

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
<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.</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>

		<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</p>	<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes 	<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>

		<ul style="list-style-type: none"> - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 		
Early Learning Goal	<p>Listening, Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>Speaking 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>Self-Regulation 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>Managing Self 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>Building Relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and</p>	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others</p>	<p>Past and Present Talk about the lives of people around them and their roles in society.</p>

		<p>friendships with peers.</p> <p>Show sensitivity to their own and others' needs</p>		
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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
Reception	RSHE Linked to EYFS curriculum (see above)					
	Online Safety:					
	General introduction to computer safety L2 - Choosing what to do online	P1 - Online Friends	L1 - Sleep	S1 - Communicating Online	S2 - Feeling Safe Online	S3 - Personal Information

Year 1	Living in the wider world Our Communities -C1) How do we make a happy school? -C2) Who lives in my Neighbourhood? -[C2] - What is the Internet?	Relationships Keeping friendships healthy -Fr1) Who is my friend? -Fr2) What makes a good friend? -[S2] - Being Kind Online	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 -Os1) [L1] Screen time -Os2) Personal information [S1] -[C1]- Passwords	Mental Wellbeing Understanding my feelings -M1) Where do feelings come from? -M2) Who am I? -[N1] - Content Creators	Health and Wellbeing Physical Health -P1) How do I help my body stay healthy? -P2) How do I decide what to eat?
	PHSE Curriculum- see additional resources for guidance					
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	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?	

			experiences and situations			
Year 2	Relationships Keeping friendships healthy Fr3) Should friends tell us what to do? Fr4) How do we stop Bullying? [Os3] - Communicating Online	Relationships What makes a family? Fa4) When should I say no? Fa5) Who owns my body? I do! Fa6) Are all families the same?	Living in the Wider world Online safety Os3) Online strangers [P1] Os4) Fake News [N2] (Scary News) [L2] Choosing What to do online	Mental Wellbeing Understanding my feelings M3) What helps me to be happy? C3) What makes a boy or a girl P2) Feeling Comfortable online	Physical Health Staying healthy P4) How can I stay safe? [C3] - Accepting Messages [P3] - Searching Safely	Growing up Growing P3) How do we stop getting ill? G1) How bodies change as we get older (link with science)
	PHSE Curriculum- see additional resources for guidance					
	How can we help? Group and class rules and why they	Keeping safe Risk Anti-bullying week	Keeping safe Hazardous Substances	Keeping safe Safety rules	Recognising feelings words, 'big feelings' and expressions	Recognising feelings: hearing, drawing and being

	<p>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>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 wellbeing and happiness</p>	<p>How to make a clear and efficient call to emergency services if necessary</p>	<p>What improves and harms their local, natural and built environments and about some of the ways people look after the environment</p>	
Year 3	<p>Relationships What makes a family?</p>	<p>Relationships What makes a good friend? Fr2) Are all friends the</p>	<p>Living in the Wider world Communities C1) How do we make the world fair?</p>	<p>Living in the Wider world Online safety Online Strangers [P1]</p>	<p>Mental Wellbeing Understanding my feelings</p>	<p>Physical Health Staying Healthy P1) How do I keep my body healthy?</p>

<p>Fa1) Do Families always stay the same?</p>	<p>same? Deciding what is appropriate [L3]</p>	<p>C2) Where do you feel like you belong?</p>	<p>Sharing Online [P2] Friendship Online [S1]</p>	<p>M1) How do I manage my feelings? Sleep [L2] Screen Time [L1]</p>	<p>P2) How do I get a healthy diet? Passwords [C5]</p>
<p>PHSE Curriculum- see additional resources for guidance</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 British Values focus: the rule of law. How do we improve our memory?</p>	<p>Anti-bullying week</p>	<p>Recognising feelings: Facial Bingo 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 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</p>	<p>Smoking No smoking 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</p>

					<p>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>of alcohol on diet or health)</p>	
Year 4	<p>Living in the Wider world Communities</p> <p>C3) How can we help the people around us?</p> <p>Os4) Personal Information [C2]</p>	<p>Relationships What makes a family?</p> <p>Fa2) Are all families like mine?</p> <p>Fa3) Are boys and girls different?</p> <p>Suspicious messages [C4]</p>	<p>Relationships Keeping friendships healthy</p> <p>Fr3) Are friendships always fun?</p> <p>Os5) Digital Media [N1]</p> <p>Media Bias [N2]</p>	<p>Physical Health Staying Healthy</p> <p>P3) How do I stop getting ill?</p> <p>Advertising [C1]</p> <p>Copyright [C3]</p>	<p>Physical Health Staying Healthy</p> <p>P4) How do I save a life?</p> <p>Os6) Verifying content and echo chambers [N3]</p>	<p>Mental Wellbeing Understanding my feelings</p> <p>M2) Are we happy all the time?</p> <p>Growing up Changes in my body</p> <p>G1) What is a period?</p>	
	<p>PHSE Curriculum- see additional resources for guidance</p>						
	<p>What is respect? Class and school rules, environment</p> <p>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</p>	<p>Anti-bullying week</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of</p>	<p>Understanding feelings: body feelings</p> <p>That bullying (including cyberbullying) has a negative and often</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> <p>· Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including</p>	

