



## Curriculum Intent



Our structured framework enables each child to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships within the school community and in each child’s home community. We introduce children to the concept of understanding the emotional, social and physical aspects of growing up; how to manage their emotions and help them develop positive feelings towards growing up. We appreciate that RSE is a discipline of critical thinking and embellish children’s understanding of significant aspects of RSE through our ‘core concepts.’ These include: health and wellbeing; relationships and living in the wider world.

We will guide children as they begin their journey towards understanding and valuing the differences between individuals and groups, whilst developing their understanding and respect for themselves and others in a diverse world.

## Moorside Pedagogies



Learning RSE places a great cognitive demand on children and we prepare for this by ensuring lessons are built upon the Moorside pedagogies:

- Reduce **cognitive load** through dual coding, cohesive curriculum design, small steps to deep knowledge and consistent lesson design.
- Support the **strengthening of schemata** and knowledge building through retrieval activities, such as low stakes quizzing, knowledge organisers, and DNA tasks.
- Use an **enquiry question** at the core of each topic to guide children to a conclusive answer.

## Curriculum Progression



As children begin to develop and grow, we ensure the RSE curriculum provides children with the appropriate skills and knowledge for their year group. We appreciate that learning is not an organised, linear path, and such the progression grid is to guide teachers. Teachers are the experts of their class and are equipped to scaffold and challenge their children within the guidance of the progression grid. The RSE drivers support children to build a strong foundation in preparation for the substantive knowledge of understanding the changes that form part of growing up and their response to these changes. Through careful questioning, varying levels of scaffolding and thoughtful knowledge exchange, our apprentice RS educators will develop their emotional and social understanding to change, underpinned by making positive choices.



## RSE Drivers

### Disciplinary RSE

We support children to develop their RS education thinking through careful investigation, analysis, and evaluation. This thinking is developed through our ‘core concepts’:

- Health and wellbeing.
- Changing Me.
- Relationships.
- Living in the wider world.

### Substantive RSE Knowledge

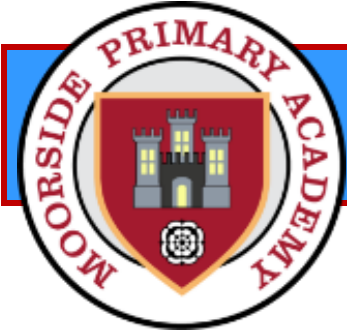
We guide children to discover a substantial balance of knowledge when exploring health and wellbeing, relationships and living in the wider world. We provide them with declarative facts to gain a sense of morals and rights, but also use substantive concepts to narrow their study. These may include:

- Emotional, social and physical aspects of growing up.
- Making and managing friendships.
- Resilience in coping with changes.

### Apprentice RS Educators

We recognise that studying RSE requires commitment to the discipline of RSE. We value our children as apprentice RS educators and wish to empower them to value themselves and others and appreciate that we live in a diverse world. Our apprentice RS educators shall:

- Develop an appreciation of their own and other’s rights and responsibilities in a diverse world.
- Organise and communicate their ideas.
- Present the most appropriate information to share how their understanding has developed.



# Key

PD



Being Me in My World



Celebrating Difference



Dreams & Goals



Healthy Me



Wider Aspects

RSE



Relationships



Changing Me

PD/National Days



