

Concepts and Content Organiser- PSHE/RSE

This concept organiser is in draft form. To be taught 2023/24 and 2024/25 then reviewed.

	KS1	Unit to teach from	Moral	Physical	Emotional	Social
Y 1 / 2	Relationships Wider World	<p>Sheffield RSHE Curriculum KS1 'Families' <i>What Makes a Family?</i> (6 sessions)</p> <p>Sheffield RSHE Curriculum KS1 'Our Communities' (4 sessions)</p> <p>Sheffield RSHE Curriculum KS1 Anti-discrimination:</p> <ul style="list-style-type: none"> • Sexism • Ableism • Transphobia • Homophobia 	<p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L5. about the different roles and responsibilities people have in their community</p>	<p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe; that parts of their body covered by underwear are private</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H22. to recognise the ways in which we are all unique</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>	<p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>

	<p>Health and development</p>	<p>TenTen: Module 1, Unit 3 <i>Emotional wellbeing</i> (3 sessions)</p> <p>Module 1, Unit 4 <i>Life Cycles</i> (2 sessions)</p> <p>Sheffield RSHE Curriculum KS1 'Mental Wellbeing' <i>Understanding my feelings</i> (3 sessions)</p>		<p>H26. <i>about growing and changing from young to old and how people's needs change</i></p>	<p>H11. <i>about different feelings that humans can experience</i></p> <p>H12. <i>how to recognise and name different feelings</i></p> <p>H13. <i>how feelings can affect people's bodies and how they behave</i></p> <p>H14. <i>how to recognise what others might be feeling</i></p> <p>H16. <i>about ways of sharing feelings; a range of words to describe feelings</i></p> <p>H17. <i>about things that help people feel good (e.g. playing outside, doing things they enjoy, spending me with family, getting enough sleep)</i></p> <p>H18. <i>different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</i></p> <p>H19. <i>to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</i></p> <p>H21. <i>to recognise what makes them special</i></p> <p>H22. <i>to recognise the ways in which we are all unique</i></p> <p>H23. <i>to identify what they are good at, what they like and dislike</i></p> <p>L14. <i>that everyone has different strengths</i></p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	

		<p>TenTen Module 2, Unit 3 <i>Keeping Safe</i> (6 sessions)</p> <p>Sheffield RSHE Curriculum KS1 'Community' <i>Online safety</i></p> <ul style="list-style-type: none"> • <i>Screen time</i> • <i>Personal Information</i> 	<p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>
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KS2	Unit to teach from	Moral	Physical	Emotional	Social
Y 3 / 4	<p>Sheffield RSHE Curriculum LWR KS2 'Families' <i>What Makes a Family?</i> (3 sessions)</p> <p>Sheffield RSHE Curriculum LWR KS2 'Our Communities' (3 sessions)</p> <p>Anti-discrimination:</p> <ul style="list-style-type: none"> • Sexism • Ableism • Transphobia • Homophobia 	<p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L9. about stereotypes: how they can negatively influence behaviours and attitudes towards others: strategies for challenging stereotypes</p>		<p>H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H25. about personal identity; what contributes to who we are (eg. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents): that families of all types can give family members love, security and stability</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>

			<p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others: ways of responding to it if witnessed or experienced</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p>		<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>	<p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home;</p> <p>L6. about the different groups that make up their community, what living in a community means</p> <p>L7. to value the different groups that make up their community</p> <p>L8. about diversity: what it means: the benefits of living in a diverse community: about valuing diversity within communities</p>
	<p>Health and Development</p>	<p>TenTen Module 1, Unit 3 <i>Emotional Well-being</i> (3 sessions)</p> <p>Sheffield RSHE Curriculum LWR KS2 'Mental Wellbeing' <i>Understanding my feelings</i> (2 sessions)</p> <p>TenTen Module 1, UNit 4, <i>Lifecycles</i> (2 sessions)</p>	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p>	<p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health - including how good quality sleep, physical exercise/me outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending me with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over me and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience ill mental health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own</p>	<p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>

					<p><i>or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</i></p> <p><i>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</i></p> <p><i>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</i></p> <p><i>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</i></p> <p><i>L27. to recognise their individuality and personal qualities</i></p> <p><i>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</i></p> <p><i>H38. how to predict, assess and manage risk in different situations</i></p> <p><i>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</i></p> <p><i>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</i></p>	
Safety	<p>Sheffield RSHE Curriculum LWR KS2 'Community'</p> <p>Online safety:</p> <ul style="list-style-type: none"> • Online strangers • Sharing online • Friendships online <p>Tenten Module 2, Unit 3 <i>Keeping Safe</i> (5 sessions)</p>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R26. about seeking and giving permission (consent) in different situations</p>	<p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>The facts and science relating to immunisation and vaccination</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about</p>	<p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R15. how to respond safely to adults they don't know</p> <p>) R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact, how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they</p>	

