



What RSHE looks like at Ledbury Primary School

We plan our creative curriculum so the children build a sense of belonging and being in the world in order to become skilled citizens.

Curriculum Intent

What RSHE looks like in our school:

RSHE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. The RSHE curriculum is designed to promote independence, resilience and critical thinking skills to help children stay healthy and safe and maintain their own well-being. Well planned and delivered RSHE 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:

- RSHE has discrete curriculum time in our timetable.
- Discussions and activities take place during circle times, in small groups and in pairs.
- We use Philosophy for Children (P4C).
- Developmentally appropriate listening skills games are used across the year groups.
- RSHE is an integral part of cross curriculum teaching i.e. RE, Science and Geography.
- Indirect teaching takes place as situations arise based on the individual children's needs or for specific situations or events.
- whole school and class assemblies
- special school events such as Friendship Friday and Road Safety Week
- visits by school a nurse
- The democratic process is demonstrated by holding elections for our school council and children are represented by their elected school council members in school and in the community.
- Residential visits for Year 5&6 promote independence, resilience and help to form relationships.

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 RSHE curriculum is adaptive and responsive to children's changing needs, what children tell us they want from their RSHE curriculum and to social trends and issues such as Coronavirus and new social media apps.
- Cross-curricular links to other subjects such as history, science and

	PE • RSHE is taught with a positive focus. Lessons will show children ways to stay safe and healthy and will not for example, use ‘shock tactics’ 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: • know and understand about feelings of self-respect, • confidence and empathy understand they have a right to make choices and say no • understand they have a responsibility to treat others with respect • feel safe to take part in sensitive discussions • feel prepared for puberty • have an understanding of sexual development and the importance of health and hygiene • know the correct vocabulary to describe themselves and their bodies • personal skills that foster and facilitate good relationships • understanding of issues that will have a bearing upon their development. • knowledge and understanding of their wider community; involving local, national, commonwealth, European and global issues. • Understanding of the benefits of positive and healthy lifestyles. Cultural Capital RSHE is rich in cultural opportunities as pupils investigate the world and people around them with aim of understanding themselves and others. This is essential knowledge for pupils as they need the skills to interact within society. Children may demonstrate an understanding of different cultural ideas, individual aspirations and beliefs. Children may develop empathy with people who are suffering or from different socio-economic backgrounds. Children will develop awareness of others aspirations, they may develop knowledge of pioneers who have an impact on the world.
Curriculum Implementation	This is how it works: • RSHE work takes place in a cross curricular or discrete lessons showing a progression of skills, knowledge and personal development as children move through the school. • RSHE work is evidenced in children’s books, on class Twitter

pages with the #RSHE hashtag, through artwork and displays around the school promoting values and diversity and at school assemblies and special productions.

- 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 Cup award.

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 a voice. This may be by co-writing guidelines with the children

This is how we support and ensure access for all children, including SEND, EAL and PP:

- Staff adapt teaching so that children with SEND or who speak 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.

This is how we challenge:

- Small group work to further challenge
- Open-ended tasks
- Through questioning
- Encouraging self-evaluation

Curriculum Impact

This is what you might typically see:

- thoughtful, knowledgeable and engaged learners
- work in small group, pairs and circle times
- discussion and reflection at appropriate moments across the school day
- respectful behaviour and language during RSHE lessons
- 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

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

- 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 books
- what parents and families tell us as part of the RSHE working group process

This is the impact of the teaching:

- 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 and embedded 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 know what healthy and positive relationships look like and how to deal with changes and conflict in those relationships

Pupils develop detailed knowledge and skills and, as a result, achieve well. This is reflected in the work the pupils produce. Pupils are ready for the next stage of education. Pupils with SEND achieve the best possible outcomes from their starting point.