**PSHE/C Curriculum – Year 2 - Spring Term 1**

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| **Theme: Citizenship – Working Together** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To recognise and celebrate some of their strengths, emotions, gifts and talents.  2. To be able to identify and develop a new skill.  3. To understand and practise some skills of a good communicator, including listening skills, turn taking and explaining. (RR)  4. Financial Capability - To know some ways money might be ‘used’ and that it is a finite resource.  5. No Outsiders – Amazing (Citizenship) – To think about what makes a good friend | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education:  Respectful Relationships (RR)  • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  • practical steps they can take in a range of different contexts to  improve or support respectful relationships.  • the conventions of courtesy and manners.  • the importance of self-respect and how this links to their own happiness.  • 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.  Caring Friendships (CF)  • the characteristics of friendships, including mutual respect,  truthfulness, trustworthiness, loyalty, kindness, generosity, trust,  sharing interests and experiences and support with problems and  difficulties. | |
| strengths | positive character traits or skills that are considered positive | negotiation | a formal discussion between people who are trying to reach an agreement | |
| gifts and talents | natural skill or ability to be good at something - a special ability that allows someone to do something well | compromise | a way of reaching agreement in which each person or group gives up something that was wanted in order to end an argument (a situation in which people accept something slightly different from what they really want) | |
| communicator | someone who is good at communicating - someone who is able to talk about their ideas and emotions in a way that other people understand | co-operation | the act of working together with someone or doing what they ask you | |
| skills | an ability to do an activity or job well | decision | the act of deciding something or the need to decide something | |
| discussion | the activity in which people talk about something and tell each other their ideas or opinions | explain | to make something clear or easy to understand by describing or giving information about it | |
| **Prior Learning (Year 1)**  In Year 1, children developed their sense of personal identity and self-worth and looked at how to respect the needs and views of others. They learnt about different groups and cultures within their class community and about the importance of identifying and challenging stereotypes. They explored the makeup of their community, the needs of different people within it and the people who help within their roles in the community. They developed their understanding of the needs of the  Environment, plants and animals, and their ability to make a contribution to improving the environment. | | | | **Future Knowledge (Year 3)**  In year 3, children will develop a range of aspects of the Citizenship. They will explore what makes up their identity and begin to understand aspects of other people’s identities. They will learn about different communities that exist in the UK and consider some of the different views, lifestyles and beliefs people have. They will understand about stereotyping and the importance of challenging it. They will have the opportunity to explore and share the different groups and communities they belong to, and the roles of different people in the community. They will look at the role the media plays in their community. They will learn about their own  local environment and how they can help to care for it. They will also learn about the needs of animals and how to care for pets. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What am I and other people good at? 1.1 – 1.4 | * Say something special about myself and about other members of my class * Recognise and value difference and similarity in people’s strengths * Understand how it feels to find something difficult and what to say to help someone who is finding something difficult | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. What new skills would I like to develop? 2.1 – 2.4 | * Know that we continue to learn as we get older * Suggest something new I would like to learn * Know some steps I will need to take to learn a new skill * Recognise some feelings I might have while I am learning | | | | |
| 3. How can I listen well to other people? (RR)  Why is it important to take turns? (RR)  3.1 – 3.4 | * Show good listening * Take turns and understand why this is important * Explain something clearly to a friend. | | | | |
| 4. Financial Capability -  Where does money come from and where does it go when we ‘use’ it? | * Know we use money to pay for things * Know we can pay for things in different ways, including using cards * Understand that it isn’t always possible to have what we want straight away * Begin to understand that money can be used up and that planning for spending, and knowing what I’ve spent can help me begin to manage my money | | | | |
| **No Outsiders**  5. Amazing (Citizenship) - To think about what makes a good friend | * I know what a friend is * I know how to be a good friend | | | | |