

RSHE PSHE

Reception

Year	Autumn 1	Autumn 2	Spring 1	Spring 2
	<p align="center">Communication and Language</p>	<p align="center">Personal, social and emotional development</p>	<p align="center">Physical development</p>	<p align="center">Understanding the world</p>
<p>(Prior Learning) Three and Four-Year-Olds</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. 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>

		<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>		
Reception	<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: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>	<p>Further develop the skills they need to manage the school day successfully:</p> <p>- lining up and queuing - mealtimes</p>	<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>

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

Key

Health, first aid, drugs and alcohol Education

Mental Health

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

KS1

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	RSHE and PSHE linked to EYFS Curriculum (see above)					
Year 1 RSHE	Living in the wider world Our Communities -C1) How do we make a happy school? -C2) Who lives in my Neighbourhood?	Relationships Keeping friendships healthy -Fr1) Who is my friend? -Fr2) What makes a good friend?	Relationships What makes a family? -Fa1) Who's in my family? -Fa2) Do Families always stay the same? -Fa3) How should families treat each other?	Living in the wider world Online safety	Mental Wellbeing Understanding my feelings -M1) Where do feelings come from? -M2) Who am I?	Health and Wellbeing Physical Health -P1) How do I help my body stay healthy? -P2) How do I decide what to eat?
PSHE	How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt What is a growth mindset?	Anti-bullying week 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)	Recognising feelings: identifying feelings words That mental wellbeing is a normal aspect of daily life, in the same way as physical health 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	Medicines and people who help us Staying healthy That they belong to various groups and communities such as family and school	Medicines and people who help us Medicines	Medicines and people who help us Who gives us medicines?
Year 2 RSHE	Relationships Keeping friendships healthy Fr3) Should friends tell us what to do? Fr4) How do we stop	Relationships What makes a family? Fa4) When should I say no? Fa5) Who owns my body? I do! Fa6) Are all families the	Living in the Wider world	Mental Wellbeing Understanding my feelings M3) What helps me to be happy?	Physical Health Staying healthy P4) How can I stay safe?	Growing up Growing P3) How do we stop getting ill? G1) How bodies change as we get

	Bullying?	same?		C3) What makes a boy or a girl		older (link with science)
PSHE	<p>How can we help? Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment 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>Keeping safe Risk</p> <p>Anti-bullying week</p>	<p>Keeping safe Hazardous Substances</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 How to judge whether what they are feeling and how they are behaving is appropriate and proportionate The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p>	<p>Keeping safe Safety rules</p> <p>How to make a clear and efficient call to emergency services if necessary</p>	<p>Recognising feelings words, 'big feelings' and expressions 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>

KS2

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 RSHE	<p>Relationships What makes a family?</p> <p>Fa1) Do Families always stay the same?</p>	<p>Relationships What makes a good friend?</p> <p>Fr2) Are all friends the same?</p>	<p>Living in the Wider world Communities</p> <p>C1) How do we make the world fair? C2) Where do you feel like you belong?</p>	<p>Living in the Wider world</p>	<p>Mental Wellbeing Understanding my feelings</p> <p>M1) How do I manage my feelings?</p>	<p>Physical Health Staying Healthy</p> <p>P1) How do I keep my body healthy? P2) How do I get a healthy diet?</p>

