

PSHE CURRICULUM SKILLS LIST LEVEL TWO

BE SAFE

ENJOY AND ACHIEVE

BE HEALTHY

ECONOMIC WELL BEING

Learning for Life skills – RESILIENCE, RESOURCEFULNESS, RISK TAKING, RELATIONSHIPS, REFLECTIVE

Essential Knowledge – Children should build a secure knowledge of the following :-

- Healthy living is dependent on a balance of physical activity, nutrition, leisure, work and rest to promote wellbeing.
- Physical competence and performance can be improved through practice, control, creative thinking and commitment.
- Good interpersonal relationships promoting personal well being which is sustained through having a positive sense of personal identity
- Respect similarities and differences.
- Personal well being depends upon high aspirations and the development of financial and enterprise capabilities.
- Challenge and risk can be managed by making informed choices that lead to safe full and active lives.

Key skills – These are skills children need to make progress:-

- Reflect and evaluate when making personal choices or attempting to improve performance and behaviour.
- Generate and implement ideas, plans or strategies, explore alternatives.
- Explore information and begin to consider different viewpoints presented.
- Communicate clearly with a range of audiences to express views on issues that affect personal well-being

Breadth of learning – When learning about exercise, health, physical and emotional changes, and in developing their aspirations children should:-

- Learn about relationships in the context of those which are caring and supportive and stable.
- Learn to make decisions that promote and sustain better emotional, physical and mental health
- Learn how to stay safe and to handle risk and know where to get help.
- Collaborate and compete in pairs, groups and teams to recognise capabilities, potential and limitations.
- Solve problems, overcome challenge and deal with change
- Recognise how people contribute to society and there is a range of work people do.
- Recognise how education can improve opportunities.
- Learn about sources of money and how to use and manage it.
- Develop enterprise skills

*SEAL = social and emotional aspects of learning.

*'Personal well being' includes physical, mental, intellectual, social, emotional and economic aspects.

General resources/websites

www.london2012.com/getset

British Heart Foundation www.bhfactive.org.uk

www.pshe-association.org.uk

www.ictopus.org.uk – pics of road signs.

RoSPA – Royal society prevention of accidents - Kerbcraft

SEAL activity books blue books for year 1 and 2 and small group activity books

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Help me be good books Citizenship range of books Socially Speaking book Circle time games book			
Area	Subject Skills	Learning to Learn Skills	Suggested activities/ cross curricular links

