

**Year Two Personal, social, health and economic education/Citizenship Curriculum and the Rights and Respect of the Child**

| Theme                                      | Key Vocabulary                                  | Learning to take place linked to knowledge, skills and understanding  | Books/resources to support learning   | Links to other areas of the curriculum              | RRC            |
|--|---|---|---|---|----------------|
| Mental Health, Being Healthy and Wellbeing | Rights<br>Respect<br>UNICEF                     | Learn to feel positive about themselves through achievement etc.  | Positive emotions – feelings books. Star of week, sticker rewards           | Constructive feedback linked to their own learning. | 28, 29         |
|  | Social<br>Personal<br>Feelings                  | Learn what constitutes a healthy lifestyle, including the benefits of physical activity, rest, healthy eating and dental health and mental wellbeing. Positive thoughts and attitude.   |   | Science and PE curriculum                           | 6, 24, 27      |
|  | Experiences<br>Likes<br>Dislikes<br>Differences | Learn how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. Reinforce personal hygiene and the high need for consistent hand washing linked to COVID-19.   | Daily routines and clear expectations.<br>Now Wash Your Hands! By Matt Carr |   | 27             |
|  | Safe<br>Safety<br>Protect                       | Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.   | Once there were Giants by Martin Waddell                                    |   | 17             |
|  | Health<br>Hygiene<br>COVID-19                   | Understand that household products, including medicines, can be harmful if not used properly.   |   | Science   | 6, 17, 24      |
|  | Breathing<br>Thinking                           | Know the rules for and ways of keeping physically and emotionally safe (including road safety, water, sun) learn that all household products, including medicines, can be harmful if not used properly; rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. When working with ICT know how to stay safe on line at home and school. Be aware of the difference between secrets and surprises and understanding not to keep adults' secrets. | Internet Safety<br>Road Safety week<br>Fire Safety                          |   | 16, 17, 32, 33 |
|  |   | Learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.  | School Council<br>School Ambassadors  |   | 3, 9, 19       |

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|   |   | Recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.              | Health PANTS session                                |   | 19, 27     |
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| Relationships and respecting the differences between people | Behaviour<br>Feelings<br>Unfair<br>Fair<br>Unkind<br>Kind<br>Right<br>Wrong<br>Consequences<br>Differences<br>Rules<br>Comfortable<br>Uncomfortable | Learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.                                | Health PANTS session                                |   | 34, 36     |
|   |   | Learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).              | Group work  | PE  | 37         |
|   |   | Learn to offer constructive support and feedback to others.  | Group work<br>Self/peer                             | assessment<br>PE                              | 37         |
|   |   | Learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond including who to tell and how to tell them. | Playground routines, whole school Behaviour Policy. | School Rules                                  | 29         |
|   |   | Know that there are different types of teasing and bullying, that these are wrong and unacceptable.  | On-going, Ant bullying week, Behaviour policy       | School Rules                                  | 26, 27     |
|   |   | Understand how to resist teasing or bullying, if they experience or witness it, who to go to and how to get help.                                    | On-going, Ant bullying week, Behaviour policy       | School Rules                                  | 26, 27     |

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| Living in the Wider World | Harm<br>Environment<br>Local<br>Natural<br>Sources<br>Purposes<br>Concepts<br>Saving<br>Spending<br>Safe choices<br>Collaboratively | What improves and harms their local, natural and built environments and about some of the ways people look after them.                                      | Explore local area                               | Geography                                       | 29    |
|                           |   | That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.                              |  | Maths – money, spending, saving, making choices | 26,27 |
|                           |   | 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 | Book club, charity events in school, fundraising | Maths – money, spending, saving, making choices | 26,27 |
|                           |   | To work collaboratively towards shared goals.   | Group work, challenges cubes in jar              |   |       |
|                           |   | Basic human rights and how these are met in school.   |  | On-going RRC                                    | 28    |
| Changing and Growing      | Body<br>Growing<br>Changes<br>Differences<br>Feelings<br>Human<br>Relationships<br>Family   | Relationships - talking about relationships with other people - how do we get on with others? What makes a family?  |  |   | 36    |
|                           |   | Feelings and emotions - dealing with feelings and emotions. Safety with strangers   |  |   | 36    |
|                           |   | To know that it is a responsible job to look after others.  | Roles across school<br>School Council            |   | 36    |
|                           |   | How and why, plants and animals reproduce.  |  | Science   | 6     |

### Possible Mindfulness ideas and approaches

- Become aware of the rhythm of your breathing. There's no need to change your breathing in any way, simply notice it exactly as it is.
- **Listen to the bell.** An easy way for children to practice mindfulness is to focus on paying attention to what they can hear. You could use a bell, a set of chimes, or an APP that has sounds on it. Tell children that you will make the sound, and they should listen carefully until they can no longer hear the sound (which is usually 30 seconds to a minute).

- Stroll outside possibly through the meadow and notice things we have not seen before. Designate one minute of the walk where we are completely silent and simply pay attention to all the sounds we can hear.
- Explore different emotional vocabulary and their meanings - Describe emotions using body parts and faces.
- \*\* <https://www.youtube.com/watch?v=sqAyR-FNnag>
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