

This document gives an overview of the learning covered in Year 2 PSHE sessions

YEAR 2	
SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
Our ideal classroom (1)	<ul style="list-style-type: none"> ● Suggest actions that will contribute positively to the life of the classroom; ● Make and undertake pledges based on those actions.
Our ideal classroom (2) (OPTIONAL)	<ul style="list-style-type: none"> ● The conventions of courtesy and manners.
How are you feeling today?	<ul style="list-style-type: none"> ● Use a range of words to describe feelings; ● Recognise that people have different ways of expressing their feelings; ● Identify helpful ways of responding to other's feelings.
Let's all be happy	<ul style="list-style-type: none"> ● Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); ● Explain where someone could get help if they were being upset by someone else's behaviour.
Being a good friend	<ul style="list-style-type: none"> ● Recognise that friendship is a special kind of relationship; ● Identify some of the ways that good friends care for each other.
Types of bullying	<ul style="list-style-type: none"> ● Explain the difference between bullying and isolated unkind behaviour; ● Recognise that there are different types of bullying and unkind behaviour; ● Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
Don't do that!	<ul style="list-style-type: none"> ● Understand and describe strategies for dealing with bullying; ● Rehearse and demonstrate some of these strategies.

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Bullying or teasing? (OPTIONAL)	<ul style="list-style-type: none"> Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying.
Valuing difference	
What makes us who we are?	<ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people.
My special people	<ul style="list-style-type: none"> Identify people who are special to them; Explain some of the ways those people are special to them.
How do we make others feel?	<ul style="list-style-type: none"> Recognise and explain how a person's behaviour can affect other people.
When someone is feeling left out	<ul style="list-style-type: none"> Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.
An act of kindness	<ul style="list-style-type: none"> Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.
Solve the problem	<ul style="list-style-type: none"> Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
Keeping Safe	
Harold's picnic	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety about medicines and their use.
How safe would you feel?	<ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe;

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	<ul style="list-style-type: none"> ● Suggest actions for dealing with unsafe situations including who they could ask for help.
What should Harold say?	<ul style="list-style-type: none"> ● Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
I don't like that!	<ul style="list-style-type: none"> ● Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; ● Identify the types of touch they like and do not like; ● Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Fun or not?	<ul style="list-style-type: none"> ● Recognise that some touches are not fun and can hurt or be upsetting; ● Know that they can ask someone to stop touching them; ● Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Should I tell?	<ul style="list-style-type: none"> ● Identify safe secrets (including surprises) and unsafe secrets; ● Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
Rights and respect	
Getting on with others	<ul style="list-style-type: none"> ● Describe and record strategies for getting on with others in the classroom.
When I feel like erupting	<ul style="list-style-type: none"> ● Explain, and be able to use, strategies for dealing with impulsive behaviour.
Feeling safe	<ul style="list-style-type: none"> ● Identify special people in the school and community who can keep them safe; ● Know how to ask for help.
Playing games	<ul style="list-style-type: none"> ● Know the importance of keeping personal information private, when online and only talking to people they know in real life; ● Know that they can tell an adult they trust if anything happens that makes them worried.
Harold saves for something special	<ul style="list-style-type: none"> ● Understand that people have choices about what they do with their money; ● Know that money can be saved for a use at a future time; ● Explain how they might feel when they spend money on different things.

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Harold goes camping (OPTIONAL)	<ul style="list-style-type: none"> ● Recognise that money can be spent on items which are essential or non-essential; ● Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
How can we look after our environment?	<ul style="list-style-type: none"> ● Identify what they like about the school environment; ● Identify any problems with the school environment (e.g. things needing repair); ● Make suggestions for improving the school environment; ● Recognise that they all have a responsibility for helping to look after the school environment.
Being My Best	
You can do it!	<ul style="list-style-type: none"> ● Explain the stages of the learning line showing an understanding of the learning process; ● Suggest phrases and words of encouragement to give someone who is learning something new; ● Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
My day	<ul style="list-style-type: none"> ● Understand and give examples of things they can choose themselves and things that others choose for them; ● Explain things that they like and dislike, and understand that they have choices about these things; ● Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
Harold's postcard - helping us to keep clean and healthy	<ul style="list-style-type: none"> ● Explain how germs can be spread; ● Describe simple hygiene routines such as hand washing; ● Understand that vaccinations can help to prevent certain illnesses.
Harold's bathroom	<ul style="list-style-type: none"> ● Explain the importance of good dental hygiene; ● Describe simple dental hygiene routines.
What does my body do?	<ul style="list-style-type: none"> ● Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); ● Describe how food, water and air get into the body and blood.
My body needs... (OPTIONAL)	<ul style="list-style-type: none"> ● Understand that the body gets energy from food, water and oxygen;

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	<ul style="list-style-type: none"> ● Recognise that exercise and sleep are important to health.
Basic first aid	<ul style="list-style-type: none"> ● See link to external resources for further information.
Growing and Changing	
A helping hand	<ul style="list-style-type: none"> ● Demonstrate simple ways of giving positive feedback to others.
Sam moves house	<ul style="list-style-type: none"> ● Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
Haven't you grown?	<ul style="list-style-type: none"> ● Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); ● Understand and describe some of the things that people are capable of at these different stages.
My body, your body	<ul style="list-style-type: none"> ● Identify which parts of our body are private; ● Explain that our genitals help us make babies when we are older; ● Understand that we mostly have the same body parts but how they look is different from person to person.
Respecting privacy	<ul style="list-style-type: none"> ● Explain what privacy means; ● Know that you are not allowed to touch someone's private belongings without their permission; ● Give examples of different types of private information.
Some secrets should never be kept	<ul style="list-style-type: none"> ● Identify how inappropriate touch can make someone feel; ● Understand that there are unsafe secrets and secrets that are nice surprises; ● Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.