				<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>
<p>Y 5 / 6</p>	<p>Relationships</p> <p>Wider World</p>	<p>Sheffield RSHE Curriculum UPR KS2 'Families' <i>What Makes a Family?</i> (3 sessions)</p> <p>Sheffield RSHE Curriculum UPR KS2 'Our Communities' (7 sessions)</p> <p>Anti-discrimination:</p> <ul style="list-style-type: none"> • Sexism • Ableism • Transphobia • Homophobia 	<p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p>	<p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>

			<p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p>			<p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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	<p style="text-align: center;">Health and Development</p>	<p>TenTen Module 1, Unit 3 <i>Emotional Wellbeing</i> (Session 1-3 ONLY)</p> <p>TenTen: Module 1, Unit 4 <i>Life Cycles</i> (Sessions 1 - 3 ONLY)</p> <p>Sheffield RSHE Curriculum UPR KS2 'Mental Wellbeing' <i>Understanding my feelings (4 sessions)</i></p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p>	<p>HR2. that people may be attracted to someone emotionally, romantically and sexually;</p> <p>31. about the physical and emotional changes that happen when approaching and during puberty</p> <p>H38. how to predict, assess and manage risk in different situations</p>	<p><i>.H1 how to make informed decisions about health</i></p> <p><i>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</i></p> <p><i>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/me outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending me with family and friends can support mental health and wellbeing</i></p> <p><i>H17. to recognise that feelings can change over me and range in intensity</i></p> <p><i>H18. about everyday things that affect feelings and the importance of expressing Feelings</i></p> <p><i>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</i></p> <p><i>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</i></p> <p><i>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</i></p> <p><i>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</i></p> <p><i>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</i></p> <p><i>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</i></p> <p><i>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</i></p>	<p><i>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</i></p> <p><i>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</i></p> <p><i>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</i></p> <p><i>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</i></p> <p><i>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</i></p> <p><i>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</i></p> <p><i>H35. about the new opportunities and responsibilities that increasing independence may bring</i></p> <p><i>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</i></p> <p><i>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</i></p>

					<p><i>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</i></p> <p><i>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</i></p> <p><i>R13. the importance of seeking support if feeling lonely or excluded</i></p> <p><i>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</i></p> <p><i>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</i></p> <p><i>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</i></p> <p><i>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</i></p> <p><i>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</i></p> <p><i>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</i></p>	
Health Safety	<p>Sheffield RSHE Curriculum UPR KS2 Puberty (4 sessions)</p> <p>TenTen Module 2, Unit 3 <i>Keeping Safe</i> (sessions 3 -6)</p> <p>Sheffield RSHE Curriculum UPR KS2 'Community' Online safety:</p> <ul style="list-style-type: none"> • Control and consent • Protecting our identity • Meeting strangers online • Personal information, terms and conditions 	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p>	<p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face;</p>	

			<p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>H1. how to make informed decisions about health</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions);</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries2</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>	<p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>risks of communicating online with others not known face-to-face</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>
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KS1	Unit to teach from	Moral	Physical	Emotional	Social
Y 1 / 2	<p>Relationships</p> <p>Wider World</p> <p>TenTen: Module 2 Unit 2 <i>Personal Relationships</i> (3 sessions)</p> <p>Sheffield RSHE Curriculum KS1 'Friends' <i>Keeping friendships healthy</i> (4 sessions)</p> <p>Sheffield RSHE Curriculum KS1 'Community' <i>Our Communities</i></p> <ul style="list-style-type: none"> • How do we make a happy school? • Who lives in my neighbourhood? • What makes a boy or a girl? • How do I save up to buy something? 	<p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p>	<p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H22. to recognise the ways in which we are all unique</p>	<p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>L4. about the different groups they belong to</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>

