



RSHE at the Unity Federation



Intent

Our Statement

When children leave any of our three schools we aim for them to have the confidence, skills and knowledge to be diverse, empowered and curious individuals. Our curriculum drivers are embedded throughout our RSHE curriculum. Children are shown the diversity outside the constraints of living in a rural community- preparing them for life in the wider world. Children will feel empowered to speak out about their experiences and opinions in a comfortable environment whilst also teaching them to be compassionate listeners. Children will have the freedom to be curious and ask questions through flexible sessions. And finally, they will have high aspirations to achieve whilst facing the potential barriers of both childhood and adolescence. Our children will be supported through their physical, emotional, social, cultural and moral development to allow them to sustain healthy relationships and become valued members of society.



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IMPLEMENTATION

Our Statement

Within the three schools belonging to the Unity federation, the teaching of RSHE is not only explicitly taught in carefully planned sessions but is embedded as part of our broad and balanced wider curriculum. Core links can be found in our computing and science curriculums. The teaching of RSHE has been carefully planned to ensure that children obtain the required knowledge and skills based on their age and individual needs. Our RSHE curriculum has been planned to ensure that children are aware of how to keep healthy and safe and feel empowered to face any challenges and responsibilities that arise as they grow up.

Our rolling programmes for RSHE have been planned in line with the PSHE Association Programme of Study, alongside the Educator Solutions RSHE programme. Further to this, we have enriched our teaching and learning further using the You, Me, PSHE programme of study for primary schools.

All RSHE topics are based on three core themes as outlined in the PSHE association programme of study- Health and Wellbeing, Relationships and Living in the Wider World. Each school will focus on a different core theme each term to ensure whole school engagement with the learning. Further to this, whole school learning can be enriched through shared learning experiences across the school, specialist assemblies and learning together days.



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IMPLEMENTATION *continued*

The Threshold Concepts

Our planning and assessment in history any structured around 4 main concepts

Health and Wellbeing

Children learn about their bodies and how to respect themselves by keeping healthy and safe.

Relationships

Children learn about different relationships. How to respect themselves and others and how to communicate feelings.

Living in the Wider World

To learn how to stay safe in our community and online. Things that are acceptable and not acceptable in different places.



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IMPLEMENTATION *continued*

The Teaching and Learning

Our curriculum is split into three milestones, one for each of our three mixed age classes. Teachers, use the threshold concepts to plan suitably challenging learning for the children in their class.

Milestone 1

	Autumn	Spring	Summer
Year A	Healthy Lifestyles Mental Health (Feelings)	Responsibilities and Communities	My rights and Responsibilities
Year B	My body – growing and changing Mental Health (Feelings)	Managing hurtful behaviour and bullying and showing respect	Economic wellbeing



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IMPLEMENTATION *continued*

The Teaching and Learning

Milestone 2

	Autumn	Spring	Summer
Year A	My body – Keeping it safe	Family and Friends – Having wonderful relationships	Having a job
Year B	My body – growing and changing	Drugs alcohol and tobacco Identity, society and equality	Celebrating our local Community
Year C	Mental Health - Feelings	Commitment and having a choice	Saving Money



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IMPLEMENTATION *continued*

The Teaching and Learning

Milestone 3

	Autumn	Spring	Summer
Year A	Healthy Lifestyles and Mental Health	Family and Friends (positive and Safe Relationships)	Human Rights - Responsibilities and Communities
Year B	Our Changing bodies Drugs, alcohol and tobacco	Managing hurtful behaviour, bullying and showing respect My beliefs	Economic wellbeing Borrowing and earning money
Year C	Keeping Safe, when things go wrong FGM	Discrimination and Bullying	Media literacy and Digital resilience Keeping safe online

Examples of Cultural Capital in PSHE

Anti bullying Week (odd Sock Day), Children in Need, First Aid Federation Day, Emergency Services Federation Day, Red Nose Day, Visits from nurses, doctors, vets.



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IMPACT

At the Unity Federation we know nothing is learned unless it rests in pupils' long-term memories.

This does not happen, and cannot be assessed, in the short term. So to measure the impact of our history curriculum we try to explore the answers to two main questions:

- How well are pupils coping with the curriculum content?
- How well are they retaining previously taught content?

