

## Learn Together in Year 2

Strand	Unit	In this unit of work, students learn...
Moral and Spiritual	Exploring Moral Development and Relationships	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, incl. how to dial 999 and what to say</li> </ul>
	Supporting Physical and Mental Health	<ul style="list-style-type: none"> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• Begin to understand that we have a responsibility in helping reduce the spread of infection and to develop simple skills to help prevent disease spreading.</li> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul>
Equality and Justice	Exploring human rights/ Activating equality (BHM)	<ul style="list-style-type: none"> <li>• to appreciate diversity in the school e.g. culture, ethnicity, religion and family units</li> <li>• about equality issues through celebrations: International <b>Black History Month</b></li> <li>• to recap on previous year's objectives</li> <li>• about why minority ethnic groups, including Black British people, are also represented less often <i>because</i> they are in a minority: there are less black, asian and mixed-race people living in Britain than white people.</li> <li>• to appreciate the literary and musical influence black writers and musicians have upon our society.</li> </ul>
	Exploring Human Rights	<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 (i.e. how people are interdependent e.g. the postal worker, nurse, doctor, shop worker etc)</li> <li>• about different rights and responsibilities that they have in school and the wider community</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>• to link their learning to some of the rights outlined in the UN Convention on the Rights of the Child.</li> </ul>
	Economic Wellbeing and Sustainability	<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> </ul>

## Learn Together in Year 2

Strand	Unit	In this unit of work, students learn...
Ethics and the Environment	Knowledge and awareness of environmental issues	<ul style="list-style-type: none"> <li>• how to be actively involved in maintaining an environmentally friendly classroom and school.</li> <li>• to identify and explore different habitats and understand why different animals require different things in their habitats to survive.</li> <li>• how human actions can have both a positive or a negative impact upon habitats and the environment.</li> <li>• how to reduce waste by reusing and recycling materials and the concept of sustainable living e.g. reusable water bottles, bags for life etc.</li> </ul>
	Activation of Responsibility and Stewardship	<ul style="list-style-type: none"> <li>• to develop an environmental code for waste management in classrooms and the school</li> <li>• to take an active role in maintaining the school grounds e.g. maintaining a garden area, making small habitats</li> <li>• to take responsibility for their local community and areas around the school</li> </ul>
Belief Systems	Key Figures	<ul style="list-style-type: none"> <li>• Recap on what definition of a leader and the role of a leader.</li> <li>• Learn the names of the different religious leaders from the belief systems taught in this year group and discuss the role of these leaders within their places of worship and in their communities.</li> <li>• Examine the different styles of dress for religious leaders in belief systems taught in this cycle.</li> <li>• Discuss the role of leadership for those with no religious belief systems e.g. teachers, parents etc.</li> <li>• Explore the special books, objects and symbols which are important to the belief systems studied in this cycle.</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>• Discuss the term religion and learn the key definitions of the religions studied in this cycle.</li> <li>• Discuss the term religion and explore different cultural and religious festivals such as Christmas, Easter, Eid, Diwali, Hanukkah (relating to belief systems studied at this cycle).</li> <li>• Study some religious observances for the religious belief systems studied in this cycle (e.g. fasting, prayers, daily observances/rituals etc.)</li> <li>• Study some of the main festivals celebrated in the belief systems taught in this cycle examining the art, music and traditions of each (Judaism: Rosh Hashanah &amp; Yom Kippur; Buddhism: Buddha Day (Vesak), Bodhi day; Sikhism: Baisakhi)</li> </ul>
	Celebrations, Rites and Ceremonies	<ul style="list-style-type: none"> <li>• Study some of the main festivals celebrated in the belief systems taught in this cycle examining the art, music and traditions of each (Judaism: Rosh Hashanah &amp; Yom Kippur; Buddhism: Buddha Day (Vesak), Bodhi day; Sikhism: Baisakhi)</li> <li>• Learn about the different naming ceremonies across the religious belief systems taught in this cycle and those of non-religious belief systems.</li> <li>• Begin to identify some similarities and differences between these naming ceremonies.</li> </ul>