

# Clifford All Saints Whole School Curriculum Overview- RSHE and PHSE



Our RSHE curriculum is delivered through adapted materials prepared by Learn Sheffield. They focus on the following core areas:

- Relationships- family
- Relationships- friends
- Living in the wider world- communities
- Living in the wider world- online safety
- Health and wellbeing- mental health
- Health and wellbeing- physical health
- Health and wellbeing- growing up

Here is the link to the curriculum materials:

<https://drive.google.com/drive/folders/1PNjPKYj79rwUeTTrKfjHJArUaLY1PuOd>

In this curriculum document, the PHSE objectives that will not be covered through the Learn Sheffield materials are planned for in each year group. We have used the PHSE association to guide the direction of the PHSE curriculum. Resources for lessons on drug and alcohol education are linked to the CWP resource materials to support teachers.

Online Safety

☰ Computing Online Safety Overview

Health, first aid, drugs and alcohol Education

Mental Health

British Values Focus (taught throughout the curriculum but with additional focus in KS2)

Meta-cognition and self regulation

Economic wellbeing and citizenship

**Please see our RSHE and PSHE policy for further guidance on how these important subjects are taught.**

## Reception EYFS Framework expectations for PHSE and RSHE

|                                                                    | Communication and Language                                                                                                                                                                                                | Personal, social and emotional development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Physical development                                                                                                   | Understanding the world                                                                                                                                                                                                                                                                                                                        |
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| <p><b>(Prior Learning)</b><br/><b>Three and Four-Year-Olds</b></p> | <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> | <p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> | <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> | <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> |

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|                  |                                                                                                                                                                          | <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p>                                                                                                                                                                                                                 |                                                                                                                                                                                   |                                                                                                                                                                                                                                 |
| <b>Reception</b> | <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> | <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs. - personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:<br/> - regular physical activity - healthy eating<br/> - toothbrushing</p> | <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> | <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> |

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|                            |                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                         |                                                                                                           |
| <b>Early Learning Goal</b> | <p><b>Listening, Attention and Understanding</b><br/>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p><b>Speaking</b><br/>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p><b>Self-Regulation</b><br/>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p><b>Managing Self</b><br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b><br/>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and</p> | <p><b>Gross Motor Skills</b><br/>Negotiate space and obstacles safely, with consideration for themselves and others</p> | <p><b>Past and Present</b><br/>Talk about the lives of people around them and their roles in society.</p> |

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|  |  | friendships with peers.                         |  |  |
|  |  | Show sensitivity to their own and others' needs |  |  |

### Continuous Provision Opportunities

- Through **all areas of provision** children have the opportunity to:
  - Select and use resources and activities independently in provision
  - Start conversations with friends and adults and express their point of view
  - Develop social phrases
  - Grow in confidence and independence in their learning
  - Talk about their feelings and understand how others might be feeling
  - Talk with others to resolve conflict and develop appropriate ways of being assertive
  - Play with other children and extend and elaborate play ideas
  - Remember rules and follow independently
  - See themselves as a valuable individual
  - Build respectful and positive relationships
- **Home corner:** Begin to make sense of own life story and family history, talk about members of immediate family and community, make healthy choices about food, drink and activity, show interest in different occupations, develop positive attitudes about differences between people, know about different countries and cultures in the world and talk about differences, recognise that people have different beliefs and celebrate special times in different ways, show sensitivity to their own and others needs
- **Small world:** Begin to make sense of own life story and family history, talk about members of immediate family and community, show interest in different occupations, develop positive attitudes about differences between people, know about different countries and cultures in the world and talk about differences, recognise that people have different beliefs and celebrate special times in different ways
- **Reading area:** talk about members of immediate family and community, show interest in different occupations, develop positive attitudes about differences between people, know about different countries and cultures in the world and talk about differences, recognise that people have different beliefs and celebrate special times in different ways
- **Block play:** Set and work towards simple goals, persevere in face of challenge, work and play cooperatively with others, use talk to work out problems and organise thinking
- **Creative area:** Select and use a range of resources, set and work towards simple goals, use talk to work out problems and organise thinking
- **Snack area:** Make healthy choices about food and drink, be increasingly independent in washing and drying hand thoroughly
- **Computers:** Know and talk about sensible amounts of screen time, how to safe online
- **Toilets:** Managing own personal hygiene needs, be increasingly independent in washing and drying hand thoroughly
- **Preparing for outside area:** independently putting coats on and doing up zips
- **Mud kitchen:** talk about members of immediate family and community, make healthy choices about food, drink and activity,
- **Climbing frames, bikes/trikes, physical movement outside:** Negotiate space and obstacles carefully, with consideration for themselves and others
- **Obstacle course:** Negotiate space and obstacles carefully, with consideration for themselves and others
- **Den building:** Negotiate space and obstacles carefully, with consideration for themselves and others

