Curriculum: RSHE

Deepcar St. John's C.E. Junior School

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Vision

"At Deepcar St John's, our RSHE vision is to enable every child to flourish and experience 'life in all its fullness.' Grounded in our Christian ethos, we provide a safe and inclusive environment where pupils are cherished as unique individuals. We empower our students with the wisdom to build healthy relationships, the resilience to navigate life's challenges, and the character to live well with others in a diverse world".

The Five Pillars of Our Vision

- **Knowledge (Truth and Wisdom):** We provide honest, medically accurate, and age-appropriate information about the human body, health, and the law. Pupils learn to distinguish between factual knowledge and moral opinions, gaining a clear understanding of their rights and the characteristics of healthy families and friendships.
- **Skills (Agency and Resilience):** We equip pupils with practical skills for life, including effective communication, emotional regulation, and the ability to set and respect boundaries. Students are taught to be assertive, to make informed decisions, and to "disagree without being disagreeable".
- **Values (Character and Virtue):** Our curriculum is set within a moral framework of Christian virtues such as kindness, honesty, respect, resilience, and a sense of community. We promote a culture of mutual respect where differences of lifestyle and opinion are treated with dignity.
- **Safety (Protection and Guidance):** Safeguarding is at the heart of our teaching. We empower pupils to recognize risks online and offline—from social media pressures to physical safety (water, road, and rail)—ensuring they know how and when to seek help from trusted adults.
- **Wellbeing (Wholeness and Hope):** We nurture the "inner life" and physical health of every pupil.

Our curriculum supports mental wellbeing by exploring themes of self-worth, change, and loss (including bereavement), helping children to stay healthy, happy, and hopeful for their future.

Intent

1	We want to give children the skills to build happy, healthy relationships with family and friends.
2	We want to equip our children with the ability to spot danger when online.
3	We want our children to understand what discrimination is and give them the skills to challenge discrimination when they see it.
4	We want to ensure that the mental wellbeing of our children is good and give them strategies to use when they feel challenged.
5	We want to give our children all of the facts on how to live a healthy lifestyle.
6	We aim to help our children with the challenges of growing up using appropriate content for each age group.
Key Concepts	Relationship • Family & Friends • Online Safety Health & wellbeing • Mental wellbeing • Physical health • Growing up

Implementation

1. **Consult Parents:** Maintain transparency by sharing all curriculum materials and involving parents in policy development.
2. **Audit the Curriculum:** Use the PSHE Association audit tools to ensure new topics like online financial harms and anatomical naming are included.
3. **Staff Training:** Utilize 2026 training grants to upskill staff in handling sensitive topics with confidence and faith-sensitivity.
4. **Teaching:** Lessons are taught by the same individual on a weekly basis keeping consistency in delivery. Lessons are taught using the Learn Sheffield curriculum and resources.

Impact

When children leave Deepcar St John's at the end of Key Stage 2, the impact of our RSHE curriculum will be seen in their transition to secondary school as **confident, respectful, and self-aware individuals**. They will possess the foundational character and "life-readiness" required to navigate the increasing complexities of adolescence in 2026.

Our leavers will demonstrate the following lasting impacts:

- **Emotional Literacy:** They will leave with the ability to articulate their feelings and the **resilience** to manage "big emotions." They will recognize that mental wellbeing is as important as physical health and will know a variety of strategies to maintain both.
- **Relational Safety:** Our pupils will understand what constitutes a **healthy friendship** versus an unhealthy one. They will have the vocabulary and confidence to set **personal boundaries** and will understand the importance of seeking permission and respecting the word "no."
- **Digital Integrity:** As they move to schools where social media use often increases, our leavers will be equipped to stay **safe online**. They will be critical thinkers who can identify misinformation and understand the long-term impact of their "digital footprint."
- **Respect for Diversity:** Grounded in our Christian values, our students will leave with a deep-seated respect for the **dignity of every person**. They will be inclusive individuals who celebrate different family structures and backgrounds, standing up against bullying and prejudice.
- **Physical Agency:** Pupils will graduate with an age-appropriate, factual understanding of their bodies—including the changes of **puberty**—using correct anatomical language. This knowledge ensures they feel empowered rather than fearful about their physical development.
- **Help-Seeking Confidence:** Perhaps most importantly, every child will leave knowing they have a **right to be safe**. They will be able to identify "trusted adults" and have the communication skills to ask for help for themselves or others whenever they feel unsafe or overwhelmed.

