

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. In Key Stage 1, our children use Good Morning Club to help develop their emotional understanding, which Southway then builds upon using the Zones of Regulation.

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

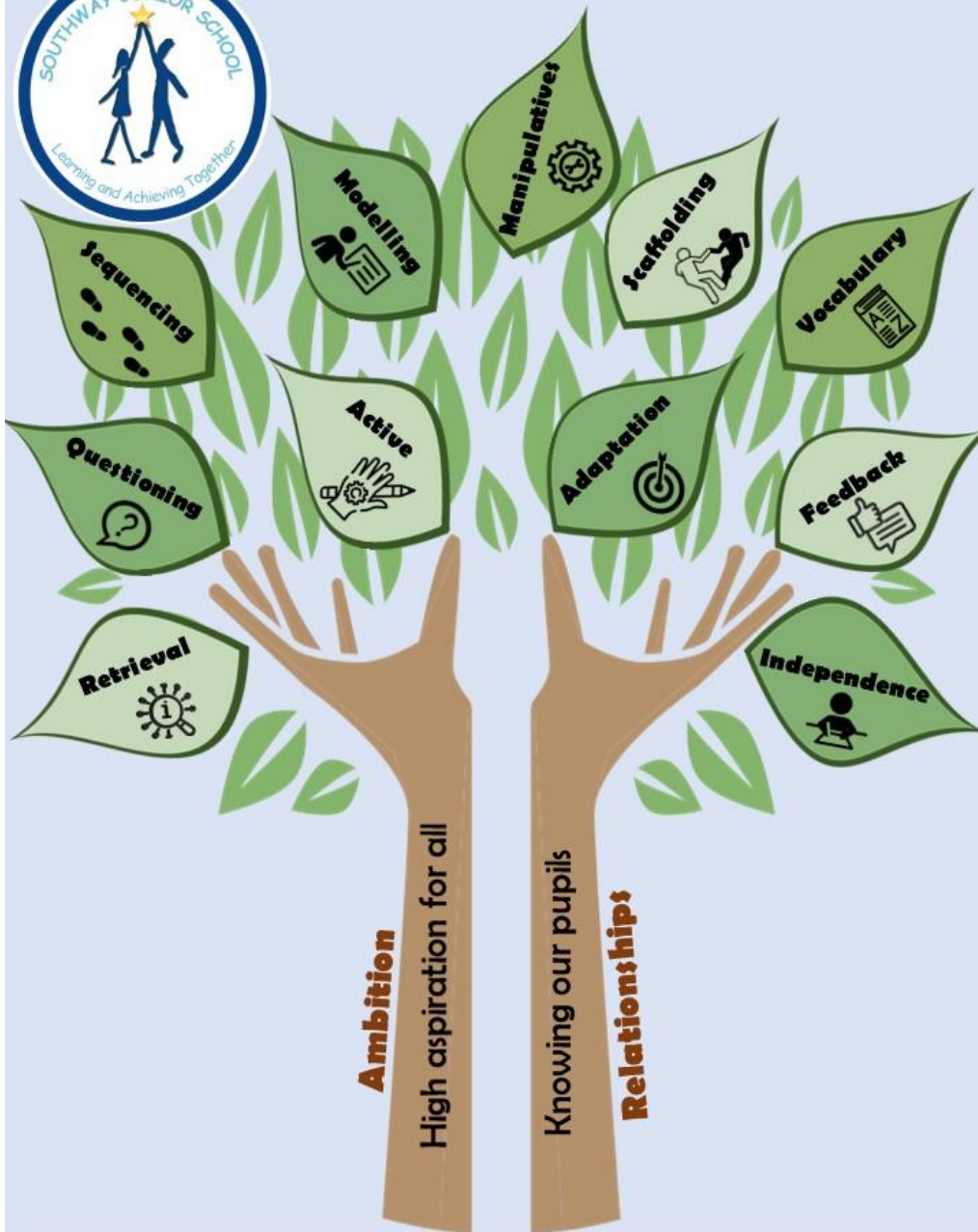
Disciplinary Concepts

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

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

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

	<p>12. Reduce, Reuse and Recycle (1D: Looking After Our World) WALT: Know what reduce, reuse and recycle means</p> <p>13. Computing: Keep it to Yourself (SW/Comp) WALT: create strong passwords and understand privacy settings</p> <p>14. Protected Characteristics Book 1: Racism & Difference – Tusk Tusk (SW) WALT: Understand morals behind a story</p> <p>15. Protected Characteristics Book 2: Difference, Marriages, Families and Pregnancy - The Great Big Book of Families (SW) WALT: Understand morals behind a story</p>	<p>12. Computing: Online Communication (SW/Comp) WALT: explore different ways children can communicate online</p> <p>13. Protected Characteristics Book 3: Racism, Disability & Difference – Along Came Different (SW) WALT: Understand morals behind a story</p> <p>14. Protected Characteristics Book 4: Age, Gender & Stereotypes – The Truth About Old People (SW) WALT: Understand morals behind a story</p> <p>Colour key: <table border="1"> <tr><td>Navy</td><td>Southway & Southway Computing</td></tr> <tr><td>Lilac</td><td>1Decision: Computer Safety</td></tr> <tr><td>Green</td><td>1Decision: Keeping/Staying Safe & First Aid</td></tr> <tr><td>Yellow</td><td>1Decision: Keeping/Staying Healthy</td></tr> <tr><td>Orange</td><td>1Decision: Relationships & Growing & Changing</td></tr> <tr><td>Red</td><td>1Decision: Being Responsible & Fire Safety</td></tr> <tr><td>Blue</td><td>1Decision: Feelings and Emotions</td></tr> <tr><td>Pink</td><td>1Decision: Our World & 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> </p>	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>11. Grief (1D: Feelings and Emotions) WALT: Know the difference between pleasant and unpleasant emotions</p> <p>12. Computing: How to Search the www. (SW/Comp) WALT: understand how to use a search engine to make safe searches online</p> <p>13. Protected Characteristics Book 5: Sexual O., Families & Difference – The Girl with Two Dads (SW) WALT: Understand morals behind a story</p> <p>14. Protected Characteristics Book 6: Disability – Dachy’s Deaf (SW) WALT: Understand morals behind a story</p> <p>15. Change & Transition (SW) WALT: Know how to stay resilient during times of change</p>
