

# PSHE/ RSE

## Medium Term Plan

### Y2 - Autumn 1- Being Me in My World



Y2 - Being Me in My World	
<b>Class Text</b>	Practically Norman
<b>Hook</b>	Blowing worry bubbles.
<b>Topic Reflection</b>	A whole class charter for display.
<b>Philosophical questions</b>	Should the rules be the same for everyone? What does it mean to be fair?

Learning	
EYFS + KS1	<b>Being Me in My World</b> Celebrating difference Dreams and goals Healthy me Relationships Changing me
KS2	Being Me in My World Celebrating difference Dreams and goals Healthy me Relationships Changing me

Tier	Vocabulary
Tier 1	choices, happy, sad, school, friends, praise, reward, negative, fair, rules.
Tier 2	consequences, appropriate.
Tier 3	belonging, rights, responsibilities, responsible, co-operate, learning charter, strategy, British Values, worries.

Fundamental British Values and Protected Characteristics		
Rule of law Democracy Individual Liberty <b>Mutual tolerance and respect</b>	Gender Reassignment Disability Marriage and Civil partnership Pregnancy and maternity Race	Age Sex Religion or belief

Previous Skills	Previous Knowledge	Previous Understanding
Know how to make my class a safe place for everybody to learn. Contribute to class charter. Identify consequences in school. Talk and identify the feeling of being proud. Recognise a range of feelings. Follow the class charter	Know my rights and responsibilities in class. Know that I belong to my class. Know my views are values. Recognise how it feels to be part of an achievement. Recognise that the choices I make have consequences. Name a range of feelings.	Understand my rights and responsibilities Understand my actions have consequences.

Lesson	Concepts	Learning Objective	Lesson Outcome	Success Criteria	Vocabulary and sentence structures
Lesson 1	Safe	LO: Identify feelings and apply strategies to manage these.	Children will look at a range of images and discuss if this is a small or a big worry. Name the people at school who children can talk to if they have a worry. Children will experience drawing their worries and blowing their worries away as bubbles.	I can identify my worries. I know what to ask for help. I can participate in regulation strategies.	Feelings, managing feelings, worry, big, small. "... is a big worry because..." "... is a small worry because..." "I worry about... and it is a ... worry."
Lesson 2	Responsibility	LO: Understand different responsibilities and their importance.	Children will work as a team and read cards with responsibilities on them. Children will discuss which is the biggest responsibility and why they think this. Children to work in groups and order a series of cards from most to least important. Discuss what different responsibilities children might have at home or in the wider community (ask RS for community circle template). Children write their own cards in groups and use the top 2 to contribute to the class charter.	I can use the vocabulary of responsibility. I can discuss responsibilities within my class.	Responsibility, important, big, small, team, class, community. "A responsibility I have in my class community is..." "A responsibility I have in my wider community..." "My responsibility is important because..."
Lesson 3	Consequences	LO: Understand and discuss appropriate consequences / Recognise the choices I make and understand the consequences.	Children discuss what they think a consequence is (before past it to me to record or voice record some children). Give the children the definition of a consequence and ask them to give examples. Show the children several consequences and talk about what they can see. Give appropriate and inappropriate consequences for school (teacher shouting/calm down time) and discuss why they are appropriate and how they keep us safe. Give the children a post it notes to record their final thoughts of what a consequence is and/or an appropriate consequence (QR code, drawings, writing to record).	I can use the vocabulary of consequences. I can select the appropriate consequences.	Appropriate, consequences, inappropriate, fair, unfair. "... is an appropriate consequence because..." "... is a fair consequence because..." "I agree with ... because..."

Lesson	Concepts	Learning Objective	Lesson Outcome	Success Criteria	Vocabulary and Sentence Structures
Lesson 4	Rewards, consequences	LO: Listen to other people and contribute ideas.	<p>Share pictures with the children of a range of rewards. Discuss which rewards they would like to receive at school and which ones are the most appropriate (use CIP cards). Sort learning behaviours into groups that would receive a reward or consequence.</p> <p>Children to discuss afterwards and use sentence stems to agree and disagree with peers.</p>	<p>I can use the vocabulary of a reward. I can discuss appropriate and inappropriate rewards. I can sort behaviours that would result in a consequence or reward.</p>	<p>Rewards, consequence, appropriate, inappropriate, learning behaviour. "... would get a reward because..." "... would receive a consequence because..." "I agree with ... because..." "I like that you said... but I disagree because..."</p>
Lesson 5	Teamwork	LO: Work cooperatively to design the class charter.	<p>As a class agree on the rules, rewards and consequences of the class charter. Children will work in small teams to create images or actions for each section of the class charter in preparation for this being displayed in the classroom.</p>	<p>I can work as part of a team. I can record my ideas through drawings. I can recall rules, rewards and consequences.</p>	<p>Group work, rewards, consequences, class charter, cooperatively. "The rules in my class community are..." "The rewards in my class community are..." "The consequences in my class community are..."</p>
Lesson 6	Respect	LO: Know the British value of mutual tolerance and respect.	<p>Discuss the four FBV with the class (Jigsaw Jack's rules). Children to know respect means we act in a way that shows we care about someone. Children to think of ways that our behaviour can show we care and respect each other. Give examples on the board of how the children can show respectful behaviours (sitting down, following instructions, manners).</p>	<p>I can use the vocabulary of respect. I know that there are four British Values. I can decide which behaviours show respect and which ones do not.</p>	<p>British values, respect, tolerance, behaviours, disrespectful. "I think that ... is respectful because..." "The British Values are important to me because..." "There are ... British Values."</p>

Lesson	Concepts	Learning Objective	Lesson Outcome	Success Criteria	Vocabulary and Sentence Structures
Lesson 7	Being me in my world	Philosophy for Children session: LO: Discuss the role of the class charter.	Use the question 'Should the rules be the same for everyone?' As a class complete the always, sometimes, and never and place scenarios onto the board. Class to partake in the P4C session.	I can follow the class charter when completing P4C. I can use my prior knowledge share.	P4C, thinking, concept stretcher, always, sometimes, never. "I think... because..." "I agree with ... because..." "... made a good point but I think..." "I disagree with... because..."

School Council Elections will take place in week 2 of the autumn term from Y2-Y6

Knowledge:	Skills:	Understanding:
<p>Know everyone experiences a range of emotions and there are ways to manage these.</p> <p>Know the different responsibilities and their importance.</p> <p>Know the British Value of Mutual respect and tolerance.</p> <p>Know the rewards and consequences within class.</p>	<p>Work co-operatively within a group.</p> <p>Identify responsibilities and why these are important.</p> <p>Apply the British Values to a range of situations.</p> <p>Recognise worries and apply strategies to manage these</p>	<p>Understand appropriate rewards and consequences.</p> <p>Understand and use the vocabulary of responsibility and appropriate.</p> <p>Understand the basic concept of British Values.</p>