

## Year 2

### PSHE – Autumn 2 Term Overview

#### Background

To support the delivery of PSHE we use 'Jigsaw', a comprehensive programme for PSHE involving the statutory Relationship and Health Education, in a progressive sequence, giving children relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. There is also a strong focus on mindfulness allowing children to advance their emotional awareness, concentration and focus.

There are six units of work covered across a year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overall focus for each term for Year 2	'Who am I and how do I fit?'	Respect for similarity and difference. Anti-bullying and being unique	Aspirations, how to achieve goals and understanding the emotions that go with this	Being and keeping safe and healthy	Building positive, healthy relationships	Coping positively with change

#### Autumn 1 – Celebrating Difference

There are 6 lessons to 'Celebrating Difference' and each lesson has a clear learning objective.

		Learning Objective
Lesson 1	Accept that everyone is different. Boys and girls (stereotypes)	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).
Lesson 2	Include others when working and playing. Boys and girls (stereotypes)	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).
Lesson 3	Know how to help if someone is being bullied. Why does bullying happen?	I understand that bullying is sometimes about difference.
Lesson 4	Try to solve problems. Standing up for myself and others.	I can recognise what is right and wrong and know how to look after myself.
Lesson 5	Try to use kind words. Gender diversity	I understand that it is ok to be different from other people and to be friends with them. I understand we shouldn't judge people if they are different.
Lesson 6	Know how to give and receive compliments. Celebrating difference and still being friends.	I can tell you some ways I am different from my friends.

## Example of a lesson plan

### Connect us

Play the corner game.

In one corner of the classroom, place a label with the word 'yes' written onto it and in the opposite corner place a label with the word 'no' written on it. Then say a statement such as "I like eating vegetables". Invite children to go and stand in the 'yes' corner if it applies to them, or the 'no' corner if it doesn't. Emphasise the differences. "John likes vegetables but Tina doesn't."

Repeat using the statements below:

"I like playing football"

"I enjoy dancing"

"I like cars"

"I like pop music"

Again, emphasise the differences but also introduce the idea of gender stereotypes.

Do all boys like football? Do all girls like dancing? Are only boys interested in cars? Are some boys also interested in pop music? Sometimes people think that some things are only for boys, and some things are only for girls. Is this right? Is it OK for a girl to enjoy football and for a boy to enjoy dancing?

### Calm me

Everyone including adults is sitting comfortably. Remind the children that at the beginning of every Jigsaw lesson we will help our minds to be calm so we are ready to learn. Teacher uses the 'Calm Me' script and the Jigsaw Chime.

### Open my mind

Using your class Jigsaw Jo, explain they are feeling a bit down because they are different from everyone else in the class. In pairs, ask the children to think of kind things they could say to Jigsaw Jo to help them feel they belong, even though they are different. After some thinking time go around the circle and let each pair say what they want to say to Jo.

Summarise by explaining there are lots of differences between people and this is called diversity. Sometimes being different causes some people to be treated unfairly.

Ask the children if they can think of some examples.

### Tell me or show me

Slides 1-10: Share the story of 'Billy, Bella and B' with the children.

In talking partners first, use the following questions to help the children understand the key concepts in the story, and then discuss as a whole class:

- Do you think B is a boy or a girl or can't you tell?
- Is it important to know if B is a boy or girl?

