

Southway Junior School



PSHE (Personal, Social, Health and Economic) education / RSHE & RSE (Relationships, Sex and Health Education)

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**. When taught well, RSHE also helps pupils to achieve their academic potential. The **RSHE** curriculum is now a statutory subject. In 2020 the Department for Education has made changes to relationships and sex education following nationwide consultation which requires all schools to cover statutory requirements outlined at: www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

RSHE education 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**. Through RSHE children learn about **relationships, diversity, respect, healthy lifestyles, safety, the body** and how it **changes, reproduction and birth** in a **sensitive and age-appropriate way**. In the primary school we are building 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 in explicitly with our **school values** of respect, resilience, kindness and teamwork.

AIMS

The key objectives of the national RSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make students aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare students for 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
- Support students to use the internet safely and to recognise the benefits and risks that it brings
- Develop students' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable students to recognise and manage their emotions
- Provide students with the knowledge and skills to access appropriate support

The school's RSHE & RSE policy is available on our website: http://www.southwayjunior.co.uk/website/school_policies/37020

KEY STAGE 2 Curriculum

Southway's RSHE & RSE curriculum was created in collaboration with our local area when we consulted with parents, staff and governors. The results informed our curriculum, along with the West Sussex County Council's E4S (Education for Safeguarding) programme, the PSHE Association Programme of Study, of which 1Decision basis their programme of study on.

When covering year group curricular, teachers will revisit and revise previous years' concepts/coverage.

Using a hybrid of [1Decision](#) and [E4S](#), teachers will deliver the statutory RSHE curriculum. 1Decision (based on the PSHE Association's programme of study), will ensure coverage, whilst teachers will also refer to the WSCC E4S resource to enhance lessons.



PSHE & RSE curriculum map

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---|---|--|--|---|---|
| Year 3 | <u>Me and My World</u> Looking after our world Touch | <u>Me and My World</u> Hazard | <u>Invaders & Raiders</u> Staying safe Leaning out windows | <u>Invaders & Raiders</u> Medicine | <u>Battles and Bangs</u> Making friends online | <u>Battles and Bangs</u> Grief |
| Year 4 | <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 |
| Year 5 | <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 & Survival</u> Enterprise | <u>Seas, Storms & Survival</u> Smoking Puberty |
| Year 6 | <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 |

Curriculum Progression

PSHE, RSHE & RSE Curriculum

| Foci: | Year 3 Me and My World Raiders & Invaders Battles and Bangs | Year 4 Victorian Towns & Twisted Tales Mysterious Maya To Infinity and Beyond | Year 5 Power and Palaces / Tudors World War II Glorious Greeks / Rivers | Year 6 Frozen in Time / Stone Age Walk like an Egyptian Blood Bones & Body Bits |
|--|---|---|--|---|
| Keeping/staying safe (staying safe, leaning out of windows, cycle safety, peer pressure, water safety) | I know ways to keep myself and others safe. I can recognise risky situations. I can identify trusted adults around me. I can understand the differences between safe and risky choices. I can recognise a range of warning signs. I can spot the dangers we may find at home. I know the importance of listening to our trusted adults. I can understand ways we can keep ourselves and others safe at home. I know the differences between safe and risky choices. | I can identify strategies we can use to keep ourselves and others safe. I can recognise the impact and possible consequences of an accident or incident. I can identify what is a risky choice. I can create a set of rules for and identify ways of keeping safe. | I can identify strategies we can use to keep ourselves and others safe. I can recognise ways to manage peer pressure. I can explain the potential outcomes that may happen when we take risks. I can recognise the impact and possible consequences of an accident or incident. | I can identify a range of danger signs. I can develop and name strategies that can help keep myself and others safe. I can recognise the impact and possible consequences of an accident or incident. |

| Foci: | Year 3 Me and My World Raiders & Invaders Battles and Bangs | Year 4 Victorian Towns & Twisted Tales Mysterious Maya To Infinity and Beyond | Year 5 Power and Palaces / Tudors World War II Glorious Greeks / Rivers | Year 6 Frozen in Time / Stone Age Walk like an Egyptian Blood Bones & Body Bits |
|--|--|---|---|--|
| Hazard Watch/ A World without Judgement (Hazard, Breaking down barriers, Inclusion and Acceptance, British values) | I know what items are safe to play with and what items are unsafe to play with. I can name potential dangers in different environments. I know what food and drink items are safe or unsafe to eat or drink. I can name dangers that can affect others, for example younger siblings. | I can recognise positive attributes in others. I can explain why being different is okay. I can recognise my own strengths and goals, and understand that these may be different from those around me. I can identify some of the ways we can overcome barriers and promote equality. | I can identify some of the ways in which we are different and unique. I can explain some of the elements which help us to have a diverse community. I can describe strategies to overcome barriers and promote diversity and inclusion. | I can understand that there are a wide range of religions and beliefs in the UK. I can explain each of the British values. I can create a range of values for my educational setting. I can explain how all religions can live in cohesion. |
| Feelings and Emotions (Grief, Jealousy, Anger, Worry) | I can recognise and name emotions and their physical effects. I know the difference between pleasant and unpleasant emotions. I can learn a range of skills for coping with unpleasant/uncomfortable emotions. I can understand that feelings can be communicated with and without words. | I can recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good. I can describe how we can support others who feel lonely, jealous, or upset. I can recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people. I can demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as loneliness and jealousy. | I can recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant. I can explain how feelings can be communicated with or without words. I can recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people. I can demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger. | I can recognise my thoughts, feelings, and emotions. I can identify how we can reduce our feeling of worry. I can explain how we can support others who feel worried. I can recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people. |

