**** SMSC & PSHE in Year 2

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|  | Autumn | Spring | Summer |
|  | Participation in assembly sessions with Teresa Nixon from St John’s Church  Participation in assemblies led by Hartford Primary staff – See assembly timetables  No Outsiders | | |
| Spiritual  Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. | RE unit - What do Jews believe about God?  To develop an appreciation of beauty through structures (religious buildings)  RE unit – Why is the Bible a special book for Christians?  Great Fire of London artwork: To investigate visual, tactile and other sensory qualities of their own and others work. To develop independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner.  DT: To develop use of imagination and creativity through product design. To have a sense of enjoyment through design, development and making the product.  English Unit Troll Swap: To develop empathy with the characters. To write diary entries, reflecting on the characters life.  English unit: The Owl Who Was Afraid of the Dark. To develop empathy with the characters. To write diary entries and letters, reflecting on the characters experiences.  History and Geography – Great Fire of London: To understand how and why events in the past happened and their causes. To recognise the incredible significance that some individuals have had in the past (Samuel Pepys) and how historical knowledge changes with new evidence and different interpretations of events. To recognise the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors.  Maths: To celebrate personal achievement and achievement of others in solving problems  Music: To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly. To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.  P.E. - To develop a sense of enjoyment and fascination in learning about themselves and what they can achieve (and others). To show imagination and creativity in extending/making up games. To develop self–belief and willingness to push themselves.  No outsiders Text: The Great Big book of Families Mary Hoffman - To understand what diversity is. To celebrate the similarities and differences.  MFL (Spanish): To use imagination and creativity. To promoting self esteem and self belief. To have opportunity to reflect on learning Appreciating the wider world and its beauty.  Science: Uses of everyday materials - Exploring the wonder of how different materials are used for different purposes.  Computing – Awe and wonder: Comparing life in The Great Fire of London and present day. To reflect on out own and other’s lives and the impact computing has on it. Develop self-esteem through being able to log on to Nessy / Numbots independently.  Art: To investigate different art work – through visual and tactile senses linked to the Great Fire of London. To develop independent thinking skills and to express their ideas using different media. | RE unit - Free choice: What do Hindus believe about God?  To explore to the place of worship of another faith in our local area.  RE unit - How do Jews show faith through practices and celebration?  English Unit: Dragon Machine. To develop empathy with the characters. To write diary entries, reflecting on the characters life.  English Unit: Major Glad, Major Dizzy. To develop empathy with the characters. To write diary entries and letters, reflecting on the characters experiences.  Geography and History – Explorers. To find fascination in learning about themselves and others and the world.  To understand how and why events in the past happened and their causes. To recognise the incredible significance that some individuals have had in the past (Ibn Battuta) and how historical knowledge changes with new evidence and different interpretations of events. To recognise the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors.  Maths: To celebrate personal achievement and achievement of others in solving problems  Music: To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.To respond to different kinds of music through dance, literacy, art etc  Through listening to a range of music give opportunities to develop sense of awe and wonder. To listen to and respond to music beyond common experience.  P.E. - To develop a sense of enjoyment and fascination in learning about themselves and what they can achieve (and others).  To show imagination and creativity in dance and gymnastics. To show imagination and expression through the medium of dance. To develop self–belief and willingness to push themselves.  No Outsiders Text: The Odd Egg Emily Gravett To understand what makes someone feel proud  MFL (Spanish): To use imagination and creativity. To promoting self esteem and self belief. To have opportunity to reflect on learning Appreciating the wider world and its beauty.  Science: Living things and their habitats - Appreciating the beauty of the world around them. Appreciate how all living things are interdependent and work together. Developing awe at the scale of living things from the smallest micro - organism to the largest tree.  Computing: Algorithms. Explore how ideas in computing have inspired others.  Art: To investigate different art work – through visual and tactile senses linked to the topic of India. To develop independent thinking skills and to express their ideas using different media. | RE unit - Who was Jesus as why is he important to Christians today?  RE unit – Why did Jesus teach people through stories?  English Unit: The Last Wolf To develop empathy with the characters. To write diary entries and letters, reflecting on the characters experiences.  Geography – India. To find fascination in learning about themselves and others and the world. Awe and wonder.  DT – Bridges: To develop an appreciation of beauty through structures and to reflect on their own work and respect others  Maths: To celebrate personal achievement and achievement of others in solving problems  Music: To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others. To compose own music reflecting on own preferences/likes/beliefs/values  P.E. - To develop a sense of enjoyment and fascination in learning about themselves and what they can achieve (and others). To show imagination and creativity in extending/making up games. To develop self–belief and willingness to push themselves.  MFL (Spanish): To use imagination and creativity. To promoting self esteem and self belief. To have opportunity to reflect on learning Appreciating the wider world and its beauty.  Science: Plants -  Developing awe at the scale of living things from the smallest micro - organism to the largest tree.  Appreciating the beauty of the world around them  Science: Animals including humans. Exploring the wonder about what is special about human life. Appreciating the beauty of the world around them Appreciate how all living things are interdependent and work together.  Computing: Coding - Explore how ideas in computing have inspired others.  Art: To investigate different art work – through visual and tactile senses linked to the topic of Explorers. To develop independent thinking skills and to express their ideas using different media. |
| PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. |  |  |  |
| Moral  Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values | English unit: Troll Swap  To understand the consequences of our actions on ourselves and others, to develop understanding that we are all different and to reflect on diversity, to understand what it means to belong.  English unit: The Owl Who Was Afraid of the Dark – To understand the consequences of our actions in overcoming fears.  History and Geography – The Great Fire of London. Understanding the consequences of their behaviours and actions.  To discuss moral questions and dilemmas from the past. To empathise with the decisions which ordinary people made at the time, based on their historical situation. To develop open mindedness when considering the actions and decisions of people from the past.  Music: To show respect for others and creating a safe environment where opinions and efforts are encouraged and valued. Music as part of celebrations and annual ceremonies e.g Christmas, Remembrance Day.  P.E. Rules – To develop skills for fair play, to understand consequences of behaviour and actions and show an understanding viewpoints of others. To listen to the referee/person in charge of event and abide by their rules. To understanding that there must be rules, how to accept and follow them.  To develop the ability to listen and respect even if you don’t agree.  No Outsiders Text: The First Slodge Jeanne Willis. To understand how we share the world  MFL: To develop respect for others, their language and their culture.  Science: Uses of everyday materials -  To understand the importance of how decisions made about using different materials can impact on the environment.  Computing: To understand how important it is to stay safe on the internet including mobile devices.  Art: To learn about different artists and the meaning in their work. | English Unit: Dragon Machine – To understand what it means to belong. To understand right and wrong and the impact of our actions on ourselves and others.  English Unit: Major Glad, Major Dizzy. To recognising right and wrong and how we can apply this in our own lives.  Internet Safety – To understand the consequences of our actions on the internet. To be aware of the dangers and exciting opportunities of the internet. To know how to behave respectfully and carefully when using the internet.  LGBTQ+ month – To appreciate that everyone is different, all families are different and everyone should be treated fairly and respectfully.  History and Geography – Explorers. Understanding the consequences of their behaviours and actions.  To discuss moral questions and dilemmas from the past. To empathise with the decisions which ordinary people made at the time, based on their historical situation. To develop open mindedness when considering the actions and decisions of people from the past.  Music: To show respect for the musical instruments. To exploring the role of music in our society and links to India.  P.E. Rules – To develop skills for fair play, to understand consequences of behaviour and actions and show an understanding viewpoints of others. To listen to the referee/person in charge of event and abide by their rules. To understanding that there must be rules, how to accept and follow them.  To develop the ability to listen and respect even if you don’t agree.  MFL: To develop respect for others, their language and their culture.  Science: Living things and their habitats - To understand the importance of how decisions made by humans can impact on living things and their habitats and the environment.  Computing: Algorithms – To work as a team and respect other people’s views and opinions. To express their own responses and opinions of the work of others with a justification for their view.  Art: To learn about different artists and the meaning in their work – linked to the topic of Explorers. | English Unit: The Last Wolf - What can we do to help the endangered animals future survival? To investigate and discuss moral and ethical issues around looking after the environment on nature and humans. To be aware of our role in this.  To make their own decisions about right and wrong and how decisions are not always agreed.  DT - Encourage respect for others and their work (design/products) To work co-operatively, respecting the classroom environment and equipment  To encourage sustainability through recycling and up cycling.  Music: To show respect for other people’s choice of music. To develop understanding in the ways music can change mood and behaviour  P.E. Rules – To develop skills for fair play, to understand consequences of behaviour and actions and show an understanding viewpoints of others. To listen to the referee/person in charge of event and abide by their rules. To understanding that there must be rules, how to accept and follow them.  To develop the ability to listen and respect even if you don’t agree.  MFL: To develop respect for others, their language and their culture.  Science: Plants - To understand the importance of how decisions made by humans can impact on plants and the environment.  Science: Animals including humans – to understand how there are similarities and differences between humans.  Computing: Coding - To understand how important it is to stay safe on the internet including mobile devices. To work as a team and respect other people’s views and opinions.  To respect in the use of digital equipment and its impact on the environment – ink and paper wastage. (Science link)  Art: To learn about different artists and the meaning in their work – linked to the topic of Explorers. |
| PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. |  |  | Relationship and Sex Education –  To introduce the concept of gender stereotypes, To identify differences between males and females, To understand that some people have fixed ideas about what boys and girls can do. |
| Social  Investigate and moral issues; moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with fundamental values of democracy. | Maths: Voting within the classroom to make fair decisions eg. Class treat. Recording results as a tally chart and interpreting the data.  Celebrate success with class displays, newsletters, parent afternoons and year groups  To share food as a social event – Christmas Dinner  English Unit: Troll swap and The Owl Who was afraid of the dark. To develop the skills of sharing ideas and understanding how to co-operate in group work.  To show respect when participating in speaking and listening activities, group activities and decision making.  History and Geography – The Great Fire of London. To reflect on what past societies have contributed to our culture today (e.g. the fire service) To explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in ‘the modern world’.  Maths: To work together to solve problems.  Music: To work individually and as part of a group or class on musical projects. To participate through whole school, national projects e.g The BBC Ten pieces, assemblies.  To celebrate school, choir and individual musical successes by children performing in assembly and celebrating grades /certificates awarded. To develop singing games both in classroom and playground to develop early musical concepts as well as co-ordination and respect.  P.E. – To participate in different sports. To develop an understanding of acceptance of defeat and being positive for winners – showing respect.  To working as a team. To play to their strengths and support all team members.  MFL – To communicate for a purpose- people with other social and cultural backgrounds. To learn something new together as a class.  Science: Uses of everyday materials – Group practical work provides opportunities for pupils to develop team working skills and to take responsibility. To take responsibility for their own and other people’s safety when undertaking practical work.  Computing – Internet safety: The children are taught good practice and respect in the use of social networking (Anti-bullying week – Cyber bullying)  Art: The children’s work is celebrated throughout the school and displayed in many areas. To learn about different artists and their techniques. To discuss range of artists and art work, encouraging and developing communication skills. | Maths: Voting within the classroom to make fair decisions eg. Class treat. Recording results as a tally chart and interpreting the data.  Celebrate success with class displays, newsletters, parent afternoons and year groups  Internet Safety – To know how to use the internet sensibly and safely. To show respect for others when using the internet. To be aware of how to solve a problem or ask for help when using the internet.  LGBTQ+ month – To appreciate that everyone should be treated fairly and respectfully. To explore what we can do to make people feel welcomed.  English Units: Dragon Machine and Major Glad, Major Dizzy. To show respect when participating in speaking and listening activities, group activities and decision making – especially when decisions are not agreed.  India – Geography: To learn about dress and diet in a distant locality and its links with Britain.  Visiting a Mandir – To appreciate different beliefs and values. To ask questions and listen with respect.  Maths: To work together to solve problems.  Music: To work individually and as part of a group or class on musical projects. To participate through whole school, national projects e.g The BBC Ten pieces, assemblies.  To celebrate school, choir and individual musical successes by children performing in assembly and celebrating grades /certificates awarded. To develop singing games both in classroom and playground to develop early musical concepts as well as co-ordination and respect.  MFL – To communicate for a purpose- people with other social and cultural backgrounds. To learn something new together as a class.  Science: Living things and their habitats - To consider their impact on the world around them and start to look at what we can do to help the next generation have a habitable planet. Group practical work provides opportunities for pupils to develop team working skills and to take responsibility.  Computing – Algorithms: To work as a team to assist each other when problem solving. To use appropriate social behaviours and to interact respectfully with others in the team when creating algorithms.  Art: The children’s work is celebrated throughout the school and displayed in many areas. To learn about different artists and their techniques. To discuss range of artists and art work, encouraging and developing communication skills. | Berwardsley residential – teamwork, resilience, meeting and working with new people, perseverance and participating in new experiences.  Maths: Voting within the classroom to make fair decisions eg. Class treat. Recording results as a tally chart and interpreting the data.  The Northwich Art Trail: Develop public and community artworks that express relationships between the pupils and local community. Displays of pupil’s art work in the local community.    English Unit: The Last Wolf - To promote a sense of community (impact on environment) using the language of learning to encourage independence and self-respect  History and Geography - Explorers To accompany an adult in small group on a local trail around Hartford.  To reflect on what past societies have contributed to our culture today (e.g. the businesses in our local area) To explore the similarities and contrasts between past and present and be made aware of how, in the main, we are very fortunate to live in ‘the modern world’.  Maths: To work together to solve problems.  Music: To work individually and as part of a group or class on musical projects. To participate through whole school, national projects e.g The BBC Ten pieces, assemblies.  