

Our Approach to the Relationships, Sex and Health Education Curriculum

Discover Learn Develop



| DISCOVER | LEARN | DEVELOP |
|---|--|---|
| INTENT: Curriculum Design, Coverage and Appropriateness (Policy, Culture, Scope) | IMPLEMENTATION: Curriculum delivery, Teaching and Assessment (Pedagogy, Components, Sequencing) | IMPACT: Attainment and Progress (Memory, Assessment, Systems) |
| <p>Our aim is to ensure that Relationships, Sex and Health Education is taught as a whole school approach in an inclusive and age appropriate manner in a safe, secure environment.</p> <p>We believe high quality RSHE lessons should support and meet the needs of every child, giving them the tools to develop healthy relationships with others, manage and explore their emotions, support their mental health and to make healthy choices. We believe in empowering our pupils; giving them the tools and support to enable them to manage their emotions, support their mental health and to make healthy choices. Through every aspect of school life, we aim to promote the spiritual, moral and cultural development of every child, preparing them for the opportunities, responsibilities and challenges that life offers.</p> | <p>At St Kew we teach RSHE through a whole school resource package called <i>Jigsaw 3-11</i> which offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, giving children age-appropriate relevant learning experiences to help them navigate their world and to develop positive views of themselves and healthy relationships with others.</p> <p>Jigsaw is a whole-school philosophy with children and young people at its heart, which nurtures the positive and inclusive culture of the whole school community. Jigsaw provides a spiral, progressive approach to a range of key concepts where children are exposed to concepts and have opportunities to develop their knowledge and skill in these areas. The spiral nature of Jigsaw means that the key concepts are repeated throughout the programme.</p> <p>At St Kew, we have implemented a rolling programme that is designed to ensure that children are exposed to the full programme of Jigsaw materials over the course of their primary education.</p> <p>RSHE lessons are taught weekly and teaching strategies are varied within the programme and mindful of the need for differentiation. Lessons provide opportunities to bring together PSHE education, emotional literacy, social and moral skills, mindfulness, spiritual development and the celebration of British values. RSHE is embedded with learning opportunities created across the whole curriculum. This is enhanced through collective worship and weekly celebrations. Outdoor Education is an integral part of the curriculum as well as both class and whole school trips. Additionally, pupils take part in health promotions, visits from people who help us, charity events and celebrate significant events in our community and the wider world. Pupils are encouraged to take an active part in the school community and contribute to school democracy, through Pupil Voice, where all year groups are represented.</p> | <p>All aspects of Relationships, Sex and Health Education are embedded across our curriculum. They are an integral part of our school values and ethos, encouraging mutual respect, responsibility and fostering self-esteem in a happy, caring environment.</p> <p>This supports pupils' ability to access the wider curriculum as children are equipped with the vocabulary that they need to develop their emotional literacy.</p> <p>All pupil fully participate within lessons and are enabled to communicate and engage with others, understand the importance of wellbeing and the school Golden Rules in order to fully access all learning opportunities.</p> <p>Our pupils behave in a mutually respectful manner, forming caring, positive and healthy relationships with others; recognise and celebrate their own and others unique characteristics; express a range of emotions progressively throughout each year group; develop responsibility and take an active part in school life.</p> <p>All St Kew pupils use the positive skills that they acquire in all aspects of life, empowering and equipping them to develop their resilience and support their own health and wellbeing: Skills for life-long learning are well developed.</p> |

LEARNING TO LEARN SKILLS

At St Kew, we are passionate about active learning and believe that children learn and develop best by 'doing'. Learning is a life-long experience and our 'learning to learn skills' help pupils to investigate and experience things, 'have a go', concentrate and keep on trying if they encounter difficulties, enjoy achievements, have and develop their own ideas, make links between these ideas, and develop strategies for doing things. This builds a foundation for igniting their curiosity and enthusiasm for learning. In RSHE, all Learning to Learn skills are used but the following skills are utilised in particular.

| READINESS | RESPONSIBILITY | RELATIONSHIPS | RESILIENCE | RESOURCEFULNESS | REFLECTIVENESS |
|--|---|---|---|---|--|
| I regulate my emotions and manage my behaviour so I am ready to learn. | I take responsibility for my actions, whether positive or negative. | I behave appropriately in relationships with my peers and adults, both face to face and online. | I persevere with tasks, work towards long-term rewards and continue despite setbacks. | I use the resources on offer to enhance my understanding. | I am flexible in how I learn, changing my ideas when I learn new information / ways of thinking. |

Jigsaw PSHE 3 -11/12 Content Overview



| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-------------------------|---|---|---|---|---|---|
| Ages 3-5 (F1-F2) | <ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | <ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself | <ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | <ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | <ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | <ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Ages 5-6 | <ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter | <ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | <ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | <ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness | <ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships | <ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition |
| Ages 6-7 | <ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings | <ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends | <ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success | <ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food | <ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships | <ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition |
| Ages 7-8 | <ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives | <ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments | <ul style="list-style-type: none"> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting | <ul style="list-style-type: none"> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices | <ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends | <ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition |

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|------------------------------|--|---|---|--|--|--|
| Ages 8-9 | Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour | Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions | Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes | Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength | Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals | Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change |
| Ages 9-10 | Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures | Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation | Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules | Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition |
| Ages 10-11 | Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling | Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy | Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments | Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress | Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use | Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition |
| Ages 11-12 (Scotland) | Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations | Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive | What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life | Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep | My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families | My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education |