

Year 2 - HT2

Working Together

Lesson	Lesson focus	Learning focus
1	Strengths, gifts and talents	Recognise and celebrate some of our strengths, emotions, gifts and talents.
2	Good communication	Understand and practise some of the skills of a good communicator.
3	Working effectively in a group	Know and practise effective group-work skills.
4	Responsibilities in school	Identify jobs and responsibilities we have at school.
5	Rules, safety and happiness	Understand how rules help us to feel safe and happy in school.
6	Sharing views and listening to others	Share opinions, take turns and value the views of others.
7	Pupil voice and class discussion	Contribute to paired and class discussions about a school issue.

Lesson 1: Strengths, gifts and talents

Year group	Year 2	Theme	Respectful Relationships
Unit	HT2 - Working Together	Key Vocabulary	Emotions, talents, gifts, different, similar, same, unique, respect, in common, special, strengths
WALT	Recognise and celebrate some of our strengths, emotions, gifts and talents.		
Success Criteria	• Say something positive about myself and another person. • Say something I am good at or proud of. • Recognise and value similarities and differences in people's strengths. • Understand how it can feel to find something difficult. • Use kind and encouraging words when someone finds something difficult.	Resources	Happy I'm a Hippo by Richard Edwards; T-shirt template; drawing materials. Teacher guidance: Focus praise on strengths, effort, qualities and talents rather than appearance. Allow pupils to pass if they do not wish to speak about themselves publicly. Safe PSHE delivery: Use inclusive language and avoid ranking pupils. Do not require personal disclosure. Make clear that everyone may choose to pass and speak privately to a trusted adult if something worries them.
Starter	Sit in a circle with one empty space. Play a respectful version of 'I would like ... to sit on my left because ...'. Model comments about kindness, effort, interests and skills. Explain that everyone has strengths and qualities that deserve respect.		
Main	Read Happy I'm a Hippo. Discuss how the hippo's view of himself changes and identify his strengths. Use fictional examples to explore wishing we could do something another person can do, then discuss how practice and encouragement can help. In pairs, pupils share a positive strength or quality they notice in a partner; pupils may pass. Give each pupil a T-shirt template to represent their own interests, strengths and qualities through pictures, patterns and colours.		
Plenary	Pupils share their T-shirt design with a partner and ask respectful questions. Discuss how people can have things in common while also being different, and why both similarities and differences are positive.		
Assessment Opportunities	Baseline: listen to pupils' initial ideas about what makes someone special. Formative: note whether pupils identify strengths beyond appearance and use respectful language. Endpoint: ask pupils to name one personal strength, one strength another person may have, and one encouraging phrase they could use when someone finds something difficult.		
Challenge	Explain how two people can be different but equally valued. Give an example of how encouragement can help someone develop a strength.	Support	Provide picture prompts for strengths and qualities, sentence stems such as 'I am good at...' and 'You are good at...', paired rehearsal and the option to draw rather than speak.

