



# **Relationships Education, Relationships and Sex Education (RSE) and Health Education**

## **RSHE vision statement**

At Parkside Primary Academy we aim for the children in our school to acquire the appropriate knowledge, skills, values and attitudes in order to be happy, confident and successful. We aim for children to develop key skills in order to prepare them for the wider world beyond primary school, a world in which they can keep themselves safe and healthy. We want children to have positive mental wellbeing, self-esteem, self-worth and confidence to be able to develop positive relationships with those around them. In the modern world children are faced with a number of risks and challenges both on and offline. It is our role to equip children with the skills to know how to be safe and healthy and how to manage their personal and social lives in a positive way. Our RSHE curriculum enables our children to be lifelong learners by developing their ability to listen, communicate, empathise, question and reflect.

## **Curriculum Intent**

Parkside's curriculum is at the heart of all learning that takes place within our Academy, therefore we believe that it is vital for children to access an enriching, broad and balanced curriculum which links intrinsically to our core values of:

- Courage
- Aspirations
- Resilience
- Excellence

At Parkside we use the 'Jigsaw' Scheme to deliver our RHSE curriculum. This is split into 6 topics which provide a whole school focus for each half term.

These topics are

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me



Each half term begins with a whole school assembly to provide a clear focus for all children and staff. Although RSE is taught as explicit lessons through the Jigsaw scheme of work and science curriculum it is also embedded in other areas of the curriculum and day-to-day life of the school. RSE is specifically covered in the units 'Relationships' and 'Changing Me' and in science 'Animals Including Humans' and 'Living Things and Their Habitats' also cover the statutory requirements; other elements are also covered in the Religious Education curriculum. Through the Religious Education curriculum children learn to explore their own and others attitudes and recognise and challenge stereotypes. By making specific links to other areas of the curriculum such as P.E and ICT children can see how the skills that they are developing within their RSHE lessons can help them in other areas of the curriculum. For example, during P.E children are encouraged to set and work towards goals and work together as part of a team. Our high expectations of behaviour, interpersonal relationships, respect and tolerance of others reflect the British Values upheld in both our community and the wider world.

Through Jigsaw lessons strong emphasis is placed on children's mental health as well as physical as research shows more than one in 10 primary school children aged five to ten has an identifiable mental health condition – around three children in every class. Children are provided with strategies such as mindfulness to allow them to advance their emotional awareness and cope with anxieties. Children are aware of who they can talk to should they have any concerns. We aim to create an environment whereby children feel comfortable discussing their feeling and also equip them with the tools to spot the signs in their peers if they are struggling during their time in school. Mental health champions are appointed in every year group who act to promote a culture in school whereby it becomes the norm to discuss mental health and wellbeing.

Jigsaw lessons are delivered by class teachers as we believe it is important for children to feel comfortable in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment. The RSE curriculum has been mapped out clearly to ensure coverage of all of the statutory elements by the end of the primary phase and to identify where this is covered in other curriculum subjects. Lessons are delivered at the appropriate stage for our children and parents are consulted on what is delivered and how this is taught. Parents are given the opportunity to discuss what is taught and address any misconceptions around the appropriateness of content.

All staff have received training on how to deliver Jigsaw sessions and have continued support via online CPD resources. This means that if staff encounter any issues within sessions that they find difficult to explain, they have support available to help them.

Through our RSE curriculum, we aim to equip children with the skills to become confident individuals who have positive body awareness and an in-depth knowledge of how to keep



themselves safe and healthy. We aim for children to be able to show respect, tolerance and understanding in order to be able to forge and maintain positive relationships with a diverse range of family and friendship groups. We aim to equip children with the skills to be successful as they leave primary school. Teaching aims to develop resilience and the ability to keep going when things are challenging. These are key skills that our children will need as they continue their education and eventually move into employment. We understand that as children grow older they will be faced with many varied situations within their social groups. We want our children to have the necessary, age appropriate, information to make sensible and informed decisions so that they are safe. In today's world the use of the internet plays a crucial role, and we want our children to understand how to do this safely and with an understanding of the risks involved.

## SEND

Parkside caters for children with a range of needs including:

- Cognition and learning – working memory, Global developmental delay, dyslexia
- Communication and interaction – ASD, selective mutism
- Physical and/or sensory – PKU, vision impairment
- Social, emotional and mental health – ADHD, anxiety, attachment disorder

At Parkside we recognise that RSE should be delivered in a way that meets pupils differing needs. For example, for some children with communication and interaction difficulties it may not be appropriate to access learning as part of a whole class. Therefore, for some children parts of the RSE curriculum will be taught as small group sessions with familiar members of staff. Furthermore, for some children with social, emotional and mental health needs who find it difficult to regulate and manage emotions it may be appropriate for content to be taught in smaller groups to enable children to feel comfortable and reduce anxieties. All staff receive regular training in relation to pupils' individual needs and are aware of how to support children with any questions or concerns they may have. If staff feel uncomfortable or unsure when delivering the RSE curriculum or dealing with individual pupil needs, they know where to seek advice and support.

As communication and interaction is our main area of need we place importance on equipping children with the language to be able to not only identify their feelings and emotions but to use the vocabulary to describe this in order to support mental wellbeing and keep themselves safe.