

Temple Normanton Junior Academy

RSHE Policy



Written by Date: 10/10/22	Ben Otter
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Signed – Principal	Leica Carter

Intent Aims and Objectives

At Temple Normanton Junior Academy, we believe that delivery of high quality RSHE (Relationships, Sex & Health Education) allows pupils to develop in to mature and responsible members of society. We will provide children with the knowledge and skills they need to ensure that they are capable to overcome any social or personal barriers which they may encounter on their journey to adulthood. Paired with these skills, the pupils will develop a broad range of cultural and social understanding which has been highlighted as a need by the Department of Education and The RSHE Association. The three main areas of teaching have been broken down in to Health and Wellbeing, Relationships and Living in the wider world to enable children to learn to lead a healthy, happy and balanced life. Within this broad curriculum, children will learn about the importance of money and how to become informed consumers within our society. We want our pupils to be confident, self-motivated individuals who understand their rights and responsibilities within a diverse multi-cultural society. We aim to deliver this part of the curriculum in with heavy links to British Values and also the development of pupils spiritually, culturally, socially and morally.

Through RSHE, we aim for all pupils to know:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing
- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships
- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect diversity and equality and how to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- the part that money plays in people's lives
- a basic understanding of enterprise
- What British Values are and how these impact our lives and development.
- What social development is
- What spiritual development is with a link to RE
- What cultural development is with links to the local area
- What moral development is.

Implementation

In order for our pupils to gain the most from their RSHE curriculum, we aim to deliver these lessons in a variety of different ways with the main emphasis being on active learning. Pupils will be using their RSHE lessons to develop the skills to hold meaningful and informed discussions around key topics of interest. We will ensure to use staff expertise in school upon delivery of these lessons paired with the wider community to give the pupils chance to listen and learn from visitors first hand on their experiences in the real world. At Temple Normanton Junior Academy, we are aware of the need for pupil voice within our school and feel that this is an area of key importance which is shown through our use of Class Council sessions throughout the academic year.

Due to RSHE having such strong cross curricular links, our aim is to allow pupils to have chance to put in to practice and have reiterated much other their learning through the PE curriculum. Pupils will have the chance to solve conflict, learning about team work, communication and problem solving skills practically to reinforce their classroom learning and discussions. Our pupils are beginning to learn about the importance of money and pupil voice through the use of the tuck shop and class council. From our class council our pupils are also learning about positive changes to the environment in voting to have recycling bins in every class room and more bins on our yard to help stop the build-up of litter within our school.

Parents and children will also have access to the school RSHE board which is on the playground shelter for all to see. Here key information can be found regarding some of the delivery styles, key information and pupil voice which is continuously raising the profile of RSHE throughout our school. Our pupils will use RSHE floorbooks as a focus point in their discussion around the subject which will enable the teacher to use this as an assessment area for their pupils.

Resources

We have access to interactive resources which have been made available through the RSHE planning. These resources offer PowerPoints, videos, work sheets and books. The books give the pupils the chance to see their learning shown in a story form which is relatable to them and their age group. Floorbooks will be used as a reference point for all of the learning covered across the academic year which the class teacher can refer back to when areas of the curriculum cross over.

Impact

Teachers assess the children's knowledge and understanding of RSHE through observations and classroom discussions. Levels of confidence, team participation, social and communication skills are continually assessed throughout the year and are recorded in the pupil's end of year report. Their understanding of key issues can also be noted and found on evidenced work in Topic books. The subject leader will be responsible for leading PSHE book scrutinises and checking the quality of discussions and active learning by using observations. The RSHE subject leader will also be responsible for upskilling staff on any area for improvement which staff feel they need to be trained on and will focus on driving the subject forward with

the help of the principal, parents and governors. This will be done via regular subject monitoring and feedback throughout the academic year.