Lesson 2: Good communication

Year group	Year 2	Theme	Respectful Relationships
Unit	HT2 - Working Together	Key Vocabulary	Communicate, listen, speaker, listener, kind, polite, feelings, emotions, turn-taking, explaining, attention
WALT	Understand and practise some of the skills of a good communicator.		
Success Criteria	• Show good listening in a way that is comfortable and respectful. • Take turns and explain why turn-taking matters. • Explain an idea clearly to a partner. • Recognise how good listening can make another person feel.	Resources	The Sand Tray (Thinkers) by Don Rowe, or another age-appropriate story about sharing and turn-taking; soft ball. Teacher guidance: Good listening does not require eye contact. Accept attentive listening shown through body position, verbal responses, signing, AAC or other communication methods. Safe PSHE delivery: Avoid presenting eye contact or stillness as the only signs of listening. Use low-stakes topics and do not require pupils to discuss private family experiences.
Starter	Model two short conversations: one in which the listener is distracted or interrupts, and one in which the listener shows respectful attention. Pupils identify what helped the speaker feel heard. In pairs, pupils take turns speaking about a neutral topic while their partner practises agreed listening behaviours.		
Main	In Circle Time, pass or roll a soft ball and use neutral sentence stems such as 'A game I enjoy is...' or 'Something I like learning about is...'. Discuss why turn-taking helps everyone to be included. Read The Sand Tray or another suitable story about sharing and turn-taking. Discuss how the characters feel and what they could say or do differently so that everyone is treated fairly.		
Plenary	In groups, pupils role-play or narrate a revised version of the story in which the characters communicate, take turns and reach a positive outcome. Pupils may choose a non-performance role.		
Assessment Opportunities	Baseline: identify pupils' ideas about good listening. Formative: observe turn-taking, listening responses and clear explanations during paired work. Endpoint: pupils name two ways to show they are listening and explain why taking turns helps relationships.		
Challenge	Explain how a good communicator can disagree respectfully while still showing that they have listened.	Support	Use visual listening prompts, a talking object, sentence stems and short timed turns. Allow pupils to respond through speech, drawing, signing or AAC.

Lesson 3: Working effectively in a group

Year group	Year 2	Theme	Respectful Relationships
Unit	HT2 - Working Together	Key Vocabulary	Communicate, views, cooperate, work together, agree, disagree, respect, decision, compromise, persuade
WALT	Know and practise effective group-work skills.		
Success Criteria	• Explain why working together can be useful. • Talk with others to make a group decision. • Recognise and listen to other people's views. • Understand that it is acceptable to change my mind. • Suggest respectful ways to resolve a disagreement. • Use reasons to persuade someone respectfully.	Resources	Soft ball; PE hoop; parachute and beanbag where appropriate; The Giant Jam Sandwich or The Enormous Turnip. Teacher guidance: Adapt physical cooperation games so all pupils can participate safely. Do not require hand-holding or physical contact; offer equivalent non-contact roles. Safe PSHE delivery: Use neutral classroom examples rather than asking pupils to disclose family responsibilities. Ensure activities are accessible and respect personal boundaries.
Starter	Choose one or more accessible cooperation challenges. For example, move a soft ball around a circle without hands, guide a hoop around a group using an agreed non-contact method, or complete a parachute team challenge. Afterwards, identify which behaviours helped the group succeed.		
Main	Read a story in which a group cooperates, such as The Giant Jam Sandwich or The Enormous Turnip. Discuss what would happen if only one person helped. Sort activities into those that can be done independently and those that benefit from teamwork. Groups then make a simple decision together, practising listening, giving reasons, disagreeing respectfully and changing their minds when persuaded.		
Plenary	Discuss why a class and school depend on cooperation and fairness rather than everyone thinking only about their own needs. Link to the school's rule or value about being kind and respectful.		
Assessment Opportunities	Baseline: observe cooperation during the starter. Formative: use a checklist for listening, turn-taking, giving reasons and acknowledging another view. Endpoint: pupils explain one benefit of teamwork and one respectful way to resolve a disagreement.		
Challenge	Give two possible solutions to a group disagreement and justify which is fairest, while acknowledging another person's view.	Support	Give pupils defined group roles, visual turn-taking prompts and sentence stems: 'I think... because...', 'I agree/disagree because...' and 'We could compromise by...'.

