

- 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

Following on from Spring 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)

- 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.



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

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.

	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	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
	Enough money to live	Help child/YP understand their place in the world		Engage mentors for children/YP	
		Tap into good influences	Solving problems		Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going	Map out career or life plan		
	Access & transport	The more healthy relationships the better		Help the child/YP to organise her/himself	Fostering their interests
		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	Highlight achievements	Remember tomorrow is another day	Help the child/YP take responsibility for her/himself
	Exercise and fresh air	Responsibilities & obligations		Develop life skills	
		Focus on good times and places	Have a laugh		Foster their talents
	Enough sleep	Make sense of where child/YP has come from			
Play & leisure	Predict a good experience of someone or something new				
Being free from prejudice & discrimination	Make friends and mix with other children/YPs				
NOBLE TRUTHS					
ACCEPTING		CONSERVING	COMMITMENT	ENLISTING	

The Mental Health Continuum Model

