

# RSHE & RSE Curriculum

## Intent:

**With these aspirations, our INTENT for the RSHE curriculum is for pupils to:**

Equip pupils with critical thinking skills using "alternative ending" pedagogy. Students learn to assess risks and consequences, empowering them to make confident, informed choices in real-life.

Foster an understanding of healthy relationships online and offline. Pupils learn to identify positive friendship traits, practice effective communication, and value boundaries, consent, and mutual respect.

Develop 'digital citizenship' and learn how to navigate the evolving technological landscape safely and know how to seek help.

Foster positive mental health through emotional vocabulary and self-regulation; build personal resilience and recognize when they or their peers require additional support.

Learn to respect their bodies, understand physical changes, and develop healthy habits regarding diet, exercise, and sleep.

Promote British Values, tolerance, and inclusion. By exploring diverse families and social issues, we prepare pupils to celebrate difference and actively challenge discrimination in all its forms.

## Implementation

### **Planning**

At Southway Junior School, we deliver a rich and engaging RSHE curriculum that fulfils all national statutory requirements while remaining acutely sensitive to the needs of our pupils and local community. Our implementation is defined by a robust, evidence-based approach that ensures pupils are equipped with the knowledge and emotional intelligence to navigate the modern world. We comprehensively implement the 1Decision programme, a resource quality-assured by the PSHE Association. This program uses high-quality interactive videos, slides, narratives, resources and guided discussions to help children explore complex real-life situations in a safe classroom environment. Our curriculum is designed as a spiral model, ensuring that core themes are revisited with increasing depth and complexity as children progress from Year 3 to Year 6. Central to the curriculum is the use of scenario-based learning; pupils debate the choices made by protagonists, critically analysing the consequences of 'good' and 'bad' decisions to develop their own moral compass and decision-making skills. The curriculum is divided into substantive concepts: Keeping/Staying Safe and Fire Safety (Recap); Health & Wellbeing: Keeping/Staying Healthy, Feelings and Emotions, and First Aid; Computer and Online Safety; Growing and Changing; Being Responsible; The Working World; and A World Without Judgement. Our staff are empowered to revisit, revise and reiterate content where necessary. While the curriculum is planned progressively, teachers are encouraged to revisit and reiterate concepts in response to emerging trends or specific issues within the cohort. This ensures our RSHE provision is not just a series of lessons, but a lived experience that is both proactive in its protection and reactive to our pupils' needs. We further supplement our core

### **Recording**

All children have an RSHE/PSHE book in which their work and assessments are recorded. At the start of each unit, children complete a pre-assessment, and at the end, a post-assessment, both aligned to the learning intentions and outcomes of the 1Decision scheme. Where appropriate, children also record additional work in their books where it deepens their understanding. Enrichment experiences—such as trips, visiting speakers, and lessons addressing the protected characteristics—are documented, with photographs taken where possible and put on the portfolio.

### **Assessment**

At the start of each 1Decision unit, pupils complete a pre-assessment grid to RAG-rate (red/amber/green) their knowledge against the unit's learning outcomes; at the end, they revisit the same grid to record a post-assessment. Each row consequently shows two ticks—pre and post—evidencing increased confidence and understanding. Learning is evidenced in RSHE books, where appropriate. The RSHE leader captures pupil voice to evaluate curriculum impact, reflecting this on the portfolio. Teachers apply professional judgement, drawing on pupils' oral and written responses to key questions during lessons, adapting when misconceptions arise.

provision with specialist resources including West Sussex's E4S (Education for Safeguarding) to address specific local safeguarding priorities and adapt to trends and the needs of our community. Annual sessions with special visitors further enhance the curriculum (e.g. the RNLI, Fire Service, Police, Magistrates NSPCC, First Aid trainers and more) to provide "real-world" contexts. Online Safety is also complemented in the computing curriculum where each year group are taught extra lessons every half term. The British Values, The Equality Act, and Protected Characteristics are taught explicitly through a progressive curated literature and whole-school reflections every half term. Relationships and Sex Education (RSE) is incorporated in the 1Decision scheme which covers the statutory expectations related to living and growing and non-statutory conception.

## KS1

Both schools use the 1Decision scheme of work Medium Term Plans and units of work make links with previously taught knowledge (PK), including what was taught in KS1 and EYFS (e.g. Road Safety and Fire Safety in years 1 and 2). Using the progression documents from our feeder school, staff are knowledgeable as to units taught before, including key vocabulary outcomes from KS1, which they refer to and build upon in subsequent lessons. Some lessons are recapped to ensure secure knowledge can be built on for further consolidation.

## SEND

In Key Stage 2 Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE), adaptations for children with Special Educational Needs and Disabilities (SEND) are guided by inclusive principles outlined in the West Sussex Ordinarily Available Inclusive Practice (OAIP) framework. This approach emphasises Quality First Teaching and the use of reasonable adjustments. This means ensuring content is delivered in a way that is emotionally safe, developmentally appropriate, and accessible to all learners, including those with communication, cognitive, sensory, or emotional needs. Strategies include using visual supports, simplified language, pre-teaching key vocabulary, and providing structured opportunities for discussion and reflection.