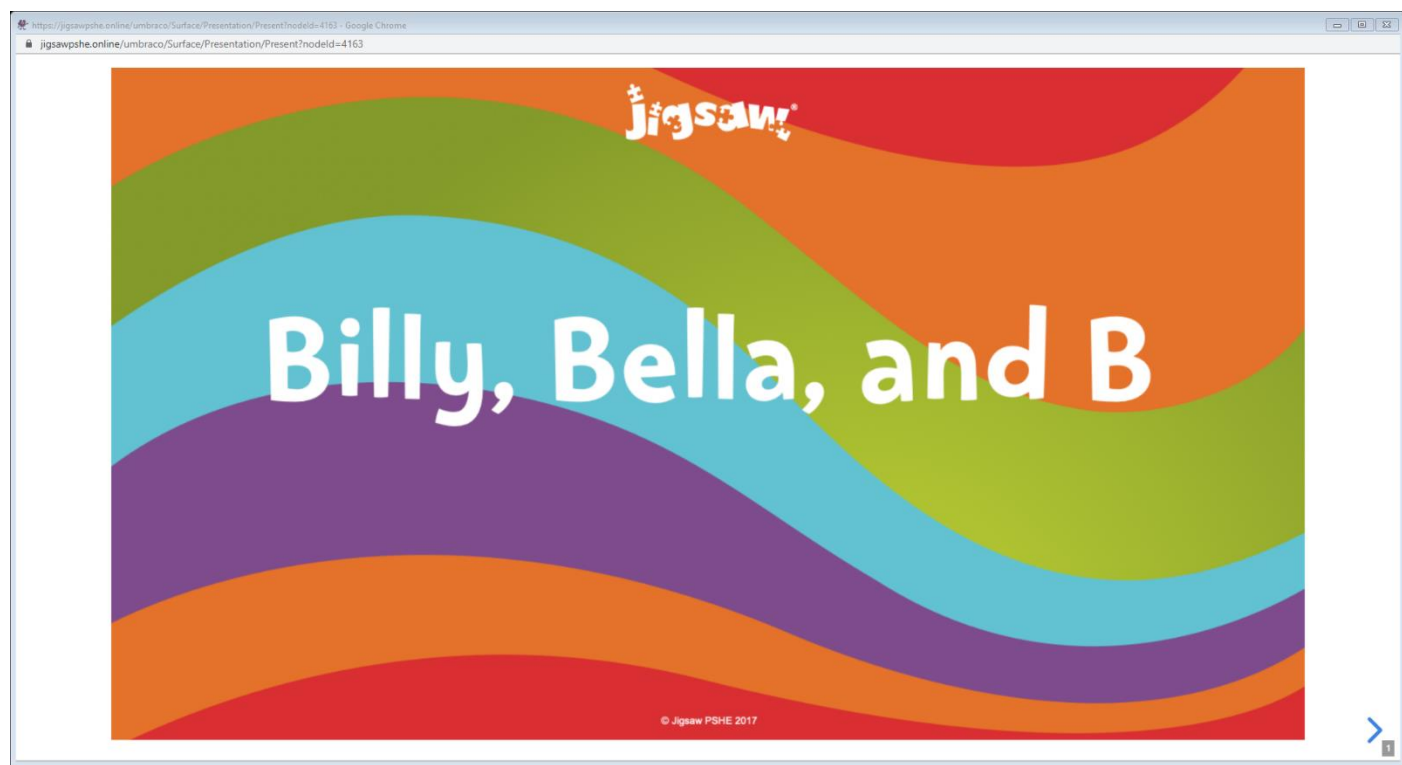
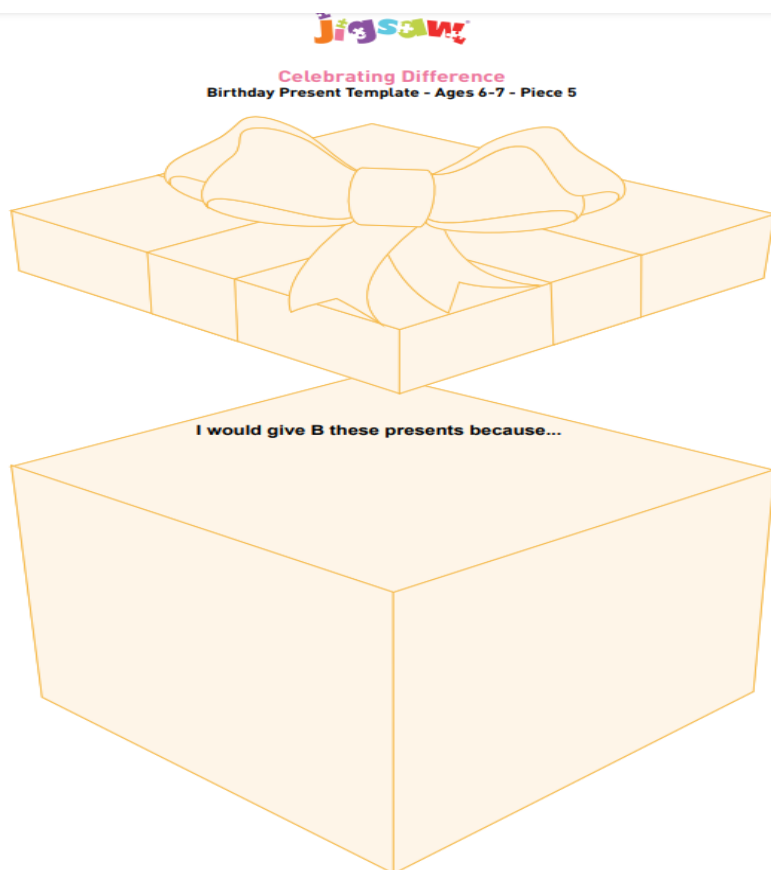
(Through questioning lead the children towards B's gender being irrelevant, the story is about how we treat each other fairly and kindly regardless of who they are.)