Lesson 4: Responsibilities in school

Year group	Year 2	Theme	Respectful Relationships
Unit	HT2 - Working Together	Key Vocabulary	Responsibilities, classroom, jobs, consequences, helpful, respectful, reliable, fair
WALT	Identify jobs and responsibilities we have at school.		
Success Criteria	• Know that pupils have responsibilities at school. • Name some helpful classroom jobs and behaviours. • Explain what may happen when a responsibility is not carried out. • Explain some benefits of taking responsibility. • Know what to do if I need help with a responsibility.	Resources	Classroom job cards or pictures. Teacher guidance: Ensure responsibilities are shared fairly and inclusively. Provide a buddy, visual reminder or adapted role for pupils who need support. Safe PSHE delivery: Avoid public shaming for forgotten jobs. Keep responsibilities age-appropriate, achievable and inclusive.
Starter	Create two class lists: things pupils can help to look after, such as chairs, pencils and belongings, and helpful behaviours, such as using polite language, following agreed rules and including others. Complete the sentence stem, 'I can be helpful in class by...'		
Main	In groups, pupils mime or describe a classroom job for others to guess. Build a list of class responsibilities such as returning resources, watering plants or helping with equipment. Discuss what could happen if a responsibility is forgotten and what a pupil can do if they are unable to complete a job. Emphasise asking for help and sharing responsibility rather than blame.		
Plenary	Link learning to the class 'helping hands' or job system. Discuss why everyone should have fair opportunities to contribute and why different pupils may need different kinds of support.		
Assessment Opportunities	Baseline: record examples pupils give of responsibility. Formative: question pupils about likely consequences and helpful solutions. Endpoint: pupils name one school responsibility, one benefit of carrying it out and one safe action to take if they need help.		
Challenge	Explain how taking responsibility can help other people as well as yourself, using a classroom example.	Support	Use picture cards, paired discussion and a simple cause-and-effect frame: 'If we..., then...'. Offer a supported or shared classroom role.

Lesson 5: Rules, safety and happiness

Year group	Year 2	Theme	Respectful Relationships
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Unit	HT2 - Working Together	Key Vocabulary	Safe, happy, school, rules, classroom, positive, negative, feelings, emotions, respect, relationships, consequence
WALT	Understand how rules help us to feel safe and happy in school.		
Success Criteria	• Explain how rules can help people feel safe and able to learn. • Describe what a classroom might be like without agreed rules. • Describe possible consequences when rules are not followed. • Suggest ways to solve a minor classroom problem safely.	Resources	Puppet or persona doll; Please Mrs Butler by Allan Ahlberg, if available; poster paper. Teacher guidance: Distinguish between minor problems pupils may be able to resolve and situations where adult help is needed. Pupils should always seek adult help if they feel unsafe, frightened or unable to resolve a problem. Safe PSHE delivery: Never imply that pupils should solve unsafe situations alone. Reinforce trusted-adult help and follow the school's safeguarding and behaviour procedures.
Starter	Review the school's key classroom or Gateway rules. Use a feelings word bank to discuss how people might feel when rules are followed and when they are not. Complete the sentence stem, 'It helps me feel safe and ready to learn when...'		
Main	Use a puppet or persona doll in a fictional situation where a classroom rule has not been followed. Pupils ask questions and suggest safe, respectful ways to improve the situation. Then pupils draw a classroom with no agreed rules and compare it with a classroom where people follow the rules. In pairs or groups, create a poster titled 'We are following the rules'.		
Plenary	Read Please Mrs Butler or use an equivalent fictional classroom scenario. Identify which rules were not followed, how the characters might feel and which small problems could be solved respectfully. Clarify when a trusted adult must be involved. As an extension, pupils can write a short letter suggesting ways a class could remember its rules.		
Assessment Opportunities	Baseline: listen to pupils' explanations of why rules matter. Formative: assess suggestions given to the puppet and poster content. Endpoint: pupils explain one rule, how it protects safety or learning, and what they should do if a situation feels unsafe.		
Challenge	Compare two rules and explain the different ways each one supports safety, learning or respectful relationships.	Support	Use rule picture cards, feelings visuals and sentence stems: 'This rule helps because...' and 'If I feel unsafe, I can...'