## Impact

By the time our children finish key stage 2, our pupils will:

- ✓ Demonstrate a secure understanding of key RSHE concepts, including healthy relationships, personal safety, online safety and emotional wellbeing;
- ✓ Apply problem-solving and decision-making skills in age-appropriate scenarios for managing risks and making informed decisions;
- ✓ Exhibit respectful behaviour towards peers and adults, reflecting an understanding of diversity and inclusion;
- ✓ Demonstrate empathy and kindness in interactions, both in and beyond the classroom;
- ✓ Identify trusted adults and know how to seek help when needed;
- ✓ Show increased self-awareness and emotional regulation;
- ✓ Know how to stay safe online and offline, including understanding consent and boundaries;
- ✓ Appreciate differences in families, cultures, and beliefs, promoting tolerance and respect;
- ✓ Explain the importance of physical and mental health and identify strategies to maintain both;
- ✓ Understand the importance of British values and can relate these to real-life situations;
- ✓ Be increasingly aware of the Protected Characteristics and how these underpin being respectful in a modern society.

# RSHE & RSE Curriculum

## British Values

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance

## Protected Characteristics

- Age
- Disability
- Gender Reassignment
- Marriage & Civil Partnership
- Pregnancy & Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

## Substantive Concepts

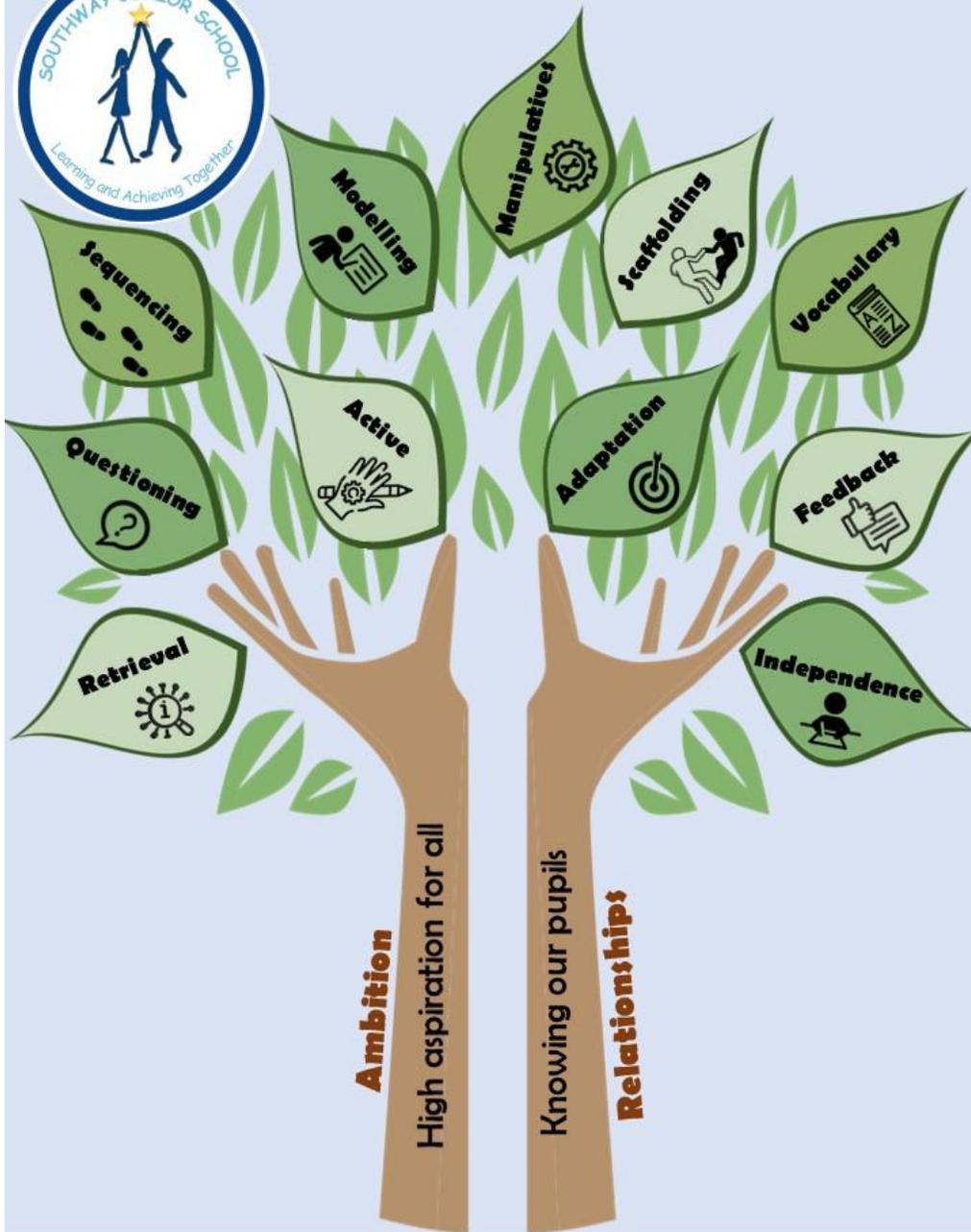
- Relationships
- Growing and Changing
- Being Responsible
- Feelings and Emotions
- Computer Safety & Digital Wellbeing
- Our World, Citizenship & The Working World
- Hazard Watch
- A World Without Judgement (inclusion and diversity)
- Fire Safety
- First Aid

