



The Partnership of Springfield and The Meadows



Springfield RSE Curriculum Policy

Intent

Aims:

We offer a curriculum that is broad and balanced where the children are taught substantive and disciplinary knowledge for PHSE at a level that is personalised to meet their level of development.

- to gain accurate and relevant knowledge
 - opportunities to turn that knowledge into personal understanding
 - opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
 - the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
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- Present information in a sensitive, balanced and objective manner
 - Allow students access to individual sex education and relationships as and when their physical, emotional and social development dictates
 - Promote and develop self esteem
 - Encourage the development of appropriate behaviour in their family and community
 - Empower pupils by teaching and supporting them how to make informed choices and decisions
 - Enable pupils to protect themselves
 - Give opportunity for discussion in a safe environment

Objectives:

- for RSE lessons to dispel myths and allow children to talk about issues which worry or confuse them in a safe way.
- to develop an awareness and interest in themselves and their own bodies
- to give children the correct vocabulary and enable them to use it correctly
- Have various experiences of choice making, self-help and self-care
- Increase the breadth and depth of their experience, knowledge and understanding

- Link RSE knowledge and understanding to their own experiences e.g. health, relationships, lifestyle etc.
- For pupils to develop their skills and knowledge around their Health and wellbeing, relationships and wider world issues

Implementation

Curriculum Planning and Organisation:

At Springfield we plan a sequence of lessons using a topic based approach to ensure there is a clear sequence of lessons demonstrating progression throughout each unit of work. We use the long term overview substantive knowledge to ensure a wide range of coverage is included in our Medium Term Plans that is suited to the current cohort of children. Disciplinary knowledge (using our skills trackers) is also identified on the medium term plans and these link directly to the developmental stages of the current cohort of children.

- RSE lessons take place as discrete lessons but staff may need to address issues and questions throughout the day.
- RSE is also folded into Science lessons.
- The curriculum is delivered by all staff and led by class teachers
- All pupils are included at the level which they can access. This is supported by total communication.
- Staff dealing with controversial topics or difficult questions from pupils may request support from others, including ensuring teachers don't let their personal beliefs and attitudes influence teaching and asking for support to deliver
- Assessment will be through the use of standardised learning objective slips and Skills ladders.

Impact

Assessment:

Children will make progress in developing their disciplinary knowledge and their substantive knowledge each year.

Evidence will be found in children's PHSE/RSE/RE books with standardised Learning objectives across the school and tracked on their skills trackers.

Children's learning will be informally assessed through appropriate questioning, time for pupils to ask questions and a total communication approach.

Statutory requirements

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance

➤ We must teach health education under the same statutory guidance

This policy links to the following policies and procedures:

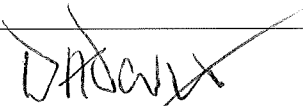

PHSE policy, safeguarding, extremism, equality and diversity, anti-bullying, behaviour, online safety

Monitoring and Review:

Delivery of PHSE will be reviewed and monitored through -

- Book Scans
- Learning Walks

This policy will be reviewed according to the emerging needs of our school.

Policy produced: October 2022	Policy agreed:
Signed: 	Chair of LAB
Signed:  <i>Shahid</i>	Headteacher
Review date:	(2 years)