

PSHE Planner		
Date: Week beginning 23.8.21	Topic Length: 7 weeks	Focus Area Our Brains *Relationships & Feelings *Health, Safety & Well- Being *Citizenship(Being Part of the Wider World) *Anti-Bullying
Year Group: Year 2	Descriptor: By the end of this unit, children will have an understanding of how their brains/minds work. They will gain the sense that they can have some influence on their thoughts and feelings and will know different strategies that can be used to regulate negative emotions and promote positive emotions.	
Values & Learner Profile		
Creativity	Participation	Respect
Responsibility	Perseverance	Empathy
Adventurers	Future Focused	
Thinkers	Healthy	
Communicators	Global Citizens	

1. Our Amazing Brains LO: Can I explain what makes my brain amazing?	<p>Picture of brain up on board. Have post-its on tables. Write down what you think you already know about the brain and add onto KWL chart.</p> <p>Carpet: Use the interactive brain to go through the different parts https://www.brainline.org/tbi-basics/interactive-brain</p> <p>Highlight:</p> <p>-brain stem- all animals have this- it controls all the things we don't need to think about like our breathing. (put hand on chest, can you feel your heart? Can you feel it move with your breath? Your brain stem helps to keep your body doing these things without having to think about it)</p> <p>-hippocampus- helps memories, amygdala- has a big role in emotions, especially fear. (think of a time you felt scared, think of a time you felt happy. Both the hippocampus and amygdala will be firing away now to help you think of those memories.</p> <p>What do our thoughts and brain activity look like? Show https://www.youtube.com/watch?v=q8PeJtpT_UM This is how your brain does it's thinking! The different parts of the brain communicate with each other with electrical and chemical signals</p> <p>Partner/small group work: can you sort brain facts into true/false. Write down any questions they still have on post-it</p>
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	<p>Bring results back to carpet and discuss. Were there any surprising facts? What questions do you still have? Add to KWL chart.</p> <p>Final thing we will learn about the brain today is that, as well as all the amazing things it helps us to do... It also behaves a bit like a muscle!</p> <p>Watch https://ideas.classdojo.com/i/growth-mindset-1</p> <p>Aim to watch the next two videos over the course of the week: https://ideas.classdojo.com/i/growth-mindset-2 https://ideas.classdojo.com/i/growth-mindset-3</p>
<p>2. Our Emotional Brains LO: Can I name different emotions and explain how they feel in my body?</p>	<p>Review what we learnt last lesson- is there anything we can add to the learn section of the KWL grid?</p> <p>One function of our brain is to think and to feel</p> <p>What different feelings/emotions can you think of? List them as they say them, connecting similar ones. (prompt any less obvious ones by giving a scenario e.g. embarrassment, jealousy).</p> <p>Explain that we all feel these emotions sometimes. Some we feel a lot, some only occasionally.</p> <p>Breaking down the emotions: What do these emotions look like? Can you show a happy face? Angry? Excited? What do they feel like? Turn to your partner, can you show a happy body? angry? excited?</p> <p>Read out a scenario. Discuss in talk partners: what emotions do you think the person might be feeling? How might their body feel?</p> <p>In partners- Read through scenarios and write which emotion they think the person is feeling. Teachers to discuss their choices and why. Extend by asking what they think the person could do about negative emotions.</p> <p>Create a mini 'Emotions Book'</p> <p>Write at least 4 different emotions and write an example of when they might feel that way. Extension: write how the emotion feels in their body.</p> <p>Leave space on the page to add to in lesson 7.</p>

3-6. Our Happy Brains

LO: Do I understand how 'happiness chemicals' can affect the way I feel?

For the next four weeks, focus on one of the happiness chemicals each week and experiment with different ways to release more of the chemical.

Use weekly PSHE lesson to introduce the happiness chemical to focus on, some different things we will incorporate into the week to boost it and then use the remainder of the time for circle time or community building games.

At the end of each week, talk about which experiments they enjoyed. Is there anything they think we should continue doing?



Dopamine: Creating small goals and celebrating them. Introduce whole class cheer/clap as a way we can celebrate things gone well. At the end of each lesson, encourage children to reflect on what went well. At the end of everyday, think of 1-3 of their favourite parts of the day. Create what went well display to share best parts of week and add on as post-its on Friday. Turn this into a 'what went well book' to add to book corner?

Oxytocin: Giving compliments (short session on what compliments are and some good examples), giving a back massage, pass the hug, looking at cute animal pictures, whole class games

Serotonin: outside: nature hunts, sharing a story, game. Meditation and mindfulness- try to incorporate this daily- breathing meditation, walking meditation, eating meditation.

Endorphin: watching funny videos, telling jokes, use essential oil diffuser, add more exercise breaks into day.

7. Our Emotional Brains

LO: Can I think of different ways to regulate my emotions

Reflect on what we have learnt about how we can make ourselves feel happier.

We still have lots of other emotions- can you remember some different ones?

We are also in control of these emotions too.

Read 'How are you feeling today?'

Re-visit their emotion books and add a sentence explaining what they could do if they are feeling that emotion

'When I am feeling... I can...'

Take books home.