

## **Relationships, Sex and Health Education at Southover School**

### **Intent**

We want all of our learners at Southover to grow up healthy, happy, safe, and able to manage their academic, personal and social lives in a positive way. We want our learners to put in place the key building blocks of healthy, respectful relationships, sitting alongside the essential understanding of how to be healthy physically and mentally. They will be positive role models within their community, showing respect for themselves and others as they "live, love and learn".

The RSHE experience helps support children's current experiences and preparation for the future. The programme reflects the universal needs of the children and young people as well as the specific needs of pupils in our school and community.

During Key Stage 1 and 2, RSHE education offers both explicit and implicit learning opportunities and experiences.

It builds on the skills that pupils started to acquire during Early Years Foundation Stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.

RHSE education helps pupils to manage the physical and emotional changes at puberty, introduce them to a wider world and enable them to make active contributions in their communities.

The curriculum is designed with governors, parents and children making effective contributions, believing that parents and carers are the prime educators for children on many of these matters. The curriculum is also designed to meet all requirements of the new statutory guidance on RSHE and to meet our Relationship and Sex Education Policy. This new subject content will give children the knowledge and capability to take care of themselves and received support if problems arrive and to recover from knocks and challenging periods in their lives.

### **Implementation**

The RSHE curriculum will be taught as a Spiral curriculum, building on topics that the children have covered in EYFS until they leave school. Resources will be appropriate for the age and stage of the child including those with SEND. Teachers will receive additional CPD in the changes to the RSHE curriculum and empowered to teach the new resources and SoW provided by ESCC. Further research will be undertaken into the School Specific Topics, which will support children within our particular community. Children will approach the following topics:

- My Feelings
- My Body
- My Relationships
- My Beliefs
- My Rights and Responsibilities

- Asking For Help
- School Specific Topics

As well as 1 lesson of RSHE a week, and weekly assemblies based on current affairs and relevant themes, there will be cross curricular opportunities, for example:

In English, themes of love, identity, different relationships and emotion are explored through poetry and story books.

In Science, children will learn about plants, animal and human bodies, naming parts of the body, how they change, grow and develop.

In Art and Design, children will produce creative and visual resources such as how to resist peer pressure, posters to promote developing an inclusive ethos or to celebrate events such as anti- bullying week and Safer Internet Day.

### **Impact**

Our RSHE curriculum is high quality, well thought out and is planned to demonstrate progression. The curriculum is Spiral based allowing children to build skills from EYFS to Year 6. We will measure the impact of our curriculum with a variety of assessment strategies and provide intervention where necessary.

Children will demonstrate compassion to their peers, community and the natural environment and will be able to ask for help when needed. Children will see themselves and their families reflected in posters and books around the school allowing them to feel a sense of place in the world.

There will a structured approach to the lessons which will be recorded with thoughts and photographs in a class scrap book which the children can refer back to in the book corner.