**Curriculum Intent**

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| **Subject** | RSHE (Relationships, Sex and Health Education) |
| **Subject Teacher** | R Williams |

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| **Intent statement – Our Curriculum Objectives** |
| It is our aim to ensure that the RHSE curriculum offers all pupils the chance to develop their knowledge, skills, and attributes in order for them to be healthy and safe, and so that they can succeed in their life and the world of work. As part of the wider PSHE provision (which includes financial education, careers, and other aspects of personal development), our RHSE curriculum is inclusive of all pupils, taking into account their social, emotional, and mental health needs, academic ability, and their differing aspirations in life.  Proficiency in oracy is an important aspect in much of the wider curriculum, and with a prominent level of discussion involved in most topics, RSHE is particularly strong in supporting our pupils’ development in this area. Cross-curricular links are also incorporated within RSHE, for example with maths when raising awareness of alcohol (measures, ABV%) and gambling (probability, odds); puberty, reproduction, and conception (Science) and aspects of our cultural history (spirituality, diversity etc.). The RSHE learning experience is enriched with guest speakers being invited in to provide our pupils with alternative viewpoints, as well as educational visits to expand and consolidate knowledge even further. Lessons are often discussion based and allow the learners the opportunity to develop their understanding of the topics, form opinions and challenge their own and each other’s preconceptions in a safe environment. We also explore the complex and conflicting range of values and attitudes present within the wider world, giving them the confidence to tackle many of the moral, social, and cultural issues that are part of growing up in today’s society. By providing an RSHE curriculum that is accessible to all our learners, each of them will come to know more, remember more, and understand more about how to play a positive and successful role within our society, both now and as an adult in the future. |
| **Curriculum Sequencing** |
| RHSE is delivered in weekly timetabled sessions to all pupils and is provided within the framework of statutory guidelines, safeguarding and school policies, and the content of each lesson is age-specific, developmentally appropriate and tailored to meet the needs of each class with individual sessions being provided if necessary. Our curriculum develops skills in resilience, self-esteem, risk identification and management, teamwork, and critical thinking, and promotes all aspects of health and well-being. Pupils are provided with many opportunities to explore, reflect on, and develop their own values and outlooks, as well as considering a wide range of current affairs, ideas and attitudes that affect both themselves and society in general. These skills are taught in three different core themes:  **Health and Wellbeing** – this includes healthy lifestyles, drug and alcohol awareness, mental health and well-being, staying safe (physically, emotionally, and mentally), sleep and personal hygiene, as well as the practical application of First Aid and CPR.  **Living in the Wider World** – this includes topics such as gambling and gaming, equality of opportunity in life choices, digital literacy and online safety, media and social media influences, inequality and exploring spirituality and culture.  **Relationships** – in this strand, topics include diversity, prejudice, discrimination (in all its forms), challenging extremism, bullying, healthy relationships, families and parenting responsibilities, relationship and sex education, friendship, love, and romance. |
| **Our Long-Term Plan** |
| **Key Stage 3**: Pupils build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during primary phase. Our RSHE curriculum acknowledges and addresses the changes that young people experience, beginning with transition to secondary phase, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which equip them for the opportunities and challenges of life, with a strong focus on keeping themselves safe and well in all aspects of their lives. Pupils learn to manage diverse relationships, their online lives and the increasing influence of peers and the media, and how to recognize and respond safely to risk both within and outside of school.  **Key Stage 4**: Pupils deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. Our RSHE curriculum reflects the fact that pupils are moving towards an independent role in adult life, taking greater responsibility for themselves and others, and teaches them about making responsible health choices, safety in independent contexts, different families and parental responsibilities, communication within equal relationships including managing conflict in a safe and respectful way, healthy relationship expectations, and how to recognize and respond to more mature external influences such as gambling ‘hooks’. There is a stronger emphasis on them learning how to safeguard their own health and wellbeing rather than relying on others to do this. |
| **Assessment Opportunities** |
| Within each topic, a variety of types of formative and summative assessment take place, as well as opportunities to peer and self-assess; these include sorting and matching tasks, attitude continuums, quizzes, and before/after activities. Progress is also assessed against ‘I can statements’ half-termly for knowledge and understanding as well as speaking and listening skills. |

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| **Pine Green Curriculum** | |
| **Our Curriculum** | **Department Opportunities** |
| **Confidence, Independence & Resilience** | RSHE helps young people to embrace change and identify healthy coping strategies for challenging times, which in turn develops resilience, confidence, and self-esteem. This is achieved by supporting learners to recognise and manage risk; to make well-informed and effective decisions; to take increasing responsibility for themselves, their choices, and behaviours; to actively participate in positive learning. |
| **Be Kind: Empathy & Compassion whilst valuing diversity** | We are enabling students to become empathetic and reflective, and skilled at recognising and challenging a wide range of discrimination. We provide our learners with opportunities to consider rights and responsibilities and appreciate what it means to be a member of a diverse society, and to accept views and lifestyles that may be different from our own. |
| **Cultural Awareness** | Our aim is for pupils to gain a broad knowledge and understanding of a wide variety of cultural backgrounds, both within our own community and in the wider world. |
| **Aspirations** | RSHE enables pupils to feel positive about who they are and, ultimately, enjoy healthy, safe, responsible, and fulfilled lives; it equips our learners to become the best that they can be. |
| **Preparedness for the future** | Across all Key Stages, RSHE aims to develop the personal wellbeing of our pupils; this benefits them now as well as providing the skills to take responsibility for themselves as adults. In addition, with a strong focus on developing oracy skills, RSHE empowers pupils to be able to confidently communicate in all aspects of their adult life. |

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| **Vulnerable Students checklist** | |
| **SEND** | **PP** |
| * Information is provided in a variety of formats to accommodate individual needs and learning styles * Strategies for students with identified need including coloured overlays/paper, task breakdown sheets * Laptops or bespoke writing implements provided for students for whom writing is a particular issue e.g.: with fine motor skills difficulties * Strategies to support individual students as identified in IEPs e.g.: fidget toys * Quality-first teaching strategies employed in lessons, providing adaptation and structure, sensitive to individual student need * Additional support/1 to 1 sessions for pupils who struggle with particularly sensitive topics e.g.: sex education | * Essential materials * Subsidising educational visits to ensure fair access for all |

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| **Covid Catch Up** | |
| Skills Gaps | Knowledge Gaps |
| * Sole subject teacher * Regular teacher assessment * Additional scaffolding and 1 to 1 support within the classroom | * Sole subject teacher * Regular teacher assessment * Catch-up curriculum implemented in the 2021/22 academic year to back-fill topics unable to be taught remotely. Elements of this were continued into 2022/23, and onwards into the current academic year, to meet the needs of those who had extended periods of absence from school * Additional scaffolding and 1 to 1 support within the classroom |