

Year 2/Cycle 2

	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
Being Me in My World	<p><i>Hopes and Fears for the Future</i> <i>Rights and Responsibilities</i> <i>Rewards and Consequences</i> <i>Rewards and Consequences</i> <i>Our Learning Charter</i> <i>Owning our Learning Charter</i></p>	<p>I know what my hopes and fears are for the new school year.</p> <p>I know that if I am worried I need to ask for help.</p> <p>I know the rights and responsibilities for being a member of my class and school.</p> <p>I understand the rewards and consequences in my classroom.</p> <p>I understand how following the learning charter will help me and others in my class learn.</p> <p>I understand that the choices I make affect rewards and consequences.</p>	<p>I can say what my hopes and fears are for the new school year.</p> <p>I can tell an adult if I am worried.</p> <p>I can say what my rights and responsibilities are in my class and school.</p> <p>I can say what the rewards and consequences are.</p> <p>I can say how following the learning charter will help me learn.</p> <p>I can follow a learning charter</p>	<p>G.G 4. Quality Education</p>	<p>Worries Hopes Fears Belonging Responsibilities Rights Responsible Actions Praise Reward Consequence Positive Negative Choices Co-operate Learning charter Problem solving</p>

Sequence of Lessons and overview of content :

1) Hopes and Fears

Introduce Children to character Jigsaw Jack.
Establish what 'worried' means. Children suggest why Jigsaw Jo might be worried about meeting the new class. Discuss how Jo might cope with some of his worries. Children think about any worries they may have about the new year and class. Children record worries on a monster's tummy

2) Rights and Responsibilities

Discuss how we all belong to the class and the idea of with belonging comes responsibilities. Establish what belonging and responsibility mean. Ask the children what rights they think they have. Establish that all children have the right to feel safe, healthy, and to learn. Children to look at pictures and decide what responsibilities they show and rank the pictures from most to least important.

3) Rewards and Consequences

Look at a collections of objects / pictures that could be used as rewards (some unrealistic) Children to debate- Are these reward good? Are these rewards realistic? Look at a collection of pictures of different behaviours – children to sort pictures into good and bad behaviours. Children to think of rewards for the positive behaviours and consequences for the negative behaviours. Teacher to scribe children's ideas for later lesson.

4) Rewards and Consequences

Discuss question- What does it feel like when you are well behaved?
Children to think of a time when they were really good/ well behaved and discuss how they felt. Look at pictures and share about 'what might happen' what are the negative choices children are making? What might the consequences be? What might the positive helpful choices be? Take photos of the children doing the activity.

5) Our Learning Charter

Remind and recap on the children right to feel safe, healthy and to learn. Teacher to share a class learning charter based upon the children's ideas form previous lessons with the children and to explain how it works. In groups children to work together to design a poster that illustrates the learning charter.

Jigsaw Jack- Pass around character cushion to be used in each lesson.

Details of supporting resources:

Lesson 1:

Teaching flipchart
Read the story 'Huge bag of Worries' by Virginia Ironside

Lesson 2:

Teaching flipchart
Photos showing responsibilities

Lesson 3

Teaching flipchart
Objects / photos that could / would be unsuitable to be used as rewards

Lesson 4

Teaching flipchart
Photos of negative behaviours.