| Foci: | Year 3 Me and My World Raiders & Invaders Battles and Bangs | Year 4 Victorian Towns & Twisted Tales Mysterious Maya To Infinity and Beyond | Year 5 Power and Palaces / Tudors World War II Glorious Greeks / Rivers | Year 6 Frozen in Time / Stone Age Walk like an Egyptian Blood Bones & Body Bits |
|---|--|---|---|---|
| Being responsible (Coming home on time, looking out for others, stealing) | | <p>I can recognise the importance of behaving in a responsible manner in a range of situations.</p> <p>I can describe a range of situations where being on time is important.</p> <p>I can explain the importance of having rules in the home.</p> <p>I can describe ways that behaviour can be seen to be sensible and responsible.</p> | <p>I can recognise why we should take action when someone is being unkind.</p> <p>I can describe caring and considerate behaviour, including the importance of looking out for others.</p> <p>I can demonstrate why it is important to behave in an appropriate and responsible way.</p> <p>I can identify how making some choices can impact others' lives in a negative way.</p> | <p>I can explain what consent means.</p> <p>I can recognise the importance of being honest and not stealing.</p> <p>I can explain why it is important to have a trusting relationship between friends and family.</p> <p>I can identify how making some choices can impact others' lives in a negative way.</p> |
| Keeping/Staying Healthy (Medicine, Healthy living, Smoking, Alcohol) | <p>I can know, understand, and be able to practise simple safety rules about medicine.</p> <p>I can understand when it is safe to take medicine.</p> <p>I know who we can accept medicine from.</p> <p>I can understand the differences between healthy and unhealthy choices.</p> | <p>I can explain what is meant by a balanced diet and plan a balanced meal.</p> <p>I can recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.</p> <p>I can understand nutritional information on packaged food and explain what it means.</p> <p>I can describe different ways to maintain a healthy lifestyle.</p> | <p>I can explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</p> <p>I can describe how smoking can affect your immediate and future health and wellbeing.</p> <p>I can give reasons why someone might start and continue to smoke.</p> <p>I can identify and use skills and strategies to resist any pressure to smoke.</p> | <p>I can identify what is a risky choice.</p> <p>I can identify the risks associated with alcohol (+ drugs - extension).</p> <p>I can describe how alcohol can affect your immediate and future health.</p> <p>I can develop and recognise skills and strategies to keep safe.</p> |

| Foci: | Year 3 Me and My World Raiders & Invaders Battles and Bangs | Year 4 Victorian Towns & Twisted Tales Mysterious Maya To Infinity and Beyond | Year 5 Power and Palaces / Tudors World War II Glorious Greeks / Rivers | Year 6 Frozen in Time / Stone Age Walk like an Egyptian Blood Bones & Body Bits |
|--|---|---|---|---|
| Relationships/ Growing and Changing (Touch, Appropriate touch, Puberty, Conception) | I can understand the difference between appropriate and inappropriate touch. I know why it is important to care about other people's feelings. I can understand personal boundaries. I know who and how to ask for help. I can name human body parts. | I can identify the different types of relationships we can have and describe how these can change as we grow. I can explain how our families support us and how we can support our families. I can identify how relationships can be healthy or unhealthy. I can explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable. | I can explain what puberty means. I can describe the changes that boys and girls may go through during puberty. I can identify why our bodies go through puberty. I can develop coping strategies to help with the different stages of puberty. I can identify who and what can help us during puberty. | I can explain the terms 'conception' and 'reproduction'. I can describe the function of the female and male reproductive systems. I can identify the various ways adults can have a child. I can explain various different stages of pregnancy. I can identify the laws around consent. |
| Computer Safety (making friends online, online bullying, image sharing) | I can identify possible dangers and consequences of talking to strangers online. I know how to keep safe in online chatrooms. I can name the positives and negatives of using technology. I can understand the difference between safe and risky choices online. | I can recognise the key values that are important in positive online relationships. I can identify the feelings and emotions that may arise from online bullying. I can develop coping strategies to use if we or someone we know is being bullied online. I can identify how and who to ask for help. | I can list reasons for sharing images online. I can identify rules to follow when sharing images online. I can describe the positive and negative consequences of sharing images online. I can recognise possible influences and pressures to share images online. | I know it is important to consider my online friendships and sources of information. I can understand that people sometimes behave differently online, including by pretending to be someone they are not. I know that some social media sites, computer games and online games are age restricted. I know why it is important to know how to respond safely and appropriately to adults you may encounter (in all contexts, including online) whom you do not know. |