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.)																								
Year 4	<p>1. Zones of Regulation Recap – Y4 level (SW) WALT: know what the Zones of Regulation are</p> <p>2. Democracy – B.Values (1D: A World Without Judgement) WALT: understand the British Value of democracy</p> <p>3. Computer Safety – Online Bullying (1D: Computer Safety) WALT: Recognise online bullying and know some strategies if it happens</p> <p>4. Cyberbullying (SW / Comp) WALT: identify how a message can hurt someone’s feelings and know how to respond to a hurtful message online</p> <p>5. Jealousy (1D: Feelings and Emotion) WALT: Develop a range of strategies to control and manage unpleasant emotions such as jealousy and loneliness</p>	<p>1. Breaking Down Barriers (1D: A World Without Judgement) WALT: Explain why being different is okay</p> <p>2. Tolerance – B.Values (1D: A World Without Judgement) WALT: identify hazards to keep myself and others safe</p> <p>3. Plagiarism (SW / Comp) WALT: Understand plagiarism and know how to avoid it</p> <p>4. Cycle Safety (1D: Keeping & Staying Safe) WALT: Identify strategies we can use to keep ourselves and others safe</p> <p>5. Fire Station Visit – How Quickly Fire Spreads (1D: Fire Safety 5-8) WALT: Know how quickly fire can spread & what to do during a fire</p>	<p>1. Chores at Home (1D: The Working World) WALT: Describe how we can contribute to our home, school and community & Identify skills we may need in our future job roles</p> <p>2. Texting While Driving (1D: Fire Safety 5-8) WALT: Identify the differences between safe and risky choices</p> <p>3. Communicating Online (SW / Comp) WALT: Understand the positives and negatives of communicating online</p> <p>4. Healthy Living (1D: Keeping/Staying Healthy) WALT: Describe different ways to maintain a healthy lifestyle</p> <p>5. British Values – What I’ve Learnt – B.Values (1D: A World Without Judgement) WALT: Recall the British Values and why they are important</p>																						

