



Year 2 RSE/PSHE/SUMO Yearly Overview

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
<p><b>Autumn 1</b>  <b>SUMO Link:</b>  <b>Change your t-shirt</b></p>	<p><u>Change your T-Shirt lesson</u>  <u>Watch video</u>            T-shirt template, create a washing line?</p>	<p><u>Change your T-Shirt lesson</u>            Using role play and emojis to show the difference in T-Shirts.  <b>What can we do to help us change our T-Shirt?</b></p>	<p><u>God Loves you</u>            Go through the PowerPoint and tell the children the story of the prodigal son.            -Ask the children to tell the story back to you.            -Use the questions from the session plan (slide 16) to gauge the children's understanding of the characters and the story.  <b>SL: What T-Shirt was the prodigal son wearing at the beginning of the story?</b></p>	<p><u>Link back to last week's lesson</u>            Quickly summarise the story of the prodigal son from the previous week.            Ask the children to tell you what they remember.            -Children role play the part of the story where the son comes home.            - Remind the children it is a parable. Father represents God and the son represents us.            -Ask the children to write a prayer asking God to help them to remain close to him.  <b>SL: What T-Shirt was the son wearing by the end? How did he change his T-Shirt?</b></p>	<p><u>Special People</u>  <b>CT – Use prayer from the unit prayers. Who is special to you?</b>  <b>How can we say thank you to those special people?</b>  <b>Main –</b> Go through the powerpoint.            -Introduce Super Susie.            -Why are Susie's special squad special to her?            -What makes them special?            -How are they different to superheroes off the TV?</p>	<p><u>Link back to last week's lesson</u>            Remind the children of Super Susie.            -Ask the children to draw the people they would have in their special squad.            -What makes these people special to you?            -What is their super power?</p>
<p><b>Autumn 2</b>  <b>SUMO Link:</b>  <b>Fruity Thinking</b></p>	<p><u>Fruity thinking lesson</u>  <u>Watch Video</u>            Draw fruit (Positive thoughts in the fruit)</p>	<p><u>Fruity thinking lesson</u>            Create poster showing differences between fruity and faulty thinking.  <b>Reflection: When is a time you have felt faulty? How did you</b></p>	<p><u>Treat others well</u>  <b>CT – Using the second prayer from the unit prayers.</b>  <b>How do I like people to treat me?</b>  <b>How can I treat people better?</b></p>	<p><u>Link back to last lesson</u>            Allow the children to watch the film, without alarm bells, again.            Ask the children what they would look for in a good friend.</p>	<p><u>... and say sorry</u>  <b>CT – Using the third prayer from the unit prayers.</b>  <b>Why is it important to say sorry?</b>  <b>How do you feel when someone says sorry to you?</b></p>	<p><u>Link back to last lesson</u>            Lead a prayer session where the children will write down/draw things that they have done wrong. They will then have the opportunity to put</p>



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		change that to fruity thinking?	<p><b>Main:</b> Go through the powerpoint and watch the film without the alarm bells. -Using the words and phrases from the powerpoint. Allow the children to describe the dragon's behaviour.</p> <p><b>SL:</b> How could the dragons use fruity thinking to help them treat people better?</p>	Children will complete Appendix 2 activity.	<p><b>Pray to God to help you to remember to say sorry.</b></p> <p><b>Main:</b> Go through the powerpoint and discuss.</p>	<p>them wrongs in the bin. Use the meditation from the session plan (Slide 6).</p> <p><b>SL:</b> How can we use fruity thinking to help us to say sorry?</p>
<p><b>Spring 1</b> <b>SUMO Link:</b> <b>Hippo time is OK</b></p>	<p><u>Hippo time lesson</u> <u>Watch video</u> Draw a time when we may need hippo time. Who can help us during this time?</p>	<p><u>Hippo time lesson</u> How do I feel during hippo time? How can I use my SUMO skills to help me feel better?</p>	<p><u>Being Safe</u> <u>CT – Day one of scripture prayer from the unit prayers.</u> Go through the PowerPoint and discuss.</p> <p><b>SL:</b> Your parents have told you you can't sign up to a website you want to sign up to. You get angry and storm away. How do you use hippo time to help you?</p>	<p><u>Link to last lesson</u> Go through the PowerPoint again and question the children using the appendix questions. Children will create a poster about staying safe online.</p>	<p><u>Good secrets and bad secrets</u> <u>CT – Day two of scripture prayer from the unit prayers.</u> Go through the PowerPoint and discuss the difference between a good secret and a bad secret.</p> <p><b>Why is it important not to keep bad secrets?</b></p> <p><b>SL:</b> How can we use hippo time in this situation?</p>	<p><u>Link back to last lesson</u> Remind children of what they had learnt in the previous lesson about good secrets and bad secrets. Children will then complete the appendix activity where they will stick the good secrets inside of Susie and the bad secrets outside of Susie.</p> <p><b>Reflection:</b> Why is it important to tell</p>



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						adults about bad secrets somebody has asked you to keep?
<p><b>Spring 2</b>  <b>SUMO Link:</b>  <b>Remember the beachball</b></p>	<p><u>Remember the beachball lesson</u>  <u>Watch video</u>          Use beachballs. What colours can you see when you're holding the beachball? What colours can your partner see?</p>	<p><u>Remember the beachball lesson</u>          Why is it important that we see other people's point of view?</p>	<p><u>Physical Contact</u>  <u>CT – Day three of scripture prayer from the unit prayers.</u>          Go through the PowerPoint and discuss the PANTS rule.</p> <p>SL: Why is this an important view that we should all listen to?</p>	<p><u>Link back to last week's lesson</u>          Remind the children of the pants rule. Why is it important?</p> <p>Activity: create their own pants poster on the pants template.</p>	<p><u>Trinity House</u>          Go through the PowerPoint (Using the downloadable appendix script)</p> <p>Activity: Children to complete storyboard of the story.</p>	<p><u>Who is my neighbour?</u>          Go through the PowerPoint and discuss communities and what community we belong to. (God's community)          Remind the children that all of the people we love and love us are part of our community just like we are part of God's.</p>