We explore this through:

Assessing Learning:

Before, during and after lessons.
Using the assessment statements
for each milestone.

Monitoring:

Subject leadership monitoring
and Governor monitoring, fol-
lowing our monitoring schedule.



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IMPACT *continued*

Progression through the milestones

	Milestone 1	Milestone 2	Milestone 3
Health and wellbeing	<ul style="list-style-type: none">• Use the scientific names for external genitalia (penis, vulva)• Understand how to keep their bodies healthy through diet and exercise• Discuss how to identify emotions and how to manage 'big' feelings• Discuss about experiencing and dealing with loss• Talk about safety both inside and outside the home• Understand why medicines are taken and why they are important	<ul style="list-style-type: none">• Use the scientific names for external body parts• Talk about how we look after our bodies and things that may harm our health• Understand the concept of success, challenge and disappointment.• Understand ways to manage uncomfortable feelings.	<ul style="list-style-type: none">• Use scientific language to describe genitalia- Vagina, labia, fallopian tubes, urethra, vulva, testicles, penis• To understand how to keep ourselves safe from discrimination and bullying• How to look after our mental health• Who to talk to if we are struggling with our mental health



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IMPACT *continued*

Progression through the milestones

Relationships	<ul style="list-style-type: none">● Discuss similarities and differences between people● Be able to identify safe and happy relationships● To talk about who we can talk to when we are worried about a relationship● Discuss how to play cooperatively with other children● To name positive ways to solve conflicts	<ul style="list-style-type: none">● To be able to identify healthy and unhealthy relationships● To be able to identify safe and unsafe touch● To understand similarities and differences between individuals● To understand how to make and maintain positive friendships and relationships	<ul style="list-style-type: none">● To be able to discuss LGBTQ+● To understand discrimination and how to tackle this● To be able to communicate feelings to others
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IMPACT *continued*

Progression through the milestones

Living in the wider world	<ul style="list-style-type: none">● Be able to identify private and public places● Understand how diseases spread and how to protect themselves and others● Understand what physical contact is acceptable● Understand where money comes from and why saving is important	<ul style="list-style-type: none">● To be able to discuss unwanted touch.● To talk about choice and the importance of this.● To identify commitment● To talk about employment and income● To discuss the importance of saving and tracking income.	<ul style="list-style-type: none">● To identify how to stay safe online and who to talk to if we are feeling at risk● To discuss STIs and how these are transmitted● To identify how to protect ourselves from STIs● To discuss human rights and homelessness● To understand a range of careers and the variety of income● To talk about borrowing and lending money and the risks involved with this.
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IMPACT *continued*

Vocabulary Progression

	Health and wellbeing	Relationships	Living in the wider world
Milestone 1	<p>Mental health Feelings, happy, sad, angry, upset Big/little feelings, anxious, nervous, excited, react, manage, death, loss</p> <p>Physical health Private area Face, neck, legs, arms, tummy Penis, vulva</p>	<p>Family and friends Kind, unkind Friendships, relationships, safe, trust</p> <p>Managing hurtful behaviour Same, different Bullying, respect</p>	<p>Responsibilities and communities Private, public, trusted Disease, germs, acceptable, unacceptable, safe, trusted</p> <p>Economic wellbeing Money Job, money, save</p>
Milestone 2	<p>Mental health Success, challenge, disappointment</p> <p>Physical health Growing, changing</p>	<p>Family and friends Healthy, unhealthy, relationships appropriate touch/contact</p> <p>Managing hurtful behaviour Similarities, differences</p>	<p>Responsibilities and communities Touch, unwanted, trusted, marriage, choice, decision, commitment</p> <p>Economic wellbeing Employment, saving, tracking</p>
Milestone 3	<p>Mental health Discrimination, risk, safety</p> <p>Physical health Vagina, labia, fallopian tubes, urethra, vulva. Testicles, penis Reproduction, sexual intercourse</p>	<p>Family and friends Communicate, express, understand, value</p> <p>Managing hurtful behaviour Gay, lesbian, transgender, girl, boy, intersex, discrimination, homophobic</p>	<p>Responsibilities and communities E-safety, sexually transmitted infection, safe, condom, protect, rights, homelessness,</p> <p>Economic wellbeing Career, borrow, lend, risk</p>