

Our RSHE curriculum is built upon our 4 core values of faith, pride, challenge and success. As a Catholic school, our aim is that every child achieves their full potential as an individual made in the image and likeness of God. Our approach to RSHE is grounded in the belief that all pupils can benefit from an education that keeps them safe, healthy and prepared for the realities of modern life. We aim to empower pupils to lead lives of contribution and achievement. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. It gives them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	We intend a RSHE education that covers mental health and wellbeing, physical health and learning about safe, healthy relationships, including understanding consent and negotiating life online. We achieve this by following the Ten:Ten Programme 'Life to the Full Plus' which is rooted in the Catholic faith and supplemented with resources from Learn Sheffield and Project Evolve.	<b>Pedagogical Approaches</b>	The pedagogical approaches to the teaching of RSHE are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> <li>• Deliberate and intentional retrieval of previous knowledge to build on previous learning</li> <li>• Regular checkpoints and formative assessments to tailor lessons to the needs of pupils</li> <li>• Positive relationships that create the conditions conducive to effective learning</li> <li>• High levels of subject knowledge</li> <li>• Making reference to the school rules and values when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential.</li> </ul>	<b>Approach to Assessment</b>	Initial formative assessment gauges pupils' starting points in terms of their existing knowledge, skills, attitudes and beliefs, and informs teachers' planning. Formative assessment against the endpoints then demonstrates the progress pupils have made. Assessment is also done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills to inform future teaching.
End Points	Substantive knowledge represents the content that is taught in each year group. In the curriculum, crucial knowledge for each unit is identified – the content we want the children to know and remember.	<b>Teachers' Expert Knowledge</b>	Teachers are given regular opportunities to access CPD. The subject leader provides regular updates to staff. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	<b>Performance Data</b>	There is no published data for RSHE. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.
Sequencing	It is taught with a spiral approach to learning in which pupils will revisit the same topics at an age-appropriate stage throughout their school life.	<b>Promoting Discussion and Understanding</b>	In all lessons, discussion is integral to deepen thinking and promote understanding. Pupils are given regular opportunities to explore and discuss questions at an age appropriate level. Teachers use their strong knowledge of the progression in the curriculum to ask questions which lead children to develop the understanding we intend to promote.	<b>Pupils' Work</b>	Pupils' work will be used as a way of securing and showing learning and not simply a record of activities done in class. Pupils should be able to refer to their work, to support themselves with new learning and retrieve key elements of previous learning. Evidence will be recorded in a variety of forms.
Alignment to EYFS	PSED is a prime area of the statutory framework for EYFS. This area of learning is fundamental to the development of the whole child. Strong relationships with adults and each other are prioritised upon starting EYFS and, through explicit teaching, modelling and supported interactions, children learn to cooperate, self-regulate and resolve conflicts. As well as these day-to-day interactions, EYFS use resources and teaching materials from 'Life to the Full Plus'. Children are given opportunities and experiences to enable them to meet the expected level of development.	<b>Knowing More and Remembering More</b>	Children are encouraged to reflect on previous learning and use that to explain their current understanding. Teachers are clear about the progress and achievements of the pupils they teach, and how their learning might be improved. Teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons. The curriculum is structured so that content is revisited within each key stage.	<b>Talking to Pupils</b>	The subject leader will dedicate time regularly to the scrutiny of books, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform an evaluation of the quality of teaching and learning. During governor visits, time is also given to talking to pupils to provide evidence of impact.



## RSHE Curriculum

Addressing Social Disadvantage	RSHE education has proven impact on life chances and academic success. An extensive 2017 literature review by leading economists found 'Very strong evidence' that RSHE learning has a positive impact on health, well-being and academic attainment, particularly for the most vulnerable and disadvantaged. A key principle of our teaching is the belief that the vast majority of children can engage with the curriculum for their year group. Pre-teaching and same day intervention are in place to ensure that all children can engage with the key learning. The structure of the curriculum is designed to ensure that all children can keep up with the pace of learning. As such, we adopt a mastery approach to all teaching, having high expectations of all children and scaffolding those with lower starting points to be able to access and achieve these. Our curriculum is inclusive and resources used in school are accessible to all.	Teacher Assessment	Teachers assess formatively in each lesson. Children will have opportunities to evaluate and recognise their own success, and teachers will carry out formative assessment for learning using checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have most impact.		
Local Context	Our RSHE curriculum is rooted in the teachings of the Catholic church, which is why Life to the Full Plus has been chosen as the main scheme of work. We acknowledge that there is no 'one-size-fits-all solution', so our RSHE programme has been tailored to reflect the local context and needs of our school community through the supplementation of Online Safety, Anti-Discrimination and Anti-Racism resources.	Meeting the needs of vulnerable learners	The RSHE curriculum aims to be ambitious and inspiring for all students with SEND, emphasising the need to adapt the delivery of knowledge and language to ensure accessibility for everyone. This includes pre-teaching, using print resources, along with providing additional opportunities for discussion and collaborative work. The collaboration between teachers and special educational needs staff ensures that each student's unique needs are addressed while still offering a meaningful educational experience. Through access to relevant research and CPD, we know that pupils with additional needs are more vulnerable to the issues young people and adults face in life. Therefore, prioritization is given to ensuring vulnerable learners secure the intended knowledge.		