


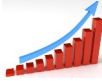




RSHE SUBJECT RATIONALE (Apr'21)

		
<p>CONTENT & SEQUENCING</p> <p>Our curriculum content is driven by the statutory DfE (July'20) 'Relationships and Health Education' guidance. We also recognise that the third element, Sex Education, is not statutory in primary schools, except where it forms part of the National Curriculum for Science– but that the DfE also recommends <i>that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils</i>'. As a result of this, we looked for high quality curriculum plans to coherently address these multiple requirements. The Twinkl 'PSHE and Citizenship' scheme of work covers the RHE elements, but we use the local Norfolk 'RSE Sorted' resource for the Sex education teaching and the related work (from Health Education) on Puberty. Finally, the NSPCC 'Pants' resource is taught each year to every class, to tackle the issue of CSE and abuse.</p> <p>Both 'RSE Sorted', and 'PSHE and Citizenship' have a well thought through sequence of learning, which in this subject we adopt. This is shown on the Subject Narrative. Sex education is always taught in the final half-term of the academic year, because this is when the children are most mature, know their teacher's best, and in the case of Year 6 children, are preparing for the challenging transition to post-11 education. Pants is taught annually for the same reasons that we regularly revisit familiar aspects of online safety in our Computing curriculum.</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>RSHE naturally lends itself to links with other subjects. A number of aspects of 'Health Education' are addressed or reinforced through Science. Examples of this include dental hygiene ('Stone Age Bone Age– Barn Owls) and diet and exercise ('Fighting Fit– Snowy Owls) and ('All Living Things'- Eagle Owls).</p> <p>In our 'foundation subject assessment trackers, RSHE is further joined with Physical Education, because of the obvious links between physical and mental wellbeing and development, and also between 'Health Education' and PE.</p> <p>Our assembly themes also include annual termly sequences linked to the related subject of 'Character Education' (Values, Cycle A Term 1 and Philosophy, Cycle B Term 2), along with 'Equality & Diversity (Cycle A Term 2) and even 'British Values (Cycle A Term 3), which all have links to personal and social development.</p> <p>Lesson planning is also always reviewed each time a topic is retaught (ie in the next 2 year cycle), and refined and improved systematically in this way.</p>	<p>RETRIEVAL PRACTICE</p> <p>Each child is given a 'Knowledge Organiser' at the beginning of each topic. This contains key facts and vocabulary linked to the topic work, although RSHE is not normally a high profile on this. It also includes a nudge towards further learning, eg linked texts to read, or websites to explore because we are keen to emphasise that the 'Knowledge Organiser' does not represent the totality of learning in a subject, but is just a starting point. A range of teaching strategies are used in each class to utilise the knowledge organiser, ranging from low stakes retrieval testing to using them as a reference material. Children are also given a copy to take home to explore with an adult to supplement learning in school, and there is a HT online Google Forms quiz each half-term.</p> <p>In addition to this, teachers routinely revisit taught content during lessons, both during introductions, recaps and consolidation sessions in plenaries. Use is made of questioning strategies such as 'no hands up', to test retrieval. Due to the clear mapping of the subject narratives; teachers are also able to look back on prior taught subjects and refer to them when teaching their related year group content. Teachers also use the first lesson of each teaching sequence to do an informal pre-assessment of existing knowledge, to help shape the teaching that will follow.</p>
 <p>PROGRESS</p> <p>Each subject, including RSHE, has a 'skills progression' table, with key thematic skills to be taught progressively at each stage of the learning journey in each discipline. These subject skills are drawn from a recognised national subject authority in this case the PSHE Association.</p> <p>Progress at the end of each of the stages is recorded simply as 'below', 'at' or 'above' for each child for parents, and is also used on a 7 point scale with associated subjects– see Assessment Tracking (website).</p> <p>Subject leaders, as part of the '20 minute monitoring' process, also conduct work scrutinies and have conversations with teachers about progress against the key skill themes for children in each class.</p>	 <p>ENRICHMENT</p> <p>Planning for RSHE includes opportunities for enrichment activities. These are often in the form of visitors into school, for example school nurse, the local road safety team, Police community officers, UEA or local scientists and governors with specific knowledge in areas covered by the topics. We have also previously enjoyed visits from the local 'Mini-Professors' group to work on aspects of hand hygiene and teeth cleaning. Many aspects of social development are also enriched through events like organised team sports and unquantifiable experiences through the day to day 'hidden curriculum' of school life.</p>	 <p>VISION FOR CHILDREN</p> <p>Each subject, including RSHE, has a clear statement of intent for children. These are recorded on both the 'subject narratives' and the 'skills progression' documents for each subject. They were developed through discussion with staff and Governors (including parents) at Little Melton and in other local schools we work with. They are driven by a consideration of being 'skills for life', to equip children with the tools for the next stage in their academic journey, and also for their future lives. We try also, through all of our curriculum offer– including the 'hidden curriculum' of daily informal interactions with children and modelling of attitudes and behaviour, to instil the core values identified as valuable for children growing up in our locality and local context. These are listed in our 'Being a Citizen of Little Melton and the World' vision– displayed in all classes.</p>