| Foci: | Year 3 Me and My World Raiders & Invaders Battles and Bangs | Year 4 Victorian Towns & Twisted Tales Mysterious Maya To Infinity and Beyond | Year 5 Power and Palaces / Tudors World War II Glorious Greeks / Rivers | Year 6 Frozen in Time / Stone Age Walk like an Egyptian Blood Bones & Body Bits |
|---|--|--|--|---|
| Our World/The working world (looking after our world, chores at home, enterprise, in-app purchases) | I can explain the meaning of reduce, reuse, and recycle. I can recognise how we can help look after our planet. I can identify how to reduce the amount of water and electricity we use. I can understand how we can reduce our carbon footprint. | I can identify ways in which we can help those who look after us. I can explain the positive impact of our actions. I can describe the ways in which we can contribute to our home, school, and community. I can identify the skills we may need in our future job roles. | I can understand and explain why people might want to save money. I can identify ways in which I can help out at home. I can budget for items I would like to buy. I can recognise ways to make money and the early stages of enterprise. | I know and understand various money-related terms. I can recognise some of the ways in which we can spend money via technology. I can describe the potential impact of spending money without permission. I can identify strategies to save money. |



Resources to Support

PSHE & RSE Curriculum

WEBSITES

- 1decision website - <https://schools.1decision.co.uk/my-modules>
- West Sussex E4S PSHE & RSE Curriculum Builder - <https://www.e4swsccalpha.co.uk/what/rshe-e4s>
- PSHE Association - <https://pshe-association.org.uk/>
- Statutory RSHE & RSE curriculum - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf
-

BOOKS

- ...

PHYSICAL RESOURCES

-

Our 5-8 modules/topics

For more information on our resources, please visit: www.1decision.co.uk



Keeping/Staying Safe

- Road Safety
- Leaning Out of Windows
- Staying Safe
- Tying Shoelaces

Keeping/Staying Healthy

- Healthy Eating
- Brushing Teeth
- Washing Hands
- Medicine

Relationships

- Bullying
- Body Language
- Friendship
- Touch

Being Responsible

- Practice Makes Perfect
- Helping Someone in Need
- Stealing
- Water Spillage

Feelings and Emotions

- Jealousy
- Worry
- Anger
- Grief

Computer Safety

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

Our World

- Growing in Our World
- Living in Our World
- Working in Our World
- Looking After Our World

Hazard Watch

- Is it safe to eat or drink?
- Is it safe to play with?

Special Edition Module - Fire Safety

- Hoax Calling
- Petty Arson
- Enya and Deedee Visit the Fire Station
- Texting Whilst Driving

N.B. - These '5-8 modules/topics' covers years 1, 2 and 3. We will cover some of these units but not all of them.

Our 8-11 modules/topics



For more information on our resources, please visit: www.1decision.co.uk

Keeping/Staying Safe

- Cycle Safety
- Peer Pressure
- Water Safety
- Keeping/Staying Safe Documentary

Keeping/Staying Healthy

- Healthy Living
- Smoking
- Alcohol
- Keeping/Staying Healthy Documentary

Growing and Changing

- Relationships
- Puberty
- Conception
- Growing and Changing Documentary

Being Responsible

- Coming Home on Time
- Looking Out for Others
- Stealing
- Being Responsible Documentary

Feelings and Emotions

- Jealousy
- Anger
- Worry
- Feelings and Emotions Documentary

Computer Safety

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

The Working World

- Chores at Home
- Enterprise
- In-App Purchases
- The Working World Documentary

A World Without Judgement

- Breaking Down Barriers
- Inclusion and Acceptance
- British Values
- A World Without Judgement Documentary

Special Edition Module - First Aid

- First Aid - Year 4
- First Aid - Year 5
- First Aid - Year 6 (Part 1)
- First Aid - Year 6 (Part 2)



| Vocabulary Progression | | |
|--|--|--|
| Basic / beginning Years 1 & 2 | Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and contrast Recall Reason/speculate | |
| Developing Years 3 & 4 | Summarise Synthesise Explain Demonstrate understanding | |
| Specialised Years 5 & 6 | Empathise Reach informed conclusions Make reasoned judgements Justify Apply Evaluate Critique Hypothesise | |