

### Celebrating Difference Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Year 2	<p><b>I start to understand that sometimes people make assumptions about boys and girls (stereotypes).</b></p> <p>Children discuss statements (relating to stereotypes) and state if true or false. To identify similarities between class friends.</p>	<p><b>I start to understand that sometimes people make assumptions about boys and girls (stereotypes).</b></p> <p>Children discuss if certain duvet patterns are for boys or girls. To identify similarities between class friends. Children discuss why it is good to be different.</p>	<p><b>I understand that bullying is sometimes about Difference. I am able to tell you how someone who is bullied feels. I am able to be kind to children who are bullied.</b></p> <p>Children discuss scenario cards to state if they are examples of bullying and why. Discuss how children would feel if bullied and how we can help.</p>	<p><b>I recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others if I am being bullied.</b></p> <p>Children use scenario cards to discuss bullying incidents. (See Appendix 1) Children discuss what a bystander is and what to do if being bullied or you know of someone being bullied.</p>	<p><b>I understand that it is OK to be different from other people and to be friends with them. I understand that we shouldn't judge people if they are different from us. I know how it feels to be a friend and have a friend.</b></p> <p>Children use story to discuss gender stereotypes (questioning if there are any particular toys, clothes, games boys/girls should play with). Children discuss how it is good to be different and no one should get picked on for being different.</p>	<p><b>I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</b></p> <p>Children reflect on learning from previous weeks, and discuss differences between friends in class, and how they can complement one another. Children acknowledge what a good friend should be like and what to do if someone is being bullied or picked on.</p>

### Relationships Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Year 2	<p><b>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different.</b></p> <p>Children discuss what makes a family and happy home, looking at photos and discussing if they may represent a family. (see Appendix 2)</p>	<p><b>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I know which types of physical contact I like and don't like and am able to talk about this.</b></p> <p>To discuss different forms of physical contact using photos (see Appendix 3). Discuss which are acceptable and which are not. Discuss what contact they like/dislike. Discuss what to do if they don't like a form of contact.</p>	<p><b>I can identify some of the things that cause conflict with my friends demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</b></p> <p>Children discuss a scenario of children falling out - how do they feel? Children discuss how they can mend the friendship.</p>	<p><b>I can understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</b></p> <p>Children discuss two scenarios - are they an example of a good or bad secret? To think of other examples together. Discuss what they should do if a secret is worrying them.</p>	<p><b>I can recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone.</b></p> <p>Discuss what it means to trust someone and how trust can be damaged. Discuss different people they may know (family, school, community) and what they trust them to do.</p>	<p><b>I can express my appreciation for the people in my special relationships. I can be comfortable accepting appreciation from others</b></p> <p>Discuss what a compliment is and how we can share a compliment. Children share compliments with one another. To review all learning from this unit.</p>

## Changing Me Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>
Year 2	<p><b>I can recognise cycles of life in nature. I understand there are some changes that are outside my control and to recognise how I feel about this.</b></p> <p>Children discuss changes they see in the seasons. To look at other life cycles (See Appendix 4) and how people feel when their bodies change.</p>	<p><b>I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me.</b></p> <p>Children discuss changes that may happen when you become an elderly person. Children to share photos of a relative - what do they respect and like about them?</p>	<p><b>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I can feel proud about becoming more independent.</b></p> <p>Children discuss what abilities and skills you can do from a baby to an adult. To sort objects that would be associated with different ages (e.g. rattle, book, car keys)</p>	<p><b>I understand there are different types of touch and tell you which ones I like and don't like. I can be confident to say what I like and don't like and ask for help.</b></p> <p>Children share what textures they like/dislike (from a variety of objects). Discuss poem (See Appendix 5) and share what types of touches they like. Talk about what they should do if a touch upsets or frightens them.</p>	<p><b>I can identify what I am looking forward to when I move to my next class. I can start thinking about changes I will make in my next year at school and know how to go about this.</b></p> <p>To discuss feelings around moving to Year 3. To share what they are looking forward to and what they may be worried about.</p>

Emma teases Liam every day because he finds reading difficult.

Ava gets called silly names by Mason and Mia because she has two Mums.

Oliver keeps making silly phone calls to Logan on his mobile. Logan doesn't like it.

Scarlett and Ben always trip up Lily in the playground.

Sofia hides Luke's things so he can't find them.

Ellie likes playing games online. Henry and Ali deliberately keep shooting her character so she can't get to the next level.

Skylar teases Stella because she has asthma and sometimes wheezes when she does P.E.

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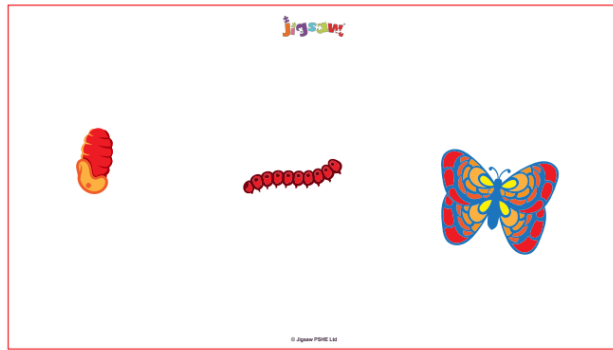
Appendix 2



Appendix 3



## Appendix 4



## Appendix 5

### What about you?

I laugh when I am tickled

Do you?

I smile when I am hugged

Do you?

I chuckle when I feel a squeeze

And cry if I am pushed.

What about you?

I giggle when I am spun around

Do you?

I feel safe when I am cuddled

Do you?

I am soothed when my face is stroked and upset if I am pinched.

What about you?