

Year 2

	Understanding Self	Managing Relationships	Toolkit for Life/The Wider world.
SMSC Skills	<p>Understand the difference between impulse and thinking behaviour. Share opinions on things that matter to them</p> <p>Recognise and deal with behaviours in a positive way.</p> <p>Reflect and evaluate on their experiences</p> <p>Respond with increasing confidence in new situations.</p>	<p>Understand the term bully and what actions could lead to this. Understand how to get help to deal with bullying and that falling out is not bullying. Recognise how their behaviour affects others.</p> <p>Begin to be aware of different physical needs and how they can help people.</p> <p>Begin to consider everyday moral dilemmas/ fair/unfair.</p>	<p>Listen and respond in group lessons</p> <p>Express own view</p> <p>Begin to understand their impact on the world around them, physically and mentally. Work together as a class on a project for the community or school.</p> <p>Know the difference between right and wrong and accept responsibility not always blaming others.</p> <p>Organise their own resources in school, PE bag, coat, bookbag etc...</p>
Social + British Values	<p>Bucketful of Happiness</p> <p>Recognise their self and set goals Likes and dislikes and how to make choices</p> <p>How do we feel?</p>	<p>BBC class clips</p> <p>Difference between surprises and secrets, don't keep secrets.</p> <p>There are different types of bullying and teasing and they are not acceptable.</p> <p>Solving problems (SCARF)</p>	<p>What influences our choices over spending money. Raise money as a class for a charity. www.pshe.association-org for planning and resources.</p> <p>Links with Key stage 2 class.</p> <p>Community project</p>
Moral + British Values	<p>-Democracy:- school council</p> <p>Class rules Traffic lights and Dojo. Bucketful of Happiness</p>	<p>-Justice & Laws</p> <p>Diversity Week.</p>	<p>Shared and agreed values/ tolerance</p> <p>Diversity books shared with children and discussed.</p>
Cultural + British Values	<p>.Links to Geography Unit about Our town.</p> <p>How to look after our environment.</p>	<p>- Diversity Week</p> <p>Links to History topic Great Fire of London.</p>	<p>-Arts Week</p> <p>- Eco- Week- What improves/harms local natural environments and how can we look after them.</p> <p>Links to Geography The Seaside</p> <p>Saving for something special</p> <p>Kapow lessons Economic well-being</p> <p>Citizenship</p>

<p>Spiritual + British Values</p>	<p>- Christianity – God</p> <p>What do people think is important to do daily, weekly, monthly? Why are these important? (Could focus on prayer)</p> <p>Christianity – Jesus</p>	<p>-</p> <p>Christianity – The Church</p> <p>How and why do symbols show us what is important in religions and worship? (This could include studying church buildings inside and</p>	<p>-</p> <p>Hinduism</p> <p>What is really important to us? How can we show this and can worship help people to remember what is important?</p> <p>Sikhism</p>
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F.Kenny
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	<p>How and why are celebrating and remembering important in religion? (Christmas, Remembrance day)</p>	<p>out)</p> <p>Visit to Newchurch and Liverpool Cathedral.</p> <p>Islam</p> <p>Why do some people have religious rituals? (Could look at Wudu and prayer rituals)</p>	<p>Does worship have to happen in a special place?</p>
<p>SRE + British Values</p>	<p>Kapow - Safety and changing bodies lessons</p>		
<p>SRE Skills</p>	<p>Understand that some people have fixed ideas about boys/girls gender. Make healthy choices understand the effects of physical activity on the body.</p> <p>Potential risks, fire, keeping safe near water/roads/railways.</p>	<p>Understand that new life requires a male and a female looking at animals and their babies.</p>	<p>Describe and name the differences in body parts for males and females.</p>
<p>Global Learning + British Values</p>	<p>Your World, My World Scheme: · Our Friends And Us · Sasha Helps Out</p>	<p>Your World, My World Scheme: · Listening And Hearing</p>	<p>Your World, My World Scheme: · Our Dreams · The Futures Tree</p>

Weekly Circle time giving children time to explore and discuss Terms theme. Seal and SCARF resources to be used if appropriate. Once a term critical thinking circle time, and a global awareness activity (in circle time) once every half term. (Global Awareness issues to cover/ discuss are written under 'Topic' in Global Learning column.) Use the SMSC Grid to record SMSC activities and learning throughout the curriculum. Update half termly.

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