**PSHE/C Curriculum – Year 2 Autumn Term 1**

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| **Theme: Citizenship: Rights, Rules and Responsibilities** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To identify jobs and responsibilities they have at school and at home.  2.- To understand how rules and conventions enable them to feel safe and happy in familiar settings. (RR) and  - To understand how they can be involved in decisions which affect them at home and at school.  3. -To understand how democratic decisions might affect them in the everyday life of their class.  and  -To develop skills to contribute to paired and class discussions about an issue which affects them. (RR)  4. To understand and experience the process of electing a school council representative.  5. No Outsiders – All Are Welcome | | **Keyword** | **Definition** | **Keyword** | **Definition** | | In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be  covered by the end of Primary School. This unit contains teaching which directly addresses the  requirements for:  Relationships Education  Respectful Relationships (RR)  • the conventions of courtesy and  manners.  • that in school and in wider society they can expect to be treated with  respect by others, and that in turn they should show due respect to  others, including those in positions of authority.  This unit aims to teach children some of the skills needed for participation in decision-making, so that they develop self-confidence and the ability to listen to others.  If children feel their voice is heard and they are respected, they are more likely to develop a sense of belonging and commit themselves to learning.  Pupil voice is a key factor in effective practice at Little Bowden and is actively encouraged through school and class council, circle times, listening boxes, thought books and assemblies. | |
| physical objects | a thing that you can see or touch but that is not usually a living animal, plant or person | applicable | affecting or relating to a person or thing | |
| demonstrate | to show or make something clear – to show something and explain how it works | category | (in a system for dividing things according to appearance, quality etc) a type, or a group of things having some features that are the same | |
| interrupting | to stop a person from speaking for a short time by something you say or do | pupils | a child at school who is being taught | |
| responsibility | something that is your job or duty to deal with | outcome | a result or effect of an action or situation | |
| voting | the activity of choosing someone or something by placing your vote – this is sometimes called an election | democracy | the belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by an elected representative or directly by the people themselves | |
| election | a time when people vote in order to choose someone for a political or official job | qualities | how good something is – all the positive things (attributes) | |
| designated | to choose someone officially to do a particular job – or – to say officially that a place or thing has a particular character or purpose | events | anything that happens, especially something important or unusual | |
| representative | someone who speaks or does something officially for another person or group of people | candidate | a person who is competing to get a job or an elected position – a person or thing considered likely to receive or experience something | |
| influence | the power to have an effect on people or things, or a person or thing that is able to do this | school council | a formal group of pupils who act as representatives for their classmates in discussing school issues with the headteacher and staff | |
| **Prior Learning (Year 1)**  The children in year one, explored approaches to developing classroom ground rules, and to building positive relationships in the class. Children were given the opportunity to consider what it felt like to be in a new situation and how to cope with that. They developed strategies for helping people who arrive new to the school. They developed their own ‘Network of Support’, identifying trusted adults at home and at school whom they can ask for help and support. | | | | **Future Knowledge (Year 3)**  In year 3, children will look at the unit: Beginning and Belonging. The children will have the opportunity to contribute to creating a safe and happy classroom through developing ground rules. They will also experience activities designed to build positive relationships in the class.  They will explore what it feels like to be in new situations, how to cope if they are new, and how to welcome others who are new to their class and school. They will identify their own support networks, including people in different contexts in their lives, and will develop skills to enable them to access help and support and to help others. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What jobs and responsibilities do I have in school and at home? (2.1 – 2.5) | * Recognise the different things that they need to do to help in the classroom - making two lists – one showing the physical objects they can be responsible for, e.g. tucking chairs in, picking up pencils, closing doors, collecting their jumpers, and the other showing behaviour they should demonstrate, e.g. saying ‘please’ and ‘thank you’, waiting sensibly in line, not interrupting people. *During Circle Time, they complete the sentence stem, ‘I can be helpful in class by...