



Curriculum Statement – Relationships, Sex and Health Education

Our RSHE Curriculum

Intent

The primary intention of RSHE education at Strawberry Fields is to provide children with the knowledge, skills and strategies to develop mental well-being, to stay safe, to make healthy choices and to have their emotional and mental health enriched and supported by their experiences at school.

Our curriculum will:

- be an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetable lessons across all Key Stages
- RHE (Relationships and Health Education) will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week)
- be taught by staff regularly trained in RSE and PSHE (with expert visitors to enhance and supplement the programme where appropriate)
- ensure that school holds conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting our RSHE Policy. School leaders will decide how engagement can best be conducted to encourage and enable maximum participation
- work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- deliver lessons where pupils feel safe and encourage participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- be based on reliable sources of information, including about the law and legal rights, and distinguish between fact and opinion
- promote safe, equal, caring and enjoyable relationships and discuss real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- give a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and how to stay healthy in ways that are appropriate to their age and maturity
- gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- include learning about how to get help and treatments from sources such as the school nurse and other health and advice services, including reliable information online
- foster gender equality and LGBTQ+ (lesbian, gay, bisexual, trans, queer/questioning) equality and challenge all forms of discrimination in RSE lessons and in every-day school life
- meet the needs of all pupils with their diverse experiences – including those with special educational needs and disabilities
- seek pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Implementation

Our RSHE curriculum plan is based on the PSHE Association Scheme of Work. It highlights resources that have been quality assured by the PSHE Association or recommended by the DfE as part of their RSHE training modules.

RSHE teaching in Years 1-6 is divided into three strands:

- Relationships
- Health and Well-being
- Living in the wider world

These strands ensure full coverage of the PSHE Association scheme of work, and will ensure that the intention of our curriculum is delivered fully, above and beyond statutory requirements.

Learning objectives in the progression plans are divided into phases – KS1, Lower KS2 and Upper KS2. This allows time for key learning to be revisited and embedded over a two year cycle.

The curriculum will be delivered through:

- A weekly RSHE lesson
- Relevant assembly topics led by the Senior Leadership Team
- Analysis of pupil and parent feedback (e.g. the My Health My School survey)
- Monitoring of local issues of concern in Leeds (e.g. childhood obesity, dental health)
- Professional visitors to enhance children's knowledge and understanding

The basis of our weekly RSHE lessons in Key Stage 1 and 2 is the PSHE Association scheme of work. This scheme and its associated quality assured resources supports non-specialist RSHE teachers to deliver the full curriculum. All children in Key Stage 2 have an RSHE Journal to record their learning in a variety of ways. Samples of resources we use can be found on the school website.

The PSHE Association Scheme of Work has very high expectations for children's outcomes. We believe it is absolutely right that the children at Strawberry Fields are given the opportunity to attain these standards, and that the expectation of our staff is that these standards can be reached by our children. Ongoing training is provided annually to ensure staff feel confident in delivering these outcomes.

Impact

The impact of our RSHE curriculum is assessed through:

- **Pupil voice conversations**
Are pupils able to explain and/or demonstrate their learning at an appropriate level? Just as importantly, can they explain how they would react in particular scenarios, or suggest an appropriate solution to a problem? Are pupils using opportunities to ask questions (confidentially if they wish), for example, using the Ask-It-Basket?
- **Monitoring**
The RSHE leader will conduct discussions about RSHE teaching with staff and pupils, and will drop-in to lessons, as well as monitoring work in RSHE Journals. Senior Leadership and Phase Leaders will also support in this process
- **Assessment**
The majority of assessment in RSHE will be conducted formatively during a lesson, or series of lessons. Materials to support assessment are included in the PSHE Association quality assured resources and the DfE training materials, which are all available to staff
- **Quality of work**
The outcomes observed in RSHE lessons will be key to formative assessment decisions. Key 'end-points' – for example, returning to a baseline mind-map to add new learning – will support summative assessment decisions.

Where the observations, monitoring and assessment listed above suggests that our curriculum implementation is not delivering the required outcomes, the RSHE leader will work with the senior leadership team, phase leaders and individual class teachers to investigate where changes can be made or support can be offered – for example, through ensuring progression frameworks are correctly structured, auditing resources, or by providing high quality CPD.

The RSHE leader will keep abreast of developments in PSHE Association quality assured resources and add them to the bank of current resources as they arise. Like all areas of curriculum, our RSHE curriculum offer is constantly evolving, a working document where changes can and will be made if this will support better outcomes for our children.