## Disciplinary Concepts

- Decision making and debating
- Identifying & Managing Emotions
- Applying Safety Strategies
- Social & Interpersonal Skills
- Reflection & Responsibility
- Digital Citizenship
- Personal & Health Management



# The Equality Act 2010



**Ambition** - high aspiration for all...

**Relationships** - knowing our pupils....

**Sequencing** Carefully planned, building on prior learning towards endpoints

**Retrieval** Revisiting prior learning and make connections...

- Benefits of retrieval practice include:
- Identify gaps in knowledge
- Make connections
- Check for understanding
- Address misconceptions
- Strengthen connections
- Get ready for new knowledge!

**Modelling** - Demonstrating and showing linked to learning.... When planning our lessons, it is important that we not only plan for what our pupils should do but also plan for the errors that our pupils could make (**I do, we do and you do**)

**Vocabulary** - Explicit teaching of new vocabulary, which can be a huge barrier to understanding, should be a fundamental part of our teaching. To ensure inclusiveness, even pre-taught to some learners so that their understanding during a lesson will be greater – use dual coding

**Questioning** Checking pupils' understanding

- Only ask one question at a time. Think about your question – should it be 'open' or 'closed'? Include thinking time – up to 10 seconds.
- If needed, consider clueing rather than giving the final answer.
- Build on prior knowledge by asking: "What do you already know that may be helpful?"
- Focus questions particularly on the learning objective and key vocabulary

**Small Steps** Chunking new and complex learning...According to [cognitive load theory](#), because of the limits of working memory it is very difficult for young children to juggle more than around 4 items in their working memory at any one time.

**Adaptation** Adjusting to meet needs...

**Active** Pupils busy and engaged...avoid too many slides – teach some lessons without – go outside!

**Hands-on** Across the curriculum, resources bring lessons and learning to life, for example in maths using concrete, pictorial, and abstract manipulatives to understand mathematical concepts

**Scaffolding** Temporary prompts, support sentence starters, word banks task plans, writing frames/cartoon strips/ graphic organisers 'Concrete' resources, visuals, modelling examples (**I do, we do, you do**)

**Independence** Time given for practice to develop confidence in knowledge and skills

**Feedback** Giving advice and celebrating success... praise is specific and targeted  
Encourage reflection and monitor progress and adapt.



# RSHE, RSE & PSHE curriculum map

Year group	Autumn		Spring		Summer	
<b>3</b>	<p>1D: Road Safety            1D: Friendship            1D: Worry</p> <p>1D: Computer Safety            SW: Zones of Regulation            Comp.: SMART Int. Safety            Comp: Cyberbullying Y3</p>	<p>1D: Staying safe            1D: Bullying</p> <p>1D: Looking after our world            1D: Practise m. perf.            NSPCC: Pantosaurus            TLN: British Values: ...            Comp.: Keep it to yourself</p>	<p>1D: Body Language            1D: Touch</p> <p>1D: Online Bullying            1D: Helping Someone in Need</p> <p>SW: Worries (worry bag st.)            SW/Rail S.: Rail Safety (KS1)            Comp.: E-mails</p>	<p>1D: Hazards            1D: Image Sharing            1D: Stealing</p> <p>TLN: British Values: ...            Comp.: Online communic.</p>	<p>1D: Brushing Teeth            1D: Hoax Calling</p> <p>1D: Making friends online            1D: Leaning out of windows</p> <p>Comp.: What is the internet?</p>	<p>1D: Medicine            1D: Petty Arson</p> <p>1D: Hard Emotions inc. grief            TLN: British Values: ...            Comp.: Searching the www.</p>
<b>4</b>	<p>1D: Online Bullying            SW/Rail S.: Rail Safety Y4            Comp.: Cyberbullying Y4            SW: Zones of Regulation</p>	<p>1D: Jealousy</p> <p>1D: Coming home on time            TLN: British Values: ...            Comp.: Super searchers</p>	<p>1D: Breaking down barriers            Comp.: Plagiarism</p>	<p>1D: Cycle Safety            1D: Fire Station Visit</p> <p>TLN: British Values: ...            Comp.: Online profiles</p>	<p>1D: Chores at home            1D: Texting While Driving</p> <p>Comp.: Communicating online</p>	<p>1D: Healthy Living            1D: Appropriate Touch            1D: First Aid</p> <p>TLN: British Values: ...            Comp.: E-mails</p>
<b>5</b>	<p>1D: Image Sharing (inc. cyber bullying)            SW: AI/Internet reliability            SW: Social Media Ages            SW: Zones of Regulation            Comp.: False photography</p>	<p>1D: Anger</p> <p>1D: Looking out for others            TLN: British Values: ...            Comp.: Powerful passwords</p>	<p>SW: Good Guardians            1D: Inclusion and Acceptance</p> <p>SW: Worries (worry bag st.)            Comp.: Spam</p>	<p>1D: Peer Pressure</p> <p>SW: Fire Fighters (external)            TLN: British Values: ...            Comp.: Search engines intro</p>	<p>1D: Enterprise</p> <p>Comp.: How search engines work 1</p>	<p>1D: First Aid            1D: Smoking            1D: Puberty</p> <p>TLN: British Values: ...            Comp.: How search engines work 2</p>
<b>6</b>	<p>1D: Making Friends Online            Comp.: Cyberbullying Y6            SW: Zones of Regulation</p>	<p>1D: Worry            1D: Stealing</p> <p>TLN: British Values: ...            Comp.: Talking to Others</p>	<p>1D: British Values – Y6            SW: Protected Ch: All &amp; The Equality Act 2010            Comp.: Media stereotypes</p>	<p>1D: Water Safety</p> <p>TLN: British Values: ...            Comp.: SMART Bots</p>	<p>1D: In-App Purchases            1D: First Aid Y6 – Part 1</p> <p>SW: Magistrates external)            SW: First Aid (external)</p>	<p>1D: Alcohol            1D: Conception            1D: First Aid Y6 – Part 2</p> <p>TLN: British Values: ...</p>

