

What RSHE looks like at Church Drive Primary School

We plan our creative curriculum so the children build a sense of belonging and being in the world.

Curriculum Intent

What RHE looks like in our school:

RHE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity and safety. The RHE curriculum is designed to promote independence, resilience and critical thinking skills to help children stay healthy and safe and maintain their own physical and mental well-being. Well planned and delivered RHE education helps children to achieve their academic potential, and leave school equipped with skills they will need throughout later life. In our school, you would see:

- RHE has a dedicated curriculum time in our timetable. RHE teaching aims to support the children to develop the knowledge, skills and attitudes they will need to successfully navigate 21st century life. RHE work takes place in timetabled lessons following the Kapow scheme of work – it covers the Relationship and Health Education statutory guidance as set out in the DFE and also covers wider PSHE learning in line with the requirement of the National Curriculum.
- Discussions and activities take place during whole class input times, circle times, in small groups and in pairs.
- Developmentally appropriate listening skills activities are used across the year groups.
- Indirect teaching takes place as situations arise based on the individual children's needs or for specific situations or events.
- Special school events such as Mental Health Week and Walk to school week are planned into the school calendar of celebrations.
- Links with a Kenyan school is reflected in our Global School display.
- The democratic process is demonstrated by holding elections for our school council, head girl and head boy, and children are represented by their elected school council members in school and in the community.

This is our philosophy:

- Children learn through exploring and challenging their own and other children's ideas and attitudes in a variety of contexts both in and outside lessons.
- The RHE curriculum is adaptive and responsive to children's changing needs, what children tell us they want from their RHE curriculum to social trends and issues such as Coronavirus and new social media apps, and in response to the local demographic of the school.
- Cross-curricular links to other subjects such as history, science and

PE.

- RHE is taught with a positive focus. Lessons will allow children to explore and define ways to stay safe and healthy and will not for example, use 'shocktactics' or make negative judgements on other people's life choices.

This is the knowledge, understanding and skills children will have by the end of primary school:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That people sometimes behave differently online, including by pretending to be

someone they are not.

- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so and where to get advice e.g. family, school and/or other sources.

Curriculum Implementation

This is how it works:

- RHE work takes place in timetabled lessons following the Kapow scheme of work – it covers the Relationship and Health Education statutory guidance as set out in the DfE, and also covers wider PSHE learning in line with the requirement of the National Curriculum.
- Sex education had been included in line with the DfE recommendations and is covered in Year 6.
- The scheme support the requirements of the Equality Act through subject teaching, such as learning about different families, the negative effects of stereotyping and celebrating differences.
- RSHE work is evidenced in whole class books, on class Twitter pages with the #RSHE hashtag, through artwork and displays around the school promoting values and diversity, through class celebration and at school assemblies.
- Children show their RSHE learning more widely in the school community by embodying the principles of RSHE in their interactions with other children, staff and visitors. This is evidenced through the weekly Values Assemblies.

This is what adults do:

- Staff model positive attitudes to RSHE teaching and embody, promote and value resilience, independence, diversity and mental and physical wellbeing in all areas of school life.
- Staff ensure that RSHE lessons are a safe and respectful place to explore personal and sensitive issues in which each child has the right to their own opinions and have a voice.

This is how we support and ensure access for all children:

- All lessons have opportunities for differentiation to stretch our more able learners and support children who need it.
- English as an additional language can participate with equality.
- Small group/1:1 adult support given where required.
- Ensuring that a range of equipment and resources are available to ensure success for all pupils.
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills.
- Staff will be sensitive to the backgrounds and experiences of children when planning and delivering RSHE to ensure that the issues covered do not cause distress or confusion.

Curriculum Impact

This is what you might typically see:

- respectful behaviour and language during RSHE lessons.
- thoughtful, knowledgeable and engaged learners.
- work whole class, in small groups, pairs and circle times.
- children who have the confidence and language to be able to challenge their perceptions and perspectives and those of others.
- children who are empowered and enabled to direct their own learning.
- children who demonstrate that they have respect for the thoughts and beliefs of others.

This is how we know how well our pupils are doing:

- each lesson features assessment guidance.
- each unit of lessons in the Kapow scheme comes with an assessment quiz and knowledge catcher activity.
- observations of our children speaking to others and behaving around each other during lessons and breaks
- what the children tell us what they think about their RSHE learning at our pupil consultations and through surveys
- through observations added to Twitter using the #RSHE hashtag and work in the class big books
- what parents and families tell us as part of the RSHE working group process

This is the impact of the teaching:

- children who know what healthy and positive relationships looklike and how to deal with changes and conflict in those relationships
- children who are confident to discuss sensitive issues and know where to find help and advice
- children who have high self-esteem and confidence
- children who respect the differences between people
- children who involve themselves fully in the community life of the school including making decisions about issues
- well-developed personal qualities and values that will equip them to meet the wider social demands of young adult life
- children have responsibility for their actions and are aware of their actions on others
- children who use thinking skills to make rational and informed decisions
- children who have knowledge of their own physical and mental health and the mental health of others

