



'Love one another as Jesus loved us' (John 13 v 34-35)

RSHE at St Mary's CE Primary School

Relationships, Sex and Health Education Curriculum Rationale

At St Mary's CE we are informed, healthy citizens! We want our pupils to aim high, be ambitious and grow up wanting to be police officers, paramedics, fire fighters, members of the armed forces, counsellors, health visitors, social workers, civil servants, lawyers, teachers and journalists. Good relationships are fundamental to our ethos and success in being a happy, caring and safe school. Our vision at St Mary's CE Primary School is to encourage and nurture the growth of every individual and their uniqueness, so that all flourish and become all that they can be and all that God made them to be.

The RSHE curriculum has been carefully designed and sequenced so that our pupils develop their individual identity, sense of self esteem, direction in life and knowledge and understanding of the wider world context and their role in society. Our pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. We want the pupils at our school to respect and care for themselves and be able to react appropriately and keep themselves safe. We actively promote the mental well-being and the physical development of pupils. For example, we have an annual Healthy Schools Week where pupils take part in Sports activities and acknowledge World Mental Health Awareness Days (previously we have shared 'how to develop a positive mindset' and '5 ways to wellbeing'). The school curriculum seeks to be relevant and to educate pupils about what they need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. RSHE has a key part to play in the spiritual, moral, social and cultural development of our young people.

We want our children to remember their RSHE lessons in our school and embrace the opportunities they are presented with! The school nurse visits school to help pupils learn about age related health issues, 'Actions with consequences workshops' address the effects of drugs and alcohol, use of social media and risky situations and explores a wide range of contexts where pupils are encouraged to make the right choices to keep themselves and others safe. Pupils also have the opportunity to visit 'Crucial Crew' led by transport police, PCSO's, prison officers and paramedics, where they learn about the dangers and possible consequences of playing on railway lines, making safe choices, responsible and antisocial behaviour and the law and CPR. Pupils also created a slogan, 'Love not hate' to go alongside an image of the world surrounded by hands representing different ethnicities. 'Bikeability' safety and skill lessons for KS1 and KS2 enhances road awareness. Pupils are taught how to balance on a scooter/bike, use the road safely and how to skilfully ride a bike on the road in upper KS2. Bringing RSHE alive is important at St Mary's CE Primary School.

Curriculum Intent

The RSHE curriculum is ambitious and allows our children to become independent and resilient – like all curriculum areas. We want to equip our pupils with all the statutory requirements of the RSE and Health

Education curriculum and also prepare them for opportunities, responsibilities and experiences they encounter in the next stage of their education and beyond. For example, the practical application and many experiences the pupils have bring this curriculum to life. We want our children to use the context of their own experiences (both at home and school), people they meet (including their own family makeup and visitors to school) and our locality to form the basis of age appropriate teaching and learning. We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do.

We encourage tolerance and celebrate individuality and difference and the freedom of choice that British Society represents and as a result our pupils are encouraged to be lawful, responsible and contribute positively to society locally, nationally and globally. This often feeds into the RSHE curriculum where we enrich their time in our school with memorable, meaningful experiences and provide opportunities which are normally out of reach to engage and intrigue our pupils. Pupils have experienced visits from the school nurses and members of the emergency services including ambulance crew (who allowed pupils to sit in their vehicle), police officers (including police dogs and horses), fire fighters (who sprayed water over the school roof!), PSCOs and prison officers who have visited as part of organised activities and as 'Captain' on our 'Captain's Table'. These visits give our pupils opportunities to be aware of potential future career opportunities and to ask questions and be familiar with members of our local community. Pupils also have numerous opportunities to raise their economic awareness. For example, pupils in Year 2 raise money annually for Macmillan Cancer Support and host a coffee morning, whilst at the same time learning how to contribute positively to society. Year 6 raise money for the Orangutan Foundation in recognition of the destruction of the world's rainforests and Year 3 pupils collect food for those less fortunate during harvest for the local foodbank or donations to 'Mary's Meals'. This is a charity working across the globe in 20 countries to provide a daily meal in a place of education and that provides relief for those suffering or facing poverty. We have also delivered donated Easter eggs to local care homes to support our elderly community. We firmly believe that it is not just about what happens in the classroom, it is about the opportunities we offer to really inspire our pupils to be good citizens.

Curriculum Implementation

The statutory content for Relationships Education, Sex Education and Health Education has been carefully mapped out into a long term plan. All year groups learn about relationships, keeping physically and mentally healthy and about keeping safe. The subject content will be age and developmentally appropriate. These are taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law, their rights and respecting the importance of safety. For example, all pupils are invited to sign our 'Fair Play Charter' at the start of each academic year to ensure that all pupils have happy playtimes and are included and play safely.

