

Glenfield Infant School Knowledge Organiser



Year 2—Autumn 2

RSHE

Valuing difference

What should I already know?

Ways that I can get help if someone is bullying me or teases me.

Rules that may help to keep us happy and friendly.

Lots of ideas about what makes a good friend and how I try to do this everyday.

Vocabulary

| | |
|-----------|--|
| Unique | Something or someone is special and different from everything or everyone else. |
| Behaviour | How you act at home, at school, or with your friends |
| Different | Something is hard to do, understand, or deal with |
| Kindness | When you do something good to make someone feel happy or loved. |
| Respect | When you are nice to others and show that you care about their feelings. |
| Calm | When your body and mind feel relaxed and you're not too excited, scared, or angry. |
| Listening | Paying attention to what someone is saying with your ears and your mind. |
| Helpful | Doing something kind to help others. |

1. What makes us who we are?

3 things that make us ... look similar, look different.



3 things that we ... **do** have in common, **don't** have in common.

Lets create a picture that contains a key feature about ourselves, a group we belong to, an activity I enjoy, a food that is tasty and my favourite toy!

Everyone has chance to be respectful and praise others for those special things, even if they may be different to our own.

2. My special people

Consider...



- How can special people help us?
- What can we do to help our special people?
- Where do our special people come from, which communities?

I am aware of the importance of telling my special people what it is that makes them special, to show my love and appreciation.

3. How do we make others feel?

Performances between friends allow us to explore a variety of ways of behaving and communicating.



Then, we can analyse why a child may have behaved a certain way and which would have been the better approach at that time.

We can be affected by others behaviour on the outside and on the inside of our bodies, physical actions can impact on our emotions.

4. When someone is feeling left out

'if someone is left out, I can...'

- Ask if they would like to join in the game
- Invite them to my activity
- Find something we both have in common



As part of looking out for all classmates, I am aware of the signs of somebody feeling left out and know how to try and resolve this.

5. An act of kindness

Kind phrases to say to someone throughout the day...

- I like your hair
- That's a lovely drawing
- You have a really friendly smile
- You're always so cheerful



I know the positive impact my actions can have on others such as holding the door open, sharing with my friends or helping someone with their work.

6. Solve the problem.

We became investigators and spotted the odd words in sentences like 'What time is it bananas right now?'.



If we are active listening (*nodding our head, not getting distracted, making eye contact*) we are more likely to not get confused and spot any mistakes in communication.

I can use the skills I have learnt in this unit of SCARF to ensure that children don't feel left out, angry, too nervous, competitive, or worried throughout the school day.