<p>PSHE</p>	<p>What are the rules that keep us safe? 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</p> <p>British Values focus: the rule of law.</p> <p>How do we improve our memory?</p>	<p>Anti-bullying week</p>	<p>Recognising feelings: Facial Bingo</p> <p>Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support</p>	<p>Smoking Why people smoke</p>	<p>Smoking Physical effects of smoking</p> <p>The characteristics and mental/physical benefits of leading an active lifestyle 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 mile or other forms of regular, vigorous exercise The risks associated with leading an inactive lifestyle (including obesity) How and when to seek support, such as which adults to speak to in school if they have health concerns</p>	<p>Smoking No smoking</p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning/preparing a range of healthy meals The characteristics of a poor diet and 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>
<p>Year 4 RSHE</p>	<p>Living in the Wider world Communities</p> <p>C3) How can we help the people around us?</p>	<p>Relationships What makes a family? Fa2) Are all families like mine? Fa3) Are boys and girls different?</p>	<p>Relationships Keeping friendships healthy Fr3) Are friendships always fun?</p>	<p>Physical Health Staying Healthy P3) How do I stop getting ill?</p>	<p>Physical Health Staying Healthy P4) How do I save a life?</p>	<p>Mental Wellbeing Understanding my feelings M2) Are we happy all the time?</p> <p>Growing up Changes in my body G1) What is a period?</p>
<p>PSHE</p>	<p>What is respect? Class and school rules, environment What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes</p> <p>British Values focus:</p>	<p>Anti-bullying week</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities Recognising what being part of a community</p>	<p>Understanding feelings: body feelings</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>	<p>Alcohol Effects of alcohol</p> <p>Concepts of basic first aid, for example dealing with common injuries, including head injuries</p>	<p>Alcohol Alcohol and risk</p>	<p>Alcohol Limits to drinking alcohol</p> <ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

	<p>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>means, and about the varied institutions that support communities locally and nationally</p>				<p>About menstrual wellbeing and key facts concerning the menstrual cycle</p>
<p>Year 5 RSHE</p>	<p>Relationships What makes a family? Fa1) Why do some people get married? Fa2) Are families ever perfect?</p> <p>Relationships Keeping friendships healthy Fr1) What makes a close friend? Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do?</p>	<p>Living in the wider world Communities C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? C4) How can I be a great citizen?</p>	<p>Community Online Safety</p>	<p>Physical Health Staying healthy P1) Is there such a thing as the perfect body? P2) How can I stay fit and healthy? P3) Can I avoid getting ill?</p>	<p>Mental Wellbeing Understanding my feelings M1) Does everybody have the same feelings? M2) Should we be happy all the time?</p>	<p>Growing up Puberty G1) How will my body change as I get older? G2) How will my feelings change as I get older? G3) How will I stay clean during puberty? G4) What is Menstruation?</p> <p>Growing up Sexual Reproduction x1) How do plants and animals reproduce? (Taught through science) (N.B. does not include sexual intercourse)</p>
<p>PSHE</p>	<p>What makes a community? Class rules and expectations. What it</p>	<p>Anti-bullying week To learn about the importance of good sleep</p>	<p>Gauging our feelings Developing positive coping strategies (1)</p>	<p>Legal and illegal drugs Legal and illegal drugs</p>	<p>Legal and illegal drugs Attitudes to drugs</p>	<p>Legal and illegal drugs Peer pressure</p>

	<p>means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world</p> <p>British Values focus: Democracy- linked to Greek topic</p>	<p>What does it mean to self regulate?</p> <p>Where and how to seek support (including recognising the triggers for seeking 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>That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and 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>The different purposes for using money, including concepts of spending and saving, managing money, being a 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>Year 5 Leadership project</p>	<p>Year 5 Leadership project</p>
<p>Year 6 RSHE</p>	<p>Relationships What makes a family?</p> <p>Fa3) Is there such a thing as a 'normal' family?</p> <p>Keeping friendships healthy</p> <p>Fr4) Why are some people unkind?</p> <p>Fr5) What are stereotypes?</p> <p>Fr6) How do I accept my friends for who they are?</p>	<p>Living in the wider world Our communities</p> <p>C5a) Why is money important?</p> <p>C5b) How should I spend my money?</p> <p>C6) What makes us feel like we belong?</p>	<p>Community</p>	<p>Mental Wellbeing Understanding my feelings</p> <p>M3) Why do we argue?</p> <p>M4) Who am I?</p>	<p>Physical Health Staying healthy</p> <p>P4) Why do some people take drugs?</p> <p>P5) Where should I get my health information?</p> <p>P6) How do I save a life?</p>	<p>Growing up Sexual Reproduction</p> <p>Sx2) Optional unit on sexual reproduction (N.B. Not statutory)</p>

