



Relationships, Sex and Health Education Local Arrangements for Oldbury Park Primary School

*To be read in conjunction with the 'CRST Relationship, Sex and Health Education Policy'
and the 'Oldbury Park PSHE Curriculum Intent'*

School overview

Promoting the health and wellbeing of pupils is at the heart of Personal Development at Oldbury Park, and RSHE is integral to achieving this. RSHE is taught in a way which is compatible with Oldbury Park's teaching and learning cycle and also links closely with our school values of being safe, being kind and being respectful.

Learning sequences are developed according to the needs of our pupils and we draw upon the Islington 'You, Me and PSHE' scheme as a framework to support delivery of our curriculum. By adapting learning to our local context, we ensure teaching and learning is relevant to the everyday lives of children at Oldbury Park, including their lives online. Real-life scenarios are a key aspect of our RSHE teaching and, wherever possible, we create opportunities for pupils to make meaningful links between their knowledge and their own experiences. For example, when learning about keeping safe and managing risk, pupils consider how these skills can be applied when near trainlines and the River Severn, both of which are in close proximity to our school.

RSHE teaching at Oldbury Park is set in the context of clear values, most importantly the value of loving and stable relationships. It supports pupils to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and choices in preparing for adulthood. Our RSHE curriculum recognises and acknowledges the diversity of people, faiths, cultural backgrounds, family structures and relationships. It promotes awareness and understanding of the wide range of practices and beliefs relating to sex and relationships within our society without promoting any particular practice or belief as right or wrong.

Curriculum overview

Our PSHE curriculum incorporates all Relationship, Sex and Health Education statutory requirements, and is available to view on our school website.

Our curriculum has a progressive, sequential approach to learning key concepts and ideas. Throughout Key Stage 1 and Key Stage 2, pupils will build their knowledge linked with 7 main topics:

- Relationships and health education (RHE)
- Drug, alcohol and tobacco education (DATE)
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Physical health and wellbeing
- Careers, financial capability and economic wellbeing
- Identity, society and equality



By the end of Key Stage 2, pupils will have considered the building blocks of caring friendships and respectful relationships. They will have learnt how to stay safe and keep themselves healthy, including by making informed choices and identifying and managing risks. Pupils will have spent time discussing mental wellbeing, as well as physical health and fitness, and will have developed their skills in articulating and justifying their opinions and actions. Pupils explore the changing adolescent body and will know how to recognise and report concerns or feelings of being safe, identifying trusted adults and how to seek support and advice.

All RSHE teaching considers the children's lives both online and offline, with explicit teaching of online safety also an integral aspect of our curriculum.

Teaching and staffing

RSHE is timetabled regularly and taught on a weekly basis throughout the academic year. RSHE learning is also complemented by learning in core subjects (such as Science) and foundation subjects (such as Computing). All lessons within our RSHE curriculum are taught in a sensitive and inclusive way and we ensure content is both age-appropriate and developmentally appropriate. RSHE is taught by familiar members of teaching staff who know the pupils well, and teaching is therefore tailored to meet the needs of all learners.

We acknowledge the sensitive nature of some RSHE topics and teachers always ensure their classroom atmosphere is safe and supportive. While pupils are encouraged to be inquisitive (asking and answering questions to further their understanding), clear ground rules are set so that all pupils feel safe and understand that personal comments or questions are not an appropriate part of the lesson. We ensure we are clear about the content children in each year group will be learning, communicating this with parents and carers to provide opportunities for consultation and collaboration.

Monitoring and assessment

RSHE is monitored by the PSHE subject leaders through pupil voice, book looks and visits to classrooms. Each sequence of learning begins with a baseline assessment and finishes with an end of sequence assessment. This enables pupils and teachers to identify and reflect on the progress made. Every classroom also has an 'I wish my teacher knew...' box which can be used anonymously by pupils who wish to share their thoughts/feelings or ask a question.

Support services/pupil services

Pupils will be taught how to access relevant support services such as the NSPCC and Childline.