|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen RSE / PHSE (WITHIN PERSONAL DEVELOPMENT) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  R | Half term: Autumn 1 | SCOPE: Positive Relationships | CONTENT / INTENT:  • Work and play cooperatively and take turns with others.  • Form positive attachments to adults and friendships with peers.  • Show sensitivity to their own and to others’ needs | | | | |
| **Prior Learning**  Become more outgoing with unfamiliar people, in the safe context of their setting.  Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Talk with others to solve conflicts. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Show sensitivity to their own and to others’ needs | **Knowledge:**  Show an understanding of their own feelings and those of others. | **Knowledge:**  Express their feelings and consider the feelings of others. | **Knowledge:**  Work and play cooperatively and take turns with others. | **Knowledge:**  Build constructive and respectful relationships. | **Knowledge:**  Form positive attachments to adults and friendships with peers. | Children will be able to share resources.  Children will respond appropriately to others emotions – for example noticing when someone is upset and offering them a hug or drawing them a picture to cheer them up.  Children will be able to voice their opinions to other children without conflict.  Children will be able to resolve conflicts without needing an adult to step in. |
| **Books/Stories**  The Rainbow Fish – Marcus Psifer  Lost and Found – Oliver Jeffers  The Snail and the Whale – Julia Donaldson | **Success Criteria** Be able to tell an adult when children want or need something e.g. for hunger or to use the toilet.  Be aware that other people have different needs to our own. | **Success Criteria**  Begin to recognise feelings of different emotions and be able to label them.  Be aware of feelings of others and begin to respond appropriately. | **Success Criteria**  Talk about own feelings to adults and children and begin to understand why they feel happy or sad.  Respond appropriately to others feelings. | **Success Criteria**  Be able to share and take turns, sometimes with support of an adult.  Show kindness to others, letting others have a turn or playing co-operatively. | **Success Criteria**  Show kindness to others by sharing resources and allowing other children to play in their games.  Be mindful of other children’s feelings and be sensitive to others needs. | **Success Criteria**  Children will be able to share resources.  Children will respond appropriately to others emotions.  Children will begin to resolve conflicts without an adult. |
| **Vocabulary:** Me, you, us, friends, friendship, sharing, taking turns, mine, yours, ours, respect, happy, sad, angry, tired, upset, excited, annoyed, nervous, together | | | | | | | |
| Pendeen PSHE SCOPE, CONTENT and SEQUENCING | | | | | | | |
| Year Group:  R | Half term: Autumn 2 | SCOPE: Self Confidence / Awareness | CONTENT / INTENT:   * See themselves as a valuable individual. * Show resilience and perseverance in the face of challenge.   • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. | | | | |
| **Prior Learning**  Show more confidence in new social situations. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. | **Knowledge:**  See themselves as a valuable individual. | **Knowledge:**  Show resilience and perseverance in the face of challenge | **Knowledge:**  Develop their sense of responsibility and membership of a community. | **Knowledge:**  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. | **Knowledge:**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. | Children will be more independent in and out of the classroom.  Children will undertake responsibilities such as tidying up own activities as well as helping others.  Children will be able to go to another classroom and ask other adults for a resource (eg go to Mrs Earley and ask for a particular story).  Children will understand what they need for a task and select appropriate resources with increasing independence. |
| **Books/Stories**  The Koala Who Could – Rachel Bright  Incredible You – Nathan Reed | **Success Criteria** Be confident to speak to others about own needs, wants and interests.  Show confidence in trying new activities. | **Success Criteria**  Talk about self in positive terms.  Recognise and talk about own abilities. | **Success Criteria**  Be willing to try new activities and have confidence to not get things right the first time.  Recognise when children need help from others. | **Success Criteria**  Feel confident as part of a team of familiar children / adults.  Enjoy responsibilities within the safety of the classroom. | **Success Criteria**  Recognise own interests and be able to choose a goal for the future.  Show patience while working towards activities that don’t have an immediate reward. | **Success Criteria**  Be able to complete activities more independently by selecting appropriate resources for the task. |
| **Vocabulary:** independent, determined, resilient, persistent, “have a go”, try, effort, goal, target, activity, task, responsibility, achievement, aim, reward, community, member, team player, leader, confident, voice, opinion, want, need, future | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen RSE / PHSE (WITHIN PERSONAL DEVELOPMENT) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  R | Half term: Spring 1 | SCOPE: Family and Friends | CONTENT / INTENT: | | | | |
