

Year 2 PSHE and Online Safety – Stannington Infant School

Supported through use of Jigsaw PSHE scheme and Sheffield Online Safety Curriculum

Puzzle Overview

| Puzzle 1 Being Me in My World | Puzzle Outcome Help me fit together the six piece of learning about Being Me in My World to create the Learning Charter | | Online Safety links |
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| Pieces | | | |
| 1. Hopes and fears for the year | I can identify some of my hopes and fears for this year. | I recognise when I feel worried and know who to ask for help. | |
| 2. Rights and responsibilities | I understand the rights and responsibilities for being a member of my class and school. | I recognize when I feel worried and know who to ask for help. | Children could make own AUP 'rules' for using iPad/laptop/PC in class. |
| 3. Rewards and consequences | I understand the rights and responsibilities of being a member of my class. | I can help make my class a safe place and fair place. | |
| 4. Rewards and consequences | I can listen to other people and contribute my own ideas about rewards and consequences. | I can help make my class a safe place and fair place. | |
| 5. Our learning charter | I understand how following the Learning Charter will help me and others learn. | I can work cooperatively. | Chn to discuss online 'rights' and add to AUP policy |
| 6. Owning our Learning Charter | I understand how following the Learning Charter will help me and others learn. | I am choosing to follow the Learning Charter. | Children share AUP and follow |

This could be done as part of the computing unit in Aut term and used around school and in the rooms where we store the laptops and iPads.

Puzzle Overview

| Puzzle 2 Celebrating Difference | Puzzle Outcome Help me fit together the six piece of learning about Celebrating Differences to create a Hall of Fame display. | | Online Safety links |
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| Pieces | | | |
| 1. Boys and Girls | I am starting to understand that sometimes people make assumptions about boys and girls. (stereotypes) | I understand some ways in which boys and girls are similar and feel good about this. | |
| 2. Boys and Girls | I am starting to understand that sometimes people make assumptions about boys and girls. (stereotypes) | I understand some ways in which boys and girls are different and accept that this is OK. | |
| 3. Why does 'bullying' happen? | I understand that bullying is sometimes about being difference. I can tell you what bullying is online. I know what the terms 'griefing' and 'hacking' are. | I can tell you how someone who is bullied feels. I can be kind to children who are bullied. | Discuss online bullying and what this may be like. Discuss respecting each other's game spaces |
| 4. Standing up for myself and others | I can 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. I know how to get help if I am being bullied. | Share https://www.bbc.com/bitesize/clips/z8pxpv4 a girl is bullied then her bully befriends her |
| 5. Making a new friend | I know some ways to make new friends. | I know how it feels to be a friend and have a friend. | Discuss not sharing personal information with 'new' friends online. Watch 'Details, details' or 'It's a serious game' about which information to share. Teach Digi Duck lessons about how to treat friends and asking permission to share each other's information. |
| 6. Celebrating difference; celebrating me | I can tell you some ways I am different from my friends. | I understand these differences make us all special and unique. | |

Bullying clip - <https://www.bbc.com/bitesize/clips/z8pxpv4>

Hector's World episodes - https://www.thinkuknow.co.uk/5_7/hectorsworld/ episode 1 **Details, details**
episode 3 **it's a serious game**

Digi Duck: <https://www.childnet.com/resources/digiducks-big-decision> - asking permission to share photographs

Puzzle Overview

| <u>Puzzle 3</u> Dreams and Goals | <u>Puzzle Outcome</u> | | <u>Online Safety links</u> |
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| | Help me fit together the six piece of learning about my Dreams and Goals to create Our Garden of Dreams and Goals. | | |
| Pieces | | | |
| 1. Goals to success | I can chose realistic goal and think about how to achieve it. | I can identify my successes and achievements and know how this makes me feel. (proud) | |
| 2. My learning strengths | I can persevere even when I find tasks difficult. | I can tell you some of my strengths as a learner | |
| 3. Learning with others | I can recognise who it is easy for me to work with and who it is more difficult for me to work with. | I understand how working with other people can help me learn. | |
| 4. A group challenge | I can work cooperatively in a group to create an end product. | I can work with other people to solve problems. | |
| 5. Continuing our group challenge | I can explain some ways of the ways I worked cooperatively in my group to create an end product. | I can work with other people to solve problems. | |
| 6. Celebrating our achievement | I know how to share success with other people. I know how to share success using technology. | I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud) | Discussion around positive use of emojis |
| Safety and Online Communities | I understand that some things people do online are good, and somethings people do online are not good. | I can recognise when an online community feels unsafe or uncomfortable. | |

