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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Aut. 1 | SCOPE: Core 2: Relationships  Communication  Collaboration | 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 |
| LKS2 Core 2 Relationships Unit 1: Communication  Unit 2: Collaboration | • To recognise that there are many different ways to communicate  • To understand the need for confidentiality in certain situations | To know and understand the importance of listening to others  • To understand the role of the listener in any relationship | To recognise that there are many ways to communicate  • To understand the need to both listen and speak when communicating with others | Understand that there are many situations in which collaboration is necessary  • To understand the need to develop team work skills | To recognise that there are many roles within a community  • To understand the need to collaborate in a group situation | To recognise that there are many roles within a community  • To understand the need to collaborate in a group situation | 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 work co-operatively, showing fairness and consideration of others  I can recognise and respond to issues of safety relating to themselves and others and how to get help. | I can listen to, reflect on, and respect others views and feelings.  I can reflect on many different types of relationships that exist. | I can work co-operatively, showing fairness and consideration of others  I can recognise that people can feel alone and misunderstood and learn how to give appropriate support  I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures  I can identify how to find information and advice through help lines. | I can work co-operatively, showing fairness and consideration of others  I can recognise their strengths and how they can contribute to different groups  I can work independently and in groups, taking on different roles and collaborating towards common goals  I can recognise how new relationships may develop  I can reflect on the many different types of relationships that exist. | I can work co-operatively, showing fairness and consideration of others  I can recognise communities and the people within them are diverse, changing and interconnected  I can work and play independently and in groups, showing sensitivity to others  I can identify the skills they need to develop their own contribution to the working world in the future  I can recognise positive friendships and relationships can promote health and wellbeing. | I can work co-operatively, showing fairness and consideration of others  I can recognise communities and the people within them are diverse, changing and interconnected  I can work and play independently and in groups, showing sensitivity to others  I can identify the skills they need to develop their own contribution to the working world in the future  I can recognise positive friendships and relationships can promote health and wellbeing. |
| See previous year groups vocabulary box in this document. | Vocabulary: role, community, group situation, independent, skill, fairness, consideration, safety, communicate, skill, diverse, strategy, manage, control, emotion, negative, positive, friendships, relationships, health, well-being | | | | | | |

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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Aut. 2 | SCOPE: Core 1 Health and Well-being: Emotions and Safety | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to 3D PSHE Health and Well-being PoS Coverage overview | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| LKS2 Core 1: Healthy and wellbeing  Unit 5: Emotion  Unit 6: Safety | To develop strategies for understanding, managing and controlling strong feelings and emotions and  dealing with negative pressures  • To manage changing emotions and recognise how they can impact on relationships | To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle | To understand the need for empathy when peers are experiencing conflict at home | To take action based on responsible choices  • To identify the different kinds of risks associated with the use and misuse of a range of substances and the  impact that misuse of substances can have on individuals, their families and friends  • To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and  drugs | To take action based on responsible choices  • To identify the different kinds of risks associated with the use and misuse of a range of substances and the  impact that misuse of substances can have on individuals, their families and friends  • To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and  drugs | To take action based on responsible choices  • To identify the different kinds of risks associated with the use and misuse of a range of substances and the  impact that misuse of substances can have on individuals, their families and friends  • To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and  drugs | 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 people can feel alone and misunderstood and learn how to give appropriate support  I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures  I can identify how to find information and advice through help lines.  I can manage emotions and recognise how they can impact on relationships. | I can recognise that people can feel alone and misunderstood and learn how to give appropriate support  I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures  I can manage emotions and recognise how they can impact on relationships. | I can recognise positive friendships and relationships can promote health and wellbeing.  I can recognise positive friendships and relationships can promote health and wellbeing.  I can manage emotions and recognise how they can impact on relationships.  I can talk with a wide range of adults | I can take action based on responsible choices  I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures  I can identify the different kinds of risks associated with the use and misuse of a range of substances can have on individuals, my friends and family  I can make responsible decisions relating to medicines, alcohol, tobacco and other substances. | I can take action based on responsible choices  I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures  I can identify the different kinds of risks associated with the use and misuse of a range of substances can have on individuals, my friends and family  I can make responsible decisions relating to medicines, alcohol, tobacco and other substances. | I can take action based on responsible choices  I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures  I can identify the different kinds of risks associated with the use and misuse of a range of substances can have on individuals, my friends and family  I can make responsible decisions relating to medicines, alcohol, tobacco and other substances. |
| See previous year groups vocabulary box in this document. | Vocabulary: strategy, manage, control, emotion, feeling, negative pressure, life cycle, cyclic, death, inevitable, empathy, conflict, risk, substance, drug, alcohol, tobacco, misuse, responsible, decision, associated | | | | | | |
| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Spr 1 | SCOPE: Core 1 Health and Well-being: Healthy Lifestyles | 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 |
| LKS2 Core 1 Health and Wellbeing  Unit 1: Physical, emotional and mental  Unit 2: Healthy lifestyles | LO: To know about the basic synergy between physical, emotional and mental health | To understand the importance of making change in adopting a more healthy lifestyle | | To know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body | To know how and when to seek support including which adults to speak to in school if they are worried  about their health  • To know that it is common for people to experience mental ill health. For many people who do, the  problems can be resolved if the right support is made available, especially if accessed early enough | To know the facts and science relating to allergies, immunisation and vaccination | 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 negotiate and present their own views  Begin to reflect on their worth as individuals by  identifying positive things about themselves and their achievements  I can show awareness of changes that take place as they grow  I can recognise that when the body changes during puberty it can a\_ect feelings and behaviour  I can take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle | I can negotiate and present their own views  I can reflect on how to deal with feelings about  themselves, their family and others in a positive way  I can develop strategies for understanding,  managing and controlling strong feelings and emotions  and dealing with negative pressures  I can take responsibility for their physical activity  and nutrition in achieving a physically and mentally  healthy lifestyle  I can identify how to find information and advice through help lines | | I can self assess, understanding how this will help my future actions  I can take responsibility for their own safety and the safety of others and be able to seek help in an emergency  I can talk with a wide range of adults. | I can take responsibility for their own safety and the safety of others and be able to seek help in an emergency  I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures  I can identify how to find information and advice through help lines | I can listen to and show consideration for other people’s views  I can make responsible, informed decisions |
| See previous year groups vocabulary box in this document. | **Vocabulary:** phsyical, mental, emotional, positive, negative, effect, achievement, strength, weakness, development, self assess, lifestyle, healthy, illness, recognise, health, mental illness | | | | | | |

