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| **Pendeen RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  YEAR 1 & 2 | Half term:  Autumn term 1  YEAR A | SCOPE: Core 1 Health and well being UNIT 4 Emotions | CONTENT / INTENT:  Non-statutory requirement from NC. Please refer to 3D PSHE Relationships PoS Coverage overview | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| EYFS CURRICULUM | LO: Know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  -Learn about making positive choices and how they can lead to happiness | LO: Know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  -Learn about making positive choices and how they can lead to happiness | LO: Know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  -Learn about making positive choices and how they can lead to happiness | LO: Know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  -Learn about making positive choices and how they can lead to happiness | LO: Know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  -Learn about making positive choices and how they can lead to happiness | LO: Know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  -Learn about making positive choices and how they can lead to happiness | KS2 CURRICULUM |
| SC: Recognise, name and manage their feelings in a positive way  -Recognise how their behaviour affects other people  -Recognise how their behaviour and that of others may influence people both positively and negatively | SC: Recognise, name and manage their feelings in a positive way  -Recognise how their behaviour affects other people  -Recognise how their behaviour and that of others may influence people both positively and negatively | SC: Recognise, name and manage their feelings in a positive way  -Recognise how their behaviour affects other people  -Recognise how their behaviour and that of others may influence people both positively and negatively | SC: Recognise, name and manage their feelings in a positive way  -Recognise how their behaviour affects other people  -Recognise how their behaviour and that of others may influence people both positively and negatively | SC: Recognise, name and manage their feelings in a positive way  -Recognise how their behaviour affects other people  -Recognise how their behaviour and that of others may influence people both positively and negatively | SC: Recognise, name and manage their feelings in a positive way  -Recognise how their behaviour affects other people  -Recognise how their behaviour and that of others may influence people both positively and negatively |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Happy, sad, cross, angry, confused, anxious, troubled, hot, cold, unhappy, depressed, lonely, any other words that the children would like to share in the lesson | | | | | | |

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| **Pendeen RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  1 & 2 | Half term:  Autumn term 2  YEAR A | SCOPE: Core 2 Relationships Unit 3 Fairness | CONTENT / INTENT  Non-statutory requirement from NC. Please refer to 3D PSHE Relationships PoS Coverage overview | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| EYFS Curriculum | LO: Recognise what is fair and unfair  - Learn to take part in discussions with the whole class | LO: Know the importance of respecting others, even when they are very di­fferent from them | LO: Understand that family and friends should care for each other | LO: Understand the di­fference between right and wrong | LO: Learn strategies to cope with unfair teasing -Understand that there are di­fferent types of teasing and bullying | LO: Recognise what is kind and unkind behaviour  -Understand that family and friends should care for each other | KS2 Curriculum |
| SC: Recognise right and wrong, what is fair and unfair and explain why  -Recognise the difference between right and wrong and what is fair and unfair | SC: Reflect on the similarities and differences between people  - Recognise right and wrong, what is fair and unfair and explain why  -Recognise and respect similarities and diff­erences between people | SC: Recognise how their behaviour affects other people  -Recognise how attitude and behaviour, including bullying, may aff­ect others  - Recognise how their behaviour and that of others may influence people both positively and negatively  -Listen to, reflect on and respect other people’s views and feelings | SC: Recognise how their behaviour affects other people  - Recognise right and wrong  - Recognise how their behaviour and that of others may influence people both positively and negatively  -Self-assess, understanding how this will help their future actions | SC: Consider diff­erent types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying  -Recognise right and wrong  - Recognise how attitude and behaviour, including bullying, may a­ffect others | SC: Recognise how attitude and behaviour, including bullying, may a­ffect others  - Recognise how their behaviour and that of others may influence people both positively and negatively |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Fair, unfair, respect, care, love, friendly, support, family, right, wrong, consequence, teasing, bullying, unkind, unhappy, worried, anxious, any other words that the children would like to share in the lesson | | | | | | |

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| **Pendeen RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  1 & 2 | Half term:  Spring term 1  YEAR A | SCOPE: Core 3 Living in the wider world unit 1 Rules, responsibilities | CONTENT / INTENT:  Non-statutory requirement from NC. Please refer to 3D PSHE Relationships PoS Coverage overview | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| EYFS Curriculum | LO: Understand the reason why we have rules  -Learn about rules as expectations  -Understand to agree and follow rules for their group and classroom  -Recognise why rules and expectations are important | LO: Understand the why we have rules / expectations  -Learn about how they can contribute to the life of the class | LO: To be able to take turns  -Agree and follow rules for a collaborative game -Listen to and show consideration for other people’s views | LO: Understand the concept of ‘borrowing’  - Show responsibility to others | LO: Understanding the importance of sharing  - Know that everyone has a responsibility to consider the needs others | LO: Understand that people and other living things have needs and that they have responsibilities to meet them  -Learn about responsibility to others | KS2 Curriculum |
| SC: Recognise how their behaviour affects other people -Recognise right and wrong, what is fair and unfair and explain why -Recognise the difference between good and bad, right and wrong. | SC: Listen to and show consideration for other people’s views  -Listen to, reflect on and respect other people’s views and feelings | SC: Listen to, reflect on and respect other people’s views and feelings  -Consider ways of looking after the school or community and how to care for the local environment | SC: Listen to and show consideration for other people’s views  -Listen to, reflect on and respect other people’s views and feelings | SC: Listen to, reflect on and respect other people’s views and feelings  - Consider ways of looking after the school or community and how to care for the local environment | SC: Make positive real-life choices -Work independently and in groups, taking on di­fferent roles and collaborating towards common goals  -Take the lead, prioritise action |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Rules, responsibilities, expectations, follow, team, listen, respect, tolerate, consideration, needs, others, independence, community, classroom, place of work, views, difference | | | | | | |

