

**Subject: PSHE Year 2, Spring Term – Living in the wider world**

- **Key vocabulary:** Rule, reason, different, environment, pleasant, job, role, community, identity, same, similar, ourselves, others, likes dislikes, individual together, streaming website, internet, wi-fi, world wide web, kind, unkind, bullying, safe, online, danger, coins, earn, money, need, want, survive, Bank, building society, saving account, regular saver, online banking, essential, save, priority

National Curriculum including the PSHE association's Programme of study	Week	NC - Coverage	Skills Taught	Knowledge	Activity Outline
<p><b>The national curriculum for PSHE aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>• about what rules are, why they are needed, and why different rules are needed for different situations</li> <li>• how people and other living things have different needs; about the responsibilities of caring for them</li> <li>• about things they can do to help look after their environment</li> <li>• about the different groups they belong to</li> </ul>	<p>1</p>	<ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different roles and responsibilities that they have in school and the wider community</li> <li>• about things they can do to help look after their environment</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> <li>• about what rules are, why</li> </ul>	<ul style="list-style-type: none"> <li>• To understand why rules are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• I know some of the different places where rules apply.</li> </ul>	<p><u>Kapow Primary- Rules beyond school</u> <u>Activity Outline</u></p> <p>Explain to the class that rules do not just exist in school but also exist in lots of other places.</p> <p>Organise the children into pairs or small groups and give them five minutes to write down other places where rules exist.</p> <p>Before the pairs or groups feedback their ideas to the class, explain that you are going to introduce a rule for feedback. The rule is:</p> <p>You cannot mention the same place or situation more than once.</p> <p>This rules means children will need to listen carefully to each other so they can avoid repeating places or situations.</p>

<ul style="list-style-type: none"> <li>• about the different roles and responsibilities people have in their community</li> <li>• to recognise the ways they are the same as, and different</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Cross Curricular Links</u></b></li> </ul> <p>Maths</p> <p>English</p> <p>Geography</p> <p>History</p> <p>Design</p> <p>Computing</p> <p>Science</p>		<p>they are needed, and why different rules are needed in different situations'</p>			<p>Suggest that the children tick off ideas from their list if someone else says them. Ask each group in turn for a maximum of three ideas.</p> <p>When you have gathered all the ideas, talk about the rules for different places and how important these are. Pick out a few examples and ask the children why the rules are important here. For example:</p> <ul style="list-style-type: none"> <li>• Road safety rules keep us safe.</li> <li>• Football match rules make sure the game is fair.</li> <li>• Cinema rules may help everyone to enjoy the film.</li> </ul> <p>Move the discussion on to think about how rules are created:</p> <ul style="list-style-type: none"> <li>• Some rules might have developed over time and are generally agreed by people.</li> <li>• In some cases, an individual or group might make rules.</li> <li>• In other cases, the law will say what the rules are, for example, on which side of the road people drive.</li> </ul> <p>Discuss some examples of each of these situations.</p>
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					<p>Ask the children to think about what rules they have at home and to write some of these down. Invite several children to share some of the rules they have at home with the class. Ask the rest of the class to put their hand up if that rule applies in their house too.</p> <p>Stress that it is OK if not everyone has the same rules: every household is different.</p> <p>Now ask the children:</p> <ul style="list-style-type: none"><li>• Which rules did they find that were different?</li><li>• Why might there be these differences?</li><li>• Are there other houses children visit where rules are different, for example grandparents' houses or friends' houses?</li></ul> <p>Talk about the need to follow rules depending on the situation we are in.</p> <p><b>Questions</b></p> <ul style="list-style-type: none"><li>• Where else do we find rules?</li><li>• Why are rules different in different places?</li></ul> <p><b><u>Key Vocabulary:</u></b></p>
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					<i>Rule ,reason, different</i>
	2		<ul style="list-style-type: none"> <li>To know the importance of looking after our environment.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to look after my environment. Eg, recycling, reusing.</li> </ul>	<p><b>Kapow Primary- Our local environment</b> <u>Activity Outline</u></p> <p>Remind the children that so far they have looked at their classroom environment and their school environment but for the rest of this lesson they are going to think about the local environment outside their school.</p> <p>Show pictures that you have taken of the local area around the school. Ask the children:</p> <ul style="list-style-type: none"> <li>What they can see in the photographs that they like.</li> </ul>