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<p><b>Summer 1</b> <b>SUMO Link:</b> <b>Learn Latin</b></p>	<p><u>Learn Latin</u> <u>Watch Video</u> Why do we put things off? What sort of things do you try and leave until later? Why do you leave them till later?</p>	<p><u>Learn Latin lesson</u> Think about the things you put off. Make a poster. Think of things you could do to make you seize the day and do them anyway.</p>	<p><u>Who is my neighbour?</u> Listen to the story of the good Samaritan and remind the children about the importance of community.</p> <p>Activity: Spread our the neighbours cards and discuss with the children where we may find these people.</p> <p><b>SL: Sometimes we can put things off. What is one thing you can do, with the class, in the next couple of weeks, to help the neighbours of the school?</b></p>	<p><u>The communities we live in</u> Go through the PowerPoint and discuss.</p> <p>Activity: Children will go around the room and complete the appendix activity.</p> <p>This will help the children to understand that everyone is different and unique.</p>	<p><u>HMHM</u> <u>All about me</u> <u>Understanding feelings</u> <u>Lesson Two</u></p> <p><b>Starter:</b> What do I like? What do I dislike? During circle time talk to the children about likes and what makes them special. <b>Main Activity:</b> Pupils are given photos/pictures of the 'basic' emotions on their table. They are then asked to pick one and act it out The groups should try to act out each emotion in turn and see which group identifies all emotions first.</p> <p><b>SL: Why is it important to talk to somebody you trust when you aren't feeling great?</b></p>	<p><u>HMHM</u> <u>All about me</u> <u>Lesson Three</u></p> <p><b>Starter:</b> Children to discuss a time when they've felt angry or cross. <b>Main Activity:</b> Using a bottle of fizzy pop, the children will explain times when they have felt angry and cross. Every time the children give a scenario, the teacher will shake the bottle. Eventually the teacher will take the lid off the bottle and the pop will explode everywhere. - <b>Children will complete a mind-map of times where they felt like they'd got angry and cross.</b> <b>SL: How can it help to tell people how we feel straight away rather than bottling it up?</b></p>
<p><b>Summer 2</b> <b>SUMO Link:</b> <b>Ditch Doris Day</b></p>	<p><u>Ditch Doris Day</u> <u>Lesson</u> <u>Watch Video</u> Write a proud diary. What have you achieved that you are proud of?</p>	<p><u>Ditch Doris Day</u> <u>Lesson</u> How can we make a difference in school? Let's set some goals: What do we want to do to make a difference in school</p>	<p><u>HMHM</u> <u>All about me</u> <u>What is character</u> <u>Lesson Four</u></p> <p><b>Starter:</b> Teacher can discuss key people from history, stories or real-life</p>	<p><u>HMHM</u> <u>All about me</u> <u>What is character?</u> <u>Lesson Five</u></p> <p><b>Starter:</b> Can children remember some of the character traits from last lesson?</p>	<p><u>HMHM</u> <u>Resilience and coping</u> <u>Lesson One</u></p> <p><b>Starter:</b> Pupils are asked to think about what it means to be calm. If needed, the teacher</p>	<p><u>HMHM</u> <u>Resilience and coping</u> <u>Lesson Two</u></p> <p><b>Starter:</b> Children will be introduced to Ollie (R&amp;C HMHM Page 35) and his worry bag.</p>



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		<p>and how are we going to do it?</p>	<p>people who embody character elements in a concrete and basic form (e.g. knights who are courageous and determined, school council members who are responsible and honest).</p> <p><b>Main Activity:</b> Children will create a bio on a friend. Provide the children with a template to help them with this. Give the children a checklist of some simple character traits. They should pick one of the traits they have chosen for their friend and write a sentence explaining a time when you have seen your friend using this trait.</p> <p><b>SL: Why is it important to show great qualities?</b></p>	<p><b>Main Activity:</b> Pupils are asked to create their own one page profile as an 'introduction to me' sheet. These can include:</p> <ul style="list-style-type: none"> <li>• I am helpful when...</li> <li>• I am brave when....</li> <li>• I try to look after others by...</li> </ul> <p><b>SL: How can we use these character traits to live more like God?</b></p>	<p>can provide some guidance around being calm such as being still and feeling happy. Following on from this, pupils are asked to show what it looks like to be calm, focusing on their movements and how their face might look.</p> <p><b>Main Activity:</b> Pupils are asked to line up to go for a 'calming' mindfulness walk, focusing on one of their senses. At the end of the walk, the teacher then asks pupils to think about how they felt and what they noticed during the activity. This feedback then allows the teacher to discuss how small amounts of time being quiet and focusing.</p> <p>Children will write a list of the things that</p>	<p><b>Main Activity:</b> Pupils are asked to create their own worry bags and think about what worries they may put in their bag. The bag could be made by the pupils or teacher prior to the lesson. The teacher may need to support the pupils to consider what worries they would like to put in their bag. Pupils may focus on concrete worries such as spiders/getting into trouble or consider some more personal abstract worries such as SATs/doing well in particular lessons. Pupils can either draw pictures representing their worries or write them down and cut them out, before placing them in their worry bags.</p> <p>Encourage the children to work in</p>
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					they feel make them feel calm.	pairs to share a worry from their worry bag.  SL: How can you help each other overcome your worries?
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If there is time, you may complete the rest of the resilience and coping HMHM module and the being the best module.