We have just completed a second review of the RSHE curriculum and this will become an annual task. In this second review, the RSHE curriculum has been carefully revisited to ensure there is a clear progression of knowledge and vocabulary, embedding key aspects of learning as aspects are revisited. This spiral curriculum approach ensures that themes are revisited and this helps knowledge deepen and children to progress. For example, Friendships and relationships starts with Reception pupils learning about making constructive and respectful relationships and being sensitive to others. Year 1 pupils learn about respecting similarities and difference regardless of background or belief. Year 2 pupils learn about the characteristics of friendships and can suggest strategies of how to support respectful relationships. Year 3 pupils learn about healthy friendships and the importance of including everyone and that families make look different from their own. Year 4 pupils learn to recognise friendships have ups and downs. Year 5

pupils learn about different types of bullying, managing conflict and different types of stable caring relationships such as civil partnerships and Year 6 pupils learn about stereotyping, the importance of permission seeking in relationships and sources of support. At each stage pupils are asked what do they know already and how this will be built on in future lessons. Our children are taught connected knowledge.

The non statutory aspects from 'Living in the Wider World' have also been incorporated into the long term plan. Every year group incorporates British Values into their learning opportunities. Global Citizenship and Economic Awareness are visited biannually. Year 1, 3 and 5 study Economic Awareness and Years 2, 4 and 6 study Global Citizenship.

The medium term plans are under review to ensure that the programmes of study statements are clearly reflected in the learning challenges within any given topic. Staff are currently populating the medium term plans with activities that match the programme of study requirements. At St Mary's we do not use one particular scheme, although staff are supported with suggestions for content/resources for delivery when applicable.

The assessment points and milestones are being defined and developed to reflect the key learning required in each year group. This will ensure the way RSHE is taught throughout our school, follows a consistent structure and themes are revisited.

Within the reviewed curriculum pupils explore and practise the skills and knowledge involved with being aware of safety, self-care, others and issues of right and wrong. Pupils learn about families and those who care for us, determine how to establish caring friendship and what constitutes friendship. Pupils establish safe boundaries when working within IT and determine online dangers and risks. A focus within RSHE is to enable pupils to use the internet mindfully and in an informed way. The RSHE curriculum engages pupils with healthy living including physical health and fitness links with the PE curriculum. Healthy eating principles are established and applied within DT when studying cooking and nutrition. Older pupils study the impact of drugs and alcohol. Pupils are taught basic first aid to care for themselves and others. Puberty and the changing body have a focus in upper key stage two.

Subject Leads have devised whole school subject long-term curriculum plans, which identify when the different subjects and topics will be taught across the school and across the academic year. All subjects are taught discretely but staff make appropriate links across subjects where appropriate. Science, computing, PE and RE have particularly close links with RSHE. Links are made to prior knowledge to new learning to deepen children's learning. For example, in Year 5 pupils learn about the changes experienced in puberty on the human body and make links to this learning when they have a visit from the School Nurse to talk about this further.

Staff teach RSHE every half term. Lessons can be weekly, fortnightly or taught daily as a 'block' depending on the number of learning challenges that need to be covered from the long term plan or if links can be made with National 'marked' days such as Safer Internet Day in Spring, Anti-bullying week in Autumn, Mental Health Week in Spring, Healthy Schools Week in Summer. For example, we call our Anti-bullying week 'Friendship Week' and in addition to pupils being taught about relationships they also have supplementary opportunities to reflect on these issues. Previously we have had a travelling theatre show who delivered 'The Power of One' show. As an outcome of this we use the acronym 'BAND' to remind pupils how to deal with issues of bullying. Recently all pupils have made a pledge of how they will be a good friend to others and these are displayed in a rainbow of hope. These opportunities also help to ensure sufficient time is allocated to RSHE and allows pupils to retain what they have been taught, to alter their long-term memory and thus improve their understanding.

Curriculum Impact

We use both formative and summative assessment information in every RSHE lesson. Staff use this information to inform their short-term planning and support. This helps us provide the best possible support for all of our pupils, including the more able. The progression document and the assessment points, once finalised, for each year group ensure that skills and knowledge in RSHE are progressive and build year on year.

Our aim is for staff to use RSHE formative assessment methods to systematically assess what the children know as the topic progresses and inform their future planning. Pupils' starting points for different topics and issues covered in RSHE can depend on personal life experiences and not necessarily academic ability. This formative assessment is then used to inform summative assessment judgements for each topic. Assessment information in RSHE is collected once a year and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in RSHE. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in RSHE includes: book scrutinies, lesson observations and/or learning walks, pupil voice. All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

**At St Mary's CE Primary School, we are
INFORMED, HEALTHY CITIZENS**