*’ * Able to mime a classroom job for others to guess - using these mimes and ideas contributed to create a list of the ‘jobs’ that need doing in class e.g. turning off lights, taking the register, watering plants. * Understand what being responsible means * Understand that there are some jobs which are everyone’s responsibility e.g. turning off the lights, picking up rubbish * Recognise if there are some jobs which only a designated person should do or where turns are taken to do a job e.g. watering the plants, taking the register * Understand what might happen if the ‘monitors’ did not carry out their jobs, or if everyone tried to do them. * Understand ways that we can be responsible * Recognise what we can do if, for any reason, we are unable to carry out ‘our job’ * Understand how they feel when they are playing and having fun in the school playground * Understand how someone’s feelings would change if they had an accident and hurt themselves * Recognise the different responsibilities they could take to make things better. * Able to describe the suitability of the responsibilities * Identify when they should get adult help if an accident has happened * Recognise that taking responsibility and helping others can make you feel happy, pleased and proud of yourself – because you have helped make a difference - use a puppet to support this. * Identify how they could help someone at home by taking responsibility for a job * Recall some jobs that may need doing around the home and how they could take responsibility (e.g. loading the dishwasher, tidying up the toys, setting the table etc) * Identify the responsibilities that older siblings or adults at home have and why it is sometimes appropriate for children to take on some responsibilities, but not others – using the story ‘Mind the Baby (Monster and Frog)’ or ‘An Evening at Alfie’s’ – e.g. it might be helpful and safe to tidy away toys, however, it might not be safe or helpful to try and carry a heavy washing basket down the stairs | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. -How do rules help me to feel happy and safe?  and  -How do I take part in making rules? | * Recall the class ground rules and be able to explain what they mean * Understand behaviours which are expected in the classroom, even though they are not on the list of ground rules e.g. We don’t have a ground rule that no one should play football in the classroom, but we all know we shouldn’t. We don’t have a ground rule that we should not stand on the tables in the classroom, but we all know we shouldn’t. We don’t have a ground rule which says we shouldn’t throw toys at people, but we all know we shouldn’t. * Able to suggest other ground rules that they don’t need, because it’s obvious. * Recognise how they might feel if another child didn’t follow a ground rule * Recognise how they feel when other children do follow the ground rules – completing the sentence stem, ‘I feel happy and safe when someone remembers to...’ * Recognise how a character might feel when ground rules are not followed – (using a puppet) - *Explain to the children that the puppet is feeling sad/upset/cross because someone has forgotten to follow a ground rule. Encourage the children to ask the puppet questions to find out what has happened and to offer suggestions that will help them feel better. Finish the activity with the puppet in a positive mood because someone has remembered to follow a class ground rule. Again, ask the children to find out what has happened and discuss the feeling associated with following the rules.* * Understand the need for ground rules in the classroom – children draw a picture, and add notes where they can, showing what their classroom would be like if there were no rules * Understand that rules help to keep us happy and safe * Understand what their classroom looks like when everyone follows the rules – by creating a poster with the title ‘We are following the rules’, showing drawings of what their classroom is like when everyone is following the rules. Ask them to show how the people in the picture are feeling, using suitable facial expressions, when the rules are being followed. * Recognise how people’s body language and facial expression would show the emotions that they are feeling (in above activity) * Describe the consequences of failing to follow the rules – using the poem from Resource 1 ‘Please Mrs Butler’ * Identify which rules were broken and how those involved felt – using the poem ‘Please Mrs Butler’ * Understand what the children in the poem could have done to solve the problem themselves without involving the teacher – using the poem ‘Please Mrs Butler’ -*working in pairs children to write a letter to Mrs. Butler suggesting what could be done in her classroom and school to help children to remember and follow the rules* * Identify any new suggestions which could be used in your classroom or school to help children to remember and follow the rules. * Identify school rules they know - In Circle Time, using the sentence stem: A school rule I know is ... or A class rule I know is ... – note down responses * Able to compare class responses of rules with existing classroom posters of school rules * Identify who they think made the rules applicable to them * Understand that the rules were made by grown-ups for everyone’s safety * Recognise if any rules might fall into the category of ‘safety’ rules * Identify how new pupils might feel if they are worried about not knowing the rules - *Ask the children to draw the new children in the centre of a circle, then add notes around the edge of the circle explaining how they are feeling. You can suggest that each child might be feeling slightly differently about their new start. You might support the children with ‘feelings’ words by starting or adding to a ‘Feelings Words’ wall or poster.* * Recognise how the teacher or existing members of the class might reduce the fears of the new children (using role play) | | | | |
