




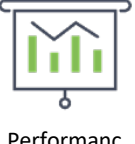











PHSE and RSE Curriculum Rationale

Intent		Implementation		Impact	
 <p>Curriculum</p>	<p>All schools are required to teach PSHE education from Sept 2020. This includes Relationships Education at Key Stages 1 and 2, Relationships and Sex Education (RSE) at Key Stages 3 and 4, and Health Education in both primary and secondary phases.</p> <p>The PSHE curriculum at Rosehill is based on the PSHE association Programme of Study. This Scheme of Work for the PSHE programme integrates, but is not limited to, this new statutory content. It also links with the Discovery Education digital programme. 'The World I Live In' section covers aspects of PSHE relating to careers education, economic wellbeing, personal safety (including assessing and managing risk) and preparing for adulthood. This learning is critical to support different levels of independence, as well as helping schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.</p> <p>Key stage 5 is our last opportunity to ensure that pupils have real competence in the skills and strategies they have been developing throughout their PSHE education — and to extend the knowledge and understanding that they need to equip them for independent living and the next stage in their education or career. The Key stage 5 curriculum builds on previous learning. However, it is important to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group, such as the workplace.</p>	 <p>Pedagogical Approaches</p>	<p>The new PHSE framework emphasises the need for high-quality provision through a broad and rich curriculum and aims to support the future success of all individuals. Our well-considered and comprehensive PHSE and RSE programme ensures that young people are prepared for their next steps in their education and later employment. Discrete PHSE and RSE lessons are taught weekly in every Key Stage. These lessons are carefully planned in a cycle, building on previous learning and knowledge and assessed using the Pathways.</p> <p>Much of the learning is regularly re-visited and consolidated; pupils have the opportunity to explore, recognise and understand the subject content. This helps to ensure pupils develop the essential skills and attributes identified in the Framework, including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them (i.e. knowing how to seek help). Our pupils live in an increasingly 'connected' world. They are not always able to recognise or separate the 'offline world' from the 'online world'; therefore, all topics should be explored within the context of both. Rosehill's PSHE scheme of work closely follows the PHSE Association and Discovery Education schemes which underpin this concept.</p>	 <p>Approach to Assessment</p>	<p>There are many reasons why it is important that learning in PSHE education is assessed:</p> <ul style="list-style-type: none"> • Pupils need opportunities to reflect on their learning and its implications for their lives. • Teachers need to know that learning has taken place, to be able to demonstrate progress and identify future learning needs. • Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning. • It also enables key stakeholders to see the subjects' impact on pupils and whole school outcomes, i.e. personal development, safeguarding, SMSC, FBV. • The DfE also states in the statutory guidance for RSHE education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment is central to our PSHE provision. <p>Pupils attainment in PHSE and RSE is assessed through the Pathways which are based upon the PHSE Association's framework. This data is analysed by the PHSE Lead at 3 data collection points throughout the year.</p>
 <p>End Points</p>	<p>By the end of Key stage 1 pupils have encountered all of the core six areas of learning. They will have some understanding and knowledge of the things they are good at. Understand what is kind and unkind behaviours. They will be playing and working together and learning how to get on with each other and expressing their emotions. They will start to understand strong emotions and develop ways to regulate themselves. They will know some people who are special to us and who to trust. They will start to understand how relationships are different with different people. Pupils will start to be able to taking care of themselves with their hygiene and by keeping safe, including keeping safe online. Pupils will know about healthy lifestyles. They will know public and private parts of our bodies. And understand how we change from babies to adults.</p>	 <p>Teachers' Knowledge</p>	<p>Teachers are required in the DfE teaching standards to demonstrate good subject and curriculum knowledge. The PHSE and RSE long term plan enables teachers to build on previous knowledge and deliver new learning in an age appropriate way. The PHSE Lead works closely with teachers to ensure they are confident in delivering the programmes. The PHSE Lead regularly attends PHSE network meetings and accesses suitable CPD. This information is passed onto teachers through staff meetings and training sessions. The PHSE lead works closely with the PHSE advisory team at Nottingham City, to deliver network meetings for Special Schools.</p>	 <p>Performance Data & Pupil Progress</p>	<p>This is the first year that the pathways have been implemented at Rosehill.</p> <p>A fuller picture of pupil progress will be available in Spring 2023.</p>