| **Prior Learning**  Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Recognise the people in child’s own family.  Understand that families can look very different – 1 mum and 1 dad, 2 mums or 2 dads, separated families, extended families etc | **Knowledge:**  Recognise the positive values of a friendship.  Know what makes the child a good friend. | **Knowledge:**  Understand what is meant by “healthy” relationships:  Listening to each other, being sensitive to opinions, allowing different opinions and independence | **Knowledge:**  Form positive attachments to adults and friendships with peers. | **Knowledge:**  Work and play cooperatively and take turns with others. | **Knowledge:**  Show sensitivity to their own and to others’ needs. | Children will be able to work and play co-operatively, taking part in team games not only in PSHE sessions but across all curriculum subjects.  Children will recognise healthy relationships and understand how to form a healthy relationship with others.  Children will seek to play and learn with others. |
| **Books/Stories**  All Are Welcome – Alexandra Penfold  Love Makes A Family – Sophie Beer | **Success Criteria**  Be respectful talking about different types of families.  Talk about own family to others. | **Success Criteria**  Recognise and talk about what makes a good friend. Understand how to be a good friend and show kindness to others. | **Success Criteria**  Understand that a relationship is healthy if people are treated fairly and people are happy. Recognise some things that make a healthy relationship. | **Success Criteria**  Play co-operatively with others.  Show respect and kindness to children and adults.  Feel confident around friends and adults. | **Success Criteria**  Learn and play co-operatively with other children.  Be able to share and take turns, showing patience when waiting for own turn.  Take part in team games. | **Success Criteria**  Recognise own needs and needs of others. Respond to others sensitively and appropriately.  Begin to find solutions for own and others needs. |
| **Vocabulary:**  Friendship, relationship, family, mum/dad/sibling/brother/sister/aunt/uncle/cousin/grandparents etc, kindness, helpful, caring, thoughtful, sensitive, respect, listen, talk, share, opinions, differences, problem solve, happy/sad/angry/annoyed/excited | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen RSE / PHSE (WITHIN PERSONAL DEVELOPMENT) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  R | Half term: Spring 2 | SCOPE: Rules and Responsibilities | CONTENT / INTENT:   * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions * Explain the reasons for rules, know right from wrong and try to behave accordingly * Manage their own needs - Personal hygiene | | | | |
| **Prior Learning**  Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | **Knowledge:**  Explain the reasons for rules, know right from wrong and try to behave accordingly. | **Knowledge:**  Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them | **Knowledge:**  Develop appropriate ways of being assertive.  Talk with others to solve conflicts. | **Knowledge:**  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | **Knowledge:**  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Understand the reason for rules and follow rules with respect.  Talk to others with confidence but sensitivity and begin to resolve conflicts without the need for adult intervention.  Understand that teacher instruction is important and show respect by making eye contact and pausing an activity.  Recognise own needs and manage basic hygiene independently.  Make informed choices about food and use cutlery appropriately. |
| **Books/Stories** | **Success Criteria**  Recognise and name emotions.  Respond appropriately to others emotions.  Show patience when things don’t go the child’s way. | **Success Criteria**  Be able to say the school rules.  Explain rules in our classroom (eg no running indoors) and know the reasons for the rules.  Increasingly able to follow rules. | **Success Criteria**  Understand why the school rules are important for safety of ourselves and others.  Recognise rules within the community. | **Success Criteria**  Voice opinions appropriately – without intent to cause conflict.  Talk sensitively to others.  Be respectful of others different opinions. | **Success Criteria**  Show greater listening skills – pausing activity to make eye contact and listen.  Show independence by remembering multiple instructions and following without adult help. | **Success Criteria** Use the toilet and wash hands without supervision or adult help.  Use cutlery and eat to a table.  Make healthy food choices. |
| **Vocabulary:** rules, responsibility, school, classroom, home, community, names of emotions, patience, sensitive, respect, kindness, listening, eye contact, instructions, dressing / changing, toileting, hand washing, cutlery, healthy, unhealthy, balanced diet, green vegetables, colourful fruit | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen RSE / PHSE (WITHIN PERSONAL DEVELOPMENT) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  R | Half term: Summer 1 | SCOPE: Keeping Safe | CONTENT / INTENT:   * Explain the reasons for rules, know right from wrong and try to behave accordingly * Work and play cooperatively and take turns with others. * Understand how to keep safe in various environments | | | | |
