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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3 and | Half term:  Year B  Autumn 1 | SCOPE: Safety | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to 3D PSHE LKS2  The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.  This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children in year 4 will have completed year A’s curriculum. Children in year 3 will have completed KS1 PSHE Curriculum | **LO:** E-Safety – Online Chat | **LO:** Online Privacy 1 | **LO**: Online Privacy 2 | **LO:** Rules – I’m in charge! | **LO:** Thinking ahead – Lesson Planning | **LO:** Taking the Lead – Learning Time. | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory. Continue learning in Autumn Term 2.  Next subject focus:  Healthy Relationships. |
| **Success Criteria:**  Show awareness of issues a­ffecting communities and groups.  Identify and understand why laws are made and how they are applied justly.  Reflect on the impact of people’s actions on others.  Know how to keep safe and how and where to get help Recognise and respond to issues of safety relating to themselves and others and how to get help.  Use strategies to stay safe when using ICT and the internet. | **Success Criteria:**  Show awareness of issues a­ffecting communities and groups  Reflect on the impact of people’s actions on others HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help  Use ICT safely including keeping electronic data secure  Use ICT safely including using software features and settings. | **Success Criteria:**  Recognise and respond to issues of safety relating to themselves and others and how to get help  Use ICT safely including keeping electronic data secure  Use ICT safely including using software features and settings  Begin to make responsible choices and consider consequences Behave safely and responsibly in different situations. | **Success Criteria:**  Recognise the need to take responsibility for actions Identify and understand why laws are made and how they are applied justly HW2 Recognise right and wrong, what is fair and unfair and explain why PW33 Begin to make responsible choices and consider consequences PW39 Behave safely and responsibly in different situations Follow school rules about health and safety and know where to get help. | **Success Criteria:**  Recognise the need to take responsibility for actions.  Self-assess, understanding how this will help their future actions  Begin to make responsible choices and consider consequences Behave safely and responsibly in different situations | **Success Criteria:**  Recognise the need to take responsibility for actions  Identify and understand why laws are made and how they are applied justly  Work independently and in groups, taking on di­fferent roles and collaborating towards common goals  Take the lead, prioritise actions and work independently and collaboratively towards goals  Reflect on own mistakes and make amends. |
| See previous year groups vocabulary box in this document. | **Vocabulary:** co-operation, fairness, consideration, bullying, persistence, consequence, challenge | | | | | | |

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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 | Half term:  Year B  Autumn 2 | SCOPE: Healthy Relationships | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to 3D PSHE LKS2  The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.  This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children in year 4 will have completed year A’s curriculum. Children in year 3 will have completed KS1 PSHE Curriculum | **LO:** Friendship – Best Features | **LO:** Friendship – Circle Time | **LO:**  Friendship – Falling Out | **LO:**  Friendship – The BAFAs | **LO:**  Loss/Separation – Lost! | **LO:**  Loss/Separation – Found! | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory. Continue learning in Spring 1  Next subject focus:  Living in the wider world. |
| **Success Criteria**  Work co-operatively, showing fairness and consideration to others.  Talk about their views on issues that aff­ect themselves and their class.  Empathise with another viewpoint. | **Success Criteria**  Work co-operatively, showing fairness and consideration to others  Talk about their views on issues that a­ffect themselves and their class. | **Success Criteria**  Form and maintain appropriate relationships with a range of di­fferent people | **Success Criteria**  Work co-operatively, showing fairness and consideration to others  Talk about their views on issues that affect themselves and their class. | **Success Criteria**  Recognise how their behaviour and that of others may influence people both positively and negatively.  Listen to and show consideration for other people’s views.  Develop strategies for managing and controlling strong feelings and emotions.  Empathise with another viewpoint | **Success Criteria**  Know how to keep safe and how and where to get help Recognise and respond to issues of safety relating to themselves and others and how to get help  Listen to, reflect on and respect other people’s views and feelings  Work and play independently and in groups, showing sensitivity to others  Manage risk in everyday activities Begin to make responsible choices and consider consequences |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Empathise, emotions, momento, | | | | | | |