Every half term = Protected Ch. (next page)

TLN = British Values

1D = 1Decision

SW = Southway

Comp. = Computing



**Southway Junior School**  
 "Learning and Achieving Together"

# Protected Characteristics curriculum map

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 3	<b>Tusk Tusk</b> 	<b>The Great Big Book of Families</b> 	<b>Along Came a Different</b> 	<b>The Truth About Old People</b> 	<b>The Girl with Two Dads</b> 	<b>Dachy's Deaf</b> 	
Year 4	<b>Mixed</b> 	<b>The Girls</b> 	<b>Everything Changes</b> 	<b>The Proudest Blue</b> 	<b>The Dress in the Window</b> 	<b>Uncle Bobby's Wedding</b> 	
Year 5	<b>Uniquely Wired</b> 	<b>The Boys</b> 	<b>Rosa Parks: Little People</b> 	<b>The Island</b> 	<b>If All the World Were</b> 	<b>And Tango Makes Three</b> 	
Year 6	<b>Red</b> 	<b>I Am, You Are</b> 	<b>Undeclared</b> 	<b>Unspoken</b> 	<b>1D: British Values – Y6</b>  <b>SW: Protected Ch: All &amp; The Equality Act 2010</b>		<b>Making a Baby (inc. families)</b> 

**Key:** Race / Gender inc. sex, stereotypes & Gender id. / Marriage, Families & Pregnancy / Religious Beliefs / Disability / Age / Sexual O.

Year group	Autumn	Spring	Summer
Year 3	<p><b>1. Zones of Regulation Introduction (SW)</b> <u>WALT: know what the Zones of Regulation are</u></p> <p><b>2. SMART Internet Safety Introduction (SW/Comp)</b> <u>WALT: Know how to stay safe on the internet and be SMART</u></p> <p><b>3. Worries Recap (1D: Feelings and Emotion – Y2)</b> <u>WALT: Know what to do with worries</u></p> <p><b>4. Computing: Cyberbullying (SW/Comp)</b> <u>WALT: understand what cyberbullying is and how to address it</u></p> <p><b>5. Road safety - road (1D: Keeping &amp; Staying Safe – Y1)</b> <u>WALT: Know how to cross the road safely</u></p> <p><b>6. Friendships (1D: Relationships – Y1)</b> <u>WALT: Know what makes a good friend and how to be one</u></p> <p><b>7. Computer Safety – online friends (1D: Computer Safety – Y2)</b> <u>WALT: Know how to stay safe online making friends</u></p> <p><b>8. Staying Safe – trusted adults, safer choices &amp; safe/unsafe adults (1D: Keeping &amp; Staying Safe)</b> <u>WALT: Know ways to keep myself and others safe</u></p> <p><b>9. Identifying trusted adults (SW)</b> <u>WALT: Identify and know who my trusted adults are</u></p> <p><b>10. Private Parts: NSPCC Pants (SW / NSPCC)</b> <u>WALT: know private parts are private</u></p> <p><b>11. Practise Makes Perfect (1D: Being Responsible)</b> <u>WALT: Know the importance of trying and not giving up</u></p>	<p><b>1. Body Language (1D: Relationships – Y2)</b> <u>WALT: Understand that feelings can be shown without words</u></p> <p><b>2. Worry Bag Story (SW)</b> <u>WALT: know what to do with worries</u></p> <p><b>3. Computer Safety – Online Bullying (1D: Online Safety – Y1)</b> <u>WALT: Know how to stay safe online making friends</u></p> <p><b>4. Computing: E-Mails (SW/Comp)</b> <u>WALT: safely send and receive emails</u></p> <p><b>5. Touch (1D: Relationships)</b> <u>WALT: Understand the difference between appropriate and inappropriate touch</u></p> <p><b>6. Rail Safety – Arlo’s Adventure LKS2 Level (SW/ Rail Safe Friendly (RSF) on media:/)</b> <u>WALT: Know how to stay safe on railways</u></p> <p><b>7. Helping Someone in Need (1D: Being Responsible)</b> <u>WALT: Know how you can help other people</u></p> <p><b>8. Hazard Watch (1D: Hazard Watch)</b> <u>WALT: identify hazards to keep myself and others safe</u></p> <p><b>9. Image Sharing (1D: Computer Safety – Y2)</b> <u>WALT: Understand how our online actions can affect others</u></p> <p><b>10. Stealing (1D: Being Responsible)</b> <u>WALT: understand the differences between borrowing and stealing</u></p> <p><b>11. Computing: Online Communication (SW/Comp)</b> <u>WALT: explore different ways children can communicate online</u></p>	<p><b>1. Leaning out of Windows (1D: Keeping &amp; Staying Safe)</b> <u>WALT: Spot dangers and keep ourselves and other safe</u></p> <p><b>2. Hoax Calling – Understanding Emergency Services Importance (1D: Fire Safety)</b> <u>WALT: Understand why our emergency services are an important part of our community</u></p> <p><b>3. Making Friends Online (1D: Computer Safety)</b> <u>WALT: Identify possible dangers and consequences of talking to strangers online</u></p> <p><b>4. Online Safety Informative Poster (SW/Comp)</b> <u>WALT: Demonstrate understanding about about how to stay safe online</u></p> <p><b>5. Computing: What is the Internet? (SW/Comp)</b> <u>WALT: understand what the Internet is and how it is used around the world</u></p> <p><b>6. Brushing Teeth (1D: Keeping/Staying Healthy)</b> <u>WALT: Understand why we need to brush our teeth</u></p> <p><b>7. Medicine (1D: Keeping/Staying Healthy)</b> <u>WALT: Know, understand, and be able to practise safety rules about medicine</u></p> <p><b>8. Petty Arson – Starting Fires (1D: Fire Safety)</b> <u>WALT: Identify the differences between safe and risky choices</u></p> <p><b>9. Grief (1D: Feelings and Emotions)</b> <u>WALT: Know the difference between pleasant and unpleasant emotions</u></p> <p><b>10. Computing: How to Search the www. (SW/Comp)</b> <u>WALT: understand how to use a search engine to make safe searches online</u></p>

