

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 2

Term: Autumn 1



Unit: Rights, Rules and Responsibilities



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>adult - someone over the age of 18</p> <p>rights - what someone is entitled to</p> <p>rules - a law or direction that guides behaviour or action.</p> <p>vote - a formal expression of a choice in an election or other group decision.</p> <p>opinion - what one thinks about something or somebody; viewpoint. An opinion is not necessarily based on facts. Feelings and experiences usually help a person form an opinion.</p>	<p>How to identify their own responsibilities in familiar settings, both in and out of school.</p> <p>Which areas of their lives for which adults are responsible and consider how this might change as they grow up.</p> <p>What existing classroom or school rules are and talk about why they have been made and what they mean in practice.</p> <p>What democratic decisions are and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom.</p>	<p>What a responsibility is and how that links to familiar settings, including school.</p> <p>What their responsibilities are and how these might change as they grow up.</p> <p>What adults responsibilities are towards them.</p> <p>What a democracy is.</p> <p>How this links to their everyday lives.</p>	<p>Relationships Education:</p> <p>RR Respectful Relationships</p> <p>Name some adults in school who look after them and describe their responsibilities</p> <p>Describe some of the responsibilities they have in the classroom and at home, towards classmates and family</p> <p>Describe classroom ground rules and explain how they have been involved in making them</p> <p>Understand why we have classroom rules and describe how they make</p>

<p>democracy – a country where the population have the right to vote for their ruler.</p> <p>decision - the act or result of making up one's mind</p> <p>right – what a person is entitled to living in this country.</p> <p>responsible - expected to take care of particular duties and jobs.</p>	<p>What an opinion is and that they can share their own with others. How to share these with others.</p>	<p>How to share their opinions, ensuring that they listen to those of others, taking turns and showing respect for each other.</p>	<p>the classroom a better place for everyone</p> <p>Explain what is meant by voting and be able to name some people who make decisions at school</p> <p>Share information, opinions and feelings and listen to those of others, as part of a paired and class discussion.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1/2

Term: Autumn 1 and 2



Unit: Anti-Bullying



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>bullying – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.</p> <p>cyberbullying – bullying that happens online or using electronic communication devices.</p> <p>repetition – when something happens again and again</p> <p>intentional – carried out on purpose</p> <p>different – not the same, unique</p> <p>assertiveness - Boldly self-assured; confident without being aggressive</p>	<p>What the word bullying means.</p> <p>The difference between bullying and unkind behaviour or falling out with a friend.</p> <p>What bullying is and the different types of bullying.</p> <p>That bullying can happen in person or online.</p> <p>That bullying can happen to one person or a group of people.</p> <p>The reasons why people may be bullied and that this can sometimes be because someone is different from others.</p>	<p>The definition of bullying and the difference between bullying and unkind behaviour.</p> <p>The different types of bullying and who it can happen to.</p> <p>Why someone may be bullied and that people's differences can lead to them being bullied.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>IS Internet Safety & Harms</p> <p>Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying</p> <p>Understand that sometimes people are bullied because they may be different in some way from others</p>

<p>bystander – A person who, although present at some event, does not take part in it; an observer or spectator.</p> <p>emotions - A person's internal state of being and response to an object or a situation</p> <p>feelings – an emotion</p> <p>strategy - A plan of action intended to accomplish a specific goal.</p> <p>defend - to support by words or writing; to vindicate, talk in favour of.</p> <p>online – actively connected to the Internet or to some other communications service.</p> <p>positive – bringing something good, or giving some kind of advantage.</p> <p>relationship – a connection between people</p> <p>trusted adult – a person over the age of 18 who someone knows well and can trust.</p> <p>trust - a belief in the strength or truth of a person or thing</p>	<p>The different feelings and emotions that someone could feel if they are being bullied.</p> <p>The different ways to respond to bullying, including who to talk to and how to be kind to people who are being bullied.</p> <p>Appropriate assertiveness strategies that can be used to respond to bullying.</p> <p>That bullying can happen in different places, including at school.</p> <p>The places at school where bullying may occur and what can be done to make these places feel safer.</p>	<p>What feelings and emotions are.</p> <p>That people who are bullied will experience different feelings and what these could be.</p> <p>That someone can respond to bullying and the appropriate ways to do this.</p> <p>How to treat someone who is being bullied.</p> <p>Where bullying may happen and what they and the school can do to prevent this.</p>	<p>Describe how it feels to be bullied or see someone else being bullied</p> <p>Demonstrate simple ways of responding to bullying including by being assertive</p> <p>Demonstrate how to be kind to children who are being bullied</p> <p>Identify places where bullying may occur at school and be starting to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Autumn 2



Unit: Family and Friends



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>network of support – A group of people who someone trusts</p> <p>support – to help during a time of trouble or stress</p> <p>relationship – a connection between people</p> <p>positive – bringing something good, or giving some kind of advantage.</p> <p>special - different from others; unique</p> <p>family – any group living together as if they were related by blood</p>	<p>How to describe what a friend is and does.</p> <p>How to develop strategies for making and keeping friends.</p> <p>Friendship patterns change and they will be able to develop strategies for coping.</p> <p>How to recognise similarities and differences between themselves and their peers.</p> <p>Why families are special, that there are different family patterns and to be able to describe what is special about their own family.</p>	<p>What is a friend is and does and how to make and keep friends</p> <p>That friendships change over time</p> <p>That they have similarities and differences with their peers and the benefits of these</p> <p>That there are different family structures and what these can be</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>CF Caring Friendships</p> <p>BS Being Safe</p> <p>Describe some of the qualities of friendship and to demonstrate skills in making friends.</p> <p>Develop some strategies for coping when they have friendship problems.</p> <p>Understand that friendships change.</p>

<p>peer - a person of the same rank, age group, or ability as another person; equal.</p>	<p>How to identify the range of people who are special to them and describe what makes them special.</p> <p>How to seek help and support and from whom.</p>	<p>What their network of support is and how to identify who is in it.</p> <p>How to ask for help and who it's best to ask for help from</p>	<p>Recognise some similarities and differences between them and other children, and understand that difference is positive.</p> <p>Understand that there are different family patterns.</p> <p>Describe what is special about their own family and its members, and about other people they know.</p> <p>Know who they can talk to if they need help and how to ask for it.</p>
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