



RSHE Curriculum Statement

Our C.L.E.A.R curriculum drivers are:

CARE	We treat each other and property with respect We keep ourselves physically and emotionally safe and healthy
LEARN	We know learning helps us grow by doing and knowing more We learn and challenge ourselves in different ways to reach our goals
ENGAGE	We value and enjoy all learning opportunities and experiences We are proactive members of our learning communities
ACHIEVE	We set high expectations of ourselves and always give our best We take pride in all we do and celebrate all our efforts
REFLECT	We embrace our next-steps in learning We find ways and seek to do things better next time

Our curriculum is implemented through;

An **EPIC** approach to learning;

- Enquiry-led - children are active partners in their learning.
- Purposeful - learning is meaningful and there is an end goal.
- Innovative - learning is personalised to meet children's needs.
- Challenging - the pitch, pace and standards of learning are right for each individual child.

Curriculum Intentions:

At Foxhills we aim for our children to grow as individuals and develop the knowledge and skills required to make positive contributions to the communities in which they belong. Our aim is for children to become proficient in understanding the crucial knowledge required to keep themselves and others' safe, look after their health and wellbeing and understand their rights and responsibilities, so that they can take advantage of opportunities open to them throughout life. Powerful knowledge refers to the knowledge the school has identified as being the most crucial content that all children must acquire to ensure they meet the milestones for the end of Early Years Foundation Stage and Key Stage One in RSHE.

Our RSHE concepts are:

- Living in the Wider World
- Health and Wellbeing
- Relationships
- Safety
- Respect

- Caring

At Foxhills, the characteristics of a child who has acquired the crucial knowledge in RSHE are:

- A well-developed sense of self and an understanding of their place in the world
- An awareness and appreciation of their own and others' emotions
- An ability to understand and follow rules and routines
- An understanding of the factors that contribute to physical health and mental wellbeing
- An ability to form positive attachments with other children and adults
- Confidence and resilience

Curriculum Implementation:

How is the RSHE curriculum organised?

Our RSHE curriculum is sequenced so that the concepts are taught in line with our safeguarding curriculum. This is so that crucial knowledge relating to each concept can be reinforced through whole school assemblies as well as in class. Every year begins by children learning about 'Living in the Wider World' in Autumn 1. This is necessary in order to help settle children into their new classes, as well as helping them to understand new rules, routines and responsibilities. The children learn more about their place in the world and begin to develop a sense of self and a sense of belonging within a class or school community. As the children learn the expectations of their new class, they learn to appreciate and consider other people. Independence is promoted so that children are able to make positive contributions to their new class.

In Autumn 2 all children learn about 'Health and Wellbeing'. This concept has been positioned during this half term so that crucial knowledge about recognising and understanding emotions can strengthen children's understanding of responsibility and further promote independence in terms of managing personal needs.

Once the children have a secure understanding of the knowledge taught so far, they begin to take more ownership over their own rights, responsibilities and managing their emotions. During this half term, children begin to understand the role they play in treating others with respect. During the concept 'Relationships' children learn what constitutes a healthy relationship. This is so that children are able to form and maintain positive, healthy attachments to both friends and appropriate adults. Children are equipped with the knowledge and skills required to make choices based on understanding the emotions and feelings of other people.

The concept of 'Safety' is placed after 'Relationships' so that new learning can strengthen children's knowledge about what is and isn't acceptable in a relationship. This enables children to recognise relationships that make them feel unhappy or unsafe. Within this concept children learn essential skills that help them to recognise what is and isn't appropriate in their relationships with others, in order to keep themselves safe.

Once the children have developed an understanding of behaviours, they learn about 'Respect'. Within this concept, children develop a deeper understanding of their own rights, including the importance of consent. Children learn about bullying, how to treat other people and how to seek help if needed.

The final concept that is positioned at the end of each academic year is 'Caring'. This concept is placed in this half term in order to facilitate discussions around change. Children revisit feelings to address anxieties about upcoming changes and teachers ensure that children have the emotional literacy to understand emotions associated with this. Children learn about families and those who care for them, in preparation for the summer holidays and they begin to think about new opportunities and responsibilities that they will encounter in September.

How does learning progress in the RSHE curriculum?

In EYFS the concept 'Living in the Wider World' begins with children developing the confidence to take part in new activities and beginning to show independence, resilience and perseverance when faced with challenge. Children learn to understand the rules and the difference between right and wrong and begin to regulate their behaviour accordingly. Crucially, children learn to control immediate impulses and wait for what they want, showing an understanding of others. As this concept develops throughout Key Stage One, the children learn about manners, courtesy, tolerance and respect for those in positions of authority.