|                  | Autumn 1                                                                                                                                                                      | Autumn 2                                                                                                                                                  | Spring 1                                                                                                                                                                       | Spring 2                                                                                                                                      | Summer 1                                                                                                                                           | Summer 2                                                                                                                                   |
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| <b>Reception</b> | RSHE Linked to EYFS curriculum (see above)                                                                                                                                    |                                                                                                                                                           |                                                                                                                                                                                |                                                                                                                                               |                                                                                                                                                    |                                                                                                                                            |
|                  | Online Safety:                                                                                                                                                                |                                                                                                                                                           |                                                                                                                                                                                |                                                                                                                                               |                                                                                                                                                    |                                                                                                                                            |
|                  | General introduction to computer safety<br><br>L2 - Choosing what to do online                                                                                                | P1 - Online Friends                                                                                                                                       | L1 - Sleep                                                                                                                                                                     | S1 - Communicating Online                                                                                                                     | S2 - Feeling Safe Online                                                                                                                           | S3 - Personal Information                                                                                                                  |
| <b>Year 1</b>    | <b>Living in the wider world</b><br><b>Our Communities</b><br><br>-C1) How do we make a happy school?<br>-C2) Who lives in my Neighbourhood?<br>-[C2] - What is the Internet? | <b>Relationships</b><br><b>Keeping friendships healthy</b><br><br>-Fr1) Who is my friend?<br>-Fr2) What makes a good friend?<br>-[S2] - Being Kind Online | <b>Relationships</b><br><b>What makes a family?</b><br><br>-Fa1) Who's in my family?<br>-Fa2) Do Families always stay the same?<br>-Fa3) How should families treat each other? | <b>Living in the wider world</b><br><b>Online safety</b><br><br>-Os1) [L1] Screen time<br>-Os2) Personal information [S1]<br>-[C1]- Passwords | <b>Mental Wellbeing</b><br><b>Understanding my feelings</b><br><br>-M1) Where do feelings come from?<br>-M2) Who am I?<br>-[N1] - Content Creators | <b>Health and Wellbeing</b><br><b>Physical Health</b><br><br>-P1) How do I help my body stay healthy?<br>-P2) How do I decide what to eat? |
|                  | PHSE Curriculum- see additional resources for guidance                                                                                                                        |                                                                                                                                                           |                                                                                                                                                                                |                                                                                                                                               |                                                                                                                                                    |                                                                                                                                            |

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|                      | <p><b>How do we decide how to behave?</b></p> <p>Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt</p> <p>What is a growth mindset?</p> | <p><b>Anti-bullying week</b></p> <p>That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)</p> | <p>Recognising feelings: identifying feelings words</p> <p>That mental wellbeing is a normal aspect of daily life, in the same way as physical health</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations</p> | <p><b>Medicines and people who help us</b><br/>Staying healthy</p> <p>That they belong to various groups and communities such as family and school</p> | <p><b>Medicines and people who help us</b><br/>Medicines</p> <p>Year 1 Leadership project</p>                                                      | <p><b>Medicines and people who help us</b><br/>Who gives us medicines?</p> <p>Year 1 Leadership project</p>                                      |
| <p><b>Year 2</b></p> | <p><b>Relationships</b><br/><b>Keeping friendships healthy</b></p> <p>Fr3) Should friends tell us what to do?<br/>Fr4) How do we stop Bullying?</p>                                | <p><b>Relationships</b><br/><b>What makes a family?</b></p> <p>Fa4) When should I say no?<br/>Fa5) Who owns my body? I do!<br/>Fa6) Are all families the same?</p>                                                           | <p><b>Living in the Wider world</b><br/><b>Online safety</b></p> <p>Os3) Online strangers [P1]<br/>Os4) Fake News [N2] (Scary News)<br/>[L2] Choosing What to do online</p>                                                                                                                                                                                                  | <p><b>Mental Wellbeing</b><br/><b>Understanding my feelings</b></p> <p>M3) What helps me to be happy?<br/>C3) What makes a boy or a girl</p>           | <p><b>Physical Health</b><br/><b>Staying healthy</b></p> <p>P4) How can I stay safe?<br/>[C3] - Accepting Messages<br/>[P3] - Searching Safely</p> | <p><b>Growing up</b><br/><b>Growing</b></p> <p>P3) How do we stop getting ill?<br/>G1) How bodies change as we get older (link with science)</p> |

