

Medium Term Plan: 2021-22

Year 2:

Theme	Topic	In this unit of work, students learn...	Key Questions:
Autumn- Relationships	<p>Families and friendships Making friends; feeling lonely and getting Help</p> <p>Suggested number of sessions: 1-2</p> <p>PoS Refs: R6. About how people make friends and what makes a good friendship R7. About how to recognise when they or someone else feels lonely and what to do R8. Simple strategies to resolve arguments between friends positively R9. How to ask for help if a friendship is making them feel unhappy R24. How to listen to other people and play and work cooperatively</p>	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<p>Can one person's behaviour affect another person or lots of other people? How can someone make others feel?</p>
	<p>Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Suggested number of sessions: 1- 5</p> <p>PoS Refs: R11. About how people may feel if they experience hurtful behaviour or bullying</p>	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help 	<p>Can feelings hurt as much as being physically hurt? Or, are there similar feelings? What do our bodies do when we feel hurt or uncomfortable? How do we feel inside when we feel hurt or uncomfortable?</p> <p>What are the differences between joking, hurtful teasing and bullying? How might each of these make people feel?</p>

<p>R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. That sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R18. About the importance of not keeping adult's secrets (only happy surprises that others will find out about eventually)</p> <p>R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<ul style="list-style-type: none"> • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	<p>How can we support someone who might have been hurt by teasing or bullying? Should we help someone if they say they don't want our help? Why do some people do things that they know are wrong? Who can we talk to if we are worried about teasing and bullying?</p> <p>Do we have to keep promises and secrets if someone says so? When should we tell someone else? Who can we tell if we feel uncertain, uncomfortable or worried? What could we say and do to attract attention of an adult when we want to tell them something? What can we say to help us explain? How can someone say 'no' if they are asked to keep a secret they feel unsure about?</p> <p>Link to NSPCC underwear rules resources</p> <p>Think you Know Jessie and Friends resource:</p>
<p>Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>Suggested number of sessions: 1- 5</p> <p>PoS Refs:</p>	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations 	<p>What do we think about...? What do other people think about...? Why should we listen to other people? Can we talk about what we think? Have we changed our minds about anything?</p> <p>Who are we? What makes us who we are?</p>

	<p>R23. To recognise the ways in which they are the same and different to others</p> <p>R24. How to listen to other people and play and work cooperatively</p> <p>R25. How to talk about and share their opinions on the things that matter to them</p>	<ul style="list-style-type: none"> • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p>How are we all the same? In what ways are we different? What makes us all equal?</p> <p>How can people tell that we are listening to them? What helps a group to work cooperatively? Do people always see things the same way? What are some ways we can stop arguments starting with our friends?</p> <p>What can we do at home to help support our grown-ups or others who live with us? How can we help others in the classroom? What do we do at school that shows we can be responsible? What are our classroom rights? How does it feel if responsibilities are not carried out?</p>
<p>Spring- Living in the wider world</p>	<p>Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Suggested number of sessions: 1-2</p> <p>PoS Refs: L2. How people and other living things have different needs; about the responsibilities of caring for them L4. About the different groups they belong to</p>	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community 	<p>What can we do to help our classroom and school be a happy place? Do our actions always have a positive effect? Why is it important that we all take responsibility for our school? Why do we need rules in the classroom and in school? What could happen if the rules are not followed?</p> <p>What groups do we belong to (friendship, place of worship etc)?</p>

<p>L5. About the different roles and responsibilities people have in their community</p> <p>L6. To recognise the ways they are the same as, and different to, other people</p>		<p>How does it feel to be part of this group? What is your role in the group? What roles do others have? How can we make sure that everyone feels included in a group?</p>
<p>Media literacy and Digital resilience The internet in everyday life; online content and information</p> <p>PoS Refs: L8. About the role of the internet in everyday life L9. That not all information seen online is true</p>	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true 	<p><i>Safer Internet day 2021- Tuesday 9th February</i></p>
<p>Money and Work What money is; needs and wants; looking after money</p> <p>PoS Refs: L10. What money is; forms that money comes in; that money comes from different sources L11. That people make different choices about how to save and spend money L12. About the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. That money needs to be looked after; different ways of doing this L15. That jobs help people to earn money to pay for things</p>	<ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants 	<p>How do we get money? How do other people get money? Why might people save money? How can having or not having money make us feel? What can we do to keep our money safe? Who decides what we can spend our money on? What helps us choose how to spend money?</p>

<p style="text-align: center;">Summer- Health & Well-being</p>	<p>Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>Suggested number of sessions: 1-4</p> <p>PoS Refs: H4. About why sleep is important and different ways to rest and relax H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H16. About ways of sharing feelings; a range of words to describe feelings H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they do not feel good</p>	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings 	<p>How do we think healthy people look and feel? What does being healthy mean to us? What do people need to do more/less of to keep healthy? What do we do in and out of school that keeps us healthy? What else do we know about keeping healthy? When and why do people have injections?</p> <p>What feelings do we have? How can we describe different feelings? How many words do we know to say how we are feeling? If we grouped those words together, which words would go together? Where in our bodies do we feel these feelings? How do people show how they are feeling? How can feelings change behaviour? What can we do about different feelings we have?</p>

	<p>H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>		
	<p>Growing and changing Growing older; naming body parts; moving class or year</p> <p>Suggested number of sessions: 1- 6</p> <p>PoS Refs: H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. About growing and changing from young to old and how people’s needs change H27. About preparing to move to a new class/ year group</p>	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year 	<p>What do I like doing? Am I good at it? How do I know? What would I like to be able to do that I can’t do now?</p> <p>How do we feel when something special gets broken or lost? How do we feel when friendships are broken? How might people feel if someone special to them leaves or goes away? What can we do to help ourselves and others feel better?</p> <p>What are the names of all the different parts of our bodies? In what ways are boys and girls the same? How are boys and girls different?</p> <p>What has changed since we were babies, toddlers, in year 1? What things can we do on our own now? With help? What new responsibilities do we have in school or at home that we did not have before?</p>

	<p>Keeping safe Safety in different environments; risk and safety at home; emergencies</p> <p>Suggested number of sessions: 1-5</p> <p>PoS Refs: H29. To recognise risk in simple everyday situations and what action to take to minimise harm H30. About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. That household products (including medicines) can be harmful if not used correctly H32. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. About the people, whose job it is to keep us safe H35. About what to do if there is an accident and someone is hurt H36. How to get help in an emergency (how to dial 999 and what to say) H27. About preparing to move to a new class/ year group</p>	<ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’ • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	<p>How do we feel about growing up?</p> <p>What kinds of household products and medicines are there? Why are there safety rules for different household products and medicines? What are the safety rules? What might happen if the safety rules about medicines are not followed?</p> <p>What do we have to keep safe from? When or where do we need to take extra care? Who has the job of keeping us safe? Who can we ask to help us?</p> <p>Who can help us to stay safe (and/or healthy) in different places? How can we ask for help from different people and in different places? What should someone do in an emergency?</p>
--	--	---	---