| **Prior Learning**  Children will know that the internet is accessible by all people.  Children will have experience of using devices with the internet.  Children will know the sun is hot and can burn. Children will understand the tide moves in and out from the beach. Children will name the emergency services and know the number is 999. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Recognise the importance of being safe on the internet. | **Knowledge:**  Understand and talk about ways to be safe on internet devices. | **Knowledge:**  Recognise importance of keeping safe from the sun.  Talk about ways to stay safe and hydrated in the sun. | **Knowledge:**  Understand how to keep safe in and around water.  Recognise some potential risks around water. | **Knowledge:**  Recognise the types of emergency services that can keep us safe in the event of a fire, criminal or medical emergency. | **Knowledge:**  Know who to go to in order to seek help in an emergency or feeling of unsafety. | Children will use devices with the internet appropriately and safely. Children will grow up with a view of how to use the internet in a positive way.  Children will know how to stay safe on the beach which is particularly important for the Summer term living near beaches.  Children will know they have trusted adults they can speak to if they feel unsafe and know to call 999 in an emergency. |
| **Books/Stories**  No Dragons for Tea – Jean P  RNLI leaflets | **Success Criteria**  Children will understand anyone can access the internet.  Children will tell an adult if they see something inappropriate. | **Success Criteria**  Children will know to talk to grown ups about what they see online.  Children will know how to close programmes or apps should they need to. | **Success Criteria**  Children will know to use sun factor, wear a hat and sunglasses in the sun.  Children will understand importance of drinking water. | **Success Criteria**  Children will understand the role of the RNLI.  Children will know to swim between red and yellow flags only.  Children will only go near water with an adult. | **Success Criteria**  Children will name the police, ambulance and fire service.  Children will know to call 999 in an emergency.  Children will recognise some signs of what an emergency might look like. | **Success Criteria**  Children will know which trusted adult they would speak to at school if they felt unsafe.  Children will know to talk to another adult outside of school if they feel unsafe. |
| **Vocabulary:** internet, device, ipad, laptop, computer, safety, trust, trusted people, strangers, secrets, truth, pretending, real, sun cream, sun factor, SPF, sunglasses, protection / protect, water, hydrated, dehydrated, water, tides, current, pull, deep, shallow, lifeguards, RNLI, lifeboat, flags, 999, emergency services, ambulance, paramedics, hospital, police, police station, police car, fire station, fire engine, fire people, emergency. | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen RSE / PHSE (WITHIN PERSONAL DEVELOPMENT) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  R | Half term: Summer 2 | SCOPE: Changing and Growing – Keeping Healthy | CONTENT / INTENT:  Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian | | | | |
| **Prior Learning**  Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Manage their own needs - Personal hygiene.  See separate plan for SRE week | **Knowledge:**  Know and talk about the different factors that support their overall health and wellbeing:  regular physical activity  healthy eating | **Knowledge:**  Know and talk about the different factors that support their overall health and wellbeing:  toothbrushing | **Knowledge:**  Know and talk about the different factors that support their overall health and wellbeing:  sensible amounts of ‘screen time’ | **Knowledge:**  Know and talk about the different factors that support their overall health and wellbeing:  having a good sleep routine | **Knowledge:**  Know and talk about the different factors that support their overall health and wellbeing:  being a safe pedestrian | Children will be able to recognise the difference between a healthy and unhealthy lifestyle.  Children will make healthy choices about eating habits.  Children will understand the importance of sleep, exercise and diet and the impact it has on their health.  Children will use the knowledge to inform choices between screen time and physical play. |
| **Books/Stories**  I Will Not Ever Never Eat A Tomato – Lauren Child  Olivers Vegetables – Alison Bartlett  5 Minutes Peace – Jill Murphy | **Success Criteria** Be able to use the toilet and wash hands independently.  Be able to dress and get changed independently.  Have an understanding of good hygiene. | **Success Criteria**  Understand importance of physical activity.  Know the difference between healthy and unhealthy food.  Make informed choices about exercise and diet. | **Success Criteria**  Understand why it is important to look after oral hygiene.  Understand how to keep teeth healthy and clean by brushing twice a day. | **Success Criteria**  Understand the importance of balancing screen time with time outdoors and time spent physically playing.  Begin to learn the importance of online safety. | **Success Criteria**  Recognise the benefit of sleep – feeling more awake.  Understand that lack of sleep can make you feel unwell.  Talk about bedtime routine e.g. a bath and story. | **Success Criteria**  Understand importance of keeping safe in the community.  Recognise ways to stay safe using pavements.  Recognise ways to stay safe when crossing a road with adult help. |
| **Vocabulary:** teeth, decay, cleanliness, dirty, hygiene, washing hands, shower, bath, soap, clean, toilet, flush, healthy, unhealthy, balanced diet, names of some fruit and vegetables, screen time, eyes, tiredness, headaches, sleep, naps, quality of sleep, dreams, bedtime, routine, road safety, traffic lights, pedestrian, vehicles, slow, stop, look, listen, zebra crossing, lollipop person, pavements | | | | | | | |