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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Spr 2 | SCOPE:  Cope 1: Health and Well-being  Aspirations | 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 4: Apsirations | To identify and talk about their own and others’ strengths and weaknesses and how to improve  • To self-assess, understanding how this will help their future actions | | To be able to reflect on past achievements  • To recognise achievements of others as being worthwhile and important | To begin to set personal goals | • To identify the skills they need to develop to make their contribution in the working world in the future  • To make connections between their learning, the world of work and their future economic wellbeing | | 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 and talk about my own and others strengths and weaknesses and how to improve  I can self assess, understanding how this will help my future actions  I can identify skills I need to develop to make my own contributions in the working world in the future | | I can recognise my own strengths and how they can contribute to different groups  I can identify and talk about my own and others strengths and weaknesses and how to improve  I can self assess, understanding how this will help my future actions | I can work collaboratively towards common goals  I can identify and talk about my own and others strengths and weaknesses and how to improve  I can identify skills I need to develop to make my own contributions in the working world in the future  I can make connections between my learning, the world of work and my future economic well being  I can begin to set personal goals. | I can recognise how my behaviour and that of others may influence people both positively and negatively  I can identify and talk about my own and others strengths and weaknesses and how to improve  I can identify skills I need to develop to make my own contributions in the working world in the future  I can make connections between my learning, the world of work and my future economic well being  I can begin to set personal goals. | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** diversity, diverse, community, celebrate  Aspiration, goal, set, goal setting, phsyical, mental, emotional, positive, negative, effect, achievement, strength, weakness, development, self assess | | | | | | |

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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Sum 1 | SCOPE:  Core 3 Living in the wider world: Economic awareness and enterprise | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to SRE policy and 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 learn about budgeting and what it means to budget  • To understand why financial management and planning is important from a young age | | To know and understand financial terms such as loan, interest, tax and discount  • To make connections between their learning, the world of work and their future economic wellbeing | | To show initiative and take responsibility for activities that develop enterprise capability | | 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 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 work collaboratively to common goals  I can reach agreements, make decisions and manage discussions to achieve positive results  I can recognise how people manage money and learn about basic financial capabilities  I can make connections between my learning, the world of work and my future economic well being  I can look after their money and realise that future wants and needs may be met through saving | | I can identify the differences between needs and wants  I can set goals, prioritise and manage time and resources, understanding how this will help their future actions  I can identify the skills they need to develop to make their own contribution in the working world in the future  I can make connections between my learning, the world of work and my future economic well being  I can show initiative and take responsibility for activities that develop enterprise capability  I can begin to set personal goals. | | I can set goals, prioritise and manage time and resources, understanding how this will help their future actions  I can identify the skills they need to develop to make their own contribution in the working world in the future  I can make connections between my learning, the world of work and my future economic well being  I can show initiative and take responsibility for activities that develop enterprise capability | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** budget, financial management, loan, interest, tax, discount, future, | | | | | | |

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| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Sum 2 | SCOPE: Core 1 health and well-being: SRE  Core 2 Relationships: Healthy Relationships | 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 1: Physical, emotional and mental  Unit 2: Healthy lifestyles  LKS2 Core 2 Relationships Unit 5: Healthy Relationships | To know about, recognise and understand changes that occur during puberty | | | To know about and understand the importance of touch in a range of contexts  To know the difference between appropriate and inappropriate touches  To know the term and meaning of peer on peer abuse and to have a safe space and adult to discuss concerns | To know that relationships can change as a result of growing up | • To know that marriage (and civil partnership) represents a formal and legally recognised commitment of  two people to each other which is intended to be lifelong | 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 take responsibility for my own safety and the safety of others and be able to seek help in an emergency  I can recognise when physical contact is acceptable and unacceptable  I can judge what kind of physical contact is acceptable and unacceptable in relationships.  I understand the term and meaning of “peer on peer abuse” and am able to discuss with trusted adult | I can recognise how my behaviour and that of others may influence people both positively and negatively  I can reflect on how to deal with feelings about myself, my family and others in positive way  I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressure  I can recognise that when my body changes during puberty it can affect feelings and behaviour  I can manage changing emotions and recognise how they can impact on relationships. | I can reflect on the many different relationships that exist |
| See previous year groups vocabulary box in this document. | **Vocabulary:** puberty, hormones, touch, physical touch, relationship, marriage, civil partnership, legal, commitment, life long, commitment, **abuse, peer on peer abuse** | | | | | | |