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| **Pendeen RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  1 & 2 | Half term:  Spring term 2  YEAR A | SCOPE:Core 3 Living in the wider world unit 3 Money and finance | CONTENT / INTENT:  Non-statutory requirement from NC. Please refer to 3D PSHE Relationships PoS Coverage overview | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| EYFS Curriculum | LO:  Understand where money comes from • Recognise notes and coins | LO:Understand the role of money in our society | LO: Understand why it is important to keep money safe | LO: Understand the importance of managing money carefully | LO: Understand the importance of choices and spending money wisely | LO: Gain a basic understanding of enterprise | KS2 Curriculum |
| SC: Recognise where money comes from and the choices people make to spend money on things they want and need | SC: Identify the different types of work people do and learn about different places of work  -Recognise where money comes from and the choices people make to spend money on things they want and need | SC: PW2 Recognise where money comes from and the choices people make to spend money on things they want and need | SC: PW2 Recognise where money comes from and the choices people make to spend money on things they want and need  - Understand that we cannot always aff­ord the items we want to buy | SC: Recognise where money comes from and the choices people make to spend money on things they want and need  -Understand that we cannot always a­fford the items we want to buy | SC:Recognise where money comes from and the choices people make to spend money on things they want and need  -Understand that we cannot always aff­ord the items we want to buy |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Money, finance, balance, spend, save, coins, notes, bank, bank accounts, bills, cost, earn, work, pension, afford, safety money, enterprise | | | | | | |

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| **Pendeen RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  1& 2 | Half term:  Summer term 1  YEAR A | SCOPE: Core 1 Health and well-being unit 3 Changing and growing | CONTENT / INTENT:  Non-statutory requirement from NC. Please refer to 3D PSHE Relationships PoS Coverage overview | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| EYFS Curriculum | LO:Identify and respect similarities and differences between boys and girls  • Learn about the process of growing from young to old | LO: Learn the names for di­fferent parts of the body  • Recognise similarities and differences based on gender | LO: Learn about the physical changes in our bodies as we grow • Understand emotional changes as we grow up | LO: • Learn about how our needs change and grow as we develop | LO:• Learn to take responsibility for our action • Learn to be responsible for another living thing | LO: • Know that that there is a normal range of emotions and scale of emotions that all humans experience in relation to diff­erent experiences and situations | KS2 Curriculum |
| SC Recognise and respect similarities and diff­erences between people | SC: Reflect on the similarities and diff­erences between people  - Recognise and respect similarities and di­fferences between people | SC; Recognise the simple physical changes to their bodies experienced since birth  - Reflect on the similarities and differences between people | SC: Recognise the simple physical changes to their bodies experienced since birth. | SC: Recognise how their behaviour affects other people  - Recognise how their behaviour and that of others may influence people both positively and negatively. | SC: Recognise, name and manage their feelings in a positive way  -Recognise how their behaviour affects other people  - |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Respect, similarities, differences, people, tolerate, behaviour, feeling, positive, negative, emotions, responsibility, support, care, functions, gender, growing, physical changes, all living things | | | | | | |

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| **Pendeen RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A KEY STAGE 1** | | | | | | | |
| Year Group:  1 & 2 | Half term:  Summer term 2  YEAR A | SCOPE: Core 1 Health and well- being unit 2 Hygiene | CONTENT / INTENT:  Non-statutory requirement from NC. Please refer to 3D PSHE Relationships PoS Coverage overview | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| EYFS Curriculum | LO:  Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • Learn about the importance of effective teeth cleaning and good dental hygiene • Know about the importance of a healthy lifestyle | LO: Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • Learn how to take care of teeth, in addition to brushing • Understand the importance of dental hygiene | LO: Know the characteristics of a poor diet and risks associated with unhealthy eating and other behaviours  • Find out which foods are good for us • Understand the importance of a healthy lifestyle, including dental hygiene | LO: Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • Learn to eradicate germs and the spread of diseases by washing hands • Importance of maintaining personal hygiene • Understand how germs spread infections and diseases | LO: Learn about the importance of and reasons for bathing and showering • Understand the importance of maintaining personal hygiene | LO: • Learn about the importance of and reasons for bathing and showering • Understand the importance of maintaining personal hygiene | KS2 Curriculum |
| SC: Make simple choices that improve their health and well-being e.g. healthy eating  - Manage basic personal hygiene | SC: Make simple choices that improve their health and well-being e.g. healthy eating  -Manage basic personal hygiene | SC:Make simple choices that improve their health and well-being e.g. healthy eating  - Manage basic personal hygiene | SC: Make simple choices that improve their health and well-being e.g. healthy eating  -Manage basic personal hygiene | SC:Make simple choices that improve their health and well-being e.g. healthy eating  -Manage basic personal hygiene | SC: Make simple choices that improve their health and well-being e.g. healthy eating  -Manage basic personal hygiene |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Teeth, clean, brush, daily, hygiene, dental, floss, toothpaste, dentist, health, healthy lifestyle, well being, personal, wash, shower, bath, diet, foods, sugar | | | | | | |