



RSHE on a Page

Alfreton Park

RSHE Non-Negotiables

Zones of Regulation	Safeguarding and Safe Discussions
<p>This framework supports pupils to recognise, understand and manage their emotions so they are ready to engage in learning.</p> <ul style="list-style-type: none"> • Begin with a check-in so pupils can identify their current emotional "zone". • Encourage pupils to name feelings and recognise triggers. • Teach and practise regulation strategies e.g., breathing, movement breaks, calm spaces. • Reinforce that all emotions are valid, but behaviour choices matter. <p>The impact of using this framework builds emotional literacy, supports respectful discussions during sensitive topic and helps pupils develop lifelong self-regulation strategies.</p>	<p>RSHE lessons follow safeguarding principles to ensure pupils feel supported and protected.</p> <p>Key approaches:</p> <ul style="list-style-type: none"> • Establish clear ground rules before sensitive topics. • Use distancing techniques (stories, characters, scenarios). • Encourage pupils to speak to trusted adults if they need support. • Provide signposting to school safeguarding staff or where to get further information e.g., NSPCC, Childline etc. <p>These approaches create safe environments for learning to take place.</p>
Book/Earwig Expectations	Assessment
<ul style="list-style-type: none"> • All Formal pupils have a purple RSHE book which must be labelled using the labels given to classes at the start of the year. • Each piece of work must include a date and LO which is underlined. • Formal classes should evidence work completed on a weekly basis. • RSHE lessons to be earwigged twice per half term for the Informal, Semi-formal, EYFS and Pre-Formal pathway. 	<p>Pupils are assessed using a variety of methods to ensure we capture their progress accurately and meaningfully.</p> <ul style="list-style-type: none"> • Termly B Skills/B Levels assessments to monitor progress across skills. • Digital tracking through Earwig Academic to record, review, and celebrate individual achievements over time. • Ongoing assessment linked to personalised targets and EHCP outcomes, linked to Social, Emotional and Mental Health.

	<p>Our RSHE curriculum is informed by guidance from the PSHE Association, the national body for personal, social, health and economic education.</p> <p>Ensuring:</p> <ul style="list-style-type: none"> • Age-appropriate and sequenced learning • Coverage of statutory RSHE requirements • High-quality teaching resources and guidance • Development of knowledge, skills, and values
	<p>The Special Smiles Award supports our commitment to wellbeing, positive relationships, and inclusive school culture. Through this initiative we:</p> <ul style="list-style-type: none"> • Promote kindness and empathy • Celebrate positive behaviour and achievements • Encourage pupils to support one another • Reinforce the importance of mental and emotional wellbeing
<p>Online Safety</p>	<p>Online safety is embedded throughout RSHE learning and linked with our safeguarding curriculum.</p>



<ul style="list-style-type: none"> • Quality First Teaching • Symbols/Makaton/keywords • My Turn Your Turn • Multi-sensory approach • Positive Praise • Consistent Routines • Multi-sensory opportunities. • Zones of regulation
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Cognition and Learning SEMH	Communication and Interaction Physical and Sensory
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	<p>Learning includes:</p> <ul style="list-style-type: none">• Responsible online behaviour• Understanding privacy and digital footprints• Recognising and reporting online risks• Building healthy relationships online• Knowing where to seek help or report concerns <p>This supports pupils to become safe, respectful, and responsible digital citizens.</p>
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