



All Saints CE Primary School and Nursery

Medium Term Planning



Class teacher: SS/GN Year group: 2 Term: Spring 1 Subject: PSHE/Growing and Changing

Lesson	Learning Goal (L.G.)	Brief outline of lesson content (or where this can be found/unit found in, if for example it is a published scheme such as Science, Kapow French or Music, Purple Mash computing)	Key Vocabulary covered
1	I can share simple ways of giving positive feedback to others. SEN- adult support respect	PSHE lesson- A helping hand Main activity-Using the simple obstacle course that has been set up, children work in pairs to go around it. One wears a blindfold and the other helps the blindfolded one to navigate the course safely. They then swap over. See Scarf lesson plan for details and resources. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/a-helping-hand	Growth mind-set Positive attitude Learning line Goal Achieve
2	I can recognise feelings that I feel with losing (and being reunited) with a person I am close to. SEN- adult support Tolerance	Sam Moves Away Read the Sam Moves Away story (provided - see Resources needed area) using the prompt questions to guide your discussions with the class. See Scarf lesson plan for details and resources. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/sam-moves-away	Feeling vocabulary
3	I can identify different stages of growth. SEN- adult support Liberty	Haven't you grown! Introduce the letter from 'Aunty Jean' explain that she lives in Australia and has been sent some photos from her	baby, toddler, child, teenager, adult

		<p>family in the UK. She hasn't seen them since Isaac was a baby.</p> <p>See Scarf lesson plan for details and resources.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/havent-you-grown</p>	
4	<p>I can identify which parts of the human body are private.</p> <p>SEN- adult support Tolerance/respect</p>	<p><u>My body, your body</u></p> <p>Main activity- Ask for two volunteers who are happy to be drawn around. Ask them to lie down on the paper. Draw around their bodies, therefore creating two outlines. Explain that one body will be for a boy and the other for a girl. Can they name them giving them invented names that are different from those in the class?</p> <p>Next, stick these up at the front of the class where everyone can see them.</p> <p>See Scarf lesson plan for details and resources.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-body-your-body</p>	<p>eyes ears nose nipples belly button (navel) vulva penis testicles fingers knees toes</p>
5	<p>I can explain what privacy means.</p> <p>SEN- adult support Tolerance/respect/rule of law</p>	<p><u>Respecting Privacy</u></p> <p>See Scarf lesson plan for details and resources.</p> <p>Explain we are going to talk about other things that are private today, and to do this we are going to find out about two friends who are similar in age to this class, called Georgia and Katie.</p> <p>Activity 1 - Georgia and Kate- Read the story, stopping to ask the children the questions in bold.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/respecting-privacy-</p>	<p>Consent Private Private parts of the body Rights Puberty glossary- resources section</p>
6	<p>I can identify how inappropriate touch can make someone feel.</p> <p>SEN- adult support Tolerance/respect/rule of law</p>	<p><u>Some secrets should never be kept</u></p> <p>Begin by reading the story 'Some secrets should never be kept' by Jayneen Sanders (versions of this can be viewed online by searching the title and author).</p> <p>See Scarf lesson plan for details and resources.</p>	<p>Secrets Unsafe secrets Privacy Trust Network hand</p>

		https://www.coramlifeeducation.org.uk/scarf/lesson-plans/some-secrets-should-never-be-kept	
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