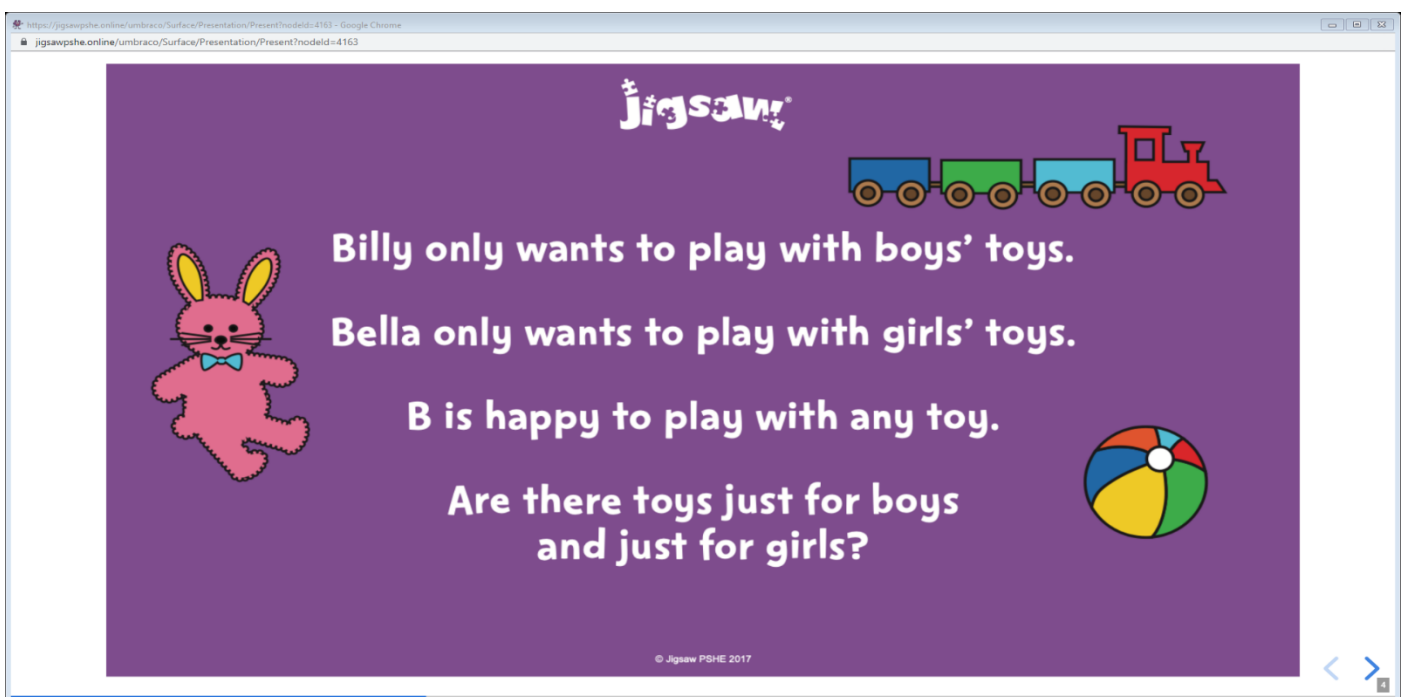
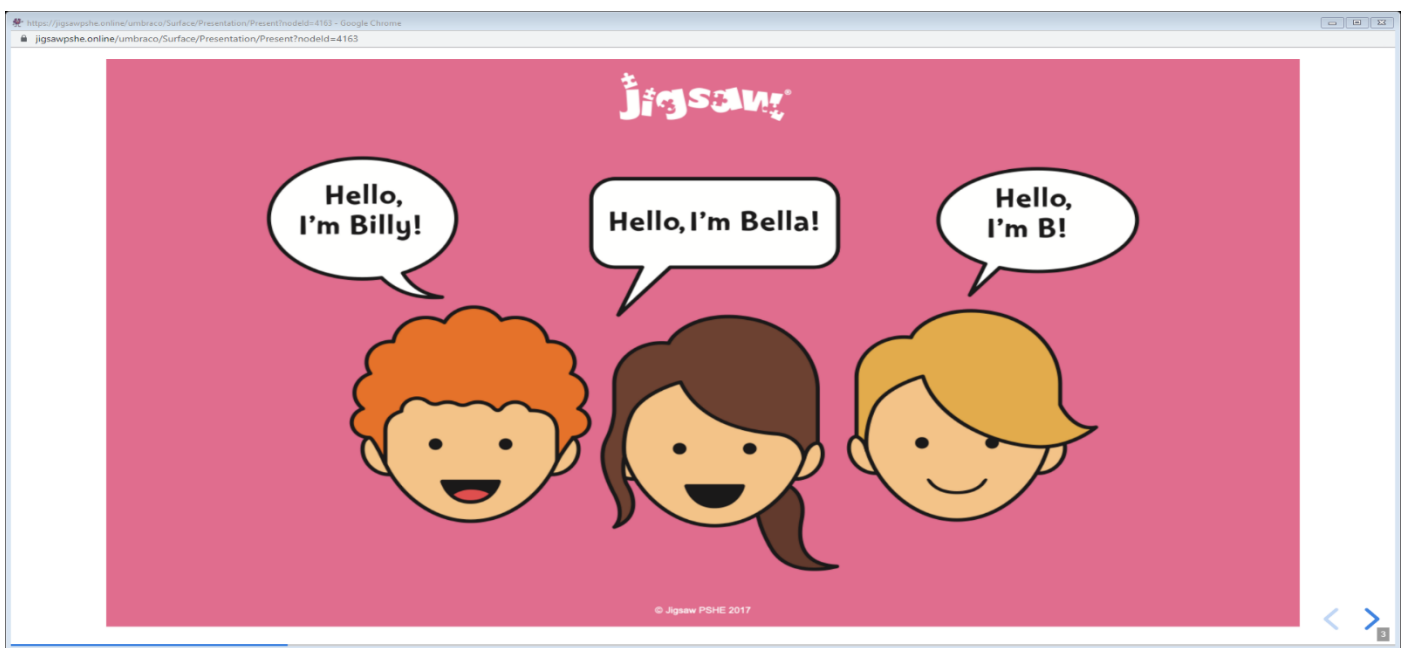
Emphasise that a kind community is accepting of all sorts of different people, and that we can all work together to help everyone feel they belong.

