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| **Pendeen RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 and 2 | Half term: AUTUMN TERM 1 YEAR B | SCOPE: CORE 2 Relationships UNIT 2 BULLYING | 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 different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help • Learn about bullies and bullying behaviour • Understand that bullying is wrong | LO: Know about di­fferent types of bullying, the impact of bullying, responsibilities of bystanders and how to get help • Understand that name-calling is hurtful and avoidable • Take part in discussions with the whole class • Recognise how their behaviour a­ffects other people | LO: Know about di­fferent types of bullying, the impact of bullying, responsibilities of bystanders and how to get help • Understand what is and what is not bullying behaviour • Recognise how their behaviour affects other people • Understand that bullying is wrong | LO: Know about di­fferent types of bullying, the impact of bullying, responsibilities of bystanders and how to get help • Understand what is and what is not bullying behaviour • Recognise how their behaviour affects other people • Understand that bullying is wrong | LO: Know how to ask for advice or help for themselves or others, and to keep trying until they are heard • Know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help • Understand who can help if someone is affected by bullying • Understand that there are di­fferent types of bullying, that bullying is wrong and how to get help to deal with bullying | LO: 2 Seek help from an appropriate adult when necessary HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help | KS2 CURRICULUM |
| Sc: Understand the di­fference between impulsive and considered behaviour  - Recognise how their behaviour affects other people -Consider di­fferent types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying | SC: 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 | SC: Understand the di­fference between impulsive and considered behaviour  -Consider di­fferent types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying | 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 | SC: Recognise that there are people who care for and look after them  -Identify di­fferent relationships that they have and why these are important  - Consider di­fferent types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying | SC: 2 Seek help from an appropriate adult when necessary  - Recognise and respond to issues of safety relating to themselves and others and how to get help |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Behaviour, impact, others, teasing, bullying, responsibilities, reporting, verbal, physical, friendships, tolerance, acceptance, hurtful, harmful, avoid, anxious, sadness, impact, advice, help, internet bullying, trusted adult | | | | | | |

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| **Pendeen RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 and 2 | Half term:  AUTUMN TERM 2 YEAR B | SCOPE: CORE 2 Relationships UNIT 1 Communication | 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 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings • Recognise and communicate feelings to others • Learn how to share their views • Recognise, name and deal with their feelings in a positive way | LO: • Know 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 • | LO: • Understand that it is important to share their opinions and to be able to explain their views • Learn to listen to other people and play and work co-operatively | LO: • Recognise the importance of listening to other people • Understand the importance of being able to work cooperatively • Understand the concept of negotiation | LO: • Recognise the importance of listening to other people • Understand the importance of being able to play and work cooperatively | LO: • Learn about the conventions of courtesy and manners | KS2 CURRICULUM |
| SC: Recognise what they like and dislike -Recognise, name and manage their feelings in a positive way  - Listen to and show consideration for other people’s views  - Listen to, reflect on and respect other people’s views and feelings | SC: Recognise, name and manage their feelings in a positive way  -Listen to and show consideration for other people’s views  - Listen to, reflect on and respect other people’s views and feelings | SC: 7Recognise, name and manage their feelings in a positive way  -Listen to and show consideration for other people’s views  -Identify and talk about their own and others’ strengths and weaknesses and how to improve  - Listen to, reflect on and respect other people’s views and feelings | SC: Recognise, name and manage their feelings in a positive way  -Share their opinions on things that matter to them  - Listen to and show consideration for other people’s views  - Listen to, reflect on and respect other people’s views and feelings  -Negotiate and present their own views | SC: 4Reflect on the similarities and differences between people  - Listen to and show consideration for other people’s views  -Identify and talk about their own and others’ strengths and weaknesses and how to improve  -Work and play independently and in groups, showing sensitivity to others  - | SC: Recognise how attitude and behaviour, including bullying, may aff­ect others -Listen to, reflect on and respect other people’s views and feelings  -Work and play independently and in groups, showing sensitivity to others  - Recognise how their behaviour affects other people |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Emotions, feelings, share, views, positive, negative, listen, compassion, reflect, respect, happiness, sadness (other words children share on emotions), co-operatively opinions, respect, manners, sensitivity | | | | | | |

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| **Pendeen RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 and 2 | Half term:  SPRING TERM 1 YEAR B | SCOPE: CORE 2 Relationships UNIT 4 Family and Friends | 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 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • Learn how to develop positive relationships with peers | SC: Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • Understand the importance of making friends | LO: • Know the importance of respecting others, even when they are very or make di­fferent choices or have diff­erent preferences or beliefs • Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships | LO: Learn about the importance of sharing as part of friendship and kindness | LO: • Know that families are important for children growing up because they can give love, security and stability • Recognise that family and friends should care for each other | LO: Identify their special people and what makes them special | KS2 CURRICULUM |
| SC Recognise that there are people who care for and look after them  - Identify different relationships that they have and why these are important | SC: Recognise that there are people who care for and look after them  -Identify di­fferent relationships that they have and why these are important  -Develop positive relationships through work and play | SC: Listen to and show consideration for other people’s views  -Listen to, reflect on and respect other people’s views and feelings | SC: Recognise that there are people who care for and look after them  -Develop positive relationships through work and play  - Listen to and show consideration for other people’s views | SC: Recognise that there are people who care for and look after them  - Identify diff­erent relationships that they have and why these are important | SC: Recognise that there are people who care for and look after them  - Identify diff­erent relationships that they have and why these are important  -Listen to and show consideration for other people’s views |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Friendships, respect, truthfulness, trust generosity, share interests, positive relationships, respect authority, listen, tolerance, consideration | | | | | | |

