**Curriculum Intent, Implementation and Impact Statement for RSHE**

**Intent: Our vision for PSHE**

From April 2021, the Department for Education statutory guidance for RSHE states that all primary schools must deliver Relationships and Health Education. Our children are growing up in an increasingly complex world, which presents many positive and exciting opportunities, but also challenges and risks.

Therefore the purpose of RSHE is to ensure that all children receive their entitlement to an education that enables them to make informed decisions about their wellbeing, health and relationships. Teaching and learning will support our children in developing resilience, to know how and when to ask for help and to know where to ask for support.

Our school’s guiding principle is that the content of RSHE must be age-appropriate and developmentally-appropriate for our children. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents. We view the partnership between home and school as vital in developing a shared set of values which ensures our children are supported effectively. It is important that parents are kept informed and are consulted to ensure that the children are given the best PSHE and RSE provision possible.

**Implementation: How we plan for and teach PSHE**

In our school we take the approach that Relationships and Sex Education are best approached in an integrated way, for example, when teaching about how a baby is born we will also discuss the care that families give to babies. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children’s curiosity about the world around them, supporting their development and their respect for themselves and each other.

The new legislation gives parents the right to request to withdraw their child from sex education in primary school, but not from Relationships Education, Health Education or science.

RSHE forms part of the whole school curriculum for PSHE and is taught in all year groups. Class teachers are responsible for planning RSHE for their year group and use the whole school RSHE curriculum to ensure that the appropriate content is taught in each year group.

The Holy Trinity RSHE curriculum has been developed using the West Sussex Education for Safeguarding (E4S) online tools. The tools enable us to analyse the various datasets and pupil information we have collated, to create a tailored curriculum for each key stage appropriate to the needs of the children.

RSHE teaching will be differentiated, where appropriate, to meet the needs of all pupils. Teachers will include differentiated questioning in their planning and will consider whether there are any pupils who need to be taught aspects of the RSHE curriculum in small groups or on a 1:1 basis. Teachers will also ensure that RSHE teaching and learning is inclusive and relevant for the pupils by taking into account a range of factors such as disability, diversity, ethnicity, culture, age, religion or belief or other life experience.

**Impact: How we evaluate our learning in PSHE**

The RSHE curriculum is progressive and builds upon prior learning as the children move up through the school. Teachers use assessment tools, either to gauge the children’s understanding prior to teaching a unit of work or to assess their progress at the end of a unit. Teachers also assess the pupils’ learning through questioning and pupil response, addressing any misconceptions at an age appropriate level. Children’s work is recorded in their PSHE books and marked by the class teacher with written feedback and next steps where appropriate. Children self-assess their learning against the learning challenge for each lesson.