	<p><b>12. Reduce, Reuse and Recycle (1D: Looking After Our World)</b>  <u>WALT: Know what reduce, reuse and recycle means</u></p> <p><b>13. Computing: Keep it to Yourself (SW/Comp)</b>  <u>WALT: create strong passwords and understand privacy settings</u></p> <p><b>14. Protected Characteristics Book 1: Racism &amp; Difference – Tusk Tusk (SW)</b>  <u>WALT: Understand morals behind a story</u></p> <p><b>15. Protected Characteristics Book 2: Difference, Marriages, Families and Pregnancy - The Great Big Book of Families (SW)</b>  <u>WALT: Understand morals behind a story</u></p>	<p><b>12. Protected Characteristics Book 3: Racism, Disability &amp; Difference – Along Came Different (SW)</b>  <u>WALT: Understand morals behind a story</u></p> <p><b>13. Protected Characteristics Book 4: Age, Gender &amp; Stereotypes – The Truth About Old People (SW)</b>  <u>WALT: Understand morals behind a story</u></p> <p>Colour key:</p> <table border="1"> <tr><td>Navy</td><td>Southway &amp; Southway Computing</td></tr> <tr><td>Lilac</td><td>1Decision: Computer Safety</td></tr> <tr><td>Green</td><td>1Decision: Keeping/Staying Safe &amp; First Aid</td></tr> <tr><td>Yellow</td><td>1Decision: Keeping/Staying Healthy</td></tr> <tr><td>Orange</td><td>1Decision: Relationships &amp; Growing &amp; Changing</td></tr> <tr><td>Red</td><td>1Decision: Being Responsible &amp; Fire Safety</td></tr> <tr><td>Blue</td><td>1Decision: Feelings and Emotions</td></tr> <tr><td>Pink</td><td>1Decision: Our World &amp; The Working World</td></tr> <tr><td>Purple</td><td>1Decision: Hazard W. / World W.out Judgement</td></tr> <tr><td>Black</td><td>Southway Protected Characteristics</td></tr> <tr><td>Black</td><td>Other Planning (e.g. NSPCC, E4S etc.)</td></tr> </table>	Navy	Southway & Southway Computing	Lilac	1Decision: Computer Safety	Green	1Decision: Keeping/Staying Safe & First Aid	Yellow	1Decision: Keeping/Staying Healthy	Orange	1Decision: Relationships & Growing & Changing	Red	1Decision: Being Responsible & Fire Safety	Blue	1Decision: Feelings and Emotions	Pink	1Decision: Our World & The Working World	Purple	1Decision: Hazard W. / World W.out Judgement	Black	Southway Protected Characteristics	Black	Other Planning (e.g. NSPCC, E4S etc.)	<p><b>11. Protected Characteristics Book 5: Sexual O., Families &amp; Difference – The Girl with Two Dads (SW)</b>  <u>WALT: Understand morals behind a story</u></p> <p><b>12. Protected Characteristics Book 6: Disability – Dachy’s Deaf (SW)</b>  <u>WALT: Understand morals behind a story</u></p>
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<p>Year 4</p>	<p><b>1. Zones of Regulation Recap – Y4 level (SW)</b>  <u>WALT: know what the Zones of Regulation are</u></p> <p><b>2. Rail Safety – Y4 Level – Harrison’s Story (RSF National Rail)</b>  <u>WALT: Know why and how to stay safe in and around railways</u></p> <p><b>3. Computer Safety – Online Bullying (1D: Computer Safety)</b>  <u>WALT: Recognise online bullying and know some strategies if it happens</u></p> <p><b>4. Cyberbullying (SW / Comp)</b>  <u>WALT: identify how a message can hurt someone’s feelings and know how to respond to a hurtful message online</u></p> <p><b>5. Jealousy (1D: Feelings and Emotion)</b>  <u>WALT: Develop a range of strategies to control and manage unpleasant emotions such as jealousy and loneliness</u></p> <p><b>6. Practise Makes Perfect (1D: Being Responsible)</b>  <u>WALT: Explain the importance of having rules in the home</u></p>	<p><b>1. Breaking Down Barriers (1D: A World Without Judgement)</b>  <u>WALT: Explain why being different is okay</u></p> <p><b>2. Plagiarism (SW / Comp)</b>  <u>WALT: Understand plagiarism and know how to avoid it</u></p> <p><b>3. Cycle Safety (1D: Keeping &amp; Staying Safe)</b>  <u>WALT: Identify strategies we can use to keep ourselves and others safe</u></p> <p><b>4. Fire Station Visit – How Quickly Fire Spreads (1D: Fire Safety 5-8)</b>  <u>WALT: Know how quickly fire can spread &amp; what to do during a fire</u></p> <p><b>5. Safe Online Profiles (SW / Comp)</b>  <u>WALT: know how to create a safe online profile</u></p> <p><b>6. Protected Characteristics Book 3: Marriage and Families – Everything Changes (SW)</b>  <u>WALT: Understand morals behind a story</u></p>	<p><b>1. Chores at Home (1D: The Working World)</b>  <u>WALT: Describe how we can contribute to our home, school and community &amp; Identify skills we may need in our future job roles</u></p> <p><b>2. Texting While Driving (1D: Fire Safety 5-8)</b>  <u>WALT: Identify the differences between safe and risky choices</u></p> <p><b>3. Communicating Online (SW / Comp)</b>  <u>WALT: Understand the positives and negatives of communicating online</u></p> <p><b>4. Healthy Living (1D: Keeping/Staying Healthy)</b>  <u>WALT: Describe different ways to maintain a healthy lifestyle</u></p> <p><b>5. Appropriate Touch (1D: Relationships)</b>  <u>WALT: Identify how relationships can be healthy or unhealthy</u></p> <p><b>6. First Aid – asthma / anaphylactic shock (1D: First Aid)</b>  <u>WALT: Know what to do if someone is struggling to breathe</u></p>																						