<p>ENJOY AN ACHIEVE Developing confidence and responsibility. Making the most of abilities</p> <p>SEAL themes:- Going for Goals, Good to be Me, Changes, New Beginnings.</p>	<p>To agree class rules using positive language (i.e Remember to... Say...).</p> <p>To know rules for different places and understand that they can control possible danger.</p> <p>To know school rules for dealing with someone who is hurt or injured and know who is responsible for helping them.</p> <p>To be able to organise a group game following rules.</p> <p>To create own game with rules and recognise ways in which to teach it to others.</p> <p>To express what can make you feel worried/anxious</p> <p>To explain something that has made you feel proud.</p>	<p>To share opinions on own interests and explain views.</p> <p>To review own learning, identifying what has been done well.</p> <p>To be positive about own achievements.</p> <p>To talk about feelings related to achievements or setbacks.</p> <p>To recognise triggers that stop learning and be able to manage some distractions independently.</p> <p>To recognise that can change behaviour by stopping and thinking.</p> <p>To begin to recognise what motivates own learning.</p>	<p>Class council</p> <p>Make a display of rules.</p> <p>Make a display of rules for PE</p> <p>Make a poster safety booklet for electricity, being around water.</p> <p>School rule posters./ Playground rules</p> <p>Play own game created in PE, playground or with a game board. Teach game to other people/year group. Look at different ways to explain sign, draw etc...</p> <p>Socially Speaking Book pg 129 Emergency.</p> <p>Helping me be good books e.g Breaking promise.</p> <p>SEAL activity books – Going for Goal e.g Knowing how I learn best, persistence, putting it all together.</p>
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	<p>To recognise people that can be trusted.</p> <p>To identify difficult feelings arising from change and to know strategies for dealing with this.</p> <p>To recognise the emotional aspects of change</p>		<p>SEAL activity books – New Beginnings e.g flag challenge (link to mlni Olympics)</p> <p>SEAL activity books – Good to be me – Daphne Dinosaur, feeling good about myself</p> <p>Rounds – I bet you didn't know – children say something have done achieved that others might not know about.</p> <p>Look at Olympic heroes (use video clips 2012 of athletes on get set website) Look at famous people who have achieved over difficulty e.g Nelson Mandela, Mother Theresa, etc...</p> <p>Share stories where have got better at something/overcome difficulty – 'Willy the Wimp' 'Owl who was afraid of the dark' 'Giraffes can't Dance' Make class book about overcoming difficulty.</p> <p>PATHs lessons 23-24 pg68-75</p> <p>Socially Speaking book pg70-71 – emotions</p> <p>Health for life pg151-171 – trust</p> <p>Share stories about change – Ugly Duckling, Beauty and the Beast.</p> <p>Meet New head teacher.</p>
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			<p>Program of Infant/Junior liaison and transition activities. Make a memory book of achievements in infant school. Year 2 end of year concert.</p>
<p>Preparing to play an active role as citizens.</p> <p><u>SEAL themes :-</u> <u>New Beginnings , Changes, Relationships Getting on and falling out.</u></p>	<p>To participate in enterprise activities To begin to make choices about spending money sensibly To recognise that money comes from different sources and can be used for different purposes. To recognise the meaning of wealthy and poor. To recognise positive and negative aspects of our environment. To recognise some ways in which we affect our local/global environment. To recognise that we all have a responsibility to try and protect the environment. To recognise the importance of rules in the environment To recognise how we can meet the needs of others.</p>	<p>To ask how what why and what if questions. To make links between ideas. To recognise different views and begin to reach agreement. To recognise when agree and disagree with something.</p>	<p>Money Week Class council/Schools council Reliable robins Friendship Bus stop Participation in charity or fundraising events.</p> <p>Invent a machine as a group that has a purpose e.g can make a cake, time travel, role play machine in action or draw machine and show explain how works cc link science dance</p> <p>SEAL activity books Getting on Falling out e.g seeing another pint of view, standing in my shoes Seal activity books New Beginnings e.g new world challenge SEAL activities Good to be me – e.g assertiveness.</p> <p>Use Jeannie Baker books ‘Window’, ‘Where</p>

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	<p>To know when its is right to stand up for myself and how to stand up for myself.</p> <p>To be able to give opinions about a social/moral dilemma.</p> <p>To know how I might change in the future.</p>		<p>forest Meets the Sea’ or ‘Dear Greenpeace’ Cc link science – habitats and animals in danger.</p> <p>Use Katie Morag and the New Pier – community working together with change</p> <p>Listen to Iron Man story by Ted Hughes – effects on environment.</p> <p>Look at importance of road signs and rules of road. Design signs for Robin Way, school car park etc. .. to make it more safe. Traffic survey. www.ictopus.org.uk (pics of road signs) Begin to look at difference between rules/laws.</p> <p>Arrange RSPCA visitor to come in</p> <p>Recycling – arrange a visit from council about recycling.</p> <p>Start up citizenship books – Improving school grounds.</p> <p>Work in groups as experts working for a company to improve school grounds, each company researches, plans, survey and submit ideas for improving playground</p> <p>Look at organic ways of gardening in allotment.</p> <p>Explore what if scenarios.. what if you knew</p>
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			<p>someone was telling a lie, had taken something that didn't belong to them, if you broke something precious.</p> <p>Cc link science...Make a timeline past, present future of what able. E.g learnt to walk,ride a bike drive a car.</p> <p>A time line of future aspirations.</p>
<p>BE HEALTHY BE SAFE Developing a healthy and safe lifestyle. SEAL themes:- Good to be me Going for Goals, Getting on and falling out, Relationships.</p>	<p>To know when we can make simple choices to be healthy. To know what relaxed means. To know when to stand up for myself. To recognise the difference between food that taste goods and food that is good for us. To recognise what a 'balanced diet' means. To recognise some of the ways in which some foods can help our body. To recognise how some foods need to be in eaten in moderation. To recognize that being involved in organizations outside school can help us stay healthy. To recognise the changes to our body when we exercise. To recognise ways in which some</p>	<p>To begin to think about risks and make decisions about the risk involved with support. To ask questions about how and why things happen or work To ask 'what if' questions. To use shown techniques to collect information and record data collected. To begin to recognise own role and responsibility when making choices (eating, behaviour,exercise,crossing road, etc)</p>	<p>Have a health Week cc link science e.g keep a food exercise diary, data collection healthy food that like, invite in doctor nurse dentists, make a medicine safety poster, healthy food cafe roleplay area, make a healthy eating game. Design a meal that is a balanced plate. Work in allotment, use what growing to make a sandwich or snack. Use Funny bones books – how do we keep bones healthy. Look at ways to keep our hearts healthy. Look at changes as get older and issues surrounding this. Help me be good books – Being Greedy Health for Life – pg 137-141, pg151-171,143-44,145-46. Have a weekly time for celebrating achievements outside school e.g rewards,</p>