	<p>By the end of Key Stage 2, pupils will have consolidated their knowledge from key stage 1 and have started to work at greater depth within the topic areas especially around the topic area of puberty.</p> <p>By the end of Key Stage 3 pupils will have a deeper understanding of their personal strengths, understand the skills they need to improve and how they best learn. They will begin to understand what prejudice and discrimination mean and be able to seek help from reliable sources. They will be able to manage pressure and think about the best ways to support their own mental health. Pupils will know how to ask for help for their own health and what to do if they feel unwell. Pupils will understand how to keep safe on the internet and personally, including what to do in emergency situations. They will also start to understand the dangers of gambling. They will be able to identify and manage their feelings including feelings around sexual attraction. They will have knowledge about relationships; including healthy and unhealthy ones, intermate relationships including contraception and consent. They will understand the importance of a healthy lifestyle including the dangers of drugs and alcohol.</p> <p>By the end of Key Stage 4, pupils will have consolidated their learning through the topics going into greater depth.</p> <p>By the end of Key stage 5 pupils will have started to use their knowledge in the wider world as they become more independent and begin to transition in to further studies or work.</p>				
 <p>Sequencing</p>	<p>Our PSHE/RSE curriculum is structured in a way that introduces new/challenging content and builds on what has gone before whilst reflecting the personal development needs of the pupils.</p> <p>A whole school thematic approach is used on a 3-year rolling programme to consolidate knowledge and understanding, as well as helping children to apply their knowledge in age-appropriate contexts. The curriculum for key stages 1-4 is organised into 6 sections:</p> <ol style="list-style-type: none"> 1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests) 2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education) 3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education) 	 <p>Enabling Environment & Pupil Voice</p>	<p>During PHSE/RSE lessons, pupils are encouraged to discuss and explore issues using new vocabulary, signs, symbols and pictures. The PSHE curriculum is designed to encourage all learners to draw upon personal experience to discuss issues. Pupils will hear other's perspectives and gain an understanding of others and the world around them.</p> <p>PSHE content is embedded across the curriculum as well as in wider aspects of school life and makes use of links to the wider community.</p> <p>We focus on developing a mind set to help pupils build resilience, independence and confidence, embrace challenge, foster a love of learning and increase their levels of happiness. We do this through the language we use in class, praising pupils for their efforts, and using language to encourage them. This supports both our school and PSHE aims and values; we have this focus through out the school and school curriculum. PSHE, including RSE</p>	 <p>Pupils' Work</p>	<p>Photographs, feedback and project work capture pupils learning and progress. Impact reports are available on the school website. (Reports include feedback from key stakeholders and pupils i.e. RSE day 2022 - <i>RSE day at Rosehill was clearly inspiring. It is wonderful to hear how you bring RSE day alive and engage in such important issues throughout the year and out into the wider community of the school, Nottingham City RSE Advisor</i>).</p> <p>Student Council: https://www.therosehillschool.com/student-council-primary-parliament-social-action-p/</p>

	<p>4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)</p> <p>5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)</p> <p>6. The World I Live In (Living confidently in the wider world)</p> <p>Pupils study core themes over the year (1 per half term). Lessons in Key Stage 5 are sequenced in 3 sections. Health and Well-being (Self-concept, mental health and emotional wellbeing, healthy lifestyles, managing risk, personal safety, sexual health, drugs, alcohol and tobacco). Relationships (Relationship values, forming and maintaining respectful relationships, consent, contraception, bullying abuse and discrimination). Living in the wider world (Choices and pathways, work and career, Employment rights and responsibilities). Assemblies are linked to PSHE, FBV and citizenship and cover additional aspects. Displays reinforce the PSHE curriculum, enabling pupils to make links.</p>		<p>and British Values is an integral part of the whole school curriculum, and is therefore often taught within other subject area. Visitors such as emergency services and other professionals complement our PSHE curriculum to offer additional learning.</p> <p>We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. This could be, for example, by being a member of the Student Council/ Class Ambassador/Eco-Schools.</p>		
 <p>The Need of all Pupils</p>	<p>A key principle of our teaching is about belief that every pupil should and can engage with PSHE and RSE; they play an important role for learners with autism — imparting the practical skills, understanding and knowledge they need to lead creative and fulfilling lives and enjoy safe and healthy relationships.</p> <p>A key part of learning is developing the communication skills, vocabulary, strategies and confidence to help identify and manage these challenges. PSHE lessons provide an inclusive environment where pupils feel comfortable and safe to discuss issues they are worried or feel anxious about. The resources used in school engage pupils of all abilities.</p>	 <p>Knowing More and Remembering More</p>	<p>Learning is regularly revised, revisited and taught within whole world context. Teachers embed and assess learning through questioning and feedback. Vocabulary is taught in context and pupils are encouraged to use age appropriate vocabulary.</p>		<p>The PSHE Lead talks to pupils about their learning as part of the monitoring process. This is to see if pupils have enjoyment, confidence and knowledge in PHSE/RSE Pupils have the opportunity to share feedback about their work and understanding of the lessons. Their responses are be used to inform teaching and cross-curricular plans. Evidence of pupil voice can be seen e.g. Student Council and Ambassadors impact reports/ learning walk with the pupils</p>
		 <p>Assessment</p>	<p>PHSE/RSE is assessed using the pathways, starting with the first stage, 'Engagement', through to 'Pathway 6'. Each Pathways builds on the one before.</p>	<p>Talking to Pupils</p>	<p>Student Council and Ambassadors impact reports/ learning walk with the pupils https://www.therosehillschool.com/curriculum-impact-including-projects-events/</p>