					<ul style="list-style-type: none"><li>• If they know who might help to keep the environment the way it is (for example, street cleaners, refuse collectors, residents who keep their property looking nice, and local groups such as gardening groups).</li></ul> <p>Discuss that some people do these tasks as their job and others do them voluntarily.</p> <p>Ask the children to select one of the jobs and then write a thank you letter to the person or people who carry it out daily. In the letter, the children should include why they think that person or group of people are doing a good job.</p> <p>If there are issues in your local area and the children struggle to find positives, you could look at what needs to be improved and get the children to write a letter to the local council explaining the improvements they would like to see.</p> <p><b>Questions</b></p> <ul style="list-style-type: none"><li>• What do we like about our local area?</li></ul>
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					<ul style="list-style-type: none"> <li>Who helps to keep it this way?</li> </ul>
	3		<ul style="list-style-type: none"> <li>To recognise the contribution people make to look after the community.</li> </ul>	<ul style="list-style-type: none"> <li>I know some of the jobs people do to look after the environment in school and in the local community.</li> </ul>	<p><b>Kapow primary- jobs in our local community</b>  <u>Activity Outline</u></p> <p>Discuss in more detail one or two of the jobs on the list from the <i>Presentation: People in our local community</i> , asking questions such as:</p> <ul style="list-style-type: none"> <li>Where do they work?</li> <li>Do they just work in this community or in other communities as well?</li> <li>Do we see that person often?</li> <li>What might our community be like if no one did that job?</li> </ul> <p>Organise the children into pairs and ask the pairs to select one of the job roles that they think is interesting.</p> <p>Ask the children in their pairs to write a brief description of what the person with</p>

					<p>that job role does. Ask them to think about and write down what else they would like to find out about that person's job. Pupils needing support can use the <i>Activity: Writing template</i>.</p> <p>If time allows, the children could put their questions into a letter or an email to the person they have selected.</p> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• What do these jobs involve?</li> <li>• What would it be like if no one did these jobs?</li> </ul>
	4		<ul style="list-style-type: none"> <li>• .To understand the contribution people make to local community.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that everyone has similarities and differences.</li> </ul>	<p><u>Kapow Primary- Similar yet different- my local community</u> <u>Activity Outline</u></p> <p>Looking at the things that the children have suggested as making them who they are, explain that:</p> <ul style="list-style-type: none"> <li>• Some things will stay the same throughout the children's lives, such as eye colour, and others will change as they grow up.</li> <li>• Some things will change because of other people, for example, they</li> </ul>

					<p>might have more siblings in the future.</p> <ul style="list-style-type: none"> <li>• Some things will change as the children grow up, including hobbies and interests.</li> </ul> <p>Stress the fact that the differences between people and the way people change is something we can celebrate.</p> <p>Ask the children to think about the local community and whether there are people or groups of people in the community who are different from them, for reasons such as age, religion, interests, race.</p>
	5		<ul style="list-style-type: none"> <li>• To identify special skills who make us who we are.</li> </ul>	<ul style="list-style-type: none"> <li>• . I know that everyone has similarities and differences.</li> </ul>	<p><b>PSHE resource pack- Lesson 1</b></p> <p><u>Activity Outline</u> Using Resource 2: Wonderful Me, ask pupils to pair with someone else in the class then draw or write (in response to the prompts on the resource) some of the similarities and differences between them. 10 © PSHE Association 2019 11 Working in small table groups, ask pupils to discuss and compare their similarities and differences. Ask each table group to share one difference and one similarity that someone on their table had. Remind the class to be sensitive about the feelings of others when they do this and to check that it is ok with the other person for</p>



					<p>something to be shared. It may also be helpful to reinforce the appropriate class ground rule. Emphasise that there will be lots of things about them that are the same as other people (that they have in common) and there will also be things that are different and that this is the same in the wider world. Then ask pupils to think about and share the similarities and differences that they couldn't 'see' but still existed. Remind pupils that we find out about some of these by what people say and do rather than how they look. Reiterate that despite similarities and differences, everyone is still of equal importance.</p>
<p><b><u>Media literacy and Digital resilience</u></b></p> <p>Using the internet and digital devices; communicating online</p> <ul style="list-style-type: none"> <li>• about how the internet and digital devices can be used safely to find things out and to communicate with others</li> <li>• about the role of the internet in everyday life</li> <li>• that not all information seen online is true</li> </ul>	<p>6</p>	<ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some are for entertainment e.g. news, games, videos</li> </ul>	<ul style="list-style-type: none"> <li>• To explore different ways of staying safe online.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that I should tell an adult if I see something that makes me uncomfortable online.</li> </ul>	<p><b>Kapow Primary- Introduction to the Internet</b> <u>Activity Outline</u></p> <p>Explain to the children that a lot of the things we do day-to-day rely on us having access to the internet, which is an interconnected network of computers. Show slide 2 and explain that sometimes computers are connected with wires, but often they connect wirelessly, which we call WiFi. Show slide 3 and explain that the internet was originally created in the 1960s as a way to share computer files easily, but the world wide web and websites did not exist until the 1990s. Lots of the websites and tools we</p>

