















# RSHE Curriculum Rationale



At Bradway, our RSHE curriculum supports the wider work within school to foster pupil wellbeing. Today's children are growing up in an increasingly complex world, which presents many opportunities, but also challenges and risks. RSHE provides a framework in which sensitive discussions can take place, ensuring children know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way, including online.

INTENT	IMPLEMENTATION	IMPACT
 <p><b>Alignment to National Curriculum</b></p> <p>The RSHE curriculum at Bradway covers all objectives for RSHE, PSHE and Citizenship covered in the RSHE Statutory guidance (DfE – 2019), the PSHE Programme of Study (PSHE Association 2020) and the Citizenship Non-Statutory Guidance (DfE – 2015). We follow the Sheffield Primary RSHE curriculum, through the three key strands of Relationships, Living in the Wider World, and Health and Wellbeing.</p>	 <p><b>Pedagogical Approaches</b></p> <p>Our RSHE curriculum is often taught using a P4C approach, with the teacher facilitating an interactive learning experience. Lessons are built on an engaging 'hook', such as a picture book, video or image; using narrative or visual catalysts, the lessons are inclusive of all children. RSHE lessons are exploratory and allow children to test their own opinions in a safe environment, where they feel listened to.</p>	 <p><b>Approach to Assessment</b></p> <p>RSHE is not assessed in a formal manner; assessment is ongoing with the focus on personal progression rather than attainment.</p>
 <p><b>End Points</b></p> <p>Children are taught the skills, knowledge and understanding to develop positive and safe relationships within their families and communities, and to understand the importance and complexities of friendship. Children are helped to understand, talk about and manage their feelings, and learn how to stay physically healthy through diet, exercise and hygiene. They learn how to identify and manage potential dangers to their physical and mental health and wellbeing.</p>	 <p><b>Teachers' Expert Knowledge</b></p> <p>Teachers ensure any gaps in knowledge are addressed through accessing high quality reading and support materials. Children may have strong opinions on some subjects in this curriculum, many of which they may have inherited – unexamined – from others. Teachers should challenge closed-mindedness and bigotry at every opportunity, but should do so with understanding and explanation, rather than chastisement. RSHE teaching should celebrate diversity and promote inclusion; school staff should be mindful that their own opinions and faith may not be the same as those in the communities they serve.</p>	 <p><b>Performance Data</b></p> <p>Data is not formally collected for RSHE. Teachers make judgements on whether children have understood the learning opportunities and adapt lesson sequences in light of this. Data for RSHE is generated through teacher knowledge of the pupils' understanding, gained through AfL strategies. Where appropriate, this may be shared at pupil progress meetings.</p>
 <p><b>Sequencing</b></p> <p>Our RSHE curriculum is structured in a way that introduces new and more challenging content, building on what has gone before. The lessons in each phase (KS1, LKS2, UKS2) link together, showing a clear progression from year to year, allowing children to consolidate knowledge and understanding.</p>	 <p><b>Promoting Discussion and Understanding</b></p> <p>Each lesson is designed to promote discussion around a key question, enabling children to develop a deep and nuanced understanding of the topics discussed. Children are encouraged to question, in order that they will become adults who feel empowered to make their own decisions around issues of interpersonal relationships, morality, health and wellbeing.</p>	 <p><b>Pupils' Work</b></p> <p>RSHE lessons should be exploratory and present children with many opportunities for discussion, through which to test their own opinions and listen to those of others. While most learning will take place through discussion, children may explore new content through a range of other activities, e.g. picture representations, mind maps, labelling diagrams.</p>
 <p><b>Addressing Social Disadvantage</b></p> <p>The PSHE Association states 'there is clear evidence that the most disadvantaged pupils are those who can benefit most from PSHE education. The evidence suggests that PSHE learning helps disadvantaged pupils to perform better academically and narrow gaps in life chances with their more advantaged counterparts.' Teachers are provided with high quality RSHE materials and a comprehensive scheme, allowing facilitators to focus on the content of the lessons and high quality delivery.</p>	 <p><b>Knowing More and Remembering More</b></p> <p>Lessons are thoughtfully sequenced, building on and referring back to previous lessons to help children commit learning to their long-term memory. RSHE also links and supports knowledge from many other curriculum areas including science, computing and RE. Children are encouraged and provided opportunity to transfer what they have learned from one school subject to another, and from school to lives in the wider community.</p>	 <p><b>Talking to Pupils</b></p> <p>Children use appropriate vocabulary when reflecting both in lessons and in conversations with adults around school. The subject leader talks to pupils about their learning as part of the monitoring process.</p>
 <p><b>Local Context</b></p> <p>Our RSHE programme is underpinned by a good understanding of pupils' backgrounds, including faith and culture. Teachers will take this into account when covering issues which may be considered sensitive. Positive relationships between school, parents/carers and the local community form the foundations for teaching RSHE and we recognise that parents/carers are the first educators of their children in this area. Teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps every pupil to feel valued and included in the classroom.</p>	 <p><b>Teacher Assessment</b></p> <p>A wide range of AfL techniques are used to explore children's prior knowledge and allow teachers to gain an insight into children's understanding, and misconceptions. Teachers will be flexible, and wherever appropriate, tangents will be followed to give children opportunities to clarify and deepen their understanding.</p>	<p><b>Links / References</b></p> <ul style="list-style-type: none"> <li><a href="#">RSHE Statutory guidance (DfE - 2019)</a></li> <li><a href="#">RSHE Summary of Guidance (NSPCC 2019)</a></li> <li><a href="#">Science Programme of Study (DfE 2013)</a></li> <li><a href="#">PSHE Programme of Study (PSHE Association 2020/21)</a></li> <li><a href="#">Sheffield Primary Online Safety Curriculum</a></li> </ul>