Puzzle Overview

| <u>Puzzle 4</u> Healthy Me | <u>Puzzle Outcome</u> | | <u>Online Safety links</u> |
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| Pieces | | | |
| 1. Being healthy | I know what I need to keep my body healthy. I can make healthy choices about my online lifestyle choices. | I am motivated to make healthy lifestyle choices. | Discussion around screen time/ playing on iPads at bedtime. Discuss the idea of 'digital sunsets' |
| 2. Being relaxed | I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I know when I feel unsure about something online. | I can tell you when a feeling is weak and when a feeling is strong. | Watch the info gang from Hector's world – about listening to the butterflies in your tummy when you are unsure |
| 3. Medicine Safety | I understand that medicines work in my body and how important it is to use them safely. | I feel positive about caring for my body and keeping it healthy. | |
| 4. Healthy eating | I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. | I have a healthy relationship with food and know which foods I enjoy the most. | |
| 5. Healthy eating | I can decide which foods to eat to give my body energy. | I have a healthy relationship with food and I know which foods are most nutritious for my body. | |
| 6. The Healthy Me cafe | I can make some healthy snacks and explain why they are good for my bod. | I can express how it feels to share healthy food with my friends. | |

Article about a school that had a 'digital sunset' for children: <http://uckfieldnews.com/children-at-manor-primary-school-face-digital-sunset-challenge/>

Hector's World episodes - https://www.thinkuknow.co.uk/5_7/hectorsworld/ episode 4 – **the Info Gang**

Puzzle Overview

| <u>Puzzle 5</u> Relationships | <u>Puzzle Outcome</u> Help me fit together the six piece of learning about relationships to create 'Our Relationship Fiesta.' | | <u>Online Safety links</u> |
|---|--|--|---|
| Pieces | | | |
| 1. Families | 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 and understand that most people value their family. | |
| 2. Keeping safe – exploring physical contact | 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 understand what is acceptable online and what is not. | I know which types of physical contact I like and don't like and can talk about this. | NSPPC – Molly and the boy video clip – send letter to parents first |
| 3. Friends and conflict | I can identify some of the thing that cause conflict with my friends. I can identify some of the thing that cause conflict with my friends online. | I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends. | Discussion around how we 'play' with friends online. Watch episode 6 of Hector's world – You are not alone – about changing people's photos online. |
| 4. Secrets | I 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. | |
| 5. Trust and appreciation | I recognise and appreciate people who can help me in my family, my school and my community. I recognise and appreciate people who can help me in my family, my school and my community about things when I am online. | I understand how it feels to trust someone. | Smartie the Penguin – who can he ask for help |
| 6. Celebrating my special relationships | I can express my appreciation for the people in my special relationships. | I am comfortable accepting appreciation from others. | |

| Puzzle 6 Changing Me | Puzzle Outcome Help me fit together the six piece of learning about Changing me to create a Tree of Change display | | Online Safety links |
|---------------------------------------|--|---|--|
| Pieces | | | |
| 1. Life cycles in nature | I can recognise cycles of life in nature. | I understand that there are some changes that are outside my control and can recognise how I feel about this. | |
| 2. Growing from young to old | I can tell you about the natural process of growing from young to old and understand that this is not in my control. | I know that changes are OK and that sometimes they will happen whether I want them to or not. | |
| 3. The changing me | 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 feel proud about coming more independent. | |
| 4. Boys' and Girls' bodies | I can recognise the physical differences between boys and girls, use the correct names for the body (penis, testicles, vagina) and appreciate that some parts of the body are private. | I respect my body and understand which parts are private. | PANTS links to NSPPC |
| 5. Assertiveness | I understand that there are different types of touch and can tell you which ones I like and don't like. | I am confident to say what I like and don't like and can ask for help. | Link to online and being asked to do things you don't want to do or listening to things you don't want to. |
| 6. Looking ahead | I can identify what I am looking forward to when I am in Year 3 | I can start to think about changes I will make when I am in Year 3 and know how to go about this. | |