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|                                                               | <p>[Os3]<br/>-Communicating<br/>Online</p>                                                                                                                                                                                                                                                                                                                                                           |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>P2) Feeling<br/>Comfortable online</p>                                                                                |                                                                                                                                                                                                           |                                                         |
| <p>PHSE Curriculum- see additional resources for guidance</p> |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                          |                                                                                                                                                                                                           |                                                         |
|                                                               | <p><b>How can we help?</b><br/>Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment</p> <p>How do we learn?</p> <p>Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> | <p><b>Keeping safe Risk</b></p> <p><b>Anti-bullying week</b></p> | <p><b>Keeping safe Hazardous Substances</b></p> <p>How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental</p> | <p><b>Keeping safe Safety rules</b></p> <p>How to make a clear and efficient call to emergency services if necessary</p> | <p>Recognising feelings words, 'big feelings' and expressions</p> <p>What improves and harms their local, natural and built environments and about some of the ways people look after the environment</p> | <p>Recognising feelings: hearing, drawing and being</p> |



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|               |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                            | wellbeing and happiness                                                                                                                                                                                                                                                    |                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                     |  |
| <b>Year 3</b> | <b>Relationships</b><br><b>What makes a family?</b><br><br>Fa1) Do Families always stay the same?                                                                                                                                                                                                                                  | <b>Relationships</b><br><b>What makes a good friend?</b><br>Fr2) Are all friends the same?<br><br><b>Deciding what is appropriate [L3]</b> | <b>Living in the Wider world</b><br><b>Communities</b><br>C1) How do we make the world fair?<br>C2) Where do you feel like you belong?                                                                                                                                     | <b>Living in the Wider world</b><br><b>Online safety</b><br><b>Online Strangers [P1]</b><br><b>Sharing Online [P2]</b><br><b>Friendship Online [S1]</b> | <b>Mental Wellbeing</b><br><b>Understanding my feelings</b><br><br>M1) How do I manage my feelings?<br><br><b>Sleep [L2]</b><br><br><b>Screen Time [L1]</b>                                                                                                                                                                     | <b>Physical Health</b><br><b>Staying Healthy</b><br><br>P1) How do I keep my body healthy?<br>P2) How do I get a healthy diet?<br><br><b>Passwords [C5]</b>                                                                                                                         |  |
|               | PHSE Curriculum- see additional resources for guidance                                                                                                                                                                                                                                                                             |                                                                                                                                            |                                                                                                                                                                                                                                                                            |                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                     |  |
|               | <b>What are the rules that keep us safe?</b><br>Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe<br><br><b>British Values focus:</b> | <b>Anti-bullying week</b>                                                                                                                  | Recognising feelings: Facial Bingo<br><br>Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests<br><br>Isolation and loneliness can affect children and so it is very important for | <b>Smoking</b><br><b>Why people smoke</b>                                                                                                               | <b>Smoking</b><br><b>Physical effects of smoking</b><br><br><b>The characteristics and mental/physical benefits of leading an active lifestyle</b><br><br><b>The importance of including regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active</b> | <b>Smoking</b><br><b>No smoking</b><br><br><b>What constitutes a healthy diet (including understanding calories and other nutritional content)</b><br><br><b>The principles of planning/preparing a range of healthy meals</b><br><br><b>The characteristics of a poor diet and</b> |  |