National Curriculum

Overview of learning Single Year Groups

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	British Values -Democracy -Rule of Law -Individual Liberty -Respect & tolerance	Anti-Discrimination -Introduction -Talking about race & Racism -Defining anti-racism (fr1)-What makes a good friend? (os1)- Friendship Online	(fa1)- Do families always stay the same? (fa2) Are all families like mine? Os2) BBFC "Lets watch a film"	(p1)- Keeping Healthy (p2)-How do I get a healthy diet? (os3) PSHE association Paying to play"	(p3)-How do I stop getting ill? Os4) PSHE Association accredited. Guardian Foundation NewsWise	(m1) How do I manage my feelings?
Year 4	Fa3) Are boys & girls the same? Os5) PSHE Association Pick Your Pics	Fr2) Are all friends the same? Fr3) Are friendships always fun?	M2) Are we happy all the time? M3) Managing worries and moods M4) Self esteem	P4) Keeping safe at home and emergencies Os6) Google and Parent zone Be internet Legends (1-6) * Optional	P5) Water Safety P6) Sun Safety	G1) How will my body change as I get older?
Year 5	Anti-Discrimination -Introduction - Unconscious Bias - Being anti-racist in our actions Fa1) Why do some people get married? Fa2) Are families ever perfect? Fa2) Consent for children	Fr1) What makes a good friend? Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do? Os1) CEOP connect Lessons 1, 2, 3	M1) Responding to feelings Os2) Newswise Lessons 3, 5 6	M2) Anxiety P1) Preparing and planning a healthy meal Os3) London Police Cyber Detectives	G1) How does my body change during puberty? Os4) National Cyber Security Centre NCSC: Cyber Sprinters Lesson 3	G2) Puberty males G3) Puberty females <u>Y6 ONLY</u> GHR1) Human Reproduction GHR2) Conception to birth
Year 6	Anti-Discrimination -Introduction -Representation matter -Myth Busting Fa3) I s there such a thing as a normal family? Os5) PSHE Association Pick Your Pics	Knife Crime (visitor) Fr4) Why are some people unkind? Fr5) What are stereotypes? Os6) PSHE Association Understanding AI: Rights, safety and wellbeing	Fr6) How do I accept my friends for who they are? M3) Navigating change and loss Os7) PSHE Association with the Home Office: Digital Deception Understanding	P2) Understanding drugs <u>Crucial Crew</u> and Physical Safety Os8) Optional Google and Parentzone: Be Internet Legends Lessons 7-12	G1) How does my body change during puberty? - Recap Os8) Optional Google and Parentzone: Be Internet Legends Lessons 7-12 Cont.....	<u>Y6 ONLY</u> GHR1) Human Reproduction GHR2) Conception to birth

2 year rolling programme:

Year 1

Overview of Learning – Mixed Year Group						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	Fa3) Are boys and girls the same? Fr2) Are all friends the same? Fr3) Are friendships always fun? Os5) National Cyber Security Centre NCSC: Cyber Sprinters		M2) Are we happy all the time? M3) Managing worries and moods M4) Self esteem P4) Keeping safe at home and emergencies		P5) Water safety P6) Sun safety Os6) Google and Parentzone Be internet Legends (1-6) * Optional G1) How will my body change as I get older?	
Year 5/6	Anti-Discrimination -Introduction -Representation matter -Myth Busting Fa3) I s there such a thing as a normal family? Os5) PSHE Association Pick Your Pics Knife Crime (visitor) Fr4) Why are some people unkind? Fr5) What are stereotypes? Os6) PSHE Association Understanding AI: Rights, safety and wellbeing		Fr6) How do I accept my friends for who they are? M3) Navigating change and loss Os7) PSHE Association with the Home Office: Digital Deception Understanding P2) Understanding drugs Crucial Crew and Physical Safety Os8) Optional Google and Parentzone: Be Internet Legends Lessons 7-12		G1) How does my body change during puberty? - Recap Os8) Optional Google and Parentzone: Be Internet Legends Lessons 7-12 Cont….. Y6 ONLY GHR1) Human Reproduction GHR2) Conception to birth	