Lesson 5

Teaching flipchart

	<p>6) Owing our Learning Charter Together review the class learning charter, share the children’s posters from last week and pick out some of the key features. Ask the children to draw a picture of someone who is choosing to follow the learning charter and write a sentence to say why this is fair.</p>			<p>Lesson 6 Teaching flipchart</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Celebrating difference</p>	<p>Key content</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Concepts/Global Goals</p>	<p>Key Vocabulary</p>
	<p><i>Boys and girls</i> <i>Boys and girls</i> <i>Why does Bullying happen</i> <i>Standing up for myself and others</i> <i>Gender Diversity</i> <i>Celebrating difference and still being friends.</i></p>	<p>I understand that sometimes people make assumptions about boys and girls. (stereotypes)</p> <p>I understand that bullying is sometimes about difference.</p> <p>I know what is right and wrong and know how to look after myself.</p> <p>I understand that it is ok to be different from other people and to be friends with them.</p>	<p>I can say some ways in which boys and girls are similar.</p> <p>I can say some ways in which boys and girls are different.</p> <p>I can say some ways I am different from my friends.</p> <p>I can say how someone who is being bullied might be feeling.</p> <p>I can say how I might get help if I was being bullied.</p> <p>I can say how it feels to be a friend and have a friend.</p>	<p>Bullying-how do I get help if I am being bullied?</p> <p>Recognise how bullying might make someone feel.</p>	<p>Boys Girls Similarities Assumptions Shield Stereotypes Special Bully Purpose Difference Kind Unkind Feelings Sad Lonely Help On purpose Stand up for Male Female Diversity Fairness Kindness Friends Unique value</p>

Sequence of Lessons and overview of content

1) Boys and Girls

Hang statements on a washing line under 3 heading – agree / disagree / not sure. After each statement is placed ask the children to justify their reasons. Together ask the children to match a child's photo to a description – when all the photos and descriptions are matched show them the correct matches and discuss how we make certain assumptions based on gender. Activity – ask the children to get into mixed gender pairs and come up with 4 things they have in common – record these in their books.

2) Boys and Girls

Show pictures of duvets – ask the children to say whether they are for boys /girls/ either. After make the point that it is about choice and that there are similarities and differences about we like and don't like. With Jigsaw Jo encourage the children to share ways boys and girls are similar. Activity – ask the children to get into mixed gender pairs and come up with something that is different about them– record these in their books. Ask the children to think about whether the difference is typical for most boys / girls or not?

3) Why does Bullying happen?

Give out Scenario cards and ask the children to act them out. (This role play could be done in outdoor classroom). After, ask the children. Which of the scenarios they think is bullying? Why is it happening? Reinforce that sometimes people get bullied because they are different to the bully. Remind the children that bullying isn't fair or kind.

Take photos of children acting out scenarios and put in books.

4) Standing up for ourselves and others

Ask the children if there has ever been a time when they felt lonely in the playground and what happened. Ask the children. How would they help someone in the playground who was alone or looked sad?

Activity In groups prepare freeze frames for scenarios. Each group to share their scenario and the class to discuss – what is happening, What the person who is being hurt could do, what the bystanders could do. Take photos of children acting out scenarios in put in books.

Details of supporting resources:

Jigsaw Jack- Pass around character cushion to be used in each lesson.

Lesson 1

Teaching flipchart

- 1, Statement cards and three heading cards – agree, disagree, not sure.
- 2, Generic Photos of faces and matching descriptions.

Lesson 2

Teaching flipchart

Stereotypical photos of different duvet covers

Lesson 3

Teaching flipchart

Scenario cards for children to act out

Outdoor learning- Role play scenarios in the outdoor classroom.

