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

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| **Theme: Myself and My Relationships – My Emotions** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To know the names of a basic range of feelings and the strength of their feeling. (MW)  2. To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others. (MW)  3. To understand that they can do things to help change their mood and that this may be helpful. (MW)  4. To know that it is possible to affect our behaviour by stopping and thinking about what we are doing. (MW)  5. No Outsiders – How to be a Lion | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Health Education:  Mental Wellbeing (MW)  • that mental wellbeing is a normal part of daily life, in the same way  as physical health.  • that there is a normal range of emotions (e.g. happiness, sadness,  anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  • how to recognise and talk about their emotions, including having a  varied vocabulary of words to use when talking about their own and  others’ feelings.  • how to judge whether what they are feeling and how they are  behaving is appropriate and proportionate.  • simple self-care techniques, including the impact of relaxation,  time spent with friends and family and the benefits of hobbies and  interests.  • isolation and loneliness can affect children and that it is very  important for children to discuss their feelings with an adult and seek  support.  • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).  • it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. | |
| emotions | strong feelings such as love, anger, fear, sadness, happiness etc | mime | to use movements of your hands and body and expressions of your face to act something out without speaking | |
| facial expression | making small movements with your face to show other people how you are feeling (wide surprised eyes, frowning, smiling etc) | embarrassed | feeling uncomfortable, shy, ashamed or guilty (usually because of shame or receiving too much attention from others) | |
| body language/poses | making movements with your body to show other people how you are feeling/positioning your body in a certain way that shows how you are feeling | comfortable  uncomfortable | feeling happy, safe, relaxed and confident  not feeling comfortable and pleasant, or not making you feel comfortable | |
| reactions | your behaviour – a feeling or an action that is a direct result of something else | quarrel | an angry disagreement (argument) between two or more people or groups | |
| support | helping someone else emotionally or in a practical way | impulsive | showing behaviour in which you do things suddenly without any planning and without considering the effects they may have (acting first without thinking about consequences) | |
| perceptions | a belief or opinion, often held by many people based on how things seem | self-confidence | the belief that you can do things well and that other people respect you | |
| **Prior Learning (Year 1)**  In Year 1, the children looked at some ways that friends might act or behave, recognising the diversity in friendships and that friendship patterns change.  They developed strategies for coping with difficult situations in friendships. They  began to learn about their rights to personal space and explored their own boundaries, starting to understand about giving and getting consent in friendships. They explored family relationships, identified who is in their own family and what is special about them, and what they and other family members do to care for each other. They revisited their Network of Support to help them identify a range of trusted adults at home and at school whom they could talk to if they are worried or upset. | | | | **Future Knowledge (Year 3)**  In Year 3, children will look at the importance of relationships and friendships and will develop their awareness of and ability to form and maintain healthy relationships. This includes the ability to value and empathise with others, manage conflict and recognise how we affect and are affected by others. They will revisit their networks of special people, identifying those they can talk to about their concerns and how to get support in situations involving friendships and relationships. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. Can I name some different feelings? (MW) | * Able to give names to a number of different feelings * Recognise and say how I am feeling * Describe how strong my feeling is * Begin to recognise feelings in others. | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. Can I describe some situations in which I might feel happy, sad, cross etc. (MW)  How do my feelings and actions affect others? (MW)  2.1 – 2.4 | * Have some ideas for what might cause us to feel a particular way * Begin to see links between feelings and actions in myself and others * Recognise strong emotions and know some strategies to deal with them. | | | | |
| 3. How do I manage some of my emotions and associated behaviours? (MW) | * Recognise and name some uncomfortable feelings * Have some strategies for helping myself feel more positive | | | | |
| 4. How do I manage some of my emotions and associated behaviours? (MW) 8.1 – 8.3 | * Know what it means to ‘stop and think’ * Begin to know when it is important to ‘stop and think’ * Have some strategies to help me ‘stop and think’. | | | | |
| **No Outsiders**  5. How to be a Lion – To have self-confidence | * I know we are all different * I know sometimes it’s hard to be different * I know what self-confidence means * I know how I help someone feel confident | | | | |