		<ul style="list-style-type: none"> <li>that information online might not always be true</li> </ul>			<p>use today have only existed for 5-10 years and smartphones with internet access have only existed since around 2007 In this lesson, the class will look at the ways the internet has made our life easier by comparing how people do things now and how they used to do things before the internet existed. Arrange the children in groups and give each group a copy of the <i>Activity: Before the internet – images</i>, which shows some images of the way things used to be done before the internet was invented. Ask children what we can do now thanks to the internet to make things quicker or easier. The children should then create a mindmap of ways that the internet has made our lives easier, using the images and their own drawings and words.</p>
	7		<ul style="list-style-type: none"> <li>To explore different ways of staying safe online.</li> </ul>	<ul style="list-style-type: none"> <li>I know that I should tell an adult if I see something that makes me uncomfortable online.</li> </ul>	<p>Kapow Primary- communicating online</p> <p>Activity online-</p> <p>Display on your interactive whiteboard the story of Smartie the penguin (Year 2, story B) on link: '<a href="#">Childnet - Smartie the Penguin</a>'. Read through the story.</p> <p>2. Display again the <i>Presentation: Staying safe</i> Slide 5: Discuss what the image could be that popped up on Smartie's screen on slide 8 of the story. It could be a 'pop-up', which is sometimes used to advertise.</p>

					<p>Pop-ups are sometimes harmless when you click on them, but they can damage your computer so you should always ask an adult if you are unsure, just as Smartie did.</p> <p>Slide 6: Ask the children who was unkind in the story?' (the other players on the game were unkind to Percy). Discuss why it is important to be kind and polite online, just as it is in the real world. It can be hurtful when people say unkind things and we must not think that just because they cannot see us that it does not matter.</p> <p>Slide 7: Discuss what the children should do if someone or something makes them feel uncomfortable online (stop playing immediately and speak to an adult that they trust).</p> <p>Slide 8: Explain to the class that they are going to work in pairs to make an online safety poster based on Smartie's story. You could use this as an opportunity to develop their computing skills by getting them to create their posters using Sketch.io, Google Slides or Docs etc.</p> <p>Remind the children to refer back to the key learning points from Smartie's story and ask them to make sure that they</p>
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					include what they should do if they experience anything online that makes them feel uncomfortable.  <i>e online.</i>
<p><b><u>Money and Work</u></b></p> <ul style="list-style-type: none"> <li>what money is; forms that money comes in; that money comes from different sources</li> <li>that people make different choices about how to save and spend money</li> <li>about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>that money needs to be looked after; different ways of doing this</li> <li>that everyone has different strengths L15. that jobs help people to earn money to pay for things</li> </ul>	8	<ul style="list-style-type: none"> <li>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>how money can be kept and looked after</li> <li>about getting, keeping and spending money</li> <li>that people are paid money for the job they do</li> <li>how to recognise the difference between needs and wants</li> <li>how people make choices about spending money, including thinking about needs and wants</li> <li>that everyone has</li> </ul>	•	<ul style="list-style-type: none"> <li>I know some of the ways in which adults get money.</li> </ul>	<p><b>Kapow Primary- Where money comes from</b> <u>Activity Outline</u></p> <p>Use the <i>Presentation: Coins and notes</i> to check that children understand the value of the different coins and notes. Many children will be unaware of the £50 note, so might need some help identifying this.</p> <p>Check that the children understand which coins and notes have the highest value. Also check they understand that when they are buying things they can use different combinations to make a given amount e.g. £10 could be 2 x £5 notes, 1 x £10 note, 10 x £1 coin or 5 x £2 coin.</p> <p>Teacher note: due to the use of other payment methods, children might have limited experience of handling or seeing cash.</p> <p><b>Key question</b></p>

<ul style="list-style-type: none"> <li>different jobs that people they know or people who work in the community do</li> <li>about some of the strengths and interests someone might need to do different jobs</li> </ul>		<ul style="list-style-type: none"> <li>different strengths</li> <li>that jobs help people to earn money to pay for things</li> <li>different jobs that people they know or people who work in the community do</li> <li>about some of the strengths and interests someone might need to do different jobs</li> </ul>			<ul style="list-style-type: none"> <li>What value do different coins and notes have?</li> </ul>
	9		<ul style="list-style-type: none"> <li>To recognise that people make choices about how to spend money.</li> </ul>	<ul style="list-style-type: none"> <li>To know some of the features to look at when selecting a bank account.</li> </ul>	<p><b>Kapow Primary- Looking after money</b>  <u>Activity Outline</u></p> <p>Remind children about the character in the previous lesson who was trying to save up for the computer game. Explain that they are going to think about the best ways for him/her to save.</p> <p>First they are going to find out about different bank accounts. Give each pupil a copy of the <i>Activity: Bank accounts information sheet</i>. Share the <i>Presentation: Banks</i> and ask the children to write down the key information on their sheet (only</p>