	<p><b>7. Super Searchers (SW / Comp)</b> <u>WALT: Use a search engine accurately</u></p> <p><b>8. Protected Characteristics Book 1: Racism &amp; Difference – Mixed (SW)</b> <u>WALT: Understand morals behind a story</u></p> <p><b>9. Protected Characteristics Book 2: Gender, Sex, Difference and Stereotypes – The Girls (SW)</b> <u>WALT: Understand morals behind a story</u></p>	<p><b>7. Protected Characteristics Book 4: Religious Beliefs, Race and Diversity – The Proudest Blue (SW)</b> <u>WALT: Understand morals behind a story</u></p> <p>Colour key:</p> <table border="1"> <tr><td>Navy</td><td>Southway &amp; Southway Computing</td></tr> <tr><td>Lilac</td><td>1Decision: Computer Safety</td></tr> <tr><td>Green</td><td>1Decision: Keeping/Staying Safe &amp; First Aid</td></tr> <tr><td>Yellow</td><td>1Decision: Keeping/Staying Healthy</td></tr> <tr><td>Orange</td><td>1Decision: Relationships &amp; Growing &amp; Changing</td></tr> <tr><td>Red</td><td>1Decision: Being Responsible &amp; Fire Safety</td></tr> <tr><td>Blue</td><td>1Decision: Feelings and Emotions</td></tr> <tr><td>Pink</td><td>1Decision: Our World &amp; The Working World</td></tr> <tr><td>Purple</td><td>1Decision: Hazard W. / World W.out Judgement</td></tr> <tr><td>Black</td><td>Southway Protected Characteristics</td></tr> <tr><td>Black</td><td>Other Planning (e.g. NSPCC, E4S etc.)</td></tr> </table>	Navy	Southway & Southway Computing	Lilac	1Decision: Computer Safety	Green	1Decision: Keeping/Staying Safe & First Aid	Yellow	1Decision: Keeping/Staying Healthy	Orange	1Decision: Relationships & Growing & Changing	Red	1Decision: Being Responsible & Fire Safety	Blue	1Decision: Feelings and Emotions	Pink	1Decision: Our World & The Working World	Purple	1Decision: Hazard W. / World W.out Judgement	Black	Southway Protected Characteristics	Black	Other Planning (e.g. NSPCC, E4S etc.)	<p><b>7. E-Mails (SW / Comp)</b> <u>WALT: Understand what e-mail is and how it is used</u></p> <p><b>8. Protected Characteristics Book 5: Sexual Orientation, Sex and Gender Stereotypes – The Dress in the Window (SW)</b> <u>WALT: Understand morals behind a story</u></p> <p><b>9. Protected Characteristics Book 6: Sexual Orientation, Diversity and Inclusion – Uncle Bobby’s Wedding (SW)</b> <u>WALT: Understand morals behind a story</u></p>
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<p><b>Year 5</b></p>	<p><b>1. Zones of Regulation Recap – Y5 level (SW)</b> <u>WALT: know what the Zones of Regulation are</u></p> <p><b>2. Social Media Age Restrictions &amp; Why (SW)</b> <u>WALT: Know the age limits on some social media websites</u></p> <p><b>3. AI/editing false photos/video/reliability critical thinking (SW)</b> <u>WALT: Think Critically About Media</u></p> <p><b>4. False Photography (SW)</b> <u>WALT: Recognise when, why and how photographs may be edited</u></p> <p><b>5. Computer Safety – Image Sharing (1D: Computer Safety)</b> <u>WALT: Recognise possible influences and pressures to share images online</u></p> <p><b>6. Strategies to regulate when experiencing anger (SW)</b> <u>WALT: Understand Anger</u></p> <p><b>7. Anger – Understanding and Responding to Negative Emotions (1D: Feelings and Emotions)</b> <u>WALT: Develop a range of strategies to control and manage unpleasant emotions such as anger</u></p>	<p><b>1. Celebrating Different Family Dynamics (SW)</b> <u>WALT: Debate what make a good guardian</u></p> <p><b>2. Inclusion and Acceptance (1D: A World Without Judgement)</b> <u>WALT: Describe strategies to overcome barriers and promote diversity and inclusion</u></p> <p><b>3. Worry Story (SW)</b> <u>WALT: Build a range of strategies to help with the feeling of being worried</u></p> <p><b>4. Spam / Phishing (SW / Comp)</b> <u>WALT: Identify spam emails and know what to do with them</u></p> <p><b>5. Peer Pressure (1D: Keeping &amp; Staying Safe)</b> <u>WALT: Understand Peer Pressure</u></p> <p><b>6. Fire Fighters Visit (SW)</b> <u>WALT: Understand how to be Fire Smart</u></p> <p><b>7. Search Engines – Y5 level (SW / Comp)</b> <u>WALT: Find out information on the Internet using search engines</u></p>	<p><b>1. How Search Engines Work – 1 of 2 (SW / Comp)</b> <u>WALT: Understand and explain what page ranking is</u></p> <p><b>2. Enterprise in Citizenship (1D: The Working World)</b> <u>WALT: Recognise ways to make money and the early stages of enterprise</u></p> <p><b>3. How Search Engines Work – 2 of 2 (SW / Comp)</b> <u>WALT: Understand how search engines use crawlers</u></p> <p><b>4. First Aid – recovery position &amp; CPR (1D: First Aid)</b> <u>WALT: Begin to know how to save someone’s life with CPR and the recovery position</u></p> <p><b>5. Smoking (1D: Keeping/Staying Healthy)</b> <u>WALT: Know how smoking can affect immediate and future health and wellbeing</u></p> <p><b>6. Smoking information poster (SW)</b> <u>WALT: Promote reasons to never take up smoking</u></p> <p><b>7. Puberty (1D: Relationships)</b> <u>WALT: Explain what puberty means and develop strategies to help with different stages of puberty</u></p>																						

