

Year 2 PSHE Long Term Plan (SCARF and My Happy Mind)

Autumn 1

Me and My Relationships (SCARF) Meet your Brain (My Happy Mind)		
DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
RR2	Our ideal classroom	<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.
	Meet your Brain Lesson 1	<ul style="list-style-type: none"> - What our brain looks like and how it helps us - Learning that the brain has three parts.
	Meet your Brain Lesson 2	<ul style="list-style-type: none"> - Learning about how our brain grows - Learning what neuroplasticity is - Learning how Team H-A-P helps us to be our best self
	Meet your Brain Lesson 3	<ul style="list-style-type: none"> - Learn which emotions impact Team H-A-P - How you can help Team H-A-P
RR5, RR6	Bullying or teasing?	<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.
RR5, RR6,	Types of bullying	<ul style="list-style-type: none"> - Explain the difference between bullying and isolated unkind behaviour; - Recognise that that there are different types of bullying and unkind behaviour; - Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
CF1, CF2, CF3	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.
	Meet your Brain Lesson 4	<ul style="list-style-type: none"> - How happy breathing helps us - How our brains react to different situations - How neuroplasticity can help happy breathing

Autumn 2

Valuing Difference (SCARF) Celebrate (My Happy Mind)		
DfE Statutory Requirements	SCARF Lesson Plan Title	SCARF Lesson Plan Learning Outcomes
	Meet your Brain Lesson 5	<ul style="list-style-type: none"> - Recap and think about how we can use our new knowledge from 'Meet your Brain'
RR1, RR2	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.
	Celebrate Lesson 1	<ul style="list-style-type: none"> - Learning about character and why it matters
	Celebrate Lesson 2	<ul style="list-style-type: none"> - Learning about character strengths we use the most and why it is important to use character strengths
	Celebrate Lesson 3	<ul style="list-style-type: none"> - Learning how we can grow our strengths
FPC1, FPC2, FPC3, FPC4	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.
CF3, MW7	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.
	Celebrate Lesson 4	- Sharing your strengths with others
CF4, CF5	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.

Spring 1

Keeping Myself Safe (SCARF)

Appreciate (My Happy Mind)

DfE Statutory Requirements	SCARF Lesson Plan Title	SCARF Lesson Plan Learning Outcomes
BS1, BS3, BS5	How safe would you feel?	<ul style="list-style-type: none"> - Identify situations in which they would feel safe or unsafe; - Suggest actions for dealing with unsafe situations including who they could ask for help.
BS1, BS3, BS4	What should Harold say?	- 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.
BS4, MW2	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.
BS1, BS2, BS3, BS5 BS1, BS2, BS3, BS4, MW2	Should I tell? Some secrets should never be kept	<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. - 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.
	Appreciate Lesson 1	<ul style="list-style-type: none"> - Learn what gratitude means - How we can show gratitude - Who we may be grateful for
	Appreciate Lesson 2	<ul style="list-style-type: none"> - Importance of showing gratitude to ourselves - Learning how gratitude helps Team H-A-P
	Appreciate Lesson 3	- Being grateful for experiences

Spring 2

Rights and Respect (SCARF)

Relate (My Happy Mind)		
DfE Statutory Requirements	SCARF Lesson Plan Title	SCARF Lesson Plan Learning Outcomes
	Relate Lesson 1	<ul style="list-style-type: none"> - Learning how we can have good relationships with others - Learning how our differences help us
	Relate Lesson 2	<ul style="list-style-type: none"> - Learning how we relate to others and using our strengths to relate to others
MW3, MW4	When I feel like erupting	<ul style="list-style-type: none"> - Explain, and be able to use, strategies for dealing with impulsive behaviour.
	Relate Lesson 3	<ul style="list-style-type: none"> - Active listening and how it helps us relate to others
	Relate 4	<ul style="list-style-type: none"> - Learning about other people's reactions - How happy breathing can help with friendships
Wider PSHE curriculum (not covered by DfE statutory requirements)	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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	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.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold goes camping	<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.

Summer

Being My Best (SCARF)		
Engage (My Happy Mind)		
DfE Statutory Requirements	SCARF Lesson Plan Title	SCARF Lesson Plan Learning Outcomes
HP5, HP6	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.
HP4	Harold's bathroom	<ul style="list-style-type: none"> - Explain the importance of good dental hygiene; - Describe simple dental hygiene routines.
	Engage Lesson 1	<ul style="list-style-type: none"> - How we can use everything that you have learnt to feel good and do good
	Engage Lesson 2	<ul style="list-style-type: none"> - When we feel good we do good - How to set goals
	Engage Lesson 3	<ul style="list-style-type: none"> - How to keep focussed on our goals when it gets tough
	Engage Lesson 4	<ul style="list-style-type: none"> - Recapping everything that we have learnt this year
Wider PSHE curriculum (not covered by DfE statutory requirements)	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.

Wider PSHE curriculum (not covered by DfE statutory requirements)	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.
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