

**Relationships, Sex and Health  
education (RSHE) and Relationships  
and Sex Education (RSE)**

**&**

**Relationships, Personal, Social &  
Health Education (PSHE)**



# Intent



PSHE (Personal, Social, Health and Economic) education, RSHE (Relationships, Sex and Health education) and RSE (Relationships and Sex Education), is an important and valued subject at Southway Junior School. A successful PSHE curriculum will equip pupils with the knowledge, skills and attributes they need to manage their lives, now and in the future. RSHE helps pupils to stay healthy, safe and prepared for life - and work - in modern Britain.

RSHE education at Southway helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions to succeeding in their first job, RSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

RSHE is lifelong learning about physical, moral and emotional development. In lessons, children learn about relationships, diversity, **respect**, healthy lifestyles, safety, the body and how it changes, and reproduction and birth in a sensitive and age-appropriate way. The teaching of RSHE at Southway builds on the foundations of skills and knowledge that will be developed further at secondary level. Our key aim in providing RSHE throughout the school is to safeguard our students and equip them to become safe, responsible, empathetic and aspirational citizens for the 21st century. Our RSHE curriculum links inexplicitly with our school values of **respect, resilience, kindness and teamwork**.

More information about RSHE at Southway is available in our [RSHE policy](#).

# Implementation



Southway Junior School ensures complete coverage of the RSHE National Curriculum by following the RSHE Association approved scheme of work offered by 1Decision which cultivates and progresses children's learning about the world through motivating stories, interactive choice-based videos and in-depth discussion, in alignment with the school's 'iii' approach. This is then complemented and supplemented by West Sussex's E4S and our own extra planning and resources to make sure the curriculum offer is bespoke and targeted to our children's needs and locality.

Southway's RSHE & RSE curriculum was created in collaboration with our local area, having been informed after consultations with local stakeholders, parents/carers, staff and governors. The teaching of RSHE at Southway combines the West Sussex County Council's E4S (Education for Safeguarding) programme, the PSHE Association Programme of Study and 1Decision. The 1Decision programme of study is based on the PSHE Association curriculum.

When covering year group curricular, teachers will revisit and revise previous years' concepts/coverage. Teachers will also teach extra lessons depending on the needs of individual year groups, classes and children's needs preventatively and reactively. The format of lessons and approach to RSHE will reflect and develop our school values of **resilience, teamwork, kindness and respect.**

More information about RSHE at Southway is available in our [RSHE policy](#).

# Impact



In addition to demonstrating the school's values of **respect, kindness, teamwork** and **resilience in their daily lives**, by the end of year six the children will be able to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Be aware of their rights especially in relation to their bodies
- Develop social and relationship skills and protective behaviours
- Be knowledgeable related to the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Use the internet safely and to recognise the benefits and risks that it brings
- Develop skills around assessing risk and keeping safe
- Have the knowledge and the skills related to understanding to support the development of healthy bodies and minds
- Recognise and manage their emotions
- Be equipped with the knowledge and skills to access appropriate support when needed.

