

RSHE



Intent, Implementation & Impact

Intent

At North Kidlington Primary School, we recognise there is a clear link between children's mental and physical well-being and attainment. We work together to have positive mental well-being that impacts a healthy development of behaviour and learning. Our whole-school approach based on the comprehensive SCARF programme, fulfils the DfE statutory requirements for Relationships and Health Education. Our scheme is sequential, progressive and coherent exploring the values of Safety, Caring, Achievement, Resilience and Friendship to ensure that our children are safe, mentally well, ready for learning and able to develop the skills needed to grow into caring, respectful citizens who can achieve their full potential.

In addition to SCARF lessons, we foster a school environment and culture that values the individual child as part of the school community which celebrates honesty, respect and diversity. Assemblies at NKS are one way of bringing the school community together, reflecting on ourselves, the part we play in society and making a difference in our wider world.

Implementation

As a school, we follow the SCARF scheme of work which is a detailed progression of skills development document to ensure comprehensive coverage of objectives. Other ways that we develop deep knowledge, understanding and skills is through:

- **Circle Time** – a place where everyone has an opportunity to share personal views, ask questions and share feelings
- **Discussion** – learning that it is important to develop thinking and how to have an alternative view to others shared respectfully
- **Reflection** – valuing moments of quiet and discovering that having a healthy mind is key to children loving themselves, feeling secure and being successful
- **Story** – unpacking ideas through real and imagined stories and learning concepts through regular and well-loved characters
- **Games/Activities** – active learning helping to keep sessions pacey and age-appropriate
- **Role Play/Drama** – a safe space to test out feelings and ideas and develop personal skills and being a citizen in our ever-changing world
- **Daily experiences** – practise and embed values and skills in everyday life
- **Sex Education** – space to learn about changing bodies and feelings, respond to current themes e.g. porn and develop practise in response to parent feedback from the school consultation (moving period sessions to LKS2)

	SEND	Disadvantaged
	Pupils are given the same opportunities as all other learners, however extra support, scaffolds or prompts are provided as and when appropriate. Tools and equipment will be adapted to allow access to the same opportunities as their peers.	High quality teaching means all our children have access to a wide range of opportunities regardless of socio-economic position in life. Disadvantaged children and those with SEND are given full access to the RSHE curriculum. Teachers use a range of strategies to enable all children to become confident including: • Pre teaching of vocabulary • Extra 1:1 and discussion time with the class teacher or TA • Spaces to school clubs (e.g. breakfast club, after school club or homework club) might be offered free of charge, to provide those children with extra nurturing and playing time • Extra support during direct teaching • Social stories to support their learning and understanding of behaviours and situations • Extra visual prompts appropriate for each individual child's needs

Impact	Pupils are active and questioning in RSHE and have secured the key knowledge and skills as directed by the National Curriculum. At NKS, we use a three-tiered approach to monitor the impact: 1. Assessment is used to shape future learning, both for the individual child and for future cohorts. In RSHE we use the following assessment methods: live assessments; quizzes; discussions; practical tasks; rubrics; targeted questioning; 'book-looks'; KWL grids; investigations and role play. All assessment is purposeful and should not create an onerous workload for teachers. 2. Regular pupil progress meetings, structured conversations, parents' evenings, SEN reviews and pupil voice ensure there is parity for all groups of pupils. 3. Information is verified through oversight by Subject Cluster Groups, school leadership and the governing board.
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