

PSHE Learning Organiser – Year 2 Autumn 1 – “What would the world be like without trees?”

Prior Learning (What we already know?)

- To know about loss and how to deal with disappointment
- To identify their special people, what makes them special and how special people should care for one another.
- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

New Learning

- Change and loss- moving home, losing toys, pets or friends.
- Recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention.
- That people and other living things have rights and that everyone has responsibilities to protect those rights.
- To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.

New Skills

Listening, cooperating, turn taking, negotiating, recognising own strengths and weaknesses, being responsible, understanding and developing rules, decision making, voting.

Key Questions

How can we make sure things are fair?

Summarise the school rules.

Discuss who will be a good school parliament representative and why?

Key Facts

Fairness is treating all people equally.

Rules are important in keeping people safe and promoting good citizenship.

National and global rules can be laws.

Different people are in charge of making rules. E.g. School rules = Headteacher, Town Rules= Town Mayor, National rules = Prime Minister

Change and loss can present different, strong emotions.

A support network is a group of trusted adults who make you feel safe and who you can go to for help.

Rights are things which we are all entitled to.



Key

<https://www.youtube.com/watch?v=WB3zolACju>

Can I do this.....?

- be able to name some of their own strengths and skills.
- be able to identify a new skill to develop.
- understand and practise listening skills, take turns and make clear explanations.
- understand and practise group work skills, including discussion, negotiation and co-operation.
- be aware of how their strengths and skills can be useful in a group.
- be able to evaluate a group work task.
- be able to name some adults in school who look after them and describe their responsibilities.
- be able to describe some of the responsibilities they have in the classroom and towards family and friends.
- be able to state classroom ground rules and explain how they have been made.
- understand why we have classroom rules and describe what the classroom would be like without them.
- be able to explain what is meant by voting and be able to name some people who make decisions at school.
- share information, opinions and feelings and listen to those of others, as part of a class discussion.

Vocabulary

Personal strengths and skills, Cooperation, Evaluation, Negotiation, Explanation. Responsibility, Democracy