# Southway's Values



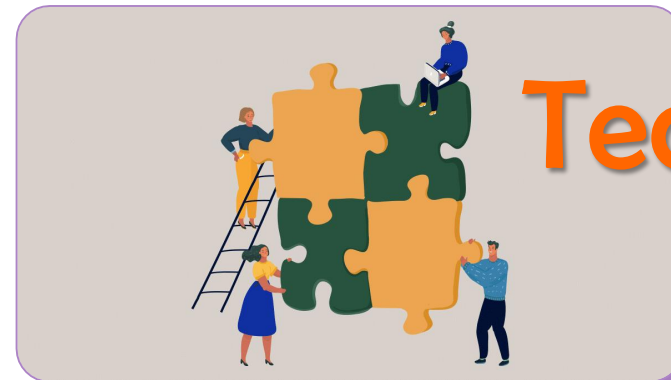
**Kindness**



**Respect**



**Resilience**



**Teamwork**

# Curriculum Overview

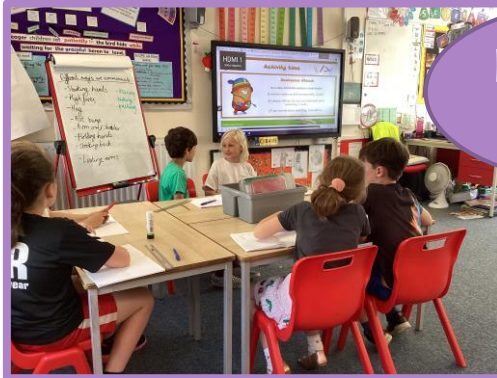


PSHE  
Association

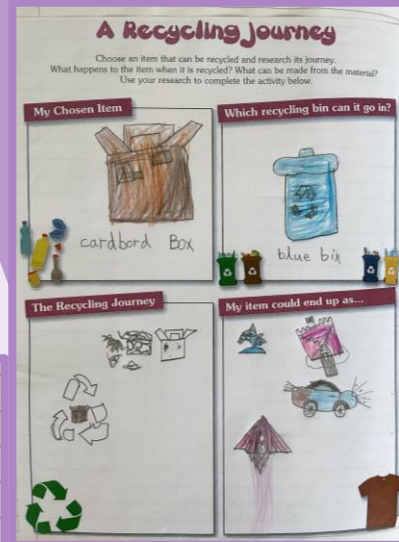
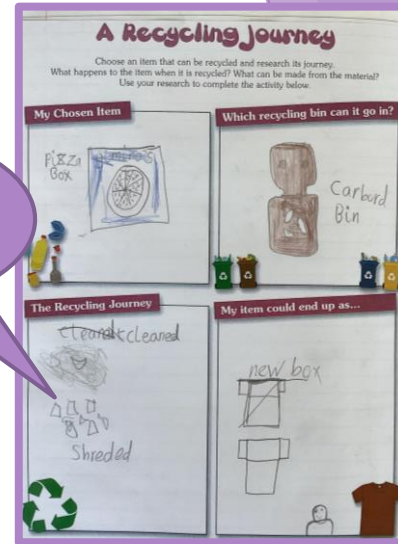


Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<u>Me and My World</u> Looking after our world	<u>Me and My World</u> Grief	<u>Invaders &amp; Raiders</u> Staying safe Leaning out windows	<u>Invaders &amp; Raiders</u> Hazard	<u>Battles and Bangs</u> Making friends online	<u>Battles and Bangs</u> Medicine Touch
<b>Year 4</b>	<u>Victorian Towns and Twisted Tales</u> Online Bullying	<u>Victorian Towns and Twisted Tales</u> Jealousy Coming home on time	<u>Mysterious Maya</u> Breaking down barriers	<u>Mysterious Maya</u> Cycle Safety	<u>To Infinity and Beyond</u> Chores at home	<u>To Infinity and Beyond</u> Healthy Living Appropriate Touch
<b>Year 5</b>	<u>Power and Palaces</u> Image Sharing	<u>Power and Palaces</u> Anger Looking out for others	<u>We'll Meet Again</u> Inclusion and Acceptance	<u>We'll Meet Again</u> Peer Pressure	<u>Seas, Storms &amp; Survival</u> Enterprise	<u>Seas, Storms &amp; Survival</u> Smoking Puberty
<b>Year 6</b>	<u>Frozen in Time</u> Making Friends Online	<u>Frozen in Time</u> Worry Stealing	<u>Walk Like an Egyptian</u> British Values	<u>Walk Like an Egyptian</u> Water Safety	<u>Blood, Bones and Body Bits</u> In-App Purchases	<u>Blood, Bones and Body Bits</u> Alcohol Conception First Aid