<p>PSHE</p>	<p>What are human rights? 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>British Values focus: mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.</p> <p>How can we help ourselves learn independently?</p>	<p>Anti-bullying week</p> <p>To learn about the importance of good sleep</p>	<p>Developing positive coping strategies (2)</p> <p>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 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>Preventing early use Peer pressure and drugs</p>	<p>Preventing early use 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>To explore and critique how the media present information</p>	<p>Preventing early use 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 sustainability of the environment</p> <p>About enterprise and the skills that make someone 'enterprising'</p>
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Year 1

<p>RSHE Learn Sheffield</p>	<p>Living in the wider world Our Communities</p> <p>-C1) How do we make a happy school? -C2) Who lives in my Neighbourhood?</p>	<p>Relationships Keeping friendships healthy</p> <p>-Fr1) Who is my friend? -Fr2) What makes a good friend?</p>	<p>Relationships What makes a family?</p> <p>-Fa1) Who's in my family? -Fa2) Do Families always stay the same? -Fa3) How should families treat each other?</p>	<p>Living in the wider world</p>	<p>Mental Wellbeing Understanding my feelings</p> <p>-M1) Where do feelings come from? -M2) Who am I?</p>	<p>Health and Wellbeing Physical Health</p> <p>-P1) How do I help my body stay healthy? -P2) How do I decide what to eat?</p>
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<p>Knowledge Goals</p> <p>These should be taken from the End Points section of the Unit Rationale</p>	<ul style="list-style-type: none"> - Understand why we have rules and how they help us learn and be happy - Understand how to behave appropriately and how to contribute to school life - Appreciate how important school is to them - Identify their special people in school - Know what range of communities live near school - Appreciate that they should treat people with respect and kindness, regardless of difference - Understand what to do if they feel uncomfortable, either with strangers or with people they know 	<ul style="list-style-type: none"> - Understand that there is a difference between close friends, friends, acquaintances and strangers - Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect. - Understand that difference can be a positive thing in our relationships 	<ul style="list-style-type: none"> - Understand that families are made up of a special group of people, which changes gradually over time. - Understand that these people are all connected in different ways, and that these connections are important - Understand how changes and events can influence our feelings - Understand that children and adults both have responsibilities to each other. - Understand that we should feel loved, cared for and safe in our homes. - Know what to do if our needs are not being met 		<ul style="list-style-type: none"> - Understand that we have a range of emotions, depending on our experiences and situations - Know what to do when we experience strong emotions - Build language to talk about feelings - Understand that each of us has skills and talents that are valuable - Understand that we are important, unique people who deserve kindness and respect - Appreciate that other people are important, no matter how good they are at certain things 	<ul style="list-style-type: none"> - Understand that active lifestyles including regular exercise can keep our bodies more healthy - Appreciate that some people live with disabilities - Understand that we can't always have healthy bodies, because sometimes we get ill or injured - Identify the components of a balanced diet
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<p>Tier 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</p>	<p>Rules, right, wrong</p> <p>Community, different</p>	<p>Friend, family, stranger, acquaintance, member of my community</p> <p>Kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team</p>	<p>People, roles, change, loss</p> <p>Change, moving, forever, feelings</p> <p>Responsibility, kindness</p>		<p>Angry, happy, nervous, scared, sad, calm, surprised</p> <p>Pride, unique</p>	<p>Exercise, diet, sleep, brushing, teeth</p> <p>Diet, healthy, unhealthy, fruit, vegetable, energy, Halal, Kosher</p>
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Year 2

