

PSHE at THE DOWNLEY SCHOOL
 RELATIONSHIPS EDUCATION
 TOPIC 1 – FAMILIES AND FRIENDSHIPS
 Year 2 – Autumn

What I will learn in this topic: Making friends; feeling lonely and getting help - PSHE Association PoS Refs: R6, R7 R8, R9, R24

RESOURCES



Free-Circle-Time-Book (1).pdf

<https://www.1decision.co.uk/>

AFL – survey/questions and answers

Demonstrate 3 ways that show you can be a friend to someone

Who would you talk to if you felt lonely?



| VOCABULARY | DEFINITION |
|---------------|---|
| kindness | helpful, generous |
| honesty | truthful |
| listen | to give attention to |
| friend | a person with whom one has mutual affection for |
| caring | showing kindness or concern for others |
| relationships | a way in which show regard for each other |
| special | better or greater than usual |
| respect | looking up to someone |
| resolve | settle or find a solution |
| argument | disagreement |
| positive | optimistic, confident |

REFLECTIVE QUESTIONS

What does it mean to be a good friend?

Do I know how to play positively? Do I know how to resolve arguments?

CIRCLE TIME GAMES

LOC

CLASS CHARTER

Picture of a scroll/Worry Box

Lesson 1

L.O. 1 I know how to be a good friend, e.g. kindness, listening, honesty

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

Lesson 2

L.O. I know about different ways that people meet and make friends

Lesson 3

L.O. I know strategies for positive play with friends, e.g. joining in, including others, etc.

Lesson 4

L.O. I can identify what causes arguments between friends

Lesson 5

L.O. I know how to positively resolve arguments between friends

Lesson 6

L.O. I know how to recognise, and ask for help, if I feel lonely or unhappy or to help someone else

R24 how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R9 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R8 to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

PSHE
 RELATIONSHIPS EDUCATION
 TOPIC 2 – SAFE RELATIONSHIPS
 Year 2 – Autumn

What I will learn in this topic: Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20

RESOURCES

Keeping children safe from online abuse

<https://www.nshe-association.org.uk/curriculum-and-resources/resources/ieslie-friends>

<https://www.1decision.co.uk/>

https://youtu.be/wbpQ5l95k6I?list=PLcvEcrrF_9zIGMiridqGjN7y-ld_wj2OS

NSPCC The Underwear Rule resources (PANTS)

NSPCC PANTOSAURUS SONG AND ANIMATION

https://youtu.be/wbpQ5l95k6I?list=PLcvEcrrF_9zIGMiridqGjN7y-ld_wj2OS

<https://learning.nspcc.org.uk/media/1387/underwear-rule-resources-lesson-plan.pdf>

AfL

PANTS - What does this stand for?



| VOCABULARY | DEFINITION |
|--------------|---|
| hurt/hurtful | causing distress to someone's feelings |
| secret | something kept unknown to people |
| resist | withstand action or not follow |
| pressure | feel need to follow an idea despite agreeing |
| behaviour | way one conducts themselves, esp towards others |

CIRCLE TIME GAMES

LOC

CLASS CHARTER

REFLECTIVE QUESTIONS

What is hurtful behaviour?

Do I know who to talk to if I feel bullied?

What should I do if I see someone feeling unhappy?

Lesson 1

L.O. I can recognise hurtful behaviour, including online

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

Lesson 2

L.O. I know what to do and whom to tell if I see or experience hurtful behaviour, including online

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

Lesson 3

L.O. I know what bullying is and can explain different types of bullying

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

Lesson 4

L.O. I can identify how someone may feel if they are being bullied

Lesson 5

L.O. I know about the difference between happy surprises and secrets that make me feel uncomfortable or worried, and how to get help

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

Lesson 6

L.O. I know how to resist pressure to do something that feels uncomfortable or unsafe

Lesson 7

L.O. I know how to ask for help if they feel unsafe or worried and what vocabulary to use

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

PSHE
RELATIONSHIPS EDUCATION
TOPIC 3 – RESPECTING OURSELVES AND OTHERS
Year 2 – Autumn

What will I learn in this topic: Recognising things in common and differences; playing and working cooperatively; sharing opinions
PoS Refs: R23, R24, R25

RESOURCES

<https://www.1decision.co.uk/resources/tree-trial-5-to-8-year-olds>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism---ks1-2>

AfL

Demonstrate 3 ways to show how you can work and play cooperatively with others.

VOCABULARY

DEFINITION

| | |
|---------------|---|
| appropriate | suitable or proper in circumstance |
| differences | way in which people/things are dissimilar |
| similarities | having a resemblance in some way |
| cooperatively | mutual assistance |
| acceptable | able to agree on |
| unacceptable | not able to agree on |

REFLECTIVE QUESTIONS

Do I know how to recognise differences in people?
Am I able to work and play cooperatively with others?



Lesson 1

L.O I can recognise things I have in common with my friends, classmates, and other people

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

Lesson 2

L.O. I can identify ways in which friends have both similarities and differences

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

Lesson 3

L.O. I know how to play and work cooperatively in different groups and situations

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

Lesson4

L.O. I can share my ideas and listen to others, take part in discussions, and give reasons for my views

TARGET TRACKER LNKS

Understand the difference between fair and unfair

State the characteristics of a good friend

Understand that some relationships can be challenging at times

Explain his/her relationships with family members