	<p>6. Practise Makes Perfect (1D: Being Responsible) WALT: Explain the importance of having rules in the home</p> <p>7. Super Searchers (SW / Comp) WALT: Use a search engine accurately</p> <p>8. Protected Characteristics Book 1: Racism & Difference – Mixed (SW) WALT: Understand morals behind a story</p> <p>9. Protected Characteristics Book 2: Gender, Sex, Difference and Stereotypes – The Girls (SW) WALT: Understand morals behind a story</p>	<p>6. Safe Online Profiles (SW / Comp) WALT: know how to create a safe online profile</p> <p>7. Protected Characteristics Book 3: Marriage and Families – Everything Changes (SW) WALT: Understand morals behind a story</p> <p>8. Protected Characteristics Book 4: Religious Beliefs, Race and Diversity – The Proudest Blue (SW) WALT: Understand morals behind a story</p> <p>Colour key:</p> <table border="1"> <tr><td>Navy</td><td>Southway & Southway Computing</td></tr> <tr><td>Lilac</td><td>1Decision: Computer Safety</td></tr> <tr><td>Green</td><td>1Decision: Keeping/Staying Safe & First Aid</td></tr> <tr><td>Yellow</td><td>1Decision: Keeping/Staying Healthy</td></tr> <tr><td>Orange</td><td>1Decision: Relationships & Growing & Changing</td></tr> <tr><td>Red</td><td>1Decision: Being Responsible & Fire Safety</td></tr> <tr><td>Blue</td><td>1Decision: Feelings and Emotions</td></tr> <tr><td>Pink</td><td>1Decision: Our World & 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>6. Appropriate Touch (1D: Relationships) WALT: Identify how relationships can be healthy or unhealthy</p> <p>7. First Aid – asthma / anaphylactic shock (1D: First Aid) WALT: Know what to do if someone is struggling to breathe</p> <p>8. E-Mails (SW / Comp) WALT: Understand what e-mail is and how it is used</p> <p>9. Protected Characteristics Book 5: Sexual Orientation, Sex and Gender Stereotypes – The Dress in the Window (SW) WALT: Understand morals behind a story</p> <p>10. Protected Characteristics Book 6: Sexual Orientation, Diversity and Inclusion – Uncle Bobby’s Wedding (SW) WALT: Understand morals behind a story</p>
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.)																								
Year 5	<p>1. Zones of Regulation Recap – Y5 level (SW) WALT: know what the Zones of Regulation are</p> <p>2. Social Media Age Restrictions & Why (SW) WALT: Know the age limits on some social media websites</p> <p>3. AI/editing false photos/video/reliability critical thinking (SW) WALT: Think Critically About Media</p> <p>4. False Photography (SW) WALT: Recognise when, why and how photographs may be edited</p> <p>5. Computer Safety – Image Sharing (1D: Computer Safety) WALT: Recognise possible influences and pressures to share images online</p>	<p>1. Celebrating Different Family Dynamics (SW) WALT: Debate what make a good guardian</p> <p>2. Inclusion and Acceptance (1D: A World Without Judgement) WALT: Describe strategies to overcome barriers and promote diversity and inclusion</p> <p>3. Worry Story (SW) WALT: Build a range of strategies to help with the feeling of being worried</p> <p>4. Spam / Phishing (SW / Comp) WALT: Identify spam emails and know what to do with them</p> <p>5. Peer Pressure (1D: Keeping & Staying Safe) WALT: Understand Peer Pressure</p>	<p>1. How Search Engines Work – 1 of 2 (SW / Comp) WALT: Understand and explain what page ranking is</p> <p>2. Enterprise in Citizenship (1D: The Working World) WALT: Recognise ways to make money and the early stages of enterprise</p> <p>3. How Search Engines Work – 2 of 2 (SW / Comp) WALT: Understand how search engines use crawlers</p> <p>4. First Aid – recovery position & CPR (1D: First Aid) WALT: Begin to know how to save someone’s life with CPR and the recovery position</p> <p>5. Smoking (1D: Keeping/Staying Healthy) WALT: Know how smoking can affect immediate and future health and wellbeing</p>																						