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|               | <p>the rule of law.</p> <p>How do we improve our memory?</p>                                                                                   |                                                                                                                                                                    | <p>children to discuss their feelings with an adult and seek support</p>                                                                              |                                                                                                                                   | <p>mile or other forms of regular, vigorous exercise</p> <p>The risks associated with leading an inactive lifestyle (including obesity)</p> <p>How and when to seek support, such as which adults to speak to in school if they have health concerns</p> | <p>risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)</p>                  |  |
| <b>Year 4</b> | <p><b>Living in the Wider world Communities</b></p> <p>C3) How can we help the people around us?</p> <p>Os4) Personal Information [C2]</p>     | <p><b>Relationships What makes a family?</b></p> <p>Fa2) Are all families like mine?</p> <p>Fa3) Are boys and girls different?</p> <p>Suspicious messages [C4]</p> | <p><b>Relationships Keeping friendships healthy</b></p> <p>Fr3) Are friendships always fun?</p> <p>Os5) Digital Media [N1]</p> <p>Media Bias [N2]</p> | <p><b>Physical Health Staying Healthy</b></p> <p>P3) How do I stop getting ill?</p> <p>Advertising [C1]</p> <p>Copyright [C3]</p> | <p><b>Physical Health Staying Healthy</b></p> <p>P4) How do I save a life?</p> <p>Os6) Verifying content and echo chambers [N3]</p>                                                                                                                      | <p><b>Mental Wellbeing Understanding my feelings</b></p> <p>M2) Are we happy all the time?</p> <p><b>Growing up Changes in my body</b></p> <p>G1) What is a period?</p> |  |
|               | PHSE Curriculum- see additional resources for guidance                                                                                         |                                                                                                                                                                    |                                                                                                                                                       |                                                                                                                                   |                                                                                                                                                                                                                                                          |                                                                                                                                                                         |  |
|               | <p><b>What is respect?</b><br/>Class and school rules, environment</p> <p><b>What is diversity?</b><br/>Difference and diversity of people</p> | <p><b>Anti-bullying week</b></p> <p>To realise the consequences of</p>                                                                                             | <p>Understanding feelings: body feelings</p>                                                                                                          | <p><b>Alcohol</b><br/>Effects of alcohol</p> <p>Concepts of basic first aid, for example</p>                                      | <p><b>Alcohol</b><br/>Alcohol and risk</p>                                                                                                                                                                                                               | <p><b>Alcohol</b><br/>Limits to drinking alcohol</p>                                                                                                                    |  |

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|                      | <p>living in the UK; values and customs of people around the world; stereotypes</p> <p><b>British Values focus:</b><br/>individual liberty</p> <p>Why is it important to be challenged?</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK</p> <p>To consider the lives of people living in other places, and people with different values and customs</p> | <p>anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p> <p>Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally</p> | <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>                    | <p>dealing with common injuries, including head injuries</p>                                                                                        |                                                                                                                                                       | <ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> </ul> <p>About menstrual wellbeing and key facts concerning the menstrual cycle</p> |
| <p><b>Year 5</b></p> | <p><b>Relationships</b><br/><b>What makes a family?</b><br/>Fa1) Why do some people get married?<br/>Fa2) Are families ever perfect?<br/><b>Relationships</b></p>                                                                                                                                                                                                                                       | <p><b>Living in the wider world</b><br/><b>Communities</b><br/>C1) What is prejudice?<br/>C2) What is the history of prejudice?<br/>C3) What should I do if I encounter</p>                                                                                | <p><b>Community</b><br/><b>Online Safety</b><br/>Os2) Protecting our identity [P1]<br/>Os3) Meeting strangers online [P4]</p> | <p><b>Physical Health</b><br/><b>Staying healthy</b><br/>P1) Is there such a thing as the perfect body?<br/>P2) How can I stay fit and healthy?</p> | <p><b>Mental Wellbeing</b><br/><b>Understanding my feelings</b><br/>M1) Does everybody have the same feelings?<br/>M2) Should we be happy all the</p> | <p><b>Growing up</b><br/><b>Puberty</b><br/>G1) How will my body change as I get older?<br/>G2) How will my feelings change as I get</p>                                                                                                                                      |