<p>RSHE Learn Sheffield</p>	<p>Relationships Keeping friendships healthy</p> <p>Fr3) Should friends tell us what to do? Fr4) How do we stop Bullying?</p>	<p>Relationships What makes a family?</p> <p>Fa4) When should I say no? Fa5) Who owns my body? I do! Fa6) Are all families the same?</p>	<p>Living in the Wider world</p>	<p>Mental Wellbeing Understanding my feelings</p> <p>M3) What helps me to be happy? C3) What makes a boy or a girl</p>	<p>Physical Health Staying healthy</p> <p>P4) How can I stay safe?</p>	<p>Growing up Growing</p> <p>P3) How do we stop getting ill? G1) How bodies change as we get older (link with science)</p>
<p>Knowledge Goals</p> <p>These should be taken from the End Points</p>	<p>- Understand that friends should treat each other well and be fair - Understand that there is not an</p>	<p>- Understand that other people need permission before they can touch us - Understand that</p>	<p>Explain some aspects of taking a good photograph</p>	<p>- Understand the connection between their actions and the feelings of themselves and</p>	<p>- Identify common dangers that they may encounter both at home and in the wider world: ●</p>	<p>- Understand that germs are spread by coughs, sneezes and physical contact with dirt and</p>

<p>section of the Unit Rationale</p>	<p>ideal number of friends [You can have as many as you like] - Understand that being controlling of other people is bad and that excluding other children is hurtful</p> <ul style="list-style-type: none"> - Understand that friends should not tell us what to do, although we should listen politely - Empathise with other people and understand why bullying is so hurtful - Order types of bullying to understand which ones are the worst 	<p>some parts of our bodies are more private than others - Know that if someone doesn't want us to touch them, we must respect that</p> <ul style="list-style-type: none"> - Understand that certain parts of our bodies are very private, and only we get to decide what happens to them - Understand that secrets and surprises are different - Know how to report concerns - Understand that families are highly varied; no family is the same 	<p>Know that a photo can be portrait or landscape</p>	<p>others - Discover how our choice of activities can affect our happiness</p> <ul style="list-style-type: none"> - Name their body parts, including external genitalia - Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes 	<p>Chemicals and medicines ● Roads and cars ● Riding bicycles and scooters ● Environmental ● Railways ● Water ● Fires - Know what to do in an emergency situation ● Telling adults ● Calling emergency services</p>	<p>other people - Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell - Understand that we can prevent tooth decay by brushing our teeth regularly</p> <ul style="list-style-type: none"> - Recognise the 5 key stages of human life Understand how their bodies will change as they age - Consider how their lives will change as they get older - Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities
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<p>Tier 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</p>	<p>Kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team</p> <p>Bullying, physical, emotional, group, disability, minority</p>	<p>Consent, private, permission</p> <p>Trusted adult, secret, surprise, worried</p> <p>Normal, different, religion, culture, gender</p>		<p>feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors, worried, anxious, scared, nervous</p> <p>penis, vagina, boy, girl</p>	<p>Chemical, medicine, needles, railway, emergency, police, fire brigade, ambulance</p>	<p>Teeth, dentist, clean, wash, disease, germs</p> <p>Change, age, baby, child, teenager, adult, elderly,</p>
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Year 3

<p>RSHE Learn Sheffield</p>	<p>Relationships What makes a family?</p> <p>Fa1) Do Families always stay the same?</p>	<p>Relationships What makes a good friend?</p> <p>Fr2) Are all friends the same?</p>	<p>Living in the Wider world Communities</p> <p>C1) How do we make the world fair? C2) Where do you feel like you belong?</p>	<p>Living in the Wider world</p>	<p>Mental Wellbeing Understanding my feelings</p> <p>M1) How do I manage my feelings?</p>	<p>Physical Health Staying Healthy</p> <p>P1) How do I keep my body healthy? P2) How do I get a healthy diet?</p>
<p>Knowledge Goals</p> <p>These should be taken from the End Points</p>	<p>- Understand that families can change</p> <p>- Understand that parents can split up and people can die</p>	<p>- Understand that differences in gender, skin colour, religion, culture, sexuality and (dis)ability should not inhibit</p>	<p>- Understand what is meant by 'the rule of law' [link to British Values]</p> <p>- Understand the basics of how laws</p>		<p>- Understand the range and depth of feelings that we all experience</p> <p>- Learn strategies to deal with these feelings and know</p>	<p>- Understand the reasons why active lifestyles and healthy diets can have a positive effect on our lives</p>