# STANDARDS IN YEAR 3



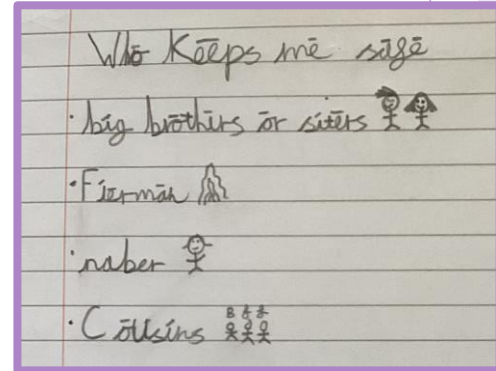
Recycling journey



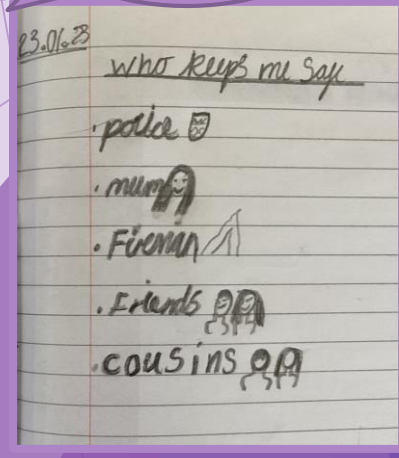
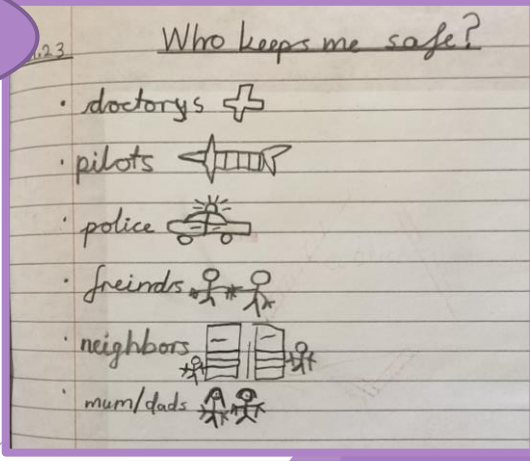
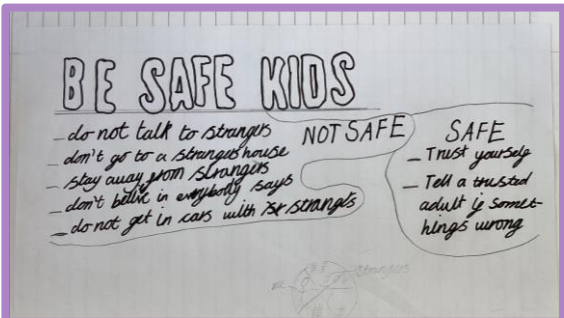
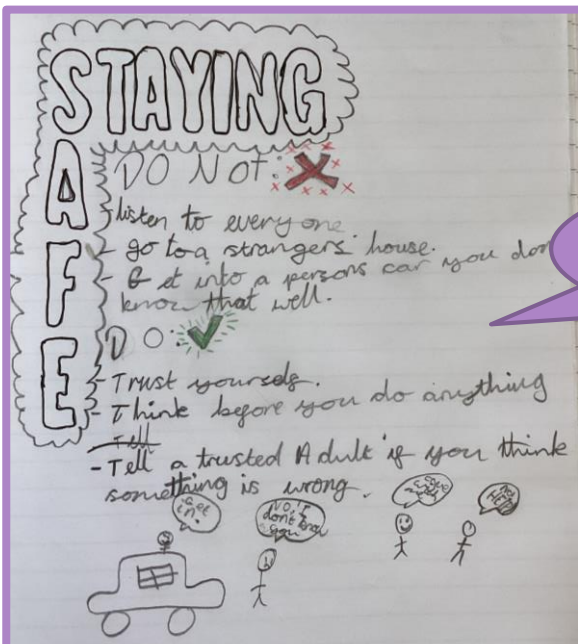
Interactive



Staying safe posters for infant school



Who keeps us safe



# STANDARDS IN YEAR 4



Outdoor learning



Teamwork



**B I K E**

If you hold onto your handles there is less of a chance of you falling off or losing control. It is so important we stay safe on are bikes and scooters because you could get hurt or hurt somebody else. If you are riding with a younger brother or sister then make sure you are paying attention to them and they know how to keep safe on the road. If you are in year 5 or 6 you might ride your bike at a park or at a field so make sure your parents know where you are going because you might get lost or get hurt. To get you ready for a ride you could wear running shoes and a helmet and make sure not to wear baggy clothes or a dress because they could get caught in the chain and might rip. If you ride on the road you need to listen carefully to your surroundings because a car might come going to fast.

**S A F E T Y**

**KEEP SAFE ON THE ROAD**

**DANGERS**

- bike isn't safe to ride
- car accidents/falling off
- not riding safely
- listening to music
- going to fast

Hold onto your handles

**DO'S and DONT'S ON A BIKE!**

When riding a bike you need to be aware of cars and people so you don't hit them or be hit.

Don't drink and ride a bike and don't go rely just on busy roads.

Make sure your helmet is on and the bike is all screwed up and properly.

Always wear a helmet. If you don't wear a helmet, you could get hurt.

Always make sure your wheels are always pumped up. If you don't pump up your wheels, they could get flat and you could get stuck.

Always use hand signals. If you don't use hand signals, you could cause an accident.

Always use clear hand signals so you don't crash into pedestrians or cars.

Bike safety

**BICYCLE SAFETY**

Kindness  
Careful  
Safety

Be CAREFUL in the road.  
Have KINDNESS to the drivers.  
It is important to be SAFE.

Wear bright clothes and don't wear baggy clothes. Sleep with a parent/brother or sister. Make sure you wear a helmet on a path or road! Put both of your hands on the handles. don't mess around. When riding be sensible and give a crossing so you get across the road safely. If you are on a road don't look back. Always use a bell. Never listen to music. Check if your bike is safe. And also make sure you have a bright light for when it's dark. If you are on a road stick your arm out the way your going! Be kind to drivers. happy!

