

RSHE at Honiton Primary School: Intent, Implementation and Impact

Intent

At Honiton Primary School, respectful relationships are fundamental to our values and our success in being a happy, caring and safe school. Relationships, Sex and Health Education (RSHE) is lifelong learning about healthy relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. We aim for the children in our school, underpinned by The HPS Growth Guide, to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes and learning behaviours. RSHE has a key part to play in the personal, social, moral and spiritual development of young people. As our motto states, 'good, better, best'. This also applies to the people that we aspire to become.

Implementation

To meet our intent, underpinned by The HPS Growth Guide, we plan our SOLE curriculum carefully to ensure a broad and rich tapestry of experiences that provide our children with the skills, knowledge and understanding surrounding RSHE and PSHE. In EYFS, we follow the descriptors set out in Development Matters and the Prime Areas of Personal and Social Education (PSE) Using the PSHE Associations accredited schemes of work, we align our RSHE question-based units to our Cornerstones Units. Our statutory coverage is met through the units but we supplement our units on sex with resources from The Christopher Winter Project. All units taught are evidenced through children's SOLE Books. As well as our spine curriculum, we also provide opportunities for the children to explore British Values and Citizenship by:

- Learning and socialising through a values driven school community.
- All children partaking in regular assemblies that focus on different RSHE/PSHE themes.
- Inviting experts to share their knowledge and experiences.
- Partaking in national and global fundraising events.
- Developing links with the local community.
- Understanding the importance of wellbeing on our mental health.
- Valuing student voice in the decision making process.
- SHEU Data collection (Year 4 and 6)
- Regular staff INSET
- Wellbeing focus group

Impact

To be successful independent learners, children and young people need regular opportunities to reflect upon and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved. To enable this to happen, assessment has to be an integral part of the teaching and learning in our RHSE/ PSHE education. However, the personal nature of RSHE and PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is, however, possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop. It is important that children can be assessed using a method which allows them to best express their knowledge and understanding of the topic being taught, so a range of assessments are used at HPS to achieve this aim. These include:

- RHSE/PSHE units evidenced in SOLE books and through the online SOLE Cycle Learning journeys.
- Knowledge Clouds to be used at the start and end of each unit to measure the impact teaching has had with regard to the objectives taught. What do the children know now that they did not know before?
- Parent consultation using Google forms.
- Staff consultation using Google forms.
- Pupil conferencing.
- Regular meetings with the subject governor.
- Learning walks.
- Annual subject update to the Governing body.
- SHEU Data results.
- Website areas showcasing our work and its impact within the community (Wellbeing, HPS - Values & Relationships, Sex and Health Education)
- External inspection visit notes and reports.