The concept 'Health and Wellbeing' begins in the EYFS with children learning to manage their personal needs, such as recognising when they are thirsty or hurt, toileting, handwashing and asking for help when needed. Children also learn about healthy and unhealthy food choices. As this concept progresses throughout Key Stage One, children learn more about understanding their own needs, whether that be related to physical health and hygiene or mental wellbeing. As learning progresses in Year One and Two, we enhance children's understanding of a range of emotions so that children gain a deeper understanding of the importance of rest, play, spending time with friends and family and exercise on their wellbeing.

In EYFS children begin learning about 'Relationships' by learning to work and play cooperatively alongside others, forming some positive attachments. These early skills develop throughout Key Stage One so that children gain a deeper understanding of characteristics of healthy relationships and begin to manage conflicts themselves, knowing where to go for help and support if required.

The concept 'Safety' begins with children in EYFS learning to recognise and name their feelings. This crucial knowledge enables children to recognise if relationships cause them to feel unhappy or unsafe. As this concept progresses throughout Key Stage One children learn more about keeping themselves safe in the wider world, including online. The children learn more about recognising and reporting concerns and responding appropriately to people, situations and emotions that they experience in a range of contexts.

In EYFS children learn about 'Respect' by learning to respond appropriately to teachers and follow instructions. In Key Stage One, this learning deepens and children begin to consider the impact of bullying. Children revisit their rights and learn about consent, so that they have a secure understanding of the ways in which their own bodies and emotions should be respected.

As the concept 'Caring' progresses, children's thinking about families deepens. Children learn more about how families can appear different but can all be characterised by providing love and support, particularly in times of need.

How are RSHE tasks designed?

Crucially, RSHE tasks are designed to be entirely accessible for all children. Teachers plan lessons in sequences so that new knowledge builds on prior learning and can therefore strengthen an existing schema. Children are provided with engaging, real life situations to contextualise their learning and low-stakes tasks enable children to show what they know. The school uses SCARF (Coram Life Education) to supplement our curriculum, however, plans and resources are adapted to meet the requirements of our curriculum

and all learning is entirely flexible based on any specific needs for any child, at any given time. Children are provided with opportunities across the curriculum to embed and apply knowledge gained through the RSHE curriculum as skills across a range of contexts.

What does RSHE look like across the curriculum and which skills or knowledge can children not access the rest of the curriculum without?

A high quality RSHE curriculum not only compliments a range of other subjects, such as; science, reading and PE, but it also facilitates children's learning across the whole curriculum. Children who do not develop confidence to try new things, perseverance and resilience when challenged are unable to learn from mistakes and make changes in their own learning to improve their outcomes. If children are unable to understand and follow rules and instructions, they are unable to take advantage of learning opportunities provided to them in all curriculum areas. Children who do not acquire the knowledge and skills required to recognise their emotions and ask for help, may experience barriers to concentrating, thus inhibiting learning in any subject. For these reasons, children who do not develop proficiency within the RSHE curriculum are effectively disenfranchised.

Provision for SEND and Greater Depth

The teaching team at Foxhills is determined to ensure that our RSHE curriculum is entirely accessible for all children. We have consulted with all of our parents to identify any specific vulnerabilities amongst our children and to ascertain the level of experiences and understanding our pupils have. We have used this information to ensure that the content of our curriculum is non-discriminatory and bespoke provision can be provided for those pupils who require additional intervention or adaptations from planning to access the crucial knowledge.

At Foxhills typical barriers to accessing our RSHE curriculum include:

- Understanding the emotions of others
- Speech and language difficulties
- Lack of wider experiences outside of school

We aim to remove these barriers to learning by:

- Getting to know every child very well
- Creating a culture where we listen to all children and provide time and opportunities for children to talk
- Providing speech and language interventions
- ELSA support to equip children with emotional literacy
- Using stories
- Using pictures
- Using role-play opportunities
- Pre-teaching concepts to children

Curriculum Impact

A child who has acquired the crucial knowledge and developed proficiency within the RSHE curriculum on offer at Foxhills will be fully equipped to take advantage of all opportunities open to them throughout their schooling and in the wider world. They will be able to empathise with others, form and maintain healthy relationships, treat others with respect and understand their own rights in order to keep themselves safe. Children will be confident to express their individuality and will know where and how to access support if required.