| 3. -How do rules help me to feel happy and safe? Can I take part in discussions and decisions in class? and  - Can I take part in discussions and decisions in class? Can I listen to other people, share my views and take turns? (RR) | * Understand what voting means * Able to vote for their choice of book from a selection of stories – to decide which they would like to be read to them - *using ‘show of hands’, a simple voting slip or by setting up a touch screen voting system on the interactive whiteboard* * Able to use results collected from the vote to show information on a tally chart or pictogram * Recognise how it feels when your choice of book is the one that is selected * Recognise how it feels when your choice does not win the vote and is not selected * Recognise if a vote is a fair way of choosing which book to read * Understand that this method of choosing is called voting *– then read the story that received the most votes* * Understand that even though some people didn’t vote for the story, they still enjoyed it * Recognise that even though we might not have got our first choice in the vote, we can still be positive and make the most of whatever the outcome * Identify who makes the decisions at school - the list should include the teachers, children, school or class council (if applicable), the headteacher, the governors and the government * Identify who makes the rules in different situations/events e.g. school trips, the dates of the school holidays, books we read, work we do, repairing the school, cleaning the classrooms etc. * Able to explore the difference between different sorts of decision and who makes them * Identify what sorts of decisions they can make to influence decisions that are made e.g. what books to read, what treats to share together, what goes on the walls in the classroom, which games to play, who should be the class school council representative * Able to use ‘voting’ to choose/solve a classroom issue - e.g. which game to play in Circle Time * Recognise when they need to their hand up in the classroom * Understand reasons why they need to put their hand up in the classroom - reasons   might include - I know the answer, I want you to ask me, I want to tell you something, It’s my turn etc   * Able to imagine what a classroom would be like where no-one put up their hand * Understand what it might be like to try to work there, get help, or to read and write there (in a classroom where nobody puts their hand up) * Identify how they might end up feeling in a classroom where nobody outs their hand up * Recall a time they put their hand up – using the sentence stem: ‘A time I put my hand up was ...’ * Recognise that adults use this method (with hands up) e.g. staff meetings, virtual meetings use this method, amongst others, to ensure that everyone has a turn to speak and is listened to * Identify a real topic to discuss that affects everyone in the class and share with a partner, e.g. why we have fruit at break and how we could organise fruit time, what they think of the way the tables are set out in the classroom and whether they have any ideas, how they feel about the classroom displays and any suggestions they have about them. * Able to feedback (in pairs) one opinion and one suggestion they both agree on. * Identify one thing they like about eating lunch at school, one thing they don’t like, one thing they would like to change and one person who helps them when they eat their lunch – using structured write and draw activity – some responses might include - the menu, where they sit, how they collect their meal, how packed lunch boxes are stored * Identify one thing they would change about eating lunch and feedback during a circle time – using the sentence stem: One thing I would like to change about eating lunch is... | | | | |
| 4. How do I take part in making rules? Can I take part in discussions and decisions in class? | * Identify some things they like about school * Identify some things they would like to change about school * Identify some things they wish they had in school * Able to create posters (either individually or as a group) expressing these views (above) - children to show and talk about their posters * Understand that everyone in the school will have different views on what the school is like and how it should be. * Understand that the school council is there so that children can have their say in decisions which affect them in school. * Understand what sorts of responsibilities the school council has had in recent years and what ways it has had an influence * Understand the importance of listening carefully - using story ‘Charlie the Chicken’ * Recognise good listening skills and be able to practise and demonstrate these during circle time * Identify something which their partner likes about school (discuss in talk partners then feedback) * Able to report back information to the group by introducing their partner, e.g. This is Sam and he likes school dinners - use this example to explain the concept of a ‘representative’ on the school council, i.e. someone who listens to others in the class and says what their views are at a meeting * Understand the role of a representative * Understand that a good school council representative would be someone who listens to other people’s ideas and opinions *- use role play to act out a couple of scenarios with another adult, firstly being someone who doesn’t listen to other people’s ideas and then being someone who does listen to other people’s ideas. Ask them about which role play showed someone who would be a good school council representative and discuss why.* * Identify things which make a good representative. * Understand that if they want to be a representative, they will also have responsibilities - *those who want to put themselves forward to speak to you at a later time or put their name in a box* * Understand how the process of voting for their school council representative works * Able to put themselves forward and stand to be elected (if they wish to) * Understand that for an election to take place, each candidate needs to tell everyone else why they would like to be a representative and what qualities they have which would make them a good representative * Able to think carefully about who to vote for, choosing someone not just because they are your friend, but because they think they would make a good school council member | | | | |
| **No Outsiders**  5. All Are Welcome – To know I belong | * I know I belong * I know who I am * I know there are special things about me * I know I am different * I know I belong even though I am different | | | | |