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	<p>diseases are spread. To recognise that household products inc medicines can be harmful and recognise ways in which to keep safe around them. To recognise which substances can harm and help our body. To recognise that all medicines are drugs but not all drugs are medicines. To recognise how different medicines are ingested or injected. To recognise how to deal with finding a needle. To recognise how peoples needs change as they grow older. To recognise some ways to stay safe when using ICT equipment and the internet.</p>		<p>certificates, trophies, badges earned etc...</p> <p>SEAL activity books Good to be Me – e.g relaxed, relaxing, assertiveness</p> <p>Make a poster for using ICT equipment safely.</p> <p>Sports Day Mini Olympics.</p>
<p>Developing good relationships and respecting the differences between people. SEAL themes:- Getting on and falling out. Relationships</p>	<p>To recognise how our own behaviour can affect other people. To recognise that other people may have different emotions and this can effect the way they behave. To recognise ways to make friends. To identify ways in which we can work and play co-operatively with others. To recognise ways to react when we</p>	<p>To put forward ideas to a larger audience. To make links between ideas. To be able to ask questions about what a friend has said. To be able to take risks and be confident about having a go. To stay patient when solutions are not clear To begin to know that we can learn from situations where mistakes are made.</p>	<p>SEAL activity books – Relationships e.g feeling loved, leaving home, important people and things, feeling lonely and included. SEAL activity books – Say no to Bullying e.g what is bullying, Sean and Lisa story. SEAL activity books – Getting on and Falling out e.g friendship and compliments, positive strokes, making up, managing anger, explosion, working together,</p>

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	<p>don't like the behaviour of others and to know that you can say no. To understand what a quarrel is and recognise that it is important to overcome differences. To understand some aspects of how relationships can change. To recognise how and why some people are special and unique. To know how to compliment somebody To recognise people we can trust. To recognise what 'bullying' is. To consider the needs of others and know ways to include everyone. To recognise how someone who is bullied might feel. To begin to recognise who to talk to when you feel unhappy or are being bullied.</p>	<p>To recognise own role and responsibility in making some choices. To consider other viewpoints and begin to see a situation from a different perspective</p>	<p>SEAL activity books – new beginnings e.g what if there is a problem, exploring feelings, use poem about 'Faisal' pg 32 being unique and special.</p> <p>Help me be good books – e.g Fighting, Lying, Showing off Start up Citizenship books – Diverse world.</p> <p>Discuss feelings in stories e.g Snow White Cinderella (jealousy) Dogger The Last Noo Noo (loss) Not Now Bernard (anger) Little Rabbit Foo Foo (hurting others) To discuss the need for some people to change – 'The Rainbow fish' Discuss how change makes us feel 'Katie Morag and Tiresome Ted' Have a weekly time for celebrating achievements outside school e.g rewards, certificates, trophies, badges earned etc...</p> <p>See previous section:- Teamwork - Work in groups as experts working for a company to improve school grounds</p> <p>Play the stand up game each person in circle has to stand up one at a time without talking,</p>
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			<p>if 2 people stand up have to start again, aim to get everyone standing up doesn't matter if 1st or last, need to focus on body language for cues.</p> <p>Link to numeracy – order numbers in a group without talking.</p> <p>Friendship Bus Stop Reliable Robins Thought box Deaf Awareness Week. Singing and signing assembly</p>
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Jo Bowyer April 2010