<p>section of the Unit Rationale</p>	<p>- Know that these events are not the fault of the child</p>	<p>friendship or cause negative treatment</p> <p>- Discuss the similarities and differences between boys and girls,</p>	<p>are made and enforced</p> <p>- Appreciate the reasons why we need laws and that these are not always the same for everyone (some people need more protection - for example children)</p> <p>- Appreciate that the world is not fair and it is our responsibility to help those less fortunate</p> <p>- Identify our common values (Link to 'British Values')</p> <p>- Understand that we are all part of a wider community of people, who we rely on</p> <p>- We have a responsibility to support other people in our community when we are able to</p> <p>- Know that we should treat the people in our community with respect</p>		<p>when to seek support</p> <p>- Understand that we have responsibilities for some things but cannot control everything</p>	<p>- Appreciate that they need to balance choices that are 'good for them' and choices that bring joy</p> <p>- Know how to make informed choices about the activities they do and the things they eat</p> <p>- Getting enough sleep (what might stop you from getting the right amount?)</p>
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			<ul style="list-style-type: none"> - Understand that biological parents (“Tummy mummy” and “birth dad”) are not always the people that look after a child - Appreciate that the people you live with are not always part of your ‘birth family’ (adopted/foster care, carers) 			
<p>Tier 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2 should be used.</p>	Foster care, adoption, divorce, break-up, death, grief, illness, disability	Ramadan, Islam, Muslim, bullying, discrimination, gender	<p>Rules, laws, government, vote, rights, police, fair, equal, equality</p> <p>Community, citizen, support, belong, adoption, same-sex,</p>		Responsibility, anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, ashamed, regret, apologise, stress	Active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance

Year 4

	<p>Living in the Wider world</p> <p>Communities</p> <p>C3) How can we help the people around us?</p>	<p>Relationships</p> <p>What makes a family?</p> <p>Fa2) Are all families like mine?</p> <p>Fa3) Are boys and girls different?</p>	<p>Relationships</p> <p>Keeping friendships healthy</p> <p>Fr3) Are friendships always fun?</p>	<p>Physical Health</p> <p>Staying Healthy</p> <p>P3) How do I stop getting ill?</p>	<p>Physical Health</p> <p>Staying Healthy</p> <p>P4) How do I save a life?</p>	<p>Mental Wellbeing</p> <p>Understanding my feelings</p> <p>M2) Are we happy all the time?</p>
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<p>Knowledge Goals</p> <p>These should be taken from the End Points section of the Unit Rationale</p>	<ul style="list-style-type: none"> - Understand that we have the power and responsibility to make our communities better places to live 	<ul style="list-style-type: none"> - Appreciate that there are many differences between families and all families are unique - Understand that there are far more similarities than there are differences - Understand there is no one set family structure - Appreciate that any type of family can provide love and support - Understand that all people deserve respect, even if they are different to other people - Appreciate that we all have different abilities and find different things challenging 	<ul style="list-style-type: none"> - Understand that relationships come with a mixture of positive and negative emotions - Appreciate that friendships are not always perfect - Understand that it is normal to disagree with your friends - Develop techniques to deal with conflict within friendships - Understand when a relationship is unhealthy when support is required 	<ul style="list-style-type: none"> - Understand the importance of hygiene, especially hand washing - Understand how to keep our teeth healthy - Understand the dangers of diseases caused by the sun how to stay safe from these 	<ul style="list-style-type: none"> - Identify common hazards - Know basic first aid techniques - Understand how to react in emergency situations - Understand when and how to make an emergency 999 call 	<ul style="list-style-type: none"> - Understand the range of powerful emotions that we can have - Learn what to do if we experience low moods - Build self esteem
<p>Tier 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only</p>	<p>Community, responsibility, acts of kindness</p>	<p>Religion, skin colour, Islam, Muslim, mosque, prayers, represent, discrimination, same sex</p> <p>Gender, stereotype, sexism</p>	<p>Disagreement, positive and negative emotions, perfect, compromise</p>	<p>Germs, bacteria, virus, hygiene, infection</p>	<p>Danger, hazard, risk, environment</p>	<p>feelings, emotions, sadness, depression, anger, happiness, love, self-esteem</p>