Ask the children what it feels like to have a friend. Do they think B is happy now Billy and Bella are being friendly?

If the children think B is a particular gender, ask them to give reasons and challenge their ideas appropriately: for example, if they say they can tell from B's hairstyle, clothes or some of B's choices, you could ask whether these things could be equally applicable to both boys and girls.

Example of resources used in Year 2 for 'Celebrating Difference'.







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**Jigsaw!**

**Billy will only play games with other boys.**

**Bella will only play games with other girls.**

**B will play with anyone.**



**It's good fun to play with lots of different people!**

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**Jigsaw!**

**Oh, no! B is crying!**

**B was playing with a doll and Billy made fun.**

**B was playing with some boys and Bella made fun.**

**Poor B! Are Billy and Bella being kind?**



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**Jigsaw!**

**It's dressing up time.**

**Billy only wants to wear blue clothes from the dressing up box.**

**Bella only wants to wear pink clothes from the dressing up box.**

**B likes wearing pink and blue clothes.**



**Are there boys' colours and girls' colours?**

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**jigsaw**

**Oh, no! B is crying again!**

**B is wearing a pink hat and Billy made fun.**

**B is wearing a blue scarf and Bella made fun.**

**Poor B! Are Bella and Billy being fair?**



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**jigsaw**

**Billy likes being a boy.**

**Bella likes being a girl.**

**B likes being B.**



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**jigsaw**

**It's playtime! Yay!**

**Billy asks B to play!**

**Bella asks B to play!**

**Billy, Bella and B are playing together!**



**Even though we like different things, it's great to be friends.**

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Name .....

I understand that it is OK to be different from other people and to be friends with them

I understand we shouldn't judge people if they are different from us/ I know how it feels to be a friend and have a friend

