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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Aut 1 | SCOPE: Core 3 Living in the Wider World  Rules and Responsibilities. | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to 3D PSHE Living in the Wider World PoS Coverage overview | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| LKS2 Core 3 Living in the wider world:  Unit 1: Rules and Responsibilities | To understand why structure is needed in different situations  • To understand the term ‘anarchy’ and understand the implications of living in an anarchic society | | • To know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government,  monarchy | | • To learn about organisations such as the United Nations  • To understand the importance and significance of equal rights | | Year 6 shall consolidate learning in all 3 core areas from 3D PSHE  In secondary school, the aim of RSE is to give young people the information they need to help them  develop healthy, nurturing relationships of all kinds, not just intimate relationships. It  should enable them to know what a healthy relationship looks like and what makes a  good friend, a good colleague and a successful marriage or other type of committed  relationship. It should also cover contraception, developing intimate relationships and  resisting pressure to have sex (and not applying pressure). It should teach what is  acceptable and unacceptable behaviour in relationships. This will help pupils understand  the positive effects that good relationships have on their mental wellbeing, identify when  relationships are not right and understand how such situations can be managed. |
| I can recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice  I can discuss how people can live and work together for the benefits of their communities  I can talk, write and explain their views on issues that affect the wider environment  I can take action based on responsible choices  I can recognise right and wrong, what is fair and unfair and explain why | | I can recognise the difference between right and wrong an what is fair and unfair  I can consider the main features of democracy  I can work collaboratively to common goals  I can reach agreements, make decisions and manage discussions to achieve positive results  I can self assess, understanding how this will help future actions. | | I can recognise that people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others  I can engage actively in democratic processed and address these issues of concern to them through their actions and decision-making  I can recognise and respect similarities and differences between people  I can listen to, reflect on and respect other’s views and feelings. | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** democracy, sovereign, dictator, government, monarchy, United Nations, equal rights. | | | | | | |

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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Aut 2 | SCOPE: Core 2 Relationships: Healthy Relationships (links with Computing Aut 2.)  Safety | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to 3D PSHE Living in the Wider World PoS Coverage overview | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| LKS2 Core 2 Relationships Unit 5: Healthy Relationships  Unit 6: Safety | To know how to be a discerning consumer of information online including understanding that information,  including that from search engines, is ranked, selected and targeted | To know that the same principles apply to online relationships as to face-to-face relationships, including the  importance of respect for others online including when we are anonymous | To know how to critically consider their online friendships and sources of information including awareness of  the risks associated with people they have never met | | • To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment  can take place, which can have a negative impact on mental health  (This shall also be a focus within Core 1: Safety and linked to e-safety unit within Computing) | | Year 6 shall consolidate learning in all 3 core areas from 3D PSHE  In secondary school, the aim of RSE is to give young people the information they need to help them  develop healthy, nurturing relationships of all kinds, not just intimate relationships. It  should enable them to know what a healthy relationship looks like and what makes a  good friend, a good colleague and a successful marriage or other type of committed  relationship. It should also cover contraception, developing intimate relationships and  resisting pressure to have sex (and not applying pressure). It should teach what is  acceptable and unacceptable behaviour in relationships. This will help pupils understand  the positive effects that good relationships have on their mental wellbeing, identify when  relationships are not right and understand how such situations can be managed. |
| I know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. | I know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect of others online including when we are anonymous  I know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have not met  I know that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. | I know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect of others online including when we are anonymous  I know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have not met  I know that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. | | I know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect of others online including when we are anonymous  I know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have not met  I know that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. | |
| See previous year groups vocabulary box in this document. | **Vocabulary: same, principle, risk, abuse, online abuse, trolling, bullying, harassment, mental health** | | | | | | |

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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Spr 1 | SCOPE: Core 1 Health and well being: Food and nutrition | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to 3D PSHE Living in the Wider World PoS Coverage overview | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| LKS2 Core 1 Health and Wellbeing  Unit 3: Nutrition and food. | To know about the different food groups and their related importance as part of a balanced diet  • To develop an awareness of their own dietary needs | | To work independently and in groups, taking on different roles and collaborating towards common goals  To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy  lifestyle | | To know how to cook and apply the principles of nutrition and healthy eating  • To prepare and cook with a variety of ingredients, using a range of cooking techniques | | Year 6 shall consolidate learning in all 3 core areas from 3D PSHE  In secondary school, the aim of RSE is to give young people the information they need to help them  develop healthy, nurturing relationships of all kinds, not just intimate relationships. It  should enable them to know what a healthy relationship looks like and what makes a  good friend, a good colleague and a successful marriage or other type of committed  relationship. It should also cover contraception, developing intimate relationships and  resisting pressure to have sex (and not applying pressure). It should teach what is  acceptable and unacceptable behaviour in relationships. This will help pupils understand  the positive effects that good relationships have on their mental wellbeing, identify when  relationships are not right and understand how such situations can be managed. |
| I can reach agreements, make decisions and manage discussions to achieve positive results  I can negotiate and present my own views  I can explore the relationship and balance between physical activity and nutrition in achieving, a physically and mentally healthy lifestyle  Begin to make informed lifestyle choices. | | I can work collaboratively towards common goals  I can recognise my strengths and how they can contribute to different groups  I can listen to and show consideration of other’s views  I can work in groups and independently, taking on different roles and collaborating towards common goals.  I can explore the relationship and balance between physical activity and nutrition in achieving, a physically and mentally healthy lifestyle | | I can work collaboratively towards common goals  I can reach agreements, make decisions and manage discussions to achieve positive results  I can work in groups and independently, taking on different roles and collaborating towards common goals.  I can respond to challenges, including recognising, taking and managing risk  I can make connections between my learning, the world of work and my future economic well being  I can take action based on responsible choices | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** food groups, balanced diet, dietary needs, collaborating, common goal, physical activity, mentally, anarchy, nutrition, healthy eating, ingredients, cooking techniques, | | | | | | |

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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Spr 2 | SCOPE: Core 2 Relationships: Similarities and Differences | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to 3D PSHE Living in the Wider World PoS Coverage overview | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| LKS2 Core 2 Relationships Unit 3: Bullying | To learn about racial discrimination and its impact on societies, past and present | | To learn about gender discrimination and its impact  • To challenge stereotyping and discrimination  To know the term and meaning of peer on peer abuse and to have a safe space and adult to discuss concerns | | To learn about the importance of family in different cultures  • To recognise and respect similarities and differences between people | | Year 6 shall consolidate learning in all 3 core areas from 3D PSHE  In secondary school, the aim of RSE is to give young people the information they need to help them  develop healthy, nurturing relationships of all kinds, not just intimate relationships. It  should enable them to know what a healthy relationship looks like and what makes a  good friend, a good colleague and a successful marriage or other type of committed  relationship. It should also cover contraception, developing intimate relationships and  resisting pressure to have sex (and not applying pressure). It should teach what is  acceptable and unacceptable behaviour in relationships. This will help pupils understand  the positive effects that good relationships have on their mental wellbeing, identify when  relationships are not right and understand how such situations can be managed. |
| I can identify forms of discrimination against people in societies.  I can recognise the similarities and differences between people  I can recognise stereotyping and discrimination  I can recognise factors influencing opinion and choices including the media  I can challenge stereotyping and discrimination. | | I can identify forms of discrimination against people in societies.  I can recognise the similarities and differences between people  I can recognise stereotyping and discrimination  I can recognise factors influencing opinion and choices including the media  I can challenge stereotyping and discrimination.  I understand the term and meaning of “peer on peer abuse” and am able to discuss with trusted adult | | I can identify forms of discrimination against people in societies.  I can recognise the similarities and differences between people  I can recognise stereotyping and discrimination  I can recognise factors influencing opinion and choices including the media  I can challenge stereotyping and discrimination. | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** race, racism, stereotype, society, gender, gender type, discrimination, culture, religion, xenophobia, factor, **abuse, peer on peer abuse** | | | | | | |

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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** | | | | | | | | |
| Year Group:  5/6 | Half term: Sum 1 | SCOPE: Core 3 Living in the Wider World: Diversity  Core 1: Health and wellbeing: Basic first aid  Core 3:  Enterprise | | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to 3D PSHE Living in the Wider World PoS Coverage overview | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| LKS2 Core 3 Living in the wider world:  Unit 4: Economic Awareness | To understand the benefits of living in a diverse community and learn to celebrate diversity  To talk with a wide range of adults | | To know concepts of basic first-aid, for example dealing with common injuries, including head injuries | | To know and understand the principles of enterprise  • To understand profit and loss | | | Year 6 shall consolidate learning in all 3 core areas from 3D PSHE  In secondary school, the aim of RSE is to give young people the information they need to help them  develop healthy, nurturing relationships of all kinds, not just intimate relationships. It  should enable them to know what a healthy relationship looks like and what makes a  good friend, a good colleague and a successful marriage or other type of committed  relationship. It should also cover contraception, developing intimate relationships and  resisting pressure to have sex (and not applying pressure). It should teach what is  acceptable and unacceptable behaviour in relationships. This will help pupils understand  the positive effects that good relationships have on their mental wellbeing, identify when  relationships are not right and understand how such situations can be managed. |
| I can recognise that communities and the people within them are diverse, changing and interconnected  I can discuss how people can live and work together to benefit their communities  I can recognise the differences and similarities between people  I can work in groups and independently, taking on different roles and collaborating towards common goals. | | I can take action based on responsible choices  I can recognise and respond to issues of safety relating to myself and others  I can recognise how my behaviour and that of others may influence people both positively and negatively  I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency | | I can work collaboratively to common goals  I can reach agreements, make decisions and manage discussions to achieve positive results  I can recognise my strengths and how they can contribute to different groups  I can take the lead, prioritise actions and work independently and collaboratively towards goals  I can respond to challenges, including recognising, taking and managing risk  I can identify the skills they need to develop to make their own contribution in the working world in the future  I can show initiative and take responsibility for activities that develop enterprise capability | | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** diversity, PoC, religion, diverse, community, first aid, physical, mental, injury, safety, economy, economic wellbeing, enterprise, profit, loss, charity | | | | | | | |

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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Sum 2 | SCOPE: Core 2 Relationships: Similarities and Differences | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to 3D PSHE Living in the Wider World PoS Coverage overview | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| LKS2 Core 3 Living in the wider world:  Unit 3: discrimination | To know about, recognise and understand changes that occur during puberty  (SRE week – year group specific) | | | • To know and understand the principles of charity work | | | Year 6 shall consolidate learning in all 3 core areas from 3D PSHE  In secondary school, the aim of RSE is to give young people the information they need to help them  develop healthy, nurturing relationships of all kinds, not just intimate relationships. It  should enable them to know what a healthy relationship looks like and what makes a  good friend, a good colleague and a successful marriage or other type of committed  relationship. It should also cover contraception, developing intimate relationships and  resisting pressure to have sex (and not applying pressure). It should teach what is  acceptable and unacceptable behaviour in relationships. This will help pupils understand  the positive effects that good relationships have on their mental wellbeing, identify when  relationships are not right and understand how such situations can be managed. |
| I can understand the physical and emotion changes that take place during puberty, why they are taking place and the importance of personal hygiene  I can recognise how my behaviour and that of others may influence people both positively and negatively  I can work and play independently and in groups, showing sensitivity to others  I can recognise how new relationships develop  I can manage changing emotions and recognise how they can impact on relationships | | | I can work collaboratively to common goals  I can reach agreements, make decisions and manage discussions to achieve positive results  I can recognise my strengths and how they can contribute to different groups  I can take the lead, prioritise actions and work independently and collaboratively towards goals  I can respond to challenges, including recognising, taking and managing risk  I can identify the skills they need to develop to make their own contribution in the working world in the future  I can show initiative and take responsibility for activities that develop enterprise capability | | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** puberty, hormones,economy, economic wellbeing, enterprise, profit, loss, charity | | | | | | |