Have working brakes. If you don't have working brakes, you could get stuck.

Be careful of your surroundings. If you don't be careful, you could get hurt.

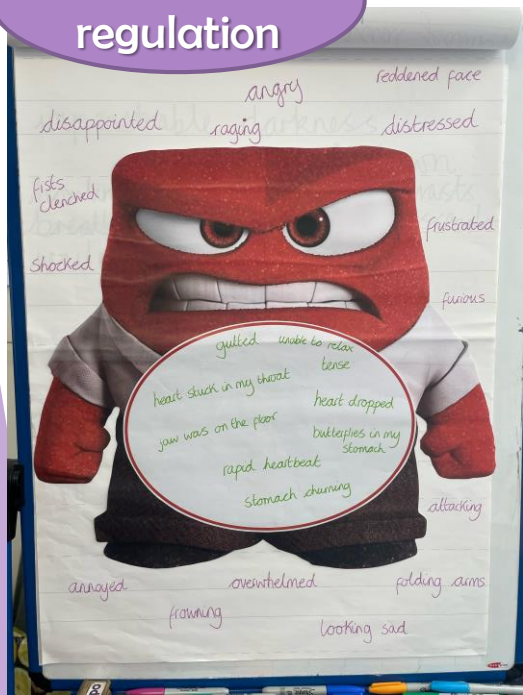




# STANDARDS IN YEAR 5



Zones of regulation



Christ Hospital



Interactive learning



Decision making



# STANDARDS IN YEAR 6



Supporting the community



Sports crew



Magistrates



# Pupil Voice



“PSHCE is about feelings, friendship, worries and being scared.”

“PSHCE is about other peoples feelings, not judging.”

“We learn how to express our feelings.”

“There is not a lot of writing but we learn through discussion.”

“We learn about online safety.”

“We learn about how our bodies change as we grow up.”

“I want to learn how to respect other people’s religions and diversity.”

“I want to learn about LGBTQ+ and what’s outside the title.”

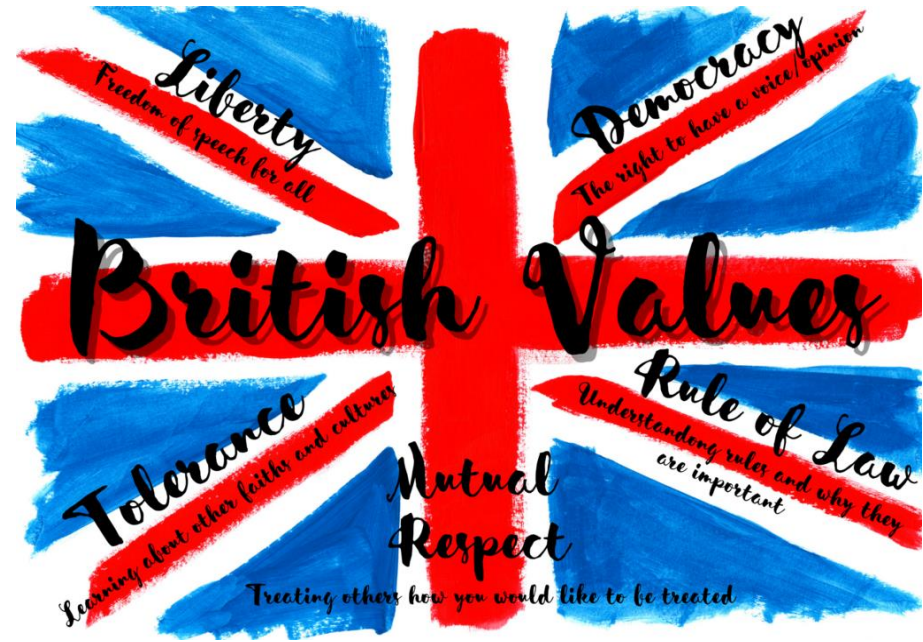
“I want to learn about bullying.”

“I want to learn how to deal with outside situations like people coming up to you in the park.”

# British Values and Protected Characteristics



Underpin our school ethos and curriculum



The Equality Act 2010

# Enrichment Opportunities



House  
Charity Day



Earth Day –  
Looking after  
our world



Restart a  
heart



# Assemblies & Visitors



Assemblies about British Values and Protected Characteristics



Dog's Trust Charity Assembly



External visitors to supplement our curriculum



WSCC NHS Sleep Advisor talk (for families and children)