|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 / 4 | Half term:  Year A  Autumn 1 | SCOPE: Health and Well Being 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 B curriculum. Children in year 3 will have completed KS1 PSHE Curriculum | **LO:** Online Privacy – It’s Personal | **LO:** Internet Use – Online Usage | **LO**: Internet Use – Age Limits | **LO:** Gender Stereotypes – His and Hers. | **LO:** | **LO:** | 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:  Relationships and Health and Well-Being. |
| **Success Criteria:**  Show awareness of issues aff­ecting communities and groups.  Reflect on the impact of people’s actions on others.  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.  Begin to make responsible choices and consider consequences.  Behave safely and responsibly in different situations | **Success Criteria:**  Know that for most people the internet is an integral part of life and has many benefits.  Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing | **Success Criteria:**  To know why social media, some computer games and online gaming, for example, are age restricted.  To know where and how to report concerns and get support with issues online. | **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:** Social Networking, age limits, hackers, stereotype, discriminate. | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 / 4 | Half term:  Year A  Autumn 2 | SCOPE: Relationships and 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 B curriculum. Children in year 3 will have completed KS1 PSHE Curriculum | **LO** Reactions - Frustrations | **LO:** Self-Worth – I am a Marvel! | **LO:**  Persistence and Resilience – Don’t give Up | **LO:**  Negative Persistence – Over and Over | **LO:**  Feelings – Overreacting | **LO:** | 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**  Recognise how attitude and behaviour, including bullying, may aff­ect others. Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying.  Talk about their views on issues that aff­ect themselves and their class.  Identify strategies to respond to negative behaviour constructively and ask for help. Understand the nature and consequences of negative behaviours such as bullying, aggressiveness | **Success Criteria**  Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying  Talk about their views on issues that affect themselves and their class.  Empathise with another viewpoint | **Success Criteria**  Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally.  Work and play independently and in groups, showing sensitivity to others.  Respond to challenges, including recognising, taking and managing risk. Face new challenges positively and know when to seek help. | **Success Criteria**  Work co-operatively, showing fairness and consideration to others.  Recognise right and wrong, what is fair and unfair and explain why. Understand the nature and consequences of negative behaviours such as bullying, aggressiveness. | **Success Criteria**  Develop strategies for managing and controlling strong feelings and emotions. Recognise how their behaviour and that of others may influence people both positively and negatively. | **Success Criteria** |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Frustrated, Bullying, Boasts, Persistence, Resilience, aggressiveness, | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 / 4 | Half term:  Year A  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 B curriculum. Children in year 3 will have completed KS1 PSHE Curriculum | **LO:**  A Balanced Diet – Plant or Animal? | **LO:**  A Balanced Diet – Balancing Act | **LO:**  Working with Food – Master Chef | **LO:**  Working with Food – Our Food Hall | **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 Health and Well-Being |
| **Success Criteria**  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**  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**  Work collaboratively towards common goals  Reach agreements, make decisions and manage discussions to achieve positive results  Recognise stereotyping and discrimination Identify the range of jobs carried out by the people they know Reflect on the range of skills needed in different jobs  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**  Work co-operatively, showing fairness and consideration to others.  Identify the range of jobs carried out by the people they know.  Reflect on the range of skills needed in different jobs.  Face new challenges positively and know when to seek help.  Behave safely and responsibly in different situations Form and maintain appropriate relationships with a range of different people. | **Success Criteria** | **Success Criteria** |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Balanced Diet, calories, nutritional content, lifestyle choices, Eat-Well Plate, Careers | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 / 4 | Half term:  Year A  Spring 2 | SCOPE:  Relationships and 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 B curriculum. Children in year 3 will have completed KS1 PSHE Curriculum | **LO:**  Responding to others – Angry Aunts | **LO:**  Expressing Options – It’s Debatable | **LO:**  Loss/Separation – Left Behind | **LO:**  Family Changes – Two Homes | **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: Relationships and 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.  Listen to and show consideration for other people’s views.  Talk about their views on issues that aff­ect themselves and their class. Empathise with another viewpoint | **Success Criteria**  Develop strategies for managing and controlling strong feelings and emotions.  Identify strategies to respond to negative behaviour constructively and ask for help.  Form and maintain appropriate relationships with a range of diff­erent people. | **Success Criteria**  Develop strategies for managing and controlling strong feelings and emotions  Identify strategies to respond to negative behaviour constructively and ask for help  Form and maintain appropriate relationships with a range of di­fferent people. | **Success Criteria** | **Success Criteria** |