To celebrate school, choir and individual musical successes by children performing in assembly and celebrating grades /certificates awarded. To develop singing games both in classroom and playground to develop early musical concepts as well as co-ordination and respect.  No Outsiders Text: What The Jackdaw Saw Julia Donaldson and Nick Sharratt To communicate in different ways  No Outsiders Text: Blown Away Rob Biddulph To be able to work with everyone in my class  MFL – To communicate for a purpose- people with other social and cultural backgrounds. To learn something new together as a class.  Science: Plants - To consider their impact on the world around them and start to look at what we can do to help the next generation have a habitable planet. To take responsibility for their own and other people’s safety when undertaking practical work.  Science: Animals including humans. Group practical work provides opportunities for pupils to develop team working skills and to take responsibility.  Computing: Coding - To work as a team to assist each other when problem solving. To use appropriate social behaviours and to interact respectfully with others in the team when using the Beebots |
| PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | To participate in the daily Golden Mile activity.  To participate in daily Wake and Shake  To encourage group/class discussions to resolve conflicts – promoting group work/accept roles within the group | To participate in the daily Golden Mile activity.  To participate in daily Wake and Shake  To encourage group/class discussions to resolve conflicts – promoting group work/accept roles within the group | To participate in the daily Golden Mile activity.  To participate in daily Wake and Shake  To encourage group/class discussions to resolve conflicts – promoting group work/accept roles within the group |
| Cultural  Appreciate cultural influences; appreciate the role of British parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. | Story - Look Up! To respect and celebrate diversity  Armistice Day: To understand why the poppy is important in British history.  Black History Month: To celebrate diversity in our local area, nationally and internationally  Reading - To read a variety of cultural texts.  Music: To taking part in a range of cultural traditions /celebrations e.g Diwali, Christmas, Hannukah  MFL – To develop a respect for others including their culture/ heritage and history. To celebrate cultural festivals To learn about differences and similarities between cultures Promoting international events/celebrations around school.  Science: Uses of everyday materials – To understand that scientific development comes from all across the world, from people of all backgrounds and cultures.  Computing: To use digital technology safely and sensibly in the classroom and to do the same at home.  Art: To develop knowledge and | LGBTQ+ month – To celebrate the diversity of people in our community and around the world. To remember and celebrate the successes of the LGBTQ+ community.  World Book Day – To celebrate diversity in books and to participate in different opportunities.  Reading - To read a variety of cultural texts. E.g. Shu Lin’s Grandad. To develop understanding of different cultures. To celebrate and respect diversity.  Art and DT – to understand own heritage and how other cultures influence design.  Reading - To read a variety of cultural texts.  Geography and History – India: To develop a better understanding of our multicultural society through studying links between England and India. To gain an understanding of and empathy with, people from different cultural backgrounds. To explore how other cultures have had a major impact on the development of ’British’ culture.  Maths: To explore pattern and shape in Indian culture.  Music: To show respect for the diversity found in music. To learn about the musical heritage of different cultures- learning to name and play percussion instruments from India. To taking part in a range of cultural traditions /celebrations e.g Chinese New Year Dragon Dance.  P.E. India topic - to participate in dance from other countries and cultures. To develop an awareness of different games and their origins.  Computing - Respect and develop an awareness and appreciation of how differing cultural, spiritual and religious views might differ towards the use of digital technology (India topic)  MFL – To develop a respect for others including their culture/ heritage and history. To celebrate cultural festivals To learn about differences and similarities between cultures Promoting international events/celebrations around school.  Science: Science Week: Through the study of famous scientists an understanding that some of science’s most important discoveries have come from other parts of the world.  Art: Through the topic of India, children will be exposed to a wide variety of cultures, beliefs and religions. To study the designs of Indian artists and to create their own art. | R.E. Unit Free choice: What do Hindus believe about God? To respect and understand different religions in our community, national and international. To celebrate diversity.  Visit a Mandir – To understand, accept, respect and celebrate diversity in our local area, nationally and the world.  Children will be exposed to a wide variety of cultures, beliefs and religions.  Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.  Art – To develop knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed.  MFL – To develop a respect for others including their culture/ heritage and history. To celebrate cultural festivals To learn about differences and similarities between cultures Promoting international events/celebrations around school.  Science: Plants and Animals including humans. To understand how different needs in other parts of the world mean different scientific projects and developments occur.  Relationship and Sex Education – See curriculum outline.  Art: Through the topic Explorers, Children will be exposed to art from a variety of cultures, beliefs and religions. |
| understanding of artist’s ideas and concepts identifying how meanings are conveyed. |
| PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. |
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| Additional PSHE |  |  |  |