



### **Intent**

Saint Nathaniel's Academy have designed our Personal, Social and Health Education (PSHE) curriculum to ensure it fully includes the requirements of the new RSE statutory curriculum. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. In order to prepare young children for their future, it is vital that they are equipped with the skills that will enable them to become informed and independent citizens. Our aim is to prepare children to become healthy, independent and responsible members of society who understand how they are developing personally and socially. We want them to have the confidence to tackle moral, social and cultural issues that can be part of growing up.

Our children will learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Through our school vision and values, our PSHE curriculum extends beyond individual lessons, but forms part of everyday life at Saint Nathaniel's Academy.

We are aware that our children are growing up in an increasingly complex world and living their lives seamlessly online and offline. This presents many positive and exciting opportunities, but also challenges and risks. In order to be successful in this environment, our aims are to enable children:

- To develop personal attributes including kindness, integrity, generosity and honesty;
- To recognise their own worth;
- To establish personal space boundaries and understand the differences between appropriate and inappropriate or unsafe physical and other contact;
- To work well with others;
- To develop and understand positive, healthy relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle, both physically and mentally;
- To develop online and offline safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social situations;
- To form good relationships with other members of the school and the wider community;
- To understand the role of the family and family relationships in their own development.

### **Implementation**

Saint Nathaniel's implement our PSHE curriculum throughout school life. Our vision and values, assemblies, e-safety, aspirations, careers, play times, mental health initiatives, My Happy Mind work and discussions provide the children with a breath of learning opportunities. We deliver a curriculum, which is accessible to all and uses a variety of teaching and learning styles to maximise outcomes.

The new RSE curriculum, forms the foundation of our PSHE curriculum, it promotes equality between individuals and groups. It involves an exploration of human and social diversity and fostering of self-worth whilst recognising, accepting and respecting differences. Lesson plans are centred around

# Relationship, Sex Education (RSE)

## Intent, Implementation and Impact



reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

In Key Stage 1 and 2, weekly sessions will be taught using the PSHE Association Programme of Study for PSHE education as recommended by the government. This comprehensive programme integrates, but is not limited to, the statutory content of RSE. The PSHE programme also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk. This Programme of Study sets out learning opportunities for key stage 1 and 2, based on three core themes:

- 1: HEALTH AND WELLBEING
- 2: RELATIONSHIPS
- 3: LIVING IN THE WIDER WORLD

The objectives are covered through our long-term plan, which covers the three core themes through a question posed to the children at the start of a half term and unit, this is a spiral curriculum that develops knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. Core knowledge is planned in units of a manageable size. Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Lesson plans provide appropriate challenge for pupils and are differentiated for pupils' needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities are used to assist learning. Teachers ensure that pupils' views are listened to and encourage them to ask questions and engage in discussions. Teachers answer questions sensitively, honestly and appropriate to the pupil's age. Teachers ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves. In teaching the curriculum, teachers are aware that pupils may raise sensitive topics and issues. Teachers will support the children and provide help and guidance to overcome the barriers and worries. This may require additional advice from other staff and further support from parents in order to protect and safeguard the children.

### **Impact**

There are no formal examinations for the relationships, sex and health curriculum set by the government, however, teachers monitor pupil progress through assessment of both individual and group presentations, tasks, projects and discussions. Assessing how learning has moved forward from a beginning of a unit to the end. Teachers monitor the impact of the PSHE curriculum to ensure that the children have life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. They will have resilience in a rapidly changing world and understand how they are developing personally and socially. Our children will be able to tackle moral, social and cultural issues that can be part of growing up.