	<p>focus: 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>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>lasting impact on mental wellbeing</p>			<p>physical and emotional changes</p> <p>About menstrual wellbeing and key facts concerning the menstrual cycle</p>
<p>Year 5</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?</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 Os2) Protecting our identity [P1] Os3) Meeting strangers online [P4]</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? Os1) Control and consent [S1]</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>Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do? Os4) Personal Information, terms and conditions [C2]</p>					<p>Growing up Sexual Reproduction</p> <p>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>What makes a community? 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 identities in the UK; values and customs of people living around the world</p>	<p>Anti-bullying week</p> <p>To learn about the importance of good sleep</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</p>	<p>Gauging our feelings</p> <p>Developing positive coping strategies (1)</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</p>	<p>Legal and illegal drugs Legal and illegal drugs</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</p>	<p>Legal and illegal drugs Attitudes to drugs</p> <p>Year 5 Leadership project</p>	<p>Legal and illegal drugs Peer pressure</p> <p>Year 5 Leadership project</p>

	<p>British Values focus: Democracy- linked to Greek topic</p>	<p>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>alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>including how to manage money, keep it safe, make informed choices about spending money and what influences those choices</p>		
<p>Year 6</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? Fr5) What are stereotypes? Fr6) How do I accept my</p>	<p>Living in the wider world Our communities C5a) Why is money important? C5b) How should I spend my money? C6) What makes us feel like we belong?</p>	<p>Community Online Safety Os5) Analysing Digital Media [N1] Os6) Bias [N2] Os7) Echo Chambers [N5]</p>	<p>Mental Wellbeing Understanding my feelings</p> <p>M3) Why do we argue? M4) Who am I?</p>	<p>Physical Health Staying healthy 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> <p>Sx2) Optional unit on sexual reproduction (N.B. Not statutory)</p>

	friends for who they are?					
PHSE Curriculum- see additional resources for guidance						
	<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>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</p>	<p>Preventing early use</p> <p>Peer pressure and drugs</p>	<p>Preventing early use</p> <p>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</p> <p>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</p>

	How can we help ourselves learn independently?		against British law and universal human rights, such as FGM			someone 'enterprising'
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RSHE Curriculum- Learn Sheffield curriculum materials overview

Year 1

Relationships		Living in the wider world		Health and Wellbeing		
Family What makes a family?	Friends Keeping friendships healthy	Community Our Communities	Community Online safety	Mental Wellbeing Understanding my feelings	Physical Health Staying healthy	Growing up Growing
Fa1) Who's in my family? Fa2) Do Families always stay the same? Fa3) How should families treat each other?	Fr1) Who is my friend? Fr2) What makes a good friend?	C1) How do we make a happy school? C2) Who lives in my neighbourhood?	Os1) Screen time [L1] Os2) Personal information [S1]	M1) Where do feelings come from? M2) Who am I?	P1) How do I help my body stay healthy? P2) How do I decide what to eat?	

Year 2

Relationships		Living in the wider world		Health and Wellbeing		
Family What makes a family?	Friends Keeping friendships healthy	Community Our Communities	Community Online safety	Mental Wellbeing Understanding my feelings	Physical Health Staying healthy	Growing up Growing
Fa4) When should I say no? Fa5) Who owns my body? I do! Fa6) Are all families the same?	Fr3) Should friends tell us what to do? Fr4) How do we stop bullying?	C3) What makes a boy or a girl?	Os3) Online strangers [P1] Os4) Fake News [N1]	M3) What helps me to be happy?	P3) How do we stop getting ill? 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		
Family What makes a family?	Friends Keeping friendships healthy	Community Our Communities	Community Online Safety	Mental Wellbeing Understanding my feelings	Physical Health Staying Healthy	Growing up Changes in my body

Fa1) Do Families always stay the same?	Fr1) What makes a good friend? Fr2) Are all friends the same?	C1) How do we make the world fair? C2) Where do you feel like you belong?	Os1) Online strangers [P1] Os2) Sharing Online [P2] Os3) Friendship Online [S1]	M1) How do I manage my feelings?	P1) How do I keep my body healthy? P2) How do I get a healthy diet?	
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Year 4

Relationships		Living in the wider world		Health and Wellbeing		
Family What makes a family?	Friends Keeping friendships healthy	Community Our Communities	Community Online Safety	Mental Wellbeing Understanding my feelings	Physical Health Staying Healthy	Growing up Changes in my body
Fa2) Are all families like mine? 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] Os5) Digital Media [N1] Os6) Verifying content and echo chambers [N3]	M2) Are we happy all the time?	P3) How do I stop getting ill? 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
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Family What makes a family?	Friends Keeping friendships healthy	Community Our communities	Community Online Safety	Mental Wellbeing Understanding my feelings	Physical Health Staying healthy	Growing up Puberty
<p>Fa1) Why do some people get married?</p> <p>Fa2) Are families ever perfect?</p>	<p>Fr1) What makes a close friend?</p> <p>Fr2) Can we be different and still be friends?</p> <p>Fr3) Should friends tell us what to do?</p>	<p>C1) What is prejudice?</p> <p>C2) What is the history of prejudice?</p> <p>C3) What should I do if I encounter prejudice?</p> <p>C4) How can I be a great citizen?</p>	<p>Os1) Control and consent [S1]</p> <p>Os2) Protecting our identity [P1]</p> <p>Os3) Meeting strangers online [P4]</p> <p>Os4) Personal Information, terms and conditions [C2]</p>	<p>M1) Does everybody have the same feelings?</p> <p>M2) Should we be happy all the time?</p>	<p>P1) Is there such a thing as the perfect body?</p> <p>P2) How can I stay fit and healthy?</p> <p>P3) Can I avoid getting ill?</p>	<p>G1) How will my body change as I get older?</p> <p>G2) How will my feelings change as I get older?</p> <p>G3) How will I stay clean during puberty?</p> <p>G4) What is Menstruation?</p>

Year 6

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

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