	<p style="text-align: center;">Health and Development</p>	<p>TenTen: Module 1 Unit 2 <i>Me, my body, my health</i>. (3 sessions)</p> <p>TenTen: Module 1 Unit 4 <i>Life Cycles</i> (2 sessions)</p> <p>Sheffield RSHE Curriculum KS1 'Physical health' <i>Staying healthy</i> (4 sessions)</p>	<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>H25. to name the main parts of the body *including external genitalia (e.g. vulva, vagina, penis, testicles) *Schools have the choice whether or not to include this</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>	<p><i>sH17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending me with family, getting enough sleep)</i></p> <p><i>H21. to recognise what makes them special</i></p> <p><i>H22. to recognise the ways in which we are all unique</i></p> <p><i>H23. to identify what they are good at, what they like and dislike</i></p> <p><i>R23. to recognise the ways in which they are the same and different to others</i></p> <p><i>L14. that everyone has different strengths</i></p>	<p><i>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</i></p> <p><i>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</i></p> <p><i>H33. about the people whose job it is to help keep us safe</i></p> <p><i>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</i></p> <p><i>H35. about what to do if there is an accident and someone is hurt</i></p> <p><i>H36. how to get help in an emergency (how to dial 999 and what to say)</i></p>
	<p style="text-align: center;">Safety</p>	<p>Sheffield RSHE Curriculum KS1 'Community' <i>Online safety</i></p> <ul style="list-style-type: none"> ● Online safety ● Fake news <p>https://www.think.gov.uk/key_stage/ks1/Road_Safety</p>		<p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>To develop familiarity with the Stop, Look, Listen and Think sequence.</p> <p>To know that pedestrians walk on the pavement and vehicles travel on the road.</p> <p>To know how to walk safely with a grown up and hold hands when walking near the road</p> <p>To know how to help others see me in the dark</p> <p>To know how to ride a bike/ scooter and cycle/scoot safely.</p>		<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>

				<p>To understand why it is important to be bright and seen</p> <p>To know why I need a child car seat when I travel in a car</p> <p>To know how to behave when I travel in a car or a bus</p>		
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KS2		Unit to teach from	Moral	Physical	Emotional	Social
Y 3 / 4	<p>Relationships</p> <p>Wider World</p>	<p>TenTen: Module 2, UNit 2 <i>Personal Relationships</i> (2 sessions)</p> <p>Sheffield RSHE Curriculum LKS2 'Friends' <i>Keeping friendships healthy</i> (3 sessions)</p> <p>'Community' <i>Our Communities</i></p> <ul style="list-style-type: none"> • How do we make the world fair? • Where do you feel like you belong? • How can we help the people around us? 	<p>R21. about discrimination: what it means and how to challenge it</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>		<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>	<p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties): that the same principles apply to online friendships as to face-to-face relationships</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have caring for other people and living things; how to show care and concern for others</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties): that the same principles apply to online friendships as to face-to-face relationships</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. how friendships can change over me, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>

					<p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L8. about diversity: what it means: the benefits of living in a diverse community; about valuing diversity within communities</p>
Health and Development	<p>TenTen Module 1 Unit 2 <i>Me, My Body, My Health</i> (Session 1-4 only)</p> <p>Sheffield RSHE Curriculum LKS2 'Physical health' <i>Staying healthy</i> (3 sessions)</p>		<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to healthy and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>		
Safety	<p>Sheffield RSHE Curriculum LWR KS2 'Community' <i>Online safety</i></p> <ul style="list-style-type: none"> ● Personal Information ● Digital Media ● Verifying content and echo chambers 				<p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others;</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>

		https://www.think.gov.uk/key_stage/ks2/ Road Safety			<p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	
Y 5 / 6	<p>Relationships</p> <p>Wider World</p>	<p>Sheffield RSHE Curriculum KS2 'Friends' Keeping friendships healthy (7 sessions)</p> <p>Sheffield RSHE Curriculum UPR KS2 'Community' Our Communities</p> <ul style="list-style-type: none"> • How can I be a great citizen? • How can we make positive changes in the world? • Why is money important? • How should I spend my money? • How can I earn money? • What makes us feel like we belong? • What does it mean to be British? 	<p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R21. about discrimination: what it means and how to challenge it</p>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p>	<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>

			<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding</p>		<p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships online)</p>	<p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won,</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
	<p>Health and Development</p>	<p>TenTen: Module 1, Unit 2 <i>Me, My Body, My Health</i> (4 sessions)</p> <p>Sheffield RSHE Curriculum UPR KS2 'Physical health' <i>Staying healthy</i> (6 Sessions)</p> <p><i>Sexual Reproduction</i> (2 sessions)</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>	<p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change,</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p>

		<p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L7. to value the different contributions that people and groups make to the community</p>	<p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p>	<p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>
Safety	<p>TenTen: Module 2, Unit 2 <i>Personal Relationships (Peer pressure)</i> (4 sessions)</p> <p>Sheffield RSHE Curriculum UPR KS2 'Community'</p> <p>Online safety</p> <ul style="list-style-type: none"> Analysing Digital Media Bias Echo Chambers [N5] 	<p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R26. about seeking and giving permission (consent) in different situations</p>	<p>H38. how to predict, assess and manage risk in different situations</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>

		<ul style="list-style-type: none"> Does the internet make us happy? 			<p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p>	<p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>
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