

Personal Development Curriculum 2016-2017

Year 2

| Autumn term theme- Health and Wellbeing | | | |
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| Learning Objectives | Key Skills taught | Links to the curriculum | |
| <p>1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>2. to recognise what they like and dislike</p> <p>3. how to make real, informed choices that improve their physical and emotional health</p> <p>4. to recognise that choices can have good and bad consequences</p> <p>5. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>6. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p> <p>8. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>9. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p> <p>10. that household products, including medicines, can be harmful if not used properly</p> <p>11. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety)</p> <p>12. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p> | <p>1. what is meant by a healthy lifestyle</p> <p>2. how to maintain physical, mental and emotional health and wellbeing</p> <p>3. how to manage risks to physical and emotional health and wellbeing</p> <p>4. ways of keeping physically and emotionally safe</p> <p>5. about managing change, including puberty, transition and loss</p> <p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>7. how to respond in an emergency</p> <p>8. to identify different influences on health and wellbeing</p> | <p>Fireworks safety</p> <p>Class charters</p> <p>Lifeguard visit</p> <p>Shakespeare</p> <p>Shared worship</p> <p>Walk wise</p> <p>History: comparing Tudor times to modern day</p> <p>Science: healthy eating</p> <p>Kidsafe</p> | |
| E-safety focus | | | |
| Category | Learning Objectives | Key Skills | Resources |
| 1. Internet Safety | <ul style="list-style-type: none"> •understand that being safe when they visit websites is similar to staying safe in real life. •learn to recognize websites that are good for them to visit. •recognize if they should ask an adult they trust before they visit a particular website. | <p>Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them</p> | <p>Lesson name: Staying Safe Online</p> <p>File path: Curriculum> 2016-2017 curriculum> safety > lessons > y2 > Staying safe online</p> <p>Other useful resources: Childnet - Smartie the Penguin - ebook Childnet - Digiduck e-book Disney - Don't be in the dark Online safe surfing game AVG – Magda and Mo Free E-book about information online</p> |
| 2. Digital Footprint and reputation Privacy and Security | <ul style="list-style-type: none"> •learn that the information they put online leaves a digital footprint or "trail." •explore what information is appropriate to be put online. •judge the nature of different types of digital footprints by | <p>Pupils learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they</p> | <p>Lesson name: Follow the Digital Trail</p> <p>File path: Curriculum> 2016-2017 curriculum> safety > lessons > y2 > Follow the Digital Trail</p> <p>Other useful resources:</p> |

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| | following the information trails of two fictional animals. | manage it. | Childnet – What should you keep safe? BBC – Saxon Monk – Internet Videos are forever Horrible histories video ICO – Personal information and information rights Lesson plans and resources CEOP – Welcome to the carnival Hector's World cartoon about personal information |
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Spring term- Relationships

| Learning Objectives | Key skills taught | Links to the curriculum |
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| 1. to recognise how their behaviour affects other people 2. to recognise what is fair and unfair, kind and unkind, what is right and wrong 3. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 4. to offer constructive support and feedback to others 5. to identify and respect the differences and similarities between people 6. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) 7. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 8. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help | 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships. | Human rights awareness day/week Chinese new year Christian art week Shakespeare Shared worship What I believe topic History: charities that help homeless people Geography: the environment |

E-safety focus

| Category | Learning Objectives | Key Skills | Resources |
|---|--|---|---|
| 3. Cyber Bullying and Relationships and Communication | <ul style="list-style-type: none"> •analyze online behaviors that could be considered cyberbullying. •explain how to deal with a cyberbullying situation. •recognize the importance of engaging a trusted adult when they experience cyberbullying. | Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. | Lesson name: Screen out the Mean File path: Curriculum> 2016-2017 curriculum> safety > lessons > y2 > Screen out the Mean Other useful resources: Cybersmart - Cyberbullying Teachers resources Kidscape – links to Cyberbullying resources UK Safer Internet Centre Safer Internet Day |
| 4. Information Literacy | <ul style="list-style-type: none"> •understand the function of keywords and keyword searches. •learn a step-by-step procedure for selecting suitable keywords. •apply their chosen keywords to find the information they are looking for on the Internet. | Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results. | Lesson name: Using Key Words File path: Curriculum> 2016-2017 curriculum> safety > lessons > y2 > Using Key Words Other useful resources: SWGfL - Swiggle Education search engine and resource site for children Google – Safesearchkids Search engine for children Common Sense Media - Choosing a Search Site Lesson plans from a previous version of CSM Digital Literacy and Citizenship Curriculum |

Summer term- Living in the wider world

| Learning Objectives | Key skills taught | Links to the curriculum |
|---|--|---|
| 1. to help construct, and agree to follow, group and class rules and to understand how these rules help them 2. that they belong to various groups and communities such as family and school 3. what improves and harms their local, natural and built environments and about some of the ways people look after them 4. about the role money plays in their lives 5. how to manage their money, keep it safe, choices about spending money and what influences those choices | 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people's lives 8. a basic understanding of enterprise. | School bank Sports day BB proms in the park/ BB gest Shakespeare Shared worship Nexus safety talk History: innovation and inventors Geography: studying the local area DT: designing and making a product |

E-safety focus

| Category | Learning Objectives | Key Skills | Resources |
|-------------------------|--|--|--|
| 5. Information Literacy | <ul style="list-style-type: none"> •identify and explore different features of an informational website. •understand that not everyone will rate a website the same way. •evaluate whether they like or dislike features of a site. | Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information. | Lesson name: Sites I Like File path: Curriculum> 2016-2017 curriculum> safety > lessons > y2 > Sites I Like Other useful resources: CEOP - Hector's World Cartoons and teacher resources Netsmartz - Delivery for webster - ebook Common Sense Media - Choosing a Search Site Lesson plans from a previous version of CSM Digital Literacy and Citizenship Curriculum AVG – Magda and Mo E-book about appropriate websites |