Year 2

Overview of Learning – Mixed Year Group

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	British Values -Democracy -Rule of Law -Individual Liberty -Respect & Tolerance of those with different faiths and cultures. Anti-Discrimination -Introduction -Talking about Race & Racism - Defining anti-racism Fr1) What makes a good friend? S1) Friendships online		Fa1) Do families always stay the same? Fa2) Are all families like mine? Os2) BBFC "Let's watch a film" What can we watch? P1) Keeping healthy P2) How do I eat a healthy diet? OS3) Paying to Play		P3) How do I stop getting ill? M1) How do I manage my feelings? Os4) PSHE Association accredited. Guardian Foundation NewsWise	
Year 5/6	Anti-discrimination -Introduction -Unconscious bias -Being anti-racist in our actions Fa1) Why do some people get married? Fa2) Are families ever perfect? Fa2 cont) Consent for children Fr1) What makes a close friend? Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do? -Os1) CEOP Connect -Lesson 1 -Lesson 2 -Lesson 3		M1) Responding to feelings M2) Anxiety P1) Preparing and planning a healthy meal Os2) Newswise -Lesson 3 -Lesson 5 -Lesson 6 Os3) PSHE Accredited London Police Cyber Detectives		G1) How does my body change during puberty? G2) Puberty males G3) Puberty Females Os4) National Cyber Security Centre NCSC: Cyber Sprinters Lesson 3 <u>Y6 ONLY</u> G HR1) Human reproduction G HR2) Conception to birth	

Subject progression

1 Families

Year 3

Fa1) Do families always stay the same?

Objectives
- Understand that families can change
- Understand that parents can split up and people can die
- Know that these events are not the fault of the child

-That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

Key vocabulary
Foster care, adoption, divorce, break-up, death, grief, illness, disability

Fa2) Are all families like mine?

Objectives
- Appreciate that there are many differences between families and all families are unique
- Understand that there are far more similarities than there are differences
- Understand there is no one set family structure
- Appreciate that any type of family can provide love and support

Key vocabulary
Religion, skin colour, Islam, Muslim, mosque, prayers, represent, discrimination, same sex

Fa3) Are boys and girls the same?

Objectives
- Understand that all people deserve respect, even if they are different to other people
- Appreciate that we all have different abilities and find different things challenging
- Discuss the similarities and differences between boys and girls

Key vocabulary
Gender, stereotype, sexism bullying, disability, diversity, religion

Year 4

Year 5

Fa2) Are families ever perfect?

Objectives
- Identify the positive features that should be present in a family

- Learn how to disagree with respect

- Know the difference between secrets and surprises (when to break confidentiality)

- Understand the concept of consent

- Revisit that “My body belongs to me”
[private parts, exceptions (doctors), FGM prevention*]

Key vocabulary
Consent, secrets, surprises, unwanted, fault

Fa3) Is there such a thing as a ‘normal’ family?

Objectives
- Understand the diversity of home lives
- Appreciate that many people have heritage from other countries and may have dual heritage
- Understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun

Key vocabulary
Difference, conventional

Year 6

Subject progression			
2 Friends			
Year 3	Year 4	Year 5	Year 6

Fr1) What makes a good friend?

Objectives
- Appreciate that we have responsibilities to our friends
- Acknowledge that other people's emotions are important
- Understand that our actions can affect other people's feelings
- Learn what we can do to maintain healthy relationships

Key vocabulary
Happy, safe, trust, respect, honesty, kindness, generosity, interests, experiences, support, problems, welcome

Fr2) Are all friends the same?

Objectives
- Understand that differences in gender, skin colour, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment

Key vocabulary
Differences, race, religion, disability bullying, discrimination

Fr3) Are friendships always fun?

Objectives
- Understand that relationships come with a mixture of positive and negative emotions
- Appreciate that friendships are not always perfect
- Understand that it is normal to disagree with your friends
- Develop techniques to deal with conflict within friendships
- Understand when a relationship is unhealthy and when support is required

Key vocabulary
Disagreement, positive and negative emotions, perfect, compromise

Fr1) What makes a close friend?

Objectives
- Understand what it takes to be a good friend

- Empathise with people who are excluded
Key vocabulary
Kindness, friendship, inclusion, transition

Fr2) Can we be different and still be friends?

