



How do we identify the starting points of our students?

- Use of induction and previous Key Stage data; start of year assessment.
- Effective questioning and baseline knowledge assessment at the start of each topic.
- Self-assessment via confidence scales/attitude continuums.



What should pupils be able to do at the end of each sequence/topic/key stage?

- Develop their knowledge, skills, and attributes to be healthy and safe, and so that they can succeed in their life and the world of work.
- Explore the complex and conflicting range of values and attitudes present within the wider world, and to take increasing responsibility for themselves, their choices, and behaviours.
- 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 in their future lives.



How do we assess and track progress?

- Sole teacher delivery enables consistent teacher assessment throughout the year and across Key Stages.
- A variety of formative and summative assessments take place within each topic, as well as opportunities to peer and self-assess; formative marking is regular, at least every 4th lesson; summative is at least termly.
- Progress is also graded using assessment grids termly for knowledge and understanding, and oracy skills.
- Raising Achievement meetings take place termly.

What do we want pupils to learn?

- In RSHE students will learn to recognise, assess and manage risk in many aspects of their health and well-being, both inside and outside of school.
- Students will also develop resilience, self-esteem, and critical thinking skills, as well as tolerance and empathy.
- Students will improve their confidence and proficiency in oracy, an important aspect in much of the wider curriculum and throughout life.

What key threads flow through our curriculum?

- Three core themes are delivered to every class throughout the year - Health and Wellbeing, Living in the Wider World, and Relationships.
- 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.
- 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.

How we uncover and respond to gaps in knowledge?

- Regular assessment and marking highlight gaps; participation in class/small group discussions highlights misconceptions.
- In addition, half-termly summative assessments indicate where gaps occur.
- Additional scaffolding and 1 to 1 support within the classroom; providing information from various viewpoints and in a variety of formats.
- Re-visiting and re-capping topics throughout the curriculum addresses any missed learning, as well as catch-up sessions if needed.

How do we adapt our content to help our students know more?

- Information is provided in a variety of formats to accommodate individual needs.
- Strategies to support individual students' needs as identified in IEPs.
- Additional support/1 to 1 sessions for pupils who struggle with particularly sensitive topics e.g.: sex education.
- Content is developmentally appropriate for each class.
- Teacher attends CPD to develop subject specific knowledge and understanding of pedagogical techniques.

How do we promote reading?

- Students are provided with information in a range of formats including various types of written materials.
- RSHE word of the week is displayed in the classroom, along with a variety of information on the subject boards.
- Reading material is easily accessible on the bookshelves within the classroom.

How do we deepen knowledge?

- Regular marking, formative assessment, continuous verbal feedback.
- Spiral curriculum sequencing builds on knowledge year by year.
- Extending and rehearsing key knowledge and skills.
- Encouraging students' natural curiosity and allowing appropriate pupil-led exploration of topics.

What we do to make sure students retain knowledge during this sequence?

- Teaching and learning model – retrospective starters to aid recall, opportunities to apply acquired knowledge to real-life scenarios e.g.: through role-play or giving advice to others.
- Extending and rehearsing knowledge and skills regularly.
- Long term plans and schemes of work plan for information to be revisited.
- Lessons follow teaching and learning model so that knowledge and skills are acquired and applied throughout.