	<p>6. Strategies to regulate when experiencing anger (SW) <u>WALT: Understand Anger</u></p> <p>7. Anger – Understanding and Responding to Negative Emotions (1D: Feelings and Emotions) <u>WALT: Develop a range of strategies to control and manage unpleasant emotions such as anger</u></p> <p>8. Looking Out for Others (1D: Being Responsible) <u>WALT: Identify how some choices can impact others both positively and negatively</u></p> <p>9. Creating Powerful Passwords (SW / Comp) <u>WALT: Know how to create strong passwords</u></p> <p>10. Protected Characteristics Book 1: Disability, Difference and Inclusion – Uniquely Wired (SW) <u>WALT: Understand morals behind a story</u></p> <p>11. Protected Characteristics Book 2: Gender, Sex, Difference and Stereotypes – The Boys (SW) <u>WALT: Understand morals behind a story</u></p>	<p>6. Fire Fighters Visit (SW) <u>WALT: Understand how to be Fire Smart</u></p> <p>7. Search Engines – Y5 level (SW / Comp) <u>WALT: Find out information on the Internet using search engines</u></p> <p>8. Protected Characteristics Book 3: Race – Rosa Parks: Little People (SW) <u>WALT: Understand morals behind a story</u></p> <p>9. Protected Characteristics Book 4: Race - The Island (SW) <u>WALT: Understand morals behind a story</u></p> <p>Colour key:</p> <table border="1"> <tr><td>Navy</td><td>Southway & Southway Computing</td></tr> <tr><td>Lilac</td><td>1Decision: Computer Safety</td></tr> <tr><td>Green</td><td>1Decision: Keeping/Staying Safe & First Aid</td></tr> <tr><td>Yellow</td><td>1Decision: Keeping/Staying Healthy</td></tr> <tr><td>Orange</td><td>1Decision: Relationships & Growing & Changing</td></tr> <tr><td>Red</td><td>1Decision: Being Responsible & Fire Safety</td></tr> <tr><td>Blue</td><td>1Decision: Feelings and Emotions</td></tr> <tr><td>Pink</td><td>1Decision: Our World & 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>6. Smoking information poster (SW) <u>WALT: Promote reasons to never take up smoking</u></p> <p>7. Puberty (1D: Relationships) <u>WALT: Explain what puberty means and develop strategies to help with different stages of puberty</u></p> <p>8. Puberty grouped talk (across year group) (SW) <u>WALT: Listen to and ask questions about puberty</u></p> <p>9. Puberty Consolidation / Application (SW) <u>WALT: Consolidate our learning about puberty</u></p> <p>10. Protected Characteristics Book 5: Age – If All the World Were (SW) <u>WALT: Understand morals behind a story</u></p> <p>11. Protected Characteristics Book 6: Sexual Orientation, Diversity and Families – And Tango Makes Three (SW) <u>WALT: Understand morals behind a story</u></p>
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>Year 6</p>	<p>1. Zones of Regulation Recap – Y6 level (SW) <u>WALT: know what the Zones of Regulation are</u></p> <p>2. Making Friends Online (1D: Computer Safety) <u>WALT: Identify ways to keep yourself and others safe in a range of situations online and offline</u></p> <p>3. Cyberbullying (SW / Comp) <u>WALT: Know some good strategies to deal with cyberbullying</u></p> <p>4. Worry – Understanding and Responding to Negative Emotions (1D: Feelings and Emotions) <u>WALT: Develop a range of strategies to control and manage unpleasant emotions such as worry</u></p>	<p>1. Gender stereotyping and ideology (SW / Comp) <u>WALT: Identify and explain how the media play a powerful role in shaping gender ideologies</u></p> <p>2. British Values (1D: A World Without Judgement) <u>WALT: Describe strategies to overcome barriers and promote diversity and inclusion</u></p> <p>3. Valuing Protected Characteristics & The Equality Act (SW) <u>WALT: Value difference and diversity in the UK and beyond</u></p> <p>4. Water Safety (1D: Keeping & Staying Safe) <u>WALT: Develop strategies to keep ourselves and others safe</u></p> <p>5. Magistrates Visit - External (SW) <u>WALT: Debate the consequences of breaking laws</u></p>	<p>1. In-App Purchases (1D: Computer Safety) <u>WALT: Recognise possible influences and pressures to share images online</u></p> <p>2. First Aid – burns, heart attack & bones (1D: First Aid) <u>WALT: Identify a range of situations that may require first aid</u></p> <p>3. Puberty Y5 Recap (1D: Relationships) <u>WALT: Explain what puberty means and develop strategies to help with different stages of puberty</u></p> <p>4. Conception – RSE Element (1D: Relationships) <u>WALT: Develop understanding of the function of the female and male reproductive systems</u></p>																						

5. Stealing (UKS2) (1D: Being Responsible)

WALT: Explain what consent means & recognise the importance of being honest

6. Rail Safety – Y6 – Harrison’s Story (RSF National Rail)

WALT: Know why and how to stay safe in and around railways

7. Talking to Others: Online communication with friends & relationships (SW / Comp)

WALT: Explain some of the dangers of revealing personal information

8. First Aid – External Visitor Training (SW)

WALT: Learn and practise how to save a life

9. Importance of sleep (SW)

WALT: Understand why sleep is important

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

WALT: Understand morals behind a story

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

WALT: Understand morals behind a story

6. Using SMART Internet rules to scenarios (SW / Comp)

WALT: Apply SMART online safety knowledge to online activities

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

Colour key:

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.)

5. Puberty grouped talk (single sex talk) (SW)

WALT: Listen to and ask questions about puberty

6. Vaping & Smoking (SW)

WALT: Know how vaping affects the body

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

WALT: Understand morals behind a story