	<p><b>8. Looking Out for Others (1D: Being Responsible)</b>  <u>WALT: Identify how some choices can impact others both positively and negatively</u></p> <p><b>9. Creating Powerful Passwords (SW / Comp)</b>  <u>WALT: Know how to create strong passwords</u></p> <p><b>10. Protected Characteristics Book 1: Disability, Difference and Inclusion – Uniquely Wired (SW)</b>  <u>WALT: Understand morals behind a story</u></p> <p><b>11. Protected Characteristics Book 2: Gender, Sex, Difference and Stereotypes – The Boys (SW)</b>  <u>WALT: Understand morals behind a story</u></p>	<p><b>8. Protected Characteristics Book 3: Race – Rosa Parks: Little People (SW)</b>  <u>WALT: Understand morals behind a story</u></p> <p><b>9. Protected Characteristics Book 4: Race - The Island (SW)</b>  <u>WALT: Understand morals behind a story</u></p> <p>Colour key:</p> <table border="1"> <tr><td>Navy</td><td>Southway &amp; Southway Computing</td></tr> <tr><td>Lilac</td><td>1Decision: Computer Safety</td></tr> <tr><td>Green</td><td>1Decision: Keeping/Staying Safe &amp; First Aid</td></tr> <tr><td>Yellow</td><td>1Decision: Keeping/Staying Healthy</td></tr> <tr><td>Orange</td><td>1Decision: Relationships &amp; Growing &amp; Changing</td></tr> <tr><td>Red</td><td>1Decision: Being Responsible &amp; Fire Safety</td></tr> <tr><td>Blue</td><td>1Decision: Feelings and Emotions</td></tr> <tr><td>Pink</td><td>1Decision: Our World &amp; The Working World</td></tr> <tr><td>Purple</td><td>1Decision: Hazard W. / World W.out Judgement</td></tr> <tr><td>Black</td><td>Southway Protected Characteristics</td></tr> <tr><td>Black</td><td>Other Planning (e.g. NSPCC, E4S etc.)</td></tr> </table>	Navy	Southway & Southway Computing	Lilac	1Decision: Computer Safety	Green	1Decision: Keeping/Staying Safe & First Aid	Yellow	1Decision: Keeping/Staying Healthy	Orange	1Decision: Relationships & Growing & Changing	Red	1Decision: Being Responsible & Fire Safety	Blue	1Decision: Feelings and Emotions	Pink	1Decision: Our World & The Working World	Purple	1Decision: Hazard W. / World W.out Judgement	Black	Southway Protected Characteristics	Black	Other Planning (e.g. NSPCC, E4S etc.)	<p><b>8. Puberty grouped talk (across year group) (SW)</b>  <u>WALT: Listen to and ask questions about puberty</u></p> <p><b>9. Puberty Consolidation / Application (SW)</b>  <u>WALT: Consolidate our learning about puberty</u></p> <p><b>10. Protected Characteristics Book 5: Age – If All the World Were (SW)</b>  <u>WALT: Understand morals behind a story</u></p> <p><b>11. Protected Characteristics Book 6: Sexual Orientation, Diversity and Families – And Tango Makes Three (SW)</b>  <u>WALT: Understand morals behind a story</u></p>