| See previous year groups vocabulary box in this document. | **Vocabulary:** NSPCC. Personal, Experience. | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 / 4 | Half term:  Year A  Summer 1 | 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 B curriculum. Children in year 3 will have completed KS1 PSHE Curriculum | **LO**:  Connections – Paper Chains | **LO:**  Family Links – Family Tree | **LO:**  Religious Views – Faith Findings | **LO:**  Celebrate Diversity – Inside Outside | **LO:**  A Million Dollars | **LO:**  Managing Money – Design Choices | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory.  Children will continue with Year B Curriculum if they are currently in year 3.  If children are in year 4 they will progress onto Year 5 curriculum. |
| **Success Criteria**  Work co-operatively, showing fairness and consideration to others.  Recognise and respect similarities and di­fferences between people. Empathise with another viewpoint | **Success Criteria**  Empathise with another viewpoint. Form and maintain appropriate relationships with a range of diff­erent people. | **Success Criteria**  Work co-operatively, showing fairness and consideration to others.  Recognise stereotyping and discrimination.  Listen to, reflect on and respect other people’s views and feelings.  Challenge stereotyping and discrimination.  Talk about their views on issues that a­ffect themselves and their class.  Empathise with another viewpoint. | **Success Criteria**  Recognise stereotyping and discrimination.  Listen to, reflect on and respect other people’s views and feelings.  Challenge stereotyping and discrimination. | **Success Criteria**  Identify the difference between needs and wants.  Make decisions, giving consideration to the impact they may have on others.  Set goals, prioritise and manage time and resources, understanding how this will help their future actions Recognise what influences the choices people make about how money is spent | **Success Criteria**  Identify the difference between needs and wants.  Make decisions, giving consideration to the impact they may have on others.  Set goals, prioritise and manage time and resources, understanding how this will help their future actions.  Recognise what influences the choices people make about how money is spent. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Discriminate, tolerance, discrimination, diversity. | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen Modern RSE / PHSE SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 / 4 | Half term:  Year A  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 (**SRE)** | Lesson 2 **(SRE)** | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children will complete SRE within their year group, children will have knowledge from the previous year’s curriculum. | **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:** Identified Strengths – I’m Good at That. | **LO:** Self-Respect – Let’s Rock! | **LO:** Identified Strengths – Future Me | **LO:** Setting Goals – That My Goal! And  Setting Goals – The Impossible Dream | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory. Continue learning in year 4 or 5 depending on year group. |
| **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 their strengths and how they can contribute to diff­erent groups.  Identify and talk about their own and others’ strengths and weaknesses and how to improve.  Self-assess, understanding how this will help their future actions.  Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements. | **Success Criteria**  Recognise what they are good at.  Recognise, name and manage their feelings in a positive way. | **Success Criteria**  Recognise their strengths and how they can contribute to different groups.  Identify and talk about their own and others’ strengths and weaknesses and how to improve.  Self-assess, understanding how this will help their future actions.  Reflect on the range of skills needed in diff­erent jobs.  Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements. | **Success Criteria**  Recognise their strengths and how they can contribute to different groups.  Identify and talk about their own and others’ strengths and weaknesses and how to improve.  Recognise why people work.  Reflect on the range of skills needed in diff­erent jobs.  Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements.  Begin to make responsible choices and consider consequences. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Self -Respect  **SRE. Year 3:** Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicle, vagina, womb, family, fostering, adoption, relationships.  **SRE, Year 4:** Puberty, Life Cycle, Reproduction, Physical, Breasts, Sperm, Egg, Pubic Hair, Emotional Feeling | | | | | | |