



Relationships, Sex and Health Education (RSHE)

Intent

Critical thinking and awareness

The ability to ask perceptive questions and explain thinking.

Vocabulary

A knowledge and understanding of RSHE terms and vocabulary.

Consent and assertiveness

Children learn that they need to ask for and be asked for consent and be able to give their views confidently.

Health and wellbeing

Children learn to be increasingly responsible for their own wellbeing, being able to explain their feelings and needs and having strategies to support physical and mental health.

Respect, empathy and diversity

Build self-respect and respect for others, with empathy. Diversity is positive.

Knowledge

Children learn how to build and sustain positive relationships, build understanding of the human body and sexual reproduction, and how to keep themselves safe and well.



Our Amazing **ACORNS** Agreements

- A** • We aspire to achieve in all our learning
- C** • We can be kind to ourselves and to others, and be collaborative, but need to be open and honest in building positive relationships, including through consent
- O** • We need to be open and honest in building positive relationships, including through consent
- R** • We need to respect ourselves and others in relationships and life; diversity is positive
- N** • New opportunities can be positive
- S** • We use our super learning powers in all our learning

Implementation

Teaching and learning

In years R-6 we follow the Educator Solutions scheme of work for Relationships and Sex Education (RSE), a spiral curriculum with progression. Other elements of RSHE are also planned in a spiral manner, with revision built into learning. Sometimes RSHE learning is cross-curricular.

We have many books to support learning in RSHE and our library is rich in books reflecting diverse communities and lifestyles.

Organisation

In Early Years, children learn through the specific area of Personal, Social and Health Education, working towards the Self-Regulation, Managing Self and Building Relationships Early Learning Goals.

Taught content with learning activities alternate with circle times, enabling children to explore and express views- to clarify, but also to find their voice and ability to show assertiveness.

Elements of RSHE covered

RSE topics are: my feelings, my relationships, my beliefs, my rights and responsibilities and my body. Also included in RSHE are online safety; road, sun and water safety; first aid, and mental wellbeing. In older year groups, drugs, alcohol and tobacco are discussed, together with LGBTQ+ and how children may be 'groomed'. There is the opportunity for learning, but also for gaining confidence in expressing views confidently and respectfully.

Enrichment and promotion of RSHE

Diversity, anti-bullying and mental health are frequently themes of assemblies and circle time discussions; Forest Schools opportunities for all our children and some of our *Memorable Moments* provide opportunities to develop relationships, confidence and physical and mental health skills, and provide powerful enrichment. Every class has a wellbeing display. RSHE is championed by the subject leader, who also carries out ongoing monitoring, then spotlight monitoring in a two-yearly programme. The RSHE action plan is updated through monitoring, celebrating success and noting next steps. These are shared with staff and governors.

End points

We aim for pupils to be happy, healthy and safe now and in the future, through building skills and knowledge. In Early Years the end point is their Early Learning Goals.

In Year 1-6, the skills and knowledge we aim to equip them with are those in our policy (*Educator Solutions*).

We aim for all our children to experience our memorable moments promoting self-reliance and building relationships.

Assessment for learning

In Early Years, assessment is through the EYFS curriculum.

In Years 1-6, ongoing teacher assessment is through observation, discussion, questioning, activities and completed work. Assessment is included alongside planning for RSE. This allows teaching to be modified to promote further learning.

Tracking and evidencing progress

At the end of each topic, the pupils' learning in that unit is assigned working towards, working at or greater depth for the year group.

Half-yearly, each pupil's average outcome is added to a tracking grid, which also allows tracking of different groups.

The subject leader and the senior management team can analyse outcomes and drive further improvement in RSHE.



Lesson three: My relationships



Lesson aim:

Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.



Learning outcomes:

- I know what a relationship is and the different types of relationships that people enjoy
- I can identify the different types of relationships that I am in
- I have considered why people show that they care for each other within a relationship



Resources required:

- Resource sheet: Spinner wheel (printed onto card)
- Resource sheet: Spinner characters
- Resource sheet: See/judge card
- Paper: A5 sheets

Key words: relationship