Lesson 4

Teaching flipchart

Scenario cards for freeze frames

	<p>5) Gender Diversity Explain that Jigsaw Jo is feeling down because he is different from the class. Ask the children. What kind things could they say to Jo. Explain to the children about difference being diversity. Ask the children to think of examples of diversity. Look at the story 'Billy Bella and B – help the children understand the key concepts of the story. Activity – imagine it is B's birthday – on a birthday template draw 3 items they could give to B</p> <p>6) Celebrating difference and still being friends. Remind children of last week's story 'Billy Bella and B' ask the children to think about how even though the characters were different they could still be friends. Reinforce the point that we don't have to be same to be still friends. Invite the children to say how they are different to each other. Activity – draw a picture of one of their friends – write/ draw how they are different / similar to them. Write how it feels to be friends with them and how you would stand up for them if someone was being unkind to them.</p>			<p>Lesson 5 Teaching flipchart PowerPoint story Billy Bella and B</p> <p>Lesson 6 Teaching flipchart</p>	
Dreams and Goals	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
	<i>Goals to success</i> <i>My learning strengths</i> <i>Learning from others</i> <i>A group challenge. (Puzzle outcome – Dream Birds.)</i> <i>Continuing our group challenge.</i> <i>Celebrating our achievement.</i> <i>Assessment opportunity.</i>	<p>I carry on trying (persevering) even when I find things difficult.</p> <p>I can choose a realistic goal and think about how to achieve it.</p> <p>I can recognise who I work well with and who it is more difficult for me to work with.</p> <p>I can work well in a group and can tell you why.</p> <p>I know how to share success with other people.</p>	<p>I can tell you things I have achieved and say how that makes me feel.</p> <p>I can tell you some of my strengths as a learner.</p> <p>I can tell you how working with other people helps me learn.</p> <p>I can work with others in a group to solve problems.</p> <p>I can tell you how I felt about working in my group.</p> <p>I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest.</p>		<p>Learning together</p> <p>Success</p> <p>Celebrate</p> <p>Achievement</p> <p>Challenge</p> <p>Product</p> <p>Group</p> <p>Goal</p> <p>Partner</p> <p>Team work</p> <p>Problem-solve</p>

Sequence of Lessons and overview of content

1) Goals to success

Children will work on a challenge/ goal set by Jigsaw Jo. Show the list of challenges they can choose from on the PowerPoint slide. Children will need to think which challenge they would enjoy and which are realistic for them to achieve.

2) My learning strengths

Identify the steps needed in order to achieve their challenge/goal, and write each of these onto the steps of the ladder. Can the children colour in the step/rung of the ladder which they think might be the most difficult? Complete a speech bubble with advice to complete the most difficult step.

3) Learning from others

Discuss- Is it easier to complete a goal with someone you get along with?

Children to discuss whether it is easier to complete a goal with people you get along with. Explain why or why not.

4 and 5) A group challenge. Puzzle outcome – Dream Birds.

Create an imaginary dream bird that might live in the garden of dreams and goals. Provide the children with a range of materials so that they can choose how to construct their dream bird. Help the children to think about the colours and shapes they might use. This is a garden of dreams and goals so they can use their imaginations. It is a happy, safe garden with nothing scary in it. This will be 2 lessons.

6) Celebrating our achievement

Hold session in outdoor classroom and link to precious items found in outdoors.

Pass around a precious item that could be found outside such as a crystal, or a shell for example and explain that when they are holding this object they should remember feeling proud of when they achieved a dream or goal. The teacher invites the children to think of a 'dream' or a wish that is special to them (they don't have to share this). Is there a special dream or goal they have?

Details of supporting resources:

Jigsaw Jack- Pass around character cushion to be used in each lesson.

Lesson 1

Teaching flipchart
Powerpoint of challenges

Lesson 2

Teaching flipchart
Ladder template

Lesson 3

Teaching flipchart

Lesson 4 and 5

Teaching flipcharts
Materials to complete dream birds

Lesson 6

Teaching flipchart
Precious item

Outdoor learning- Session held in outdoor classroom.

	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
Healthy Me	<p><i>Being Healthy</i> <i>Being Relaxed</i> <i>Medicine Safety</i> <i>Healthy Eating</i> <i>Healthy Eating</i> <i>Happy, Healthy Me!</i></p>	<p>I know what I need to keep my body Healthy I can tell you when a feeling is weak and when a feeling is strong I understand how medicines work in my body and how important it is to use them safely I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I have a healthy relationship with food and know which foods I enjoy the most I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends I have a healthy relationship with food and I know which foods are most nutritious for my body</p>	<p>I am motivated to make healthy lifestyle Choices I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I feel positive about caring for my body and keeping it healthy I can decide which foods to eat to give my body energy</p>	<p>G.G 3. Good Health and Well-Being</p>	<p>Healthy Unhealthy Balanced Exercise Sleep Choices Body parts Toiletry items, e.g. toothbrush, shampoo, soap Hygienic Safe Medicines Trust Safety Green Cross Code Eyes Ears Look Listen Wait</p>

Sequence of Lessons and overview of content

1) Being Healthy

Outline what it means to be healthy – Balanced Diet, Exercise, Drinking water, Sleeping well, Resting and Relaxing, Keeping Clean. Explain to the children why each of the above is so important, incorporating their ideas too. Introduce Scenario of a child not wanting to do to weekly judo class. Ask; why might they not want to exercise? In groups identify four things that keep you healthy and add suggestions for how to be more motivated in each section.