the Tier 2 should be used.		bullying, disability, diversity, religion				
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Year 5

<p>RSHE Learn Sheffield</p>	<p>Relationships What makes a family? Fa1) Why do some people get married? Fa2) Are families ever perfect? Relationships Keeping friendships healthy Fr1) What makes a close friend? Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do?</p>	<p>Living in the wider world Communities C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? C4) How can I be a great citizen?</p>	<p>Community</p>	<p>Physical Health Staying healthy P1) Is there such a thing as the perfect body? P2) How can I stay fit and healthy? P3) Can I avoid getting ill?</p>	<p>Mental Wellbeing Understanding my feelings M1) Does everybody have the same feelings? M2) Should we be happy all the Time?</p>	<p>Growing up Sexual Reproduction x1) How do plants and animals reproduce? (Taught through science) (N.B. does not include sexual intercourse)</p>
<p>Knowledge Goals</p> <p>These should be taken from the End Points section of the Unit Rationale</p>	<ul style="list-style-type: none"> - Understand why some people get married - Appreciate that not everyone wants to get married - Know that forced marriage is illegal - Identify the positive features that should be 	<ul style="list-style-type: none"> - Know that unconscious bias exists - Understand why some people discriminate - Know the protected characteristics - Explore the history of prejudice - Understand how that history impacts 		<ul style="list-style-type: none"> - Understand how regular exercise and a balanced diet can keep our body healthy and make us less likely to become ill - Know what a balanced diet looks like 	<ul style="list-style-type: none"> - Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately - Identify comfortable and uncomfortable emotions and the 	

	<p>present in a family - Learn how to disagree with respect - Know the difference between secrets and surprises (when to break confidentiality) - Understand the concept of consent - Revisit that “My body belongs to me” [private parts, exceptions (doctors), FGM prevention*]</p> <p>- Understand what it takes to be a good friend - Empathise with people who are excluded</p> <p>- Understand that we don’t have to be the same as everyone else to have friends - Appreciate that we should respect other people,</p>	<p>people who are alive today</p> <p>- Understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying - Identify the most common types of prejudice - Identify the protected characteristics in the equality act - Know what to do if they encounter, experience or witness prejudice</p> <p>- Understand that we all rely on the people around us - Identify the ways that we can help people around us without upsetting them - Understand that changes in our behaviour can allow people to be included</p>		<p>- Understand why getting the right amount of sleep is important - Know strategies to help them to sleep better - Identify the ways to avoid damage caused by the sun - Understand that many people have illnesses or disabilities that are not because of anything they have done - Understand the importance of dental hygiene</p>	<p>impact these have on our mental wellbeing</p> <p>- Identify our own triggers for uncomfortable emotions - Understanding that some people find it hard to read and express emotions</p> <p>- Explore how big events such as loss, separation, divorce and bereavement can affect our mental and emotional health. - Explore ways of coping with big and small life events.</p>	
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	<p>irrespective of their unique characteristics - Understand that friendships change over time, and our friends often have different opinions, feelings and motivations to ours</p> <p>- Understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship - Appreciate that friends should make us feel good</p>					
<p>Tier 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans</p>	<p>Marriage, wedding, ceremony, gay</p> <p>Consent, secrets, surprises, unwanted, fault</p>	<p>Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic</p>		<p>Body image, self-esteem, unrealistic, expectations, insecurity</p> <p>exercise, balanced diet, protein,</p>	<p>Angry, anxious, worried, frustrated, confused, emotional reaction</p> <p>Loss, separation, divorce,</p>	