Objectives
- Understand that we don't have to be the same as everyone else to have friends
- Appreciate that we should respect other people, irrespective of their unique characteristics
- Understand that friendships change over time, and our friends often have different opinions, feelings and motivations to ours
- Understand loneliness and that we won't always have the friends we want, all of the time.

Key vocabulary
jealousy, betrayal, different, excluding, including, kindness, loneliness

Fr3) Should friends tell us what to do?

Objectives
- Understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship
- Appreciate that friends should make us feel good and safe
- Identify behaviour that is controlling or manipulative
- Identify issues around consent and coercion

Key vocabulary
Friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure

Knife Crime Lessons x 2

Fr4) Why are some people unkind?

Links with M3) Why do we argue

120 minutes

Objectives
- Identify the reasons why some children bully
- Understand that violence is always wrong, our body belongs to us
- Develop skills to avoid conflict and reconcile differences

Key vocabulary
Bullying, cyberculling, discrimination, insecurities, fear, anger

Fr5) What are stereotypes?

180 Minutes
(Break into 2+ sessions)

Objectives
- Understand what stereotypes are
- Critique media and identify stereotypes in the world around them
- Learn how to challenge stereotypes when they see them

Key vocabulary
Gender stereotypes, male, female, man, woman, sexism

Fr6) How can I accept my friends for who they are?

Objectives
- Understand that everyone has similarities and differences that make them unique
- Recognise that accepting others helps everyone feel safe, respected and included
- Understand that prejudice, including racism and homophobia, harms individuals and communities
- Reflect on how to celebrate diversity

Key vocabulary

Subject progression

3 Online Safety

Year 3	Year 4	Year 5	Year 6

Os1) CEOP: Play Like Share - Level 1, 3 Sessions

- "Block him right good Alfie"
- Magnus -appropriate and in appropriate contents and trusted adults
- "They have fans we have friends" - resisting peer pressure and How internet is used positively

Tackles exploitation in an age-appropriate way

Os2) Lets Watch a Film

British Board of Film Classification Resources.
Build on KS1 Sessions
Allow discussion of age restrictions and reasons as well as respecting other families' decisions. Also tackles peer pressure
LS will add to this when situation on clearer re gaming and social media sites and PEGI ratings. These can however be discussed a spart of this work.

Os3) Paying to Play – coming soon

The PSHE Association have this under development and it will be a welcome addition to LKS2 at an age when a number of children are starting to use online games.

Os4) PSHE Association accredited. Guardian Foundation NewsWise

- How news affects feelings (lesson 4): explores the link between the news and emotional wellbeing, and that people react differently to news stories.
- Fake or real news? (lesson 6): introduces strategies for questioning news, and deciding whether a story is real or fake.
- Questioning images in the news (lesson 7): explores the importance of questioning images in the news, and some ways in which images can be misleading.

Os5) National Cyber Security Centre NCSC: Cyber Sprinters

- Creating and managing passwords
- Protecting your devices

Os6) Google and Parentzone Be internet Legends (1-6) * Optional
Age 7-9 lessons
Centred around a game but lots of lesson ideas for short sessions to compliment all of above if schools prefer
Full Curriculum pack downloadable here

Os1) NCA _CEOP Connect (Lessons 1, 2 and 3)

- Ellie – Changing Friendships includes Change and Loss
- Samir – Gaming and Cyberbullying
- Dylan – Problems in Group Chat

Os2) Guardian Foundation NewsWise Lessons 3, 5 and 6

- Managing feelings about the news (lesson 3): analyses the emotional impact of news and gives pupils strategies to manage feelings related to the news.
- Spotting fake news (lesson 5): helps pupils understand the nature of fake news and its potentially harmful impact on individuals.
- Understanding that news is targeted (lesson 6): helps pupils understand that online information is ranked, selected and targeted and supports them to become critical consumers of such information.

Os3a) PSHE Accredited London Police Cyber Detectives

- What is Online Fraud
- Where Can Online Fraud Occur

Os4) National Cyber Security Centre NCSC: Cyber Sprinters Lesson 3
Lesson 3 Suspicious Contact (L1 and L2 Covered in LKS2)

Os5) PSHE Association Pic Your Pics
1 Lesson

This lays the foundation knowledge for more detailed work in KS3
For Selected Children NCA-CEOP Connect Lesson 4 could be used. This mentions underwear photos.