2) Being relaxed – explain to the children that part of being healthy is being able to unwind, be calm and relaxed, explore with the children what happens when you are not able to do the above. Look at the powerpoint of different situations and order them from 1 very calm to 10 very stressed. Children to add describe how the people are feeling in each photo. [Visit outdoor classroom for a calm down session at the end of the lesson. Make links to the outdoor and nature/sounds/smells can be calming.](#)

3) Medicine Safety – ‘What is a medicine and what can it do’. In groups make a list of all the medicines the children can think of together and what they are for. Look at a bag of medicines together, identify different products, where they should be kept and what they are used for. Identify when certain products can be beneficial to us and when they can be harmful to us.

4) Healthy Eating – discuss favourite foods and why they like them. Create a top 5 favourite class foods. Revisit what is a balanced diet. Using a copy of ‘The Eatwell plate’ and a set of food cards sort the foods into food groups.’ – breakdown the different food types and the amounts of them which we should be consuming. Which food group is the most important?

5) Healthy Eating – Play Snack attack – everybody think of a healthy snack not a full meal. Show the children a range of foods that could be a healthy snack. – fruits, vegetables, popcorn, oatcakes.
Using the recipe cards in groups create healthy snacks for the children to try.

6) Happy, Healthy Me! – Show the children the ‘Eatwell plate’ and recap on food groups. Ask the children to revisit what their bodies need to stay healthy. What foods do they need? Give each child an outline of a body to annotate notes /

Details of supporting resources:

Jigsaw Jack- Pass around character cushion to be used in each lesson.

Lesson 1

Teaching flipchart
Judo scenario

Lesson 2

Teaching flipchart
Powerpoint of different situations from stressed to very calm.
[Outdoor learning- Calm down session in outdoor classroom.](#)

Lesson 3

Teaching flipchart
Bag of medicines incl. cough medicine, inhaler, sting cream, plaster, bandage, antiseptic cream

Lesson 4

Teaching flipchart
‘Eatwell plate’ and a set of food cards

Lesson 5

Teaching flipchart
A selection of healthy snacks to look at.
Healthy snack recipe cards.

Lesson 6

Teaching flipchart
Eatwell plate
Blank outline of a body.

	pictures of things their bodies need. <i>On the playground draw around outlines of bodies in chalk. Annotate notes/pictures of things their bodies need. (Chalk or on cards)</i>			Outdoor Learning-On playground complete main activity using chalks.	
Relationships	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
	<p><i>Families</i> <i>Friends and Conflict</i> <i>Keeping Safe – exploring physical contact</i> <i>Secrets</i> <i>Trust and Appreciation</i> <i>Celebrating My Special Relationships</i></p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p>	<p>I can identify some of the things that cause conflict with my friends.</p> <p>I can recognise and appreciate people who can help me in my family, my school and my community.</p> <p>I can express my appreciation for the people in my special relationships.</p> <p>I know that everyone’s family is different and understand that most people value their family.</p> <p>I know which types of physical contact I like and don’t like and can talk about this.</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p>		<p>Family Different Similarities Special Relationship Important Cooperate Touch Physical contact Communication Like Dislike Acceptable Not acceptable Likes/dislikes Conflict Point of view Positive problem solving Secret Surprise Good secret Worry secret Telling Adult Trust Surprised Frightened Trust Trustworthy Honesty Reliability Compliments</p>