<p>that include one, but only the Tier 2 should be used.</p>	<p>Kindness, friendship, inclusion, transition</p> <p>jealousy, betrayal, different, excluding, including,</p> <p>Friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure</p>	<p>Citizen, disabled people, disability, community, society, built environment</p>		<p>carbohydrate, sugar, fat, vitamins, minerals</p> <p>Oral hygiene, flossing, tooth decay, plaque, infection, disease, transfer</p>	<p>bereavement, managing impulsivity, restraint, self-control</p>	
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Year 6

<p>RSHE Learn Sheffield</p>	<p>Relationships What makes a family?</p> <p>Fa3) Is there such a thing as a 'normal' family?</p> <p>Keeping friendships healthy Fr4) Why are some people unkind?</p>	<p>Living in the wider world Our communities</p> <p>C5a) Why is money important? C5b) How should I spend my money? C6) What makes us feel like we belong?</p>	<p>Community</p>	<p>Mental Wellbeing Understanding my feelings</p> <p>M3) Why do we argue? M4) Who am I?</p>	<p>Physical Health Staying healthy</p> <p>P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life?</p>	<p>Growing up Sexual Reproduction</p>
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	Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are?					
Knowledge Goals These should be taken from the End Points section of the Unit Rationale	<ul style="list-style-type: none"> - Identify the reasons why some children bully - Understand that violence is always wrong, our body belongs to us - Develop skills to avoid conflict and reconcile differences - Understand what stereotypes are - Critique media and identify stereotypes in the world around them - Learn how to challenge stereotypes when they see them - Accurately use language relating to gender, sexuality and identity - Understand that 	<ul style="list-style-type: none"> - Identify the ways that money affects their lives - Understand that not everyone has the same access to money and employment across the world - Identify the ways that money affects their lives - Appreciate that the infrastructure around us is built and maintained by tax payments - Understand that debt results from spending more than you are able to earn - Understand why some people must leave their countries - Appreciate why some people choose to come 		<ul style="list-style-type: none"> - Understand why it is better to demonstrate self control and restraint in emotional situations, staying calm and making good choices, even when others are not - Practise strategies for resolving conflict with peers - Learn to express our sense of identity - Understand that our brains can get poorly and can be treated (just like our bodies) - Know that mental wellbeing varies and is not constant 	<ul style="list-style-type: none"> - Understand that some drugs help us and some do not - Understand some of the reasons why people take recreational and addictive drugs - Understand the risks of taking drugs, alcohol and tobacco - Understand that not all information is accurate, even if it appears to be - Identify inaccurate health information - Know where to find accurate sources of health information - Identify common hazards - Know basic first aid techniques - 	

	<p>gay, bisexual, transgender and non-binary people may face discrimination - Appreciate that we should treat everyone with respect, regardless of their physical appearance</p>	<p>to the U.K. - Know that most refugees stay near their country of origin - Understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries - Appreciate that migrants are often the victims of discrimination and ill-treatment and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers)</p>			<p>Understand how to react in emergency situations - Understand when and how to make an emergency 999 call</p>	
<p>Tier 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Tier 2</p>	<p>Bullying, cyberculling, discrimination, insecurities, fear, anger</p> <p>Gender stereotypes, male, female, man, woman, sexism</p>	<p>Poverty, inequality, privilege</p> <p>Debt, earn, salary, tax</p> <p>Rights, refugees, asylum seekers, migration, immigrant</p>		<p>listen, respond, impulsivity conflict, resolve, resolution, triggers, restraint, self-control</p> <p>Identity, emotions</p>	<p>Drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction</p> <p>Verify, misinformation, fake news, genuine, accurate,</p>	

should be used.	Gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation				vaccination, 'anti-vax' Danger, hazard, risk, environment	
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