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| <p><b>Keeping friendships healthy</b><br/>Fr1) What makes a close friend?<br/>Fr2) Can we be different and still be friends?<br/>Fr3) Should friends tell us what to do?<br/><b>Os4) Personal Information, terms and conditions [C2]</b></p> | <p>prejudice?<br/>C4) How can I be a great citizen?</p>                                                                                                                                                                   |                                                                                                                                                                                                            | <p>P3) Can I avoid getting ill?</p>                                                                                                                                                          | <p>Time?<br/><b>Os1) Control and consent [S1]</b></p>                                                  | <p>older?<br/>G3) How will I stay clean during puberty?<br/>G4) What is Menstruation?<br/><br/><b>Growing up Sexual Reproduction</b><br/><br/>x1) How do plants and animals reproduce? (Taught through science) (N.B. does not include sexual intercourse)</p> |
| <p>PHSE Curriculum- see additional resources for guidance</p>                                                                                                                                                                                |                                                                                                                                                                                                                           |                                                                                                                                                                                                            |                                                                                                                                                                                              |                                                                                                        |                                                                                                                                                                                                                                                                |
| <p><b>What makes a community?</b><br/>Class rules and expectations. What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of</p>     | <p><b>Anti-bullying week</b><br/><br/>To learn about the importance of good sleep<br/><br/>What does it mean to self regulate?<br/><br/>Where and how to seek support (including recognising the triggers for seeking</p> | <p>Gauging our feelings<br/><br/>Developing positive coping strategies (1)<br/><br/>That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and</p> | <p><b>Legal and illegal drugs</b><br/><b>Legal and illegal drugs</b><br/><br/>The different purposes for using money, including concepts of spending and saving, managing money, being a</p> | <p><b>Legal and illegal drugs</b><br/><b>Attitudes to drugs</b><br/><br/>Year 5 Leadership project</p> | <p><b>Legal and illegal drugs</b><br/><b>Peer pressure</b><br/><br/>Year 5 Leadership project</p>                                                                                                                                                              |

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|                      | <p>identities in the UK; values and customs of people living around the world</p> <p><b>British Values focus:</b><br/>Democracy- linked to Greek topic</p>                                 | <p>support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough</p> | <p>towards the environment</p> <p>To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> | <p>critical consumer and how money comes from different sources</p> <p>The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices</p> |                                                                                                                                                                                 |                                                                                                                               |
| <p><b>Year 6</b></p> | <p><b>Relationships</b><br/><b>What makes a family?</b></p> <p>Fr3) Is there such a thing as a 'normal' family?</p> <p><b>Keeping friendships healthy</b><br/>Fr4) Why are some people</p> | <p><b>Living in the wider world</b><br/><b>Our communities</b><br/>C5a) Why is money important?<br/>C5b) How should I spend my money?<br/>C6) What makes us feel like we belong?</p>                                                                                                                                                                                                                               | <p><b>Community Online Safety</b></p> <p>Os5) Analysing Digital Media [N1]<br/>Os6) Bias [N2]<br/>Os7) Echo Chambers [N5]</p>                                                   | <p><b>Mental Wellbeing</b><br/><b>Understanding my feelings</b></p> <p>M3) Why do we argue?<br/>M4) Who am I?</p>                                                                                                                        | <p><b>Physical Health</b><br/><b>Staying healthy</b><br/>P4) Why do some people take drugs?<br/>P5) Where should I get my health information?<br/>P6) How do I save a life?</p> | <p><b>Growing up</b><br/><b>Sexual Reproduction</b></p> <p>Sx2) Optional unit on sexual reproduction (N.B. Not statutory)</p> |

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                           |
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|                                                               | <p>unkind?<br/>Fr5) What are stereotypes?<br/>Fr6) How do I accept my friends for who they are?</p>                                                                                                                                                                                                                                                                                                                            |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                           |
| <p>PHSE Curriculum- see additional resources for guidance</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                           |
|                                                               | <p><b>What are human rights?</b><br/>Link in with class rules. Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence</p> <p><b>British Values focus:</b><br/>mutual respect for and tolerance of those with different faiths and beliefs.</p> | <p><b>Anti-bullying week</b><br/>To learn about the importance of good sleep</p> | <p>Developing positive coping strategies (2)<br/>Developing positive coping strategies (3)</p> <p>To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>That universal rights are there to protect everyone and have primacy both over national law and</p> | <p><b>Preventing early use</b><br/>Peer pressure and drugs</p> | <p><b>Preventing early use</b><br/>Getting help</p> <p>How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> | <p><b>Preventing early use</b><br/>Help, advice and support</p> <p>An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the</p> |