					Celebrate Positive Negative Appreciate
	<p>Sequence of Lessons and overview of content:</p> <p>1)Families Children to describe who is in their family. Discuss what makes a happy family and a happy home. Children to think of ways that they can contribute to this.</p> <p>2) Friends and Conflict Children to think about their similarities and differences with their peers. Discuss times where the children might have had scenarios where a problem with a friend might occur. Talk about the best ways to fix a friendship or an issue.</p> <p>3)Keeping Safe – exploring physical contact Think about and discuss different kinds of touch and how they make us feel. Explain that it is o.k. not to like different touches. Children to share things that they like to touch e.g. teddy bears. Read story ‘No means no’ - What is this book about? Why is it important that our bodies are our own? Is it ever ok for a person to touch another person without consent [only for safety reasons: crossing a road, to rescue someone from danger, if a child is hurting someone else] - Who needs consent before they can touch your bodies [everyone] Refer back to EYFS pants lesson discussing private and public parts. Look at the teaching points on the NSPCC website. Children record a touch they like on one hand and a touch they don’t like on the other hand.</p> <p>4) Secrets Talk about different types of secrets (worry and good) e.g. surprise party. Read ‘some secrets should never be kept’. Discuss the key points of the story. Why was it so important to tell someone? - Do you know who to tell? If someone is forcing you to keep a secret, it is not your fault. Worries can often be fixed if you share them with someone you trust. Who are your trusted adults? [parents, family, teachers] What do I do if something is wrong? [Tell a trusted adult), Call Childline 0800 11</p> <p>5) Trust and Appreciation Hold session in outdoor classroom to support use of balloon and making circles of trust. Explain the meaning of ‘trust’. Talk about how trust can be damaged and show what can happen using a balloon. Discuss who would be good people to trust and why. Create a circle of trust discussing that more we know someone the more we learn to trust them.</p>				<p>Details of supporting resources: Jigsaw Jack- Pass around character cushion to be used in each lesson.</p> <p>Lesson 1 Teaching flipchart Story ‘The great big book of families’ by Mary Hoffman and Ros Asquith</p> <p>Lesson 2 Teaching flipchart</p> <p>Lesson 3 Teaching flipchart NSPCC website, PANTS resources Story ‘No means no’ by Jayneen Sanders</p> <p>Lesson 4 Teaching flipchart Story ‘Some secrets should never be kept.’ By Jayneen Sanders</p> <p>Lesson 5 Teaching flipchart A balloon. Outdoor learning- Hold session in the outdoor classroom.</p>

Changing Me				Lesson 6 Teaching flipchart	
	6)Celebrating My Special Relationships Explain the meaning of a compliment and give examples. Children to give another member of the class a compliment. Discuss what a good response to a compliment would be. Create a compliment card for someone else.				
Key content		Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
<i>Life cycles</i> <i>Growing from Young to Old</i> <i>Changing me</i> <i>Correct terminology for Boys and Girls Bodies</i> <i>Assertiveness/Different kinds of touch</i> <i>Looking ahead to next year</i>		<p>I know understand there are some changes that are outside my control and to recognise how I feel about this.</p> <p>I know how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I know the physical differences between boys and girls, use the correct names for parts of the body (penis, vagina and anus) and appreciate that some parts of my body are private.</p> <p>I know there are different types of touch and tell you which ones I like and don't like.</p>	<p>I can recognise cycles of life in nature.</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can identify people I respect who are older than me.</p> <p>I can identify what I am looking forward to when I move to my next class</p>		<p>Changes</p> <p>Life cycle</p> <p>Baby</p> <p>Change</p> <p>Age</p> <p>Child</p> <p>Teenager</p> <p>Adult</p> <p>Elderly</p> <p>Male</p> <p>Female,</p> <p>Vagina</p> <p>Penis</p> <p>Anus</p> <p>Baby</p> <p>Toddler</p> <p>Child</p> <p>Teenager</p> <p>Adult</p> <p>Independent</p> <p>Timeline</p> <p>Freedom</p> <p>Responsibilities</p> <p>Touch</p> <p>Texture</p> <p>Cuddle</p> <p>Hug</p> <p>Squeeze</p> <p>Like</p> <p>Dislike</p> <p>Acceptable</p> <p>Unacceptable</p> <p>Private</p> <p>Permission</p> <p>Change</p> <p>Looking forward</p> <p>Excited</p> <p>Nervous</p> <p>Anxious</p> <p>Happy</p> <p>Comfortable</p> <p>Uncomfortable</p> <p>Consent</p>

Sequence of Lessons and overview of content :

1)Life cycles in nature.