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<p>Year 6</p>	<p><b>1. Zones of Regulation Recap – Y6 level (SW)</b>  <u>WALT: know what the Zones of Regulation are</u></p> <p><b>2. Making Friends Online (1D: Computer Safety)</b>  <u>WALT: Identify ways to keep yourself and others safe in a range of situations online and offline</u></p> <p><b>3. Cyberbullying (SW / Comp)</b>  <u>WALT: Know some good strategies to deal with cyberbullying</u></p> <p><b>4. Worry – Understanding and Responding to Negative Emotions (1D: Feelings and Emotions)</b>  <u>WALT: Develop a range of strategies to control and manage unpleasant emotions such as worry</u></p> <p><b>5. Stealing (UKS2) (1D: Being Responsible)</b>  <u>WALT: Explain what consent means &amp; recognise the importance of being honest</u></p> <p><b>6. Talking to Others: Online communication with friends &amp; relationships (SW / Comp)</b>  <u>WALT: Explain some of the dangers of revealing personal information</u></p>	<p><b>1. Gender stereotyping and ideology (SW / Comp)</b>  <u>WALT: Identify and explain how the media play a powerful role in shaping gender ideologies</u></p> <p><b>2. British Values (1D: A World Without Judgement)</b>  <u>WALT: Describe strategies to overcome barriers and promote diversity and inclusion</u></p> <p><b>3. Valuing Protected Characteristics &amp; The Equality Act (SW)</b>  <u>WALT: Value difference and diversity in the UK and beyond</u></p> <p><b>4. Water Safety (1D: Keeping &amp; Staying Safe)</b>  <u>WALT: Develop strategies to keep ourselves and others safe</u></p> <p><b>5. Magistrates Visit - External (SW)</b>  <u>WALT: Debate the consequences of breaking laws</u></p> <p><b>6. Using SMART Internet rules to scenarios (SW / Comp)</b>  <u>WALT: Apply SMART online safety knowledge to online activities</u></p>	<p><b>1. In-App Purchases (1D: Computer Safety)</b>  <u>WALT: Recognise possible influences and pressures to share images online</u></p> <p><b>2. First Aid Pt.1 – seizures &amp; bleeding(1D: First Aid)</b>  <u>WALT: Identify a range of situations that may require first aid</u></p> <p><b>3. First Aid – External Visitor Training (SW)</b>  <u>WALT: Learn and practise how to save a life</u></p> <p><b>4. First Aid Pt.2 – burns, heart attack &amp; bones (1D: First Aid)</b>  <u>WALT: Identify a range of situations that may require first aid</u></p> <p><b>5. Puberty Y5 Recap (1D: Relationships)</b>  <u>WALT: Explain what puberty means and develop strategies to help with different stages of puberty</u></p> <p><b>6. Conception – RSE Element (1D: Relationships)</b>  <u>WALT: Develop understanding of the function of the female and male reproductive systems</u></p> <p><b>7. Puberty grouped talk (across year group) (SW)</b>  <u>WALT: Listen to and ask questions about puberty</u></p>																						

**7. Protected Characteristics Book 1: Gender, including Sex, Stereotypes and Gender Identity/Reassignment – Red (SW)**

WALT: Understand morals behind a story

**8. Protected Characteristics Book 2: Disability, Difference and Inclusion – I Am, You Are (SW)**

WALT: Understand morals behind a story

**7. Protected Characteristics Book 3: Race – The Undeclared (SW)**

WALT: Understand morals behind a story

**8. Protected Characteristics Book 4: Race - Unspoken (SW)**

WALT: Understand morals behind a story

**8. Protected Characteristics Book 5: Difference, Families and Pregnancy – Making a Baby (SW)**

WALT: Understand morals behind a story

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