

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

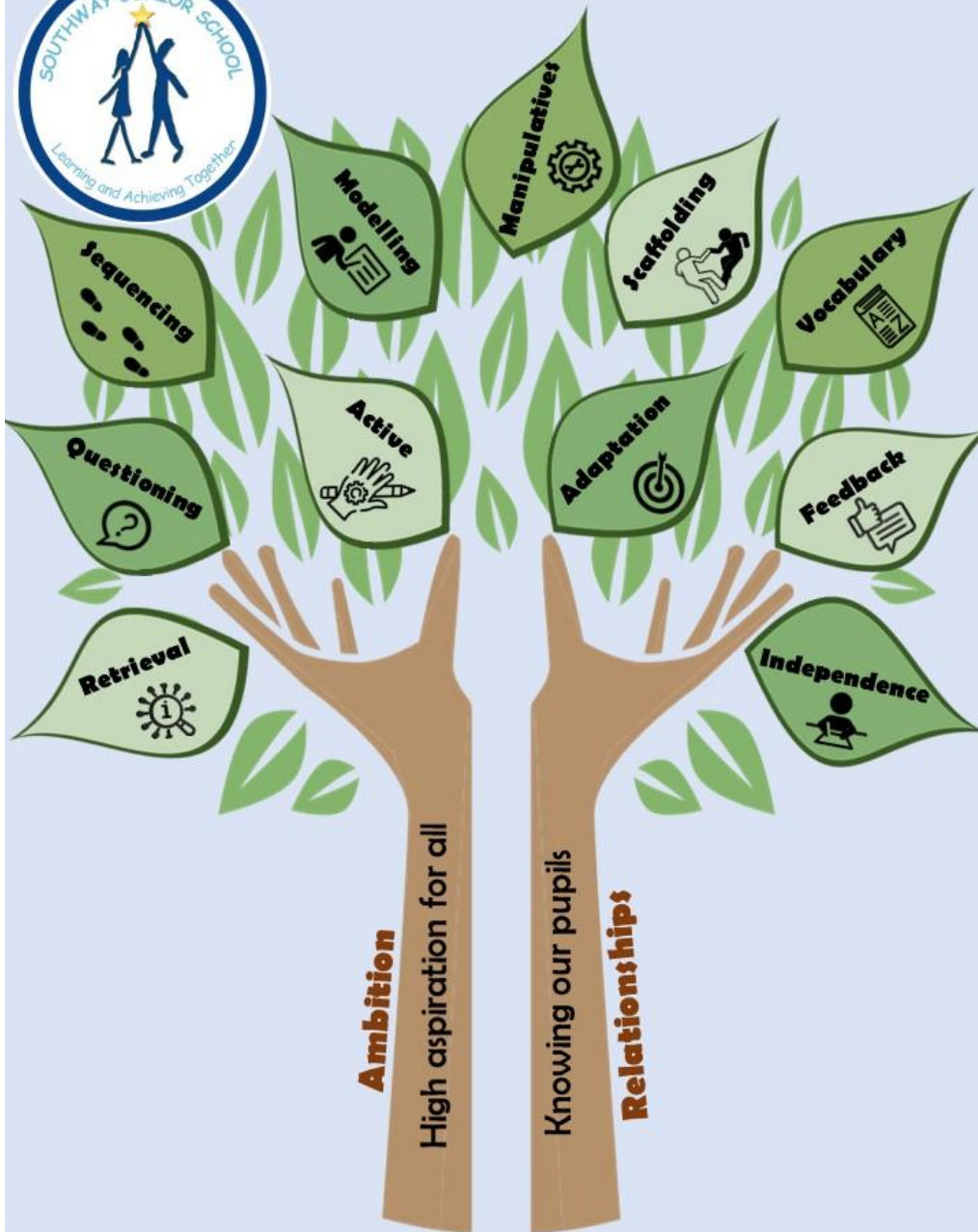
- Relationships
- Growing and Changing
- Being Responsible
- Feelings and Emotions
- Computer Safety & Digital Wellbeing
- Our World, Citizenship & The Working World
- Hazard Watch
- A World Without Judgement (inclusion and diversity)
- Fire Safety
- First Aid

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	
3	<p>1D: Road Safety 1D: Friendship 1D: Worry</p> <p>1D: Computer Safety 1D: Rule of Law (Brit. V.) 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 SW: Worries (worry bag st.) SW/Rail S.: Rail Safety (KS1) Comp.: E-mails</p>	<p>1D: Hazards 1D: Image Sharing 1D: Stealing Comp.: Online communic.</p>	<p>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?</p>	<p>1D: Medicine 1D: Petty Arson 1D: Hard Emotions inc. grief TLN: British Values: ... Comp.: Searching the www.</p>
4	<p>1D: Online Bullying 1D: Democracy (Brit. V) SW/Rail S.: Rail Safety Y4 Comp.: Cyberbullying Y4 SW: Zones of Regulation</p>	<p>1D: Jealousy 1D: Coming home on time Comp.: Super searchers</p>	<p>1D: Tolerance (Brit. V) 1D: Breaking down barriers</p> <p>Comp.: Plagiarism</p>	<p>1D: Cycle Safety 1D: Fire Station Visit TLN: British Values: ... Comp.: Online profiles</p>	<p>1D: Chores at home 1D: Texting While Driving Comp.: Communicating online</p>	<p>1D: Healthy Living 1D: Appropriate Touch 1D: First Aid TLN: British Values: ... Comp.: E-mails</p>
5	<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 1D: Looking out for others Comp.: Powerful passwords TLN: British Values: ...</p>	<p>SW: Good Guardians 1D: Inclusion and Acceptance SW: Worries (worry bag st.) Comp.: Spam</p>	<p>1D: Peer Pressure SW: Fire Fighters (external) Comp.: Search engines intro TLN: British Values: ...</p>	<p>1D: Enterprise Comp.: How search engines work 1</p>	<p>1D: First Aid 1D: Smoking 1D: Puberty Comp.: How search engines work 2 TLN: British Values: ...</p>
6	<p>1D: Making Friends Online Comp.: Cyberbullying Y6 SW: Zones of Regulation</p>	<p>1D: Worry 1D: Stealing Comp.: Talking to Others TLN: British Values: ...</p>	<p>1D: British Values – Y6 SW: Protected Ch: All & The Equality Act 2010 Comp.: Media stereotypes</p>	<p>1D: Water Safety Comp.: SMART Bots TLN: British Values: ...</p>	<p>1D: In-App Purchases 1D: First Aid Y6 – Part 1 SW: Magistrates external) SW: First Aid (external)</p>	<p>1D: Alcohol 1D: Conception 1D: First Aid Y6 – Part 2 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	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.