Lesson 6: Sharing views and listening to others

Year group	Year 2	Theme	Respectful Relationships
Unit	HT2 - Working Together	Key Vocabulary	Take turns, respect, opinions, values, share, listening, questions, together, teamwork, viewpoint
WALT	Share opinions, take turns and value the views of others.		
Success Criteria	• Share information, opinions or feelings appropriately. • Show another person that I am listening. • Ask and answer appropriate questions. • Explain why listening and working together are important. • Respect that another person may have a different view.	Resources	Optional postcard, photograph, drawing or object; The Enormous Turnip. Teacher guidance: Bringing an item from home is optional. Provide a school-based picture/object or allow pupils to invent a fictional memory so no pupil is disadvantaged or required to disclose personal information. Safe PSHE delivery: Do not require pupils to bring possessions or share private memories. Respect pupils' right to pass and use fictional/distanced examples where helpful.
Starter	Invite pupils to share an optional object, picture, drawing or school-provided prompt and explain why they chose it. Others ask respectful questions. Model how to listen without interrupting and how to respond kindly when experiences are different.		
Main	Read, tell or retell The Enormous Turnip and discuss what would have happened if characters had refused to help. Explore how including everyone and listening to different contributions can improve teamwork. In Circle Time, use the sentence stem, 'I can help our class to work well by...'. Discuss why circles or other arrangements can help everyone be heard, while recognising that pupils can participate in different ways.		
Plenary	Use a fictional example or optional personal example to complete: 'A good listener helps a speaker by...'. Pupils may describe a character rather than themselves.		
Assessment Opportunities	Baseline: observe pupils' initial turn-taking and questioning. Formative: note listening, appropriate questions and respect for different views. Endpoint: pupils give one example of a listening behaviour and explain why it helps a group work together.		
Challenge	Listen to a partner's different opinion, summarise it accurately and then explain your own view respectfully.	Support	Provide question cards, sentence stems and visual turn-taking cues. Allow rehearsal with an adult or partner and alternative communication methods.

Lesson 7: Pupil voice and class discussion

Year group	Year 2	Theme	Respectful Relationships
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Unit	HT2 - Working Together	Key Vocabulary	Take turns, respect, opinions, views, share, listening, questions, teamwork, suggestion, decision, pupil voice
WALT	Contribute to paired and class discussions about a school issue.		
Success Criteria	• Say what I think or feel about a school issue. • Listen to another person's view. • Report another person's view accurately and respectfully. • Suggest an improvement and give a reason. • Understand that a class may contain different opinions.	Resources	Discussion prompt cards; drawing and writing materials. Teacher guidance: This lesson links to pupil voice and school council. Use genuine but low-stakes school issues. Avoid asking pupils to discuss matters that expose personal, family or safeguarding information. Safe PSHE delivery: Keep topics low-stakes and school-focused. Do not require consensus or disclosure of personal circumstances. Make clear that respectful disagreement is acceptable.
Starter	Revisit why listening, turn-taking and teamwork matter. Agree simple discussion rules, including one person speaking at a time, listening respectfully, disagreeing with ideas rather than people and allowing anyone to pass.		
Main	Use paired discussion or a carousel arrangement where accessible. Give pupils a low-stakes school topic, such as organising fruit time, arranging classroom resources or improving a shared play space. Each pair reports one view and one suggestion they agree on. Follow with a draw-and-write activity about an appropriate shared school experience, such as improving lunchtime organisation or another issue chosen by the school. Share ideas in small groups.		
Plenary	In Circle Time or another inclusive format, pupils complete the sentence stem, 'I would like to improve ... by ... because ...'. Explain how suitable suggestions can be passed to the class or school council.		
Assessment Opportunities	Baseline: revisit what pupils remember about listening and turn-taking. Formative: assess whether pupils express a view, listen, summarise another view and give reasons. Endpoint: pupils state one improvement idea and accurately report one different or shared view from a partner.		
Challenge	Compare two suggestions, identify an advantage of each and propose a compromise that considers both viewpoints.	Support	Use picture choices, sentence stems, paired rehearsal and a scribe where needed. Allow pupils to contribute through drawing, speech, signing or AAC.