



RSHE Intent

Why do children at Kneesall study RSHE?

PSHE is fundamental to the way that children grow as individuals. Pupils at Kneesall study RSHE (Relationships, Sex and Health Education) to gain the knowledge, skills and understanding to lead confident, healthy and independent lives as global citizens. Through studying RSHE, children develop appropriate vocabulary, self-esteem, confidence and self-awareness in order to make considered choices which impact children themselves and others. It teaches children to develop social skills and social awareness and enables them to express themselves in an appropriate way. RSHE at Kneesall C of E Primary School, equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. The curriculum has been designed to meet the needs of our children, as school life as part of the Kneesall community, plays a vital role in helping our children to become well-rounded individuals and in preparing them for the wider world.

What are the aims for the RSHE curriculum?

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Collectively, this is known as RSHE (Relationships, Sex and Health Education) at Kneesall C of E Primary School. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The aims of RSHE are to:

- Foster good relations regarding the protected characteristics and embrace difference through a climate of kindness Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

What are the local area / community links/ special historical features in the area?

Visits from/ to: local police and fire service, school nurse, RNLI, Charities (eg NSPCC), St Bartholemew’s Church. We are fortunate to explore our historically and spiritually rich locality, including Sherwood Forest, Newstead Abbey, Rufford Abbey, Southwell Minster and Perlethorpe.

What links to careers can be made through the RSHE curriculum?

Children are encouraged to be the best they can be, individually and as a team. This can enable each child to work collaboratively and confidently in many different vocations, showing compassion, care and respect throughout a number of professions.



How are British Values taught through RSHE?

Democracy- All children have opportunities to discuss and voice their opinions, whilst considering opinions of others, and make decisions.

Mutual Respect and Tolerance- Respect opinions, beliefs, faiths and differences of others. Understand that everyone gets treated as an individual because life is different for everyone.

Individual Liberty- Expressing and exercising rights in an appropriate way, using appropriate vocabulary. Making the right choices and taking responsibility for my actions.

Rule of Law- Understanding that there are rules and laws to protect me and understanding when things are wrong, who to go to and how to ask for help

RSHE Implementation

RSHE is embedded throughout daily life at Kneesall – through the school values of kindness, courage, and faith and through the usualising, actualising and celebrating of difference. TO support our values development, we deliver weekly RSHE lessons, using the Twinkl Life scheme to support learning, alongside supporting threads within Collective Worship, Picture News, British values, RE, Computing and Science curriculum. Prior learning is revisited and built on, to explore the underlying principles of PSHE education at a depth that is appropriate for the age and stage of the child. Key words are prompted to build a rich vocabulary to enhance learning and equip children and prepare children as they grow.

Role play, small group and team tasks, games and reflection supports learning in a creative manner, enabling children to build confidence and resilience.

Monitoring, Progression and Assessment

Floor books and pupil voice allow the subject to be monitored closely as well as observations and collaborative work. Children should be able to talk about the knowledge categories and there should be clear differences between children in different year groups. We expect to see differences in the way children approach the task and how articulate and expressive they are about their learning. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part.

Assessments are made at the end of each term to determine at what level of understanding each child is working towards. This will include retrieval of key knowledge based facts alongside discussion with the child about the work they have produced.