



## Featherstone Primary School: Progression within Healthy Mind, Healthy Body for Year Two



**Intent:** The Department of Health and Social Care say that, “There is no health without mental health.” This is the intent of Featherstone Primary School’s Healthy Mind, Healthy Body (HMHB) curriculum, where we firmly place mental health and emotional wellbeing within all of our strands of the learning: our Eleven Core Values; The Fundamental British Values; Equality and Diversity; Religious Education; Relationships and Sex Education and finally, Health education. Our intent is to educate children so that they can conduct themselves respectfully in all aspects of the school, lead a healthy, well-rounded life, safeguard themselves against any bad influences around them and ultimately prepare for, and be successful in, the next step of their education and life in a diverse, Modern Britain.

### Character Education: Featherstone’s Eleven Core Values

Respect	Diversity	Friendliness	Honesty	Self-discipline	Trust	Co-operation	Patience	Self-belief	Courtesy	Aspiration
Children understand respect as, “Taking care and looking after someone else’s feelings or wishes.” Children use this to respect everyone, including people that are different to us. Year Two children will be able to discuss their differences respectfully, linking to Diversity. They apply their manners in everyday situations and to all adults, including at lunch and break time. Children in Year Two show an understanding of what disrespect is and how it might make someone feel.	Year Two children continue their Respect learning into the Value of Diversity. They do this by getting along with everyone in their class and making positive comments about different religions and ethnicities. Children understand Diversity as ‘ <b>accepting differences between people</b> ’ and can explain the benefits of people having differences. By the end of Year Two, children are proud of who they are.	Children understand what is friendly and what is unfriendly and can explain/reason their thoughts. Children are introduced to the vocab. ‘consequence’ and understand it as ‘what happens because of what you do.’ Children know who to get help from if someone is being unfriendly (i.e. Place2Be). Children try their hardest to be friendly all the time because they know the difference between friendliness and unfriendliness.	Children can explain why lying is bad and can describe some of the things that might happen if you lie. Children also understand the benefits of being honest; for example, things will be better. However, children know that you don’t get physical rewards, i.e. prizes, etc. for being honest and can explain why.	Children in Year Two want to keep themselves in ‘good Values shape’ by showing self-discipline. They recognise feelings such as anger and worry and know how these feelings can start. Children give ideas on how to overcome these feelings and with more independence, can begin to control them.	Children understand trust as having faith and belief in somebody else and themselves. They do this by thinking about what has happened in the past and judging whether or not they think it will happen again, i.e. <i>The boy who cried wolf</i> . Children start to make their own mind up about who they can trust.	Year Two children understand co-operation as achieving a goal together when you can’t do it on your own. They are able to co-operate and help each other and other adults in school without being told, especially if it is to help someone with a task (i.e. offer help to a friend or adult).	Year Two children can start to complete bigger, independent tasks that take a longer time to complete. They show patience and can start to understand the benefits of waiting for something even when they don’t want to wait!	Year Two know that good feelings = wanting to do something (having more motivation). They know that being motivated helps them to achieve more. Year Two link the school motto “Believe” to “Succeed” to help in lessons, for example, don’t doubt themselves if work is hard.	Year Two children show Courtesy by learning about helping. They will help each other out but sometimes have to be asked or reminded. They know that helping others is a good thing but understand that being helpful does not <u>always</u> mean you get a reward. They gradually start to help out independently.	Year Two children know Aspiration as ‘having an aim or goal to do something.’ Children know that their aim or goal might become true with working hard, resilience (not giving up) and linking to the Value of Patience.

### The Fundamental British Values

Democracy	The rule of law	Individual liberty	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
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### Equality and Diversity

To understand what makes someone feel proud	To understand what diversity is	To understand how we share the world	To be able to work with everyone in my class	To feel proud of being different
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Religious Education			
<b>Content Knowledge: Learning about the faiths</b>	<p><b>Islam (Educational Visit):</b> The Five Pillars of Islam; The Mosque (design, features and use); Prophets Ibrahim and Ismail built the Ka’ba; Allah-Id ul celebration at the end of the Hajj</p> <p><b>Hinduism:</b> The notion of one God who is seen in different ways through different forms (deities) – Rama and Sita, Ganesh, Murugan, Hanuman and Krishna; Rama and Sita story recalled at Diwali; Religious symbols of Aum / Om</p>	<p><b>Religious Dispositions</b></p> <ul style="list-style-type: none"> <li>• Caring for others animals and the environment</li> <li>• Appreciating Beauty</li> <li>• Sharing and being Generous</li> <li>• Being Regardful of suffering</li> <li>• Living by rules</li> <li>• Being Temperate, exercising self-discipline and cultivating serene contentment</li> <li>• Creating Unity and Harmony</li> <li>• Participating and willing to lead</li> <li>• Being reflective and self-critical</li> <li>• Being merciful and forgiving</li> <li>• Being Imaginative and Explorative</li> <li>• Being silent and attentive to, and cultivating a sense for the sacred and transcendent</li> </ul>	
<b>Skills: Learning from the faiths</b>	<b>Reflection</b>		Understand the concepts of right and wrong, and their differences
	<b>Enquiry</b>		Recognise that some questions about life and beliefs are very difficult to answer Ask questions about their own and others’ feelings and experiences Suggest ideas about what religious symbols may mean
	<b>Expression</b>		Express their religion or belief with respect for others (link to Character Education) Say what they feel about the religious material studied and why Explain what matters to them in their own lives and why
	<b>Application</b>		Retell religious, spiritual and moral stories Identify how religion and beliefs are expressed in different ways Identify similarities and differences in features of religions and beliefs
	<b>Empathy</b>		Respond sensitively to the experiences and feelings of others, including those with and without a faith

	Relationship Education			Health Education	
	Healthy Relationships	Feelings and attitudes	People who help me	Keeping safe and looking after myself	Life cycles
<b>2</b>	Why do friendships change? How can I make up with my friend if we fall out? Do families change? What is the difference between being picked on and being bullied? Why do some people get married and some do not? What are stereotypes about boys and girls and are they OK?	What are positive feelings? What are negative feelings? How do I know how other people are feeling?	Who can I go to if I am worried about something? (Build on from Year One).	When is it good or bad to keep secrets? (Friend context).	What are ‘offspring?’ (Science NC, animals context).