					<p>children working at greater depth need to include the 'Other information' column). Talk through the information for Bank A. Explain that the interest rate is the amount that the bank will pay you for keeping your money in their account. Explain that the higher the rate, the better it is.</p> <p>Ask the children to look at their information sheets and to underline the banks which they think are best for:</p> <ol style="list-style-type: none"><li>1. the amount needed to open an account</li><li>2. the interest rate</li><li>3. the number of withdrawals</li><li>4. free gifts</li></ol> <p>Discuss what they think about each of these.</p> <p>Ask them to think about the character from the previous lesson. Remind them that he/she has £5 a week pocket money and needs to save £35 for the computer game. Ask the children which account they think will be the best? Ask them to think for themselves and then talk to their partner.</p>
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					<p>Ask each pair which account they have chosen and keep a tally on the board to show the most popular choice. When you have everyone's answer, ask the children why they chose that one.</p> <p>Discuss some of their ideas – the answer is either A or D as the interest rate is higher, he/she can save the amount needed and there are branches available.</p> <p>Children might get excited by the free gift so this is a good opportunity to stress that banks use this as a way to persuade them to have an account there. They might not be offering the best value account though.</p> <p><b>Key question</b></p> <ul style="list-style-type: none"> <li>• What should we think about when we choose a bank account?</li> </ul>
	10		<ul style="list-style-type: none"> <li>• To recognise the difference between a</li> </ul>	<ul style="list-style-type: none"> <li>• I know the difference between a</li> </ul>	<p><u><a href="#">Kapow Primary- Needs and wants</a></u>  <u>Activity Outline</u>          Explain that there are lots of things that we have which are actually things that we want, rather than need.</p>

			want and a need.	want and a need.	<p>Put the children into small groups or pairs and give each group a pack of the <i>Activity: Wants or needs? cards</i> Ask the children to think again about the needs of a baby. The children then sort the cards into either 'wants' or 'needs'.</p> <p>When they have finished, ask children whether there were any that they found tricky to classify, for example, books. Discuss and agree as a class whether you think they are needs or wants.</p> <p>Ask the children to create a picture that shows the things they have which are needs.</p> <p><b>Key question</b></p> <ul style="list-style-type: none"> <li>• What are wants and needs?</li> </ul>
	11		<ul style="list-style-type: none"> <li>• To recognise the difference between a want and a need.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the difference between a want and a need.</li> </ul>	<p><b>Kapow primary- Wants and needs</b> <u>Activity Outline</u></p> <p>Ask the children if there is something they want at the moment. Ask some of the children what they have chosen and write these on the board.</p> <p>If the children have written down something expensive on the board,</p>



					<p>explain that they might not be able to buy them straight away. Some things, they might never be able to buy. Give an example of something expensive that you might want, but are unlikely to ever have such as a boat, expensive car or piece of jewellery.</p> <p>Explain we all have to make choices about our wants and whether we can afford them now or in the future.</p> <p>Ask the children to think about the item they have chosen and ask:</p> <ul style="list-style-type: none"><li>• Would they be able to buy it now?</li><li>• Would they need to save up?</li><li>• Would someone else be able to help them? (for example, give it as a present)</li></ul> <p>Create a made-up character and explain that he/she wants to buy a new computer game (you can change this to fit the interests of your children).</p> <p>Explain that the character needs to save £35 and they get £5 a week pocket money. How many weeks will he/she need</p>
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					<p>to save for (seven). These amounts could be changed to suit your class.</p> <p>Now ask the children to think about what problems the character might have saving for that long. Ask them to write down their ideas. These might include the character needing money for other things, the money could get lost, the character might go off the item or a newer one might come out).</p> <p>Ask the class to think about and write down the benefits of the character saving money for the computer game (for example, he/she might feel proud to have saved up the money without spending it on something else).</p> <p>Discuss with the class how different people will have different feelings around saving and some people find it easier than others.</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"><li>• How can we save for something we really want?</li><li>• What might stop us saving?</li></ul>
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					<ul style="list-style-type: none"> <li>How might we feel if we manage to save that amount?</li> </ul>
	12		<ul style="list-style-type: none"> <li>To know reason why people choose certain jobs.</li> </ul>	<ul style="list-style-type: none"> <li>I know some of the ways in which adults get money.</li> </ul>	<p><b>Kapow Primary- Jobs</b> Activity Outline</p> <p>Put the children into pairs and ask them to select one of the jobs that they have identified (or you could give them a job to consider). Ask them to think about what that person might enjoy about their job and what skills they need to do their job.</p> <p>Share the <i>Presentation: Teacher example</i> or another example of your choice to illustrate the activity before they start.</p> <p>Ask for the children’s suggestions and correct any misconceptions. Stress that everyone has different skills and interests and finding a job you enjoy is really important.</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What skills do people need for different jobs?</li> </ul>

					<ul style="list-style-type: none"><li>• What do people enjoy about their job?</li></ul>
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