

YEAR 2: Health and Wellbeing (Autumn 2)

Purpose: How do we self-regulate our emotions?

Related Units:

Year 1 – Health and Wellbeing (Autumn 2) – How can we keep safe and happy?

Year 3 – Health and Wellbeing (Autumn 2) – How can I deal effectively with conflict?

Unit overview	Vocabulary	Knowledge, Skills and Concepts
National Curriculum guidance: • B2: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • B3: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • B4: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • B5: how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. C2: practical steps they can take in a range of different contexts to improve or support respectful relationships. • C5: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • C6: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • F7: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • F8: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • F9: where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • H4: how and when to seek support including which adults to speak to in school if they are worried about their health. • I1: what constitutes a healthy diet (including understanding calories and other nutritional content).	• Parliament • democracy • Voting • British Values • Decisions • arguments • Bullying • escalate • Conflict • Resolve • resolution	Lessons 7-12, I pupils are learning: • To understand how the UK parliament is formed • To identify what bullying is and how it makes people feel • To understand conflict • To explain what to do when conflict escalates • To explain how to resolve conflict

• I2: the principles of planning and preparing a range of healthy meals. • I3: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). • J1: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • K4: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • L1: how to make a clear and efficient call to emergency services if necessary.		
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Related Books/Resources	Whole School/Community Links	Assessment Opportunities
• Oliver's Vegetables • Handa's Surprise • Very Hungry Caterpillar • Enemy Pie • My Rotten Red Headed Older Brother Updated Ealing PSHE SoW > Short Term Planning > Autumn > Year 2 • Suggested lesson slides • Suggested resources • Assessment opportunity resources Anti-Bullying Week (Lessons and Resources) http://www.anti-bullyingalliance.org.uk/	Collective Worship At beginning of unit, discuss what it means to set a goal and, through discussion, generate a brief list of whole class goals to display in classroom. Goals can be linked to school values/rules/dispositions or be more specific to year group. LEPS Links • MindUp • Zones of regulation • Worry boxes • School Council • Collective worship External Links and Themed Weeks • Anti-Bullying Week (16/11 – 20/11/2020) • Student council elections • Visit to parliament • Visit from local councillor • Health Fair • Visit to a dentist/from a dentist • Visit from oral health promoter Parent, professional and community visitors to be discussed with member of PSHE Intent Team and SLT.	<u>Self-Assessment</u> Pupils to complete self-assessment sheet at beginning of Autumn Term and then at the end of Summer Term (in a different colour). Self-assessment sheets to be compiled by class teacher and handed over to next teacher as part of transition. <u>Assessment:</u> 1. What is democracy and why is it important? 2. What is bullying and how does it make people feel? 3. Are all arguments bad? Explain your thinking 4. How can we deal with an argument that has gotten out of hand? <u>Evidence Gathering</u> Compile evidence of learning, from the above assessment opportunities, in individual PSHE books.