Teaching RSHE

at

Kingsland

School

Teaching Relationship, Sex, Health Education (RSHE) at Kingsland School

Whole School

All children:

access daily Personal Social Emotional Development (PSED) opportunities. This includes (but is not exclusive to) 'good morning' routines, emotions work, independence skill development and choice making. All pupils, from ELF through to year 6, are educated throughout the daily school routine that they need to give consent for something which involves their body e.g. taking a jumper off or personal care routines. Pupils are taught throughout the school day how to keep themselves safe, including keeping safe online and how to report a problem. All pupils are taught from an early age the value of healthy relationships, and how to respect their own body (private and public). Pupils are supported to make informed choices, which will help to keep them safe and how to say 'no'. These skills will support pupils to make safe decisions within their relationships and keep them safe from sexual violence or harassment.

There are also two taught PSED sessions within each curriculum pathway, a topic session and a play/safety session. Pupils follow the PSED scheme of work, which includes RSHE. The RSHE elements thread through all aspects of the taught PSED curriculum and through some of the safety sessions, with a focus on relationships, emotional wellbeing, being healthy and body changes.

Some children:

will receive specialist support from the PSED lead where a need is identified by school, families or professionals. These areas include bereavement, puberty and emotional wellbeing.

Pupils in ELF: 2021-2022 13 % of Kingsland pupils (26 pupils)

Follow the Early Years Framework. In the prime areas of PSED children are taught to develop secure attachments and relationships and how to understand their own and others' feelings. Children are taught to manage emotions, develop their sense of self and set simple goals. They will have a developing sense of self-confidence and self-awareness.

All children- will learn about themselves and with adult support will explore how their body moves. They will co-operate in activities with a key adult and will begin to make choices between 2.

Most children- will recognise key people and will accept help. They will know key body parts and how to use them. Children will begin to make consistent choices about activities which directly impact on them.

Some children- Will name body parts and use them in a range of ways. They will begin to understand social rules and will be working towards independence within a familiar environment.

Pupils on CLDD pathway: 2021-2022 11% of Kingsland pupils (22 pupils)

These children do not follow a subject specific curriculum- RSHE is taught specifically within the PSED ILP area and there are daily opportunities to work on relationships and choice making.

All children- will experience aspects of daily life and routines, demonstrating some positive responses. They will begin to respond to key/familiar adults and will experience a range of activities to explore likes and dislikes. Children will be part of simple play activities with an adult.

Most children- will begin to demonstrate some basic choice making skills and anticipate key events in their day. Request more or stop of an activity and will co-operate in daily personal care routines. The children will show consistent responses and will accept adult help to manage their emotions.

Some children- will demonstrate increasing independence within a familiar environment, show key emotions and will be able to show care for another living item.

Pupils on SLD pathway: 2021-2022 42 % of Kingsland pupils (82 pupils)

All children- will learn basic independence skills, recognise key body parts and follow key words to keep themselves safe. They will recognise peers and family and share their interests and will communicate to familiar people how they feel and identify items make them