


Dereham Church Infant and Nursery School- PSHE

	<p>Year group: Year 2</p>	<p>Area/topic: PSHE [Celebrating Difference]</p> <p>(Objectives from NC/ELG/Development matters)</p> <p>I can identify similarities and differences between myself and other children in my class.</p> <p>I can explain what makes me different and special.</p> <p>I can explain what bullying is.</p> <p>I can understand how it might feel to be bullied.</p> <p>I can explain who I could talk to at school if I didn't feel safe or was being bullied.</p> <p>I can talk about how I can make new friends and help others to make friends</p> <p>I know that sometimes people make assumptions about boys/girls interests, likes/dislikes and that this is called "stereotyping".</p>
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Prior learning	Future learning
<p>Children will link their knowledge of "being a good friend" to our School Values. They will talk about how their class rules/expectations of behaviour help them to feel safe and help them to be good friends to each other. They will consolidate their understanding that everyone is unique but they can share experiences and likes/dislikes.</p>	<p>Children will discuss how their class rules link to our school values. Children will learn about stereotyping [ie; "all girls like pink" and consolidate their understanding that everyone is different and that is ok. They will consider that they are members of their class community but also the whole school community. They will consolidate their understanding on qualities that make a good friend and consider that when bullying occurs, it is sometimes because someone is considered different.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>I am starting to understand that sometimes people make assumptions about boys and girls [stereotypes].</p> <p>I understand that bullying is sometimes about difference</p>	<p>children could design a friendship badge/bench/area and visit younger classes to talk about how it would work.</p>
Key vocabulary	
<p>stereotyping</p> <p>bullying</p> <p>differences/similarities</p> <p>personal qualities [relating to being a good friend].</p>	<p>children could write a rap/learn a song about stereotyping</p> <p>children could design and make anti bullying posters</p> <p>through discussion [paired/group].</p>
Common misconceptions	Books linking to this area
<p>that all girls like ___/boys like ____</p> <p>That colours are linked to gender</p> <p>That girls are Nurses, boys are Doctors.</p> <p>That having different opinions/ideas is not acceptable.</p>	<p>Usborne books All about diversity</p> <p>Pink is for boys by Robb Pearlman</p> <p>My shadow is pink by Scott Stuart</p> <p>Julian is a mermaid by Jessica Love</p> <p>Mixed by Arree Chung</p> <p>Perfectly Norman by Tom Percival</p>

<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<p><i>interviewing children/staff about being a member of our school</i></p> <p><i>school council/class council discussion linked to promoting friendship/preventing bullying</i></p>	<p><i>during discussion [class/group].</i></p> <p><i>during drama/Philosophy/</i></p> <p><i>when working collaboratively in pairs/groups</i></p>

DCINS Reasonable adjustments for pupils with SEND

<i>Communication and Interaction</i>	<i>Cognition and Learning</i>
<i>simplified steps songs/videos smaller groups using puppets</i>	<i>social stories real life experiences drawing on their own experiences visual prompt pictures/lists to help with remembering tasks talking tiles</i>

Social, Emotional and Mental health

*allowing time for thoughts/ideas
having an awareness of home life/experiences
specific to that child
a trusted adult to talk to
awareness of how other children may impact on
another child's ability to cope/contribute to a
group*

Sensory and Physical

*allow processing time
allow time for calming down if needed
allow ideas to be communicated through
videos/pictures rather than just spoken words or
writing.*