



Intent

RSHE at St James encompasses all areas designed to promote children's personal, social, relationship, sex health and economic development. We aim to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child enabling them to become healthy, independent and responsible members of society. RSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. It helps them to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. RSHE education also helps pupils to develop skills and aptitudes — like teamwork, communication, and resilience — that are crucial to navigating the challenges and opportunities of the modern world. From making responsible decisions about alcohol to succeeding in their first job, RSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Curriculum

Knowledge/Skill Development:

Relationships — Family and friendships, Safe relationships and Respecting ourselves and others

Living in the wider world—Belonging to a community, Media literacy and digital resilience and money and work

Health and Well-Being—Physical health and mental well-being, Growing and changing and Keeping safe

Sequencing of content:

Units of work and core content are carefully sequenced to support children in strengthening their RSHE understanding. We plan our curriculum using a 'spiral programme' which introduces new and more challenging learning, while building on what has been taught before, which reflects and meets the personal developmental needs of the children.

For example, in Year 2 children are taught about money in its different forms and how money can be kept and looked after. In year 4, they learn about keeping track of money, making decisions around money including budgeting and different ways to pay other than cash, for example cards, e-payments. Finally, in Year 6, children are taught about the role that money plays in people's lives, including attitudes towards it, how to judge if something is good value for money, how businesses try to encourage people to spend, the impact of money on people's mental well-being and common risks associated with money such as debt, fraud, gambling, scams, etc as well as where to seek support or help.

Implementation

How is it taught?

- RSHE is delivered through stand alone, weekly lessons where teachers are provided with a list of objectives for each unit which need to be taught to ensure children have a sound knowledge and progressive understanding of these skills as they move through each school year, building on the previous years skills.
- Our curriculum is split into 3 units: Relationships (Autumn), Living in the wider world (Spring) and Health and Well-Being (Summer) which are each then split into 3 further sub units. This is to ensure that children are in receipt of the whole RSHE curriculum and dedicated time is allowed for children to fully explore these objectives.
- Pupil's are given the opportunity to ask questions, discuss thoughts and ideas with their peers and trusted adults and try out answers in different scenarios in a safe and secure environment before they are faced with tricky situations in the wider world.
- Age appropriate technical vocabulary is shared, used and modelled with the children throughout sessions and beyond where appropriate and relevant. This may be body anatomy, different family structures through to discrimination and stereotyping.

Support:

All children are supported through age appropriate tasks catered to their ability using scaffolding where required e.g. resources, reading opportunities and vocabulary. Children are encouraged to take risks and challenge themselves within a safe and supportive learning environment.

Impact

How do we know our children have learnt more and remembered more?

We do not use formal summative assessments in RSHE. We use formative assessment instead using methods such as baseline activities, discussion, questioning, mind mapping, role play, agony aunt responses to scenarios, quizzes, continuum scales, diamond 9 sorting cards to name a few in order ensure that children are progressing in the skills being taught. We choose to use formative assessment only as children are not being taught RSHE to pass tests in the future but rather to prepare them for life and learning outside of the school gates and into the wider world.

What are we aiming for?

By the time children leave St James, we aim to support children to:

- Form safe and respectful relationships, with friends, family and romantic partners and to understand what constitutes safe and unsafe relationships and what to do if they find themselves in an unsafe relationship.
- Have a strong sense of body autonomy and feel comfortable and confident to say 'no' and not to keep unsafe secrets but to share them with a trusted adult.
- Understand what constitutes as bullying, what to do if they are being bullied or if they see someone bullying someone else.
- Use the internet safely, understanding the benefits but also the potential risks of the internet and how to keep themselves safe online. This includes dealing with requests to share personal information and images and the ramifications of sending personal images and messages.
- To show respect and understanding of diverse communities, including but not limited to gender, race, faith and sexuality and to challenge stereotypes.
- Be a valued member of society—including understanding the rule of law and our equal responsibility to follow this.
- Understand money—how we get it, how to spend, save and budget and the risks associated with money. Also, what skills we need to acquire jobs and a career and pathways into getting work.
- Understand the importance of taking care of our physical health and mental wellbeing and strategies to take to maintain both of these, including what to do if they are finding things challenging.
- Understand changes to their body as they reach puberty and how a baby is conceived and born.
- How to keep safe, including around the home, by roads and water and in unfamiliar environments and how to respond in an emergency, including using basic first aid
- Understand the laws surrounding drug use, the difference between medicinal drugs and recreational drugs and the risks associate with these, including alcohol.