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| **Pendeen RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 and 2 | Half term:  SPRING TERM 2  YEAR B | SCOPE:  CORE 3 Living in the wider UNIT 2 Comunities | 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 our role in the class community • How to contribute to the life of the classroom | LO: • Understand that they belong to various groups and communities | LO: • Develop a sense of belonging in the wider communities | LO: Understand the role of the local community | LO: • Develop a strong relationship within the local community • Understand the importance of shared responsibility within all communities | LO: • Develop a strong relationship within the local community • Understand the importance of shared responsibility within all communities | KS2 CURRICULUM |
| SC: Listen to and show consideration for other people’s views  -Listen to, reflect on and respect other people’s views and feelings  -Work independently and in groups, taking on different roles and collaborating towards common goals | 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 and show consideration for other people’s views  -5 Listen to, reflect on and respect other people’s views and feelings | SC: Listen to and show consideration for other people’s views  -Work independently and in groups, taking on di­fferent roles and collaborating towards common goals | SC: Listen to and show consideration for other people’s views  -Work independently and in groups, taking on di­fferent roles and collaborating towards common goals | SC: Express views and take part in decision-making activities to improve their immediate environment or community  -Suggest rules that would improve things for the common good |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Community, contribute, school, classroom, belong, groups, local community, responsibility, views, tolerance, listen respect, feelings, independently, common goals, consideration | | | | | | |

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| **Pendeen RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 and 2 | Half term:  SUMMER TERM 1  YEAR B | SCOPE:  CORE 1 UNIT 1 | 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: Learn about where vegetables and fruit grow • Understand the social aspect of eating food together • Know that making good choices about food will improve their health and well-being | LO: • Know what constitutes a healthy diet  • Understand the need for protein as part of a balanced diet • Recognise which types of food are healthy • Know how to make simple choices that improve their health and wellbeing | LO: Know the principles of planning and preparing a range of healthy meals. • Apply their knowledge of healthy eating to plan a menu for a themed party | LO:• Know the characteristics and mental and physical benefits of an active lifestyle • Understand the need for physical activity to keep healthy • Learn to work as a team to solve a simple challenge | LO: Understand how muscles work • Learn to make simple choices that improve their health and well-being | LO: Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • Know the importance of building regular exercise into daily and weekly routines and how to achieve this | KS2 CURRICULUM |
| SC: Make simple choices that improve their health and well-being e.g. healthy eating  -Make positive real-life choices | SC: Make positive real-life choices  -Recognise why healthy eating and physical activity are beneficial  -Make simple choices that improve their health and well-being e.g. healthy eating | SC; Make positive real-life choices  -Make simple choices that improve their health and well-being e.g. healthy eating | SC: Recognise why healthy eating and physical activity are beneficial  - Make simple choices that improve their health and well-being e.g. healthy eating | SC: Make positive real-life choices  - Recognise why healthy eating and physical activity are beneficial  - Make simple choices that improve their health and well-being e.g. healthy eating | SC: Recognise why healthy eating and physical activity are beneficial –  -Make simple choices that improve their health and well-being e.g. healthy eating |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Fruit, vegetables, healthy, balanced, diet, eat well, choice, improve, positive choices, protein, carbohydrates, dairy products, planning, menu, muscles, well-being, self care, hobbies, interests, exercise, physical activity | | | | | | |

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| **Pendeen RSE / PHSE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 and 2 | Half term: SUMMER TERM 2  YEAR B | SCOPE:  CORE 1 UNIT 5 | 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 safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • To understand the importance of sun safety • To know how to keep safe in the sun | LO: • Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe. • Develop an awareness of the Green Cross Code Demonstrate basic road safety skills | LO: Learn about the importance of medicine safety • Know that all household products , including medicines, can be harmful if not used properly | LO: Learn about the diff­erence between secrets and surprises • Understanding when not to keep adults’ secrets • Understand that it is acceptable to say ‘no’ | LO: Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions | LO: • Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • Know that people sometimes behave diff­erently online, including by pretending to be someone they are not | KS2 CURRICULUM |
| SC: Recognise risk in everyday activities  - Take responsibility for their own safety and the safety of others and be able to seek help in an emergency | SC: Recognise and manage risk in everyday activities  - Manage risk in everyday activities | SC: Know how to keep safe and how and where to get help  - Recognise and manage risk in everyday activities  - Manage risk in everyday activities | SC: Recognise that there are people who care for and look after them  - Identify di­fferent relationships that they have and why these are importance | SC: Recognise what they like and dislike  -Recognise that there are people who care for and look after them | SC: 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 |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Sun, unsafe, exposure, slip, slop, slap, midday sun, protection, suncream, safe, medicines, household products, green cross code, road safety, no, seek support, internet safety, trusted adult, relationships | | | | | | |