|  |                                                                                           |  |                                                                                                                                                                   |  |                                                                  |                                                                                                                  |
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|  | <p>and for those without faith.</p> <p>How can we help ourselves learn independently?</p> |  | <p>family and community practices</p> <p>To know that there are some cultural practices which are against British law and universal human rights, such as FGM</p> |  | <p>To explore and critique how the media present information</p> | <p>sustainability of the environment</p> <p>About enterprise and the skills that make someone 'enterprising'</p> |
|--|-------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|

## RSHE Curriculum- Learn Sheffield curriculum materials overview

### Year 1

| Relationships                                 |                                                       | Living in the wider world                   |                                           | Health and Wellbeing                                         |                                                   |                                      |
|-----------------------------------------------|-------------------------------------------------------|---------------------------------------------|-------------------------------------------|--------------------------------------------------------------|---------------------------------------------------|--------------------------------------|
| <p><b>Family</b><br/>What makes a family?</p> | <p><b>Friends</b><br/>Keeping friendships healthy</p> | <p><b>Community</b><br/>Our Communities</p> | <p><b>Community</b><br/>Online safety</p> | <p><b>Mental Wellbeing</b><br/>Understanding my feelings</p> | <p><b>Physical Health</b><br/>Staying healthy</p> | <p><b>Growing up</b><br/>Growing</p> |

|                                                                                                                  |                                                          |                                                                          |                                                         |                                                   |                                                                             |  |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------|--|
| Fa1) Who's in my family?<br>Fa2) Do Families always stay the same?<br>Fa3) How should families treat each other? | Fr1) Who is my friend?<br>Fr2) What makes a good friend? | C1) How do we make a happy school?<br>C2) Who lives in my neighbourhood? | Os1) Screen time [L1]<br>Os2) Personal information [S1] | M1) Where do feelings come from?<br>M2) Who am I? | P1) How do I help my body stay healthy?<br>P2) How do I decide what to eat? |  |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------|--|

## Year 2

| Relationships                                                                                 |                                                                          | Living in the wider world       |                                                   | Health and Wellbeing                          |                                                             |                                                           |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------|---------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------|
| Family<br>What makes a family?                                                                | Friends<br>Keeping friendships healthy                                   | Community<br>Our Communities    | Community<br>Online safety                        | Mental Wellbeing<br>Understanding my feelings | Physical Health<br>Staying healthy                          | Growing up<br>Growing                                     |
| Fa4) When should I say no?<br>Fa5) Who owns my body? I do!<br>Fa6) Are all families the same? | Fr3) Should friends tell us what to do?<br>Fr4) How do we stop bullying? | C3) What makes a boy or a girl? | Os3) Online strangers [P1]<br>Os4) Fake News [N1] | M3) What helps me to be happy?                | P3) How do we stop getting ill?<br>P4) How can I stay safe? | G1) How bodies change as we get older (link with science) |

[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]

## Year 3

|               |                           |                      |
|---------------|---------------------------|----------------------|
| Relationships | Living in the wider world | Health and Wellbeing |
|---------------|---------------------------|----------------------|



| <b>Family<br/>What makes a family?</b> | <b>Friends<br/>Keeping friendships healthy</b>                   | <b>Community<br/>Our Communities</b>                                         | <b>Community<br/>Online Safety</b>                                                    | <b>Mental Wellbeing<br/>Understanding my feelings</b> | <b>Physical Health<br/>Staying Healthy</b>                             | <b>Growing up<br/>Changes in my body</b> |
|----------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------|
| Fa1) Do Families always stay the same? | Fr1) What makes a good friend?<br>Fr2) Are all friends the same? | C1) How do we make the world fair?<br>C2) Where do you feel like you belong? | Os1) Online strangers [P1]<br>Os2) Sharing Online [P2]<br>Os3) Friendship Online [S1] | M1) How do I manage my feelings?                      | P1) How do I keep my body healthy?<br>P2) How do I get a healthy diet? |                                          |

