



End Point Expectations

Nursery	As PSHE, RSHE can encompass many areas of study.		
Reception	Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.		
	End points by the end of EYFS: Early learning goals is what we are measured on: -		
	<p>Self-regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when en-gaged in activity, and show an ability to follow instructions</p>	<p>Managing self</p> <p>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • 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</p> <p>Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.</p>
<p>Relationships Education RSHE Statutory Guidance By the end of primary school: Pupils should know the following:</p>			
Families and people who care for me Pupils should know	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 		
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 		

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<p>Respectful friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

- Every primary school is required to deliver statutory relationships education and health education.
- Our RSHE curriculum is provided by Learn Sheffield. The lessons in each phase (KS1, LKS2 or UKS2) link together, allowing a clear progression from year to year. However, each lesson can also be delivered discreetly, to allow for a high degree of flexibility when teaching. The PSHE and Citizenship objectives are covered through this curriculum.
- The RSHE curriculum builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. The aspects of the RSHE curriculum that are applicable and appropriate to EYFS are taught as part of personal development.



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- Our RSHE curriculum is based on the concepts of **Health and Wellbeing**, **Relationships** and the **Living in the Wider World**.

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

Each core theme is then broken down further:

HEALTH & WELLBEING	RELATIONSHIPS	LIVING IN THE WIDER WORLD
Mental Wellbeing, Physical Health & Growing Up	Family & Friends	Community

RSHE <i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Relationships	<i>Family: What makes a family?</i> Fa1) Who's in my family? Fa2) Do Families always stay the same? Fa3) How should families treat each other?	<i>Family: What makes a family?</i> Fa4) When should I say no? Fa5) Who owns my body? I do! Fa6) Are all families the same?			
	Living in the wider world		<i>Community</i> C1) How do we make a happy school?			<i>Online Safety</i> Os1) Screen time [L1] Os2) Personal information [S1]
	Health & wellbeing			<i>Mental Wellbeing</i> <i>Understanding my feelings</i> M1) Where do feelings come from? M2) Who am I?	<i>Physical Health:</i> <i>Staying healthy</i> P1) How do I help my body stay healthy? P4) How can I stay safe?	
Y2	Relationships	<i>Friends:</i> <i>Keeping friendships healthy</i> Fr1) Who is my friend? Fr2) What makes a good friend? Fr3) Should friends tell us what to do?				

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			Fr4) How do we stop bullying?				
	Living in the wider world	Community C3) What makes a boy or a girl?			Community C2) Who lives in my neighbourhood?		Online Safety Os1) Screen time [L1] (Recap) Os2) Personal information [S1] Os3) Online strangers [P1] Os4) Fake News [N1]
	Health & wellbeing	Physical Health -Growing up Growing G1) Will I always be a child? (link with science) (link with science)		Mental Wellbeing <i>Understanding my feelings</i> M2) Who am I? M3) What helps me to be happy?		Physical Health : <i>Staying healthy</i> P3) How do we stop getting ill? P4) How can I stay safe?	Physical Health <i>Staying healthy</i> P2) How do I decide what to eat?
Y3	Relationships				Family: What makes a family? Fa1) Do Families always stay the same?	Family: What makes a family? Fa2) Are all families like mine	
	Living in the wider world	Online Safety Os1) Online strangers [P1] Os2) Sharing Online [P2] Os3) Friendship Online [S1] Os4) Personal Information [C2]	Online Safety Os5) Digital Media [N1] Os6) Verifying content and echo chambers [N3]				Community: Our communities C2) Where do you feel like you belong?
	Health & wellbeing			Physical Health: <i>Staying Healthy</i> P1) How do I keep my body healthy? P2) How do I get a healthy diet? P3) How do I stop getting ill?			

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Y4	Relationships	<p>Friends: Keeping friendships healthy Fr1) What makes a good friend? FR2- Are all friends the same?</p>	<p>Friends: Keeping friendships healthy Fr3) Are friendships always fun?</p>			<p>Family: What makes a family? Fa3) Are boys and girls the same?</p>	
	Living in the wider world						<p>Community: Our communities C1) How do we make the world fair? C3) How can we help the people around us?</p>
	Health & wellbeing			<p>Mental Wellbeing Understanding my feelings M1) How do I manage my feelings?</p>	<p>Mental Wellbeing Understanding my feelings M2) Are we happy all the time?</p>	<p>Physical Health Growing up-Menstruation G1-What is a period?</p>	
Y5	Relationships		<p>Family: What makes a family? Fa2) Are families ever perfect? Fa3) Is there such a thing as a 'normal' family?</p> <p>Friends: Keeping friendships healthy Fr1) What makes a close friend? Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do? Fr4) Why are some people unkind?</p>				
	Living in the wider world	<p>Community: Our communities C5a) Why is money important? C5b) How should I spend my money? C5c) How can I earn money? C6) What makes us feel like we belong? C7) What does it mean to be British?</p>		<p>Online Safety Os1) Control and consent [S1] Os2) Protecting our identity [P1] Os3) Meeting strangers online [P4] Os4) Personal Information, terms and conditions [C2]</p>			

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	Health & wellbeing				Physical Health <i>Staying healthy</i> P1) Is there such a thing as the perfect body? P2) How can I stay fit and healthy? P3) Can I avoid getting ill?	Mental Wellbeing <i>Understanding my feelings</i> M3) Why do we argue? M4) Who am I?	Physical Health Growing up Sexual reproduction. Sx1) How do plants and animals reproduce? (Taught through SCIENCE) (N.B. does not include sexual intercourse)
Y6	Relationships		Family: <i>What makes a family?</i> Fa1) Why do some people get married? Fa2) Are families ever perfect? (recap) Fa3) Is there such a thing as a 'normal' family? (recap) Friends <i>Keeping friendships healthy</i> Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are?				
	Living in the wider world	Community: <i>Our communities</i> C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? C4a) How can I be a great citizen? C4b) How can we make positive changes in the world?		Online Safety Os5) Analysing Digital Media [N1] Os6) Bias [N2] Os7) Echo Chambers [N5] Os8) Does the internet make us happy? [L1]			

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	<p>Health & wellbeing</p>				<p>Physical Health <i>Staying healthy</i> P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life?</p>	<p>M1) Does everybody have the same feelings? M2) Should we be happy all the time? M3) Why do we argue? (recap)</p>	<p>Physical Health <i>Growing up: Puberty</i> 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><i>Growing up: Sexual reproduction.</i> Sx2) Optional unit on sexual reproduction (N.B. Not statutory)</p>
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