Os6) PSHE Association Understanding AI: Rights, safety and wellbeing

- Lesson 1 explores what artificial intelligence (AI) is and how it is used in our daily lives.
- Lesson 2 covers children's rights and how they can be impacted by AI.
- Lesson 3 focusses on AI chatbots and how they are different from humans.

Os7) PSHE Association with the Home Office: Digital Deception Understanding Deepfakes and Manipulated Images

- The impact of generative AI
- To learn about why and how AI-generated images and videos are used online.
- To learn about the impact of AI-generated images and videos.
- The ethics of AI images
- To learn about the ethics of creating and sharing AI-generated images or videos.

Os8) Optional Google and Parent zone: Be Internet Legends Lessons 7-12
6 Sessions *Optional
Age 9-11 lessons

Centred around a game but lots of lesson ideas for short sessions to compliment all of above if schools prefer
Full Curriculum pack downloadable here

Subject progression

Health & Wellbeing

Year 3	Year 4	Year 5	Year 6

M1) How do I manage my feelings?

Objectives
Understand the range and scale of emotions that they may experience in different situations and how to manage these feelings.

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Key vocabulary
Responsibility, anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, ashamed, regret, apologise, stress

M2) Do we have to be happy all the time

Objectives
- Understand the range of powerful emotions that we can have
- Learn what to do if we experience low moods

Key vocabulary
feelings, emotions, sadness, depression, anger, happiness, love, self-esteem

M3) Managing worries and moods

M4 Self esteem

P1) How do I keep my body healthy?

Objectives
- Understand the reasons why active lifestyles and healthy diets can have a positive effect on our lives
- Appreciate that they need to balance choices that are 'good for them' and choices that bring joy
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- Getting enough sleep (what might stop you from getting the right amount?)

Key vocabulary
Active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance

P2) How do I eat a healthy diet?

Know how to make informed choices about the food we eat.

P3) How do I stop getting ill?

Objectives
- Understand the importance of hygiene, especially hand washing

Key vocabulary
Germs, bacteria, virus, hygiene, infection

Oral hygiene

P4) Keeping safe at home and emergencies?

Objectives
- Identify common dangers that they may encounter at home and know what do in an emergency.
  - Chemicals and medicines
  - Water
  - Fires
  - Batteries
  - Knives

- Know what to do in an emergency
  - Telling adults
  - Calling emergency services

Key vocabulary
Chemical, medicine, needles, emergency, police, fire brigade, ambulance

P5) Keeping safe - Water safety

M1) Responding to feelings. Do you know what triggers your emotions?

Objectives
- Where and how to seek support (including recognising the triggers

- Identify comfortable and uncomfortable emotions and the impact these have on our mental wellbeing

- Identify our own triggers for uncomfortable emotions

- Understanding that some people find it hard to read and express emotions

Key vocabulary
Angry, anxious, worried, frustrated, confused, emotional reaction

M2) Understand how Feelings of Anxiety can make us feel isolated and lonely. And when and how to seek support

That isolation and loneliness can affect children, and the benefits of seeking support.

M3 Navigating change and loss

Objectives
That change and loss including bereavement can provoke a range of feelings
That grief is a natural response to bereavement
Everyone grieves differently.

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P1) Planning and preparing a range of healthy meals

Objectives
- Understand the reasons why active lifestyles and healthy diets can have a positive effect on our lives
- Appreciate that they need to balance choices that are 'good for them' and choices that bring joy
-
- Getting enough sleep (what might stop you from getting the right amount?)

Key vocabulary
Active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance

P2) Keeping our bodies healthy and safe.
Exploring facts about harmful substances

How do I save a life?

Objectives
- Identify common hazards

- Know basic first aid techniques

- Understand how to react in emergency situations

- Understand when and how to make an emergency 999 call

Key vocabulary
Danger, hazard, risk, environment

GP2- Puberty How do males change during puberty?

Key vocabulary
Hormones, moods, anxiety, insecurity, self-conscious, risk

GP3 Girl talk
Key vocabulary
Hormones, moods, anxiety, insecurity, self-conscious, risk

P6) Keeping Safe Sun Safety **GP1) How will my body change as i get older?**	**HR 1 Human reproduction** Key vocabulary