### Year 4

| <b>Relationships</b>                                                                   |                                                | <b>Living in the wider world</b>          |                                                                                                            | <b>Health and Wellbeing</b>                           |                                                             |                                          |
|----------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------|------------------------------------------|
| <b>Family<br/>What makes a family?</b>                                                 | <b>Friends<br/>Keeping friendships healthy</b> | <b>Community<br/>Our Communities</b>      | <b>Community<br/>Online Safety</b>                                                                         | <b>Mental Wellbeing<br/>Understanding my feelings</b> | <b>Physical Health<br/>Staying Healthy</b>                  | <b>Growing up<br/>Changes in my body</b> |
| Fa2) Are all families like mine?<br>Fa3) How should we treat people who are different? | Fr3) Are friendships always fun?               | C3) How can we help the people around us? | Os4) Personal Information [C2]<br>Os5) Digital Media [N1]<br>Os6) Verifying content and echo chambers [N3] | M2) Are we happy all the time?                        | P3) How do I stop getting ill?<br>P4) How do I save a life? | G1) What is a period?                    |

[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]

### Year 5

| Relationships                                                           |                                                                                                                              | Living in the wider world                                                                                                                              |                                                                                                                                                                  | Health and Wellbeing                                                               |                                                                                                                       |                                                                                                                                                                          |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Family<br>What makes a family?                                          | Friends<br>Keeping friendships healthy                                                                                       | Community<br>Our communities                                                                                                                           | Community<br>Online Safety                                                                                                                                       | Mental Wellbeing<br>Understanding my feelings                                      | Physical Health<br>Staying healthy                                                                                    | Growing up<br>Puberty                                                                                                                                                    |
| Fa1) Why do some people get married?<br>Fa2) Are families ever perfect? | Fr1) What makes a close friend?<br>Fr2) Can we be different and still be friends?<br>Fr3) Should friends tell us what to do? | C1) What is prejudice?<br>C2) What is the history of prejudice?<br>C3) What should I do if I encounter prejudice?<br>C4) How can I be a great citizen? | Os1) Control and consent [S1]<br>Os2) Protecting our identity [P1]<br>Os3) Meeting strangers online [P4]<br>Os4) Personal Information, terms and conditions [C2] | M1) Does everybody have the same feelings?<br>M2) Should we be happy all the time? | P1) Is there such a thing as the perfect body?<br>P2) How can I stay fit and healthy?<br>P3) Can I avoid getting ill? | G1) How will my body change as I get older?<br>G2) How will my feelings change as I get older?<br>G3) How will I stay clean during puberty?<br>G4) What is Menstruation? |

## Year 6

| Relationships                  |                                        | Living in the wider world    |                            | Health and Wellbeing                          |                                    |                                   |
|--------------------------------|----------------------------------------|------------------------------|----------------------------|-----------------------------------------------|------------------------------------|-----------------------------------|
| Family<br>What makes a family? | Friends<br>Keeping friendships healthy | Community<br>Our communities | Community<br>Online Safety | Mental Wellbeing<br>Understanding my feelings | Physical Health<br>Staying healthy | Growing up<br>Sexual Reproduction |

|                                                         |                                                                                                                              |                                                                                                                                                               |                                                                                                                                       |                                               |                                                                                                                           |                                                                                                                                                                                         |
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| <p>Fa3) Is there such a thing as a 'normal' family?</p> | <p>Fr4) Why are some people unkind?<br/>Fr5) What are stereotypes?<br/>Fr6) How do I accept my friends for who they are?</p> | <p>C5a) Why is money important?<br/>C5b) How should I spend my money?<br/>C6) What makes us feel like we belong?<br/>C7) What does it mean to be British?</p> | <p>Os5) Analysing Digital Media [N1]<br/>Os6) Bias [N2]<br/>Os7) Echo Chambers [N5]<br/>Os8) Does the internet make us happy?[L1]</p> | <p>M3) Why do we argue?<br/>M4) Who am I?</p> | <p>P4) Why do some people take drugs?<br/>P5) Where should I get my health information?<br/>P6) How do I save a life?</p> | <p>Sx1) How do plants and animals reproduce? (Taught through science) (N.B. does not include sexual intercourse)<br/>Sx2) Optional unit on sexual reproduction (N.B. Not statutory)</p> |
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