Look at how seasons change. Discuss children's feelings towards change. Introduce the concept of 'Life cycle' and explain that this means growing from birth to adulthood. Look at different life cycles and then choose one to order.

2) Growing from young to old

Children discuss and recognise the different stages of life and how they have changed from being a baby, toddler through to a child and be able to explain these changes. Think about how we change as we get older (physically and mentally adapting). Read 'My Grandpa is amazing' and discuss. Children share elderly people who are special to them and say why.

3) The Changing Me

Discuss how humans take longer to grow up than most living animals. Look at objects which reflect different stages of a human's life. Children will complete a timeline of images to show the different stages of a human's life.

4) Boys and Girls Bodies.

Have an outline of two bodies. How can the children tell that one is male and the other is female? Explain that most boys are born with male body parts, and most girls with female parts. Explain how we know male and female humans are different using the scientific language of vagina, penis and anus. Explain that these are the private parts between your legs. They are very sensitive and delicate. No-one should touch you there without your permission. You should never touch someone else there without permission. Provide the children with the pictures of body parts. Which ones go on the male/female? Which ones are both body parts? Take a laundry basket or similar with a full set of girls' and boys' clothes including underwear. Produce one item at a time and ask a child to place it where it belongs on one of the two figures. As you do this you may want to distinguish three possible functions of clothes – to keep warm, to look nice and to keep private parts private - and identify which one or more of these functions each item fulfils. Discuss how clothes can sometimes help us to see from the outside the difference between boys and girls (though they can often be quite similar). From earlier ask what ideas the children had about other differences in what boys and girls do and how they behave? Gently question and challenge, to establish that none of these differences applies to all boys and girls.

5) **Assertiveness: different kinds of touch/the kinds of touch I do and don't like.** Re-cap on the different types of touch. Think about times when we would use touch and how it makes you feel.

Details of supporting resources:

Jigsaw Jack- Pass around character cushion to be used in each lesson.

Lesson 1

Teaching flipchart
Photos of life cycles.

Lesson 2

Teaching flipchart
Photos of the stages of life.
Story- 'My Grandpa is Amazing' by Nick Butterworth.

Lesson 3

Teaching flipchart
Timelines

Lesson 4.

Teaching flipchart
Pictures of an outline of body.
Pictures of body parts to include anus, vagina, bottom, eyes, ear, arms, knees, mouth, fingers, head, penis, nose, belly button, feet and tummy.
Story 'Sugar and Snails' by Sarah Tsiang.
Laundry basket and clothing set for boys and girls.

Lesson 5.

Teaching flipchart
Text: 'No means no' by Jayneen Sanders

Explain that touch can be helpful or hurtful. Discuss what the children's favourite things to touch are which are comforting and nice. Children share these pictorially.

6) **Looking ahead- What I'm looking forward to when I move to my next class.** Explain that the start of a new school year can be a big change. Ask the children to think about what they might be looking forward to in their next school year and to talk to their talking partner about it. Share ideas by passing Jigsaw Jo around the circle and completing the sentence: "One thing I am looking forward to next year is ...". Make leaf mobiles on one side;

- one thing they like about being who they are
- one thing they are looking forward to about getting older
- one thing they would like to change for themselves next year and how they will go about it e.g. to get better at reading by practising more often.
- On the other side of the leaf:
 - to explain how they feel about getting older and facing new changes

Lesson 6
Teaching flipchart
Leaf mobiles