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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 | Half term:  Year B  Spring 1 | SCOPE:  Living in the Wider World | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to 3D PSHE LKS2  The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.  This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children in year 4 will have completed year A’s curriculum. Children in year 3 will have completed KS1 PSHE Curriculum | **LO:**  Physical, emotional and Mental Health – I am who I am! | **LO:**  Physical, emotional and Mental Health – Hearts and Minds | **LO:**  Physical, emotional and Mental Health – Three in one | **LO:**  Sleep – Sweet Dreams! | **LO:** | **LO:** | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory. Continue learning in Spring Term 2  Next subject focus:  Relationships and Living in the Wider World. |
| **Success Criteria**  Recognise the benefits of regular exercise and understand the particular benefits of diff­erent physical activities for promoting health. Self-assess, understanding how this will help their future actions. Develop strategies for managing and controlling strong feelings and emotions.  Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.  Begin to make informed lifestyle choices. | **Success Criteria**  Develop strategies for managing and controlling strong feelings and emotions.  Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.  Begin to make informed lifestyle choices. | **Success Criteria**  Recognise and respect similarities and di­fferences between people. Listen to, reflect on and respect other people’s views and feelings.  Set goals, prioritise and manage time and resources, understanding how this will help their future actions. Develop strategies for managing and controlling strong feelings and emotions.  Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. | **Success Criteria**  Begin to make responsible choices and consider consequences. Begin to make informed lifestyle choices. | **Success Criteria** | **Success Criteria** |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Emotional, Kindness, Mental Health, Physical Health, Anger, Surprise, Fear, Disappointment, Goal, Mood. | | | | | | |

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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 | Half term:  Year B  Spring 2 | SCOPE:  Relationships and Living in the Wider World | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to 3D PSHE LKS2  The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.  This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children in year 4 will have completed year A’s curriculum. Children in year 3 will have completed KS1 PSHE Curriculum | **LO:**  Communication – Clear Messages | **LO:**  Communication – How to Listen – Listen Up! | **LO:**  Diversity – Different Communities | **LO:**  Diversity – School Communities – School Swap | **LO:** | **LO:** | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory. Continue learning in Summer Term 1 Next Subject Focus: Health and Well-Being. |
| **Success Criteria**  Work co-operatively, showing fairness and consideration to others.  Face new challenges positively and know when to seek help. | **Success Criteria**  Work co-operatively, showing fairness and consideration to others.  Talk about their views on issues that a­ffect themselves and their class. Empathise with another viewpoint | **Success Criteria**  Show awareness of issues a­ffecting communities and groups.  Recognise the importance of local organisations in providing for the needs of the local community.  Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally.  Work independently and in groups, taking on different roles and collaborating towards common goals. | **Success Criteria**  Show awareness of issues a­ffecting communities and groups.  Recognise the importance of local organisations in providing for the needs of the local community.  Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally  Work independently and in groups, taking on di­fferent roles and collaborating towards common goals.  Recognise how new relationships may develop. | **Success Criteria** | **Success Criteria** |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Communication, Interaction, Hieroglyphs, Smoke Signals, Greek Pots, email, Runes, Braille, community, belonging, local residents. | | | | | | |

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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3 and 4 | Half term:  Year B  Summer 1 | SCOPE:  Health and Well-Being – Healthy Lifestyles  And Relationships | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to 3D PSHE LKS2  The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.  This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children in year 4 will have completed year A’s curriculum. Children in year 3 will have completed KS1 PSHE Curriculum | **LO**:  A Balanced Approach – Define Healthy | **LO:**  Physical Exercise – Active Kids? | **LO:**  Lifestyle Choices – It’s Your Choice | **LO:**  Working Together – Name Game | **LO:**  Working Together – Build it Up | **LO:**  Shared Goals – Better Places | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory. Continue learning in Summer Term 2.  Next Subject Focus:  Health and Well-Being |
| **Success Criteria**  Negotiate and present their own views.  Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.  Begin to make informed lifestyle choices. | **Success Criteria**  Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health.  Begin to make responsible choices and consider consequences. | **Success Criteria**  Identify the difference between needs and wants.  Recognise the factors influencing opinion and choice, including the media.  Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health.  Begin to make responsible choices and consider consequences.  Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. | **Success Criteria**  Work co-operatively, showing fairness and consideration to others.  Reflect on own mistakes and make amend | **Success Criteria**  Work co-operatively, showing fairness and consideration to others.  Take the lead, prioritise actions and work independently and collaboratively towards goals.  Respond to challenges, including recognising, taking and managing risk Empathise with another viewpoint | **Success Criteria**  Work co-operatively, showing fairness and consideration to others.  Suggest how they can contribute to a range of activities that help them to become more enterprising. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Healthy, Emotional, Active, Collaboration Skills. | | | | | | |
| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 | Half term:  Year B  Summer 2 | SCOPE: Health and Well-Being | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to 3D PSHE LKS2  The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.  This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children in year 4 will have completed year A’s curriculum. Children in year 3 will have completed KS1 PSHE Curriculum  For SRE we deliver the programme in separate year groups to ensure the curriculum is appropriate to age groups. | **LO: Year 3**  To explore the differences between males and females and to name the body parts  To consider touch and to know that a person has the right to say what they like and dislike  **LO: Year 4**  Growing and Changing  To explore the human lifecycle  What is Puberty  To identify some basic facts about puberty | | **LO: Year 3**  To explore diff­erent types of families and who to go to for help and support  **LO: Year 4**  To explore how puberty is linked to reproduction | **LO:** First Aid – How to Help – who to call. | **LO:** Emergency Calls – Calling 999 | **LO:** Emergency Calls – Ambulance, Now! | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory.  Children will continue with Year A Curriculum if they are currently in year 3.  If children are in year 4 they will progress onto our Year 5 curriculum. |
| **Success Criteria: Year 3**  Know some diff­erences and similarities between males and females Name male and female body parts using agreed words.  Identify diff­erent types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch  **Year 4**  Describe the main stages of the human  lifecycle Describe the body changes that happen when a child grows up  Discuss male and female body parts using the agreed words Know some of the changes which happen to the body during puberty | | **Success Criteria: Year 3**  Understand that all families are diff­erent and have diff­erent family members Identify who to go to for help and support  **Year 4**  Know about the physical and emotional changes that happen in puberty Understand that children change into adults so they are able to reproduce | **Success Criteria**  Recognise the importance of local organisations in providing for the needs of the local community.  Make decisions, giving consideration to the impact they may have on others.  Recognise and manage risk in everyday activities.  Take responsibility for their own safety and the safety of others and be able to seek help in an emergency  Extend strategies to cope with risky situations.  Behave safely and responsibly in different situations. | **Success Criteria**  Recognise the importance of local organisations in providing for the needs of the local community. Make decisions, giving consideration to the impact they may have on others. Recognise and manage risk in everyday activities. Take responsibility for their own safety and the safety of others and be able to seek help in an emergency.  Extend strategies to cope with risky situations. Behave safely and responsibly in different situations | **Success Criteria**  Recognise the importance of local organisations in providing for the needs of the local community. Make decisions, giving consideration to the impact they may have on others. Recognise and manage risk in everyday activities. Take responsibility for their own safety and the safety of others and be able to seek help in an emergency.  Extend strategies to cope with risky situations. Behave safely and responsibly in different situations. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Milestones, Emergency, First-Aid, Emergency, Paramedic.  **Year 3:** Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicle, vagina, womb, family, fostering, adoption, relationships.  **Year 4:** Puberty, Life Cycle, Reproduction, Physical, Breasts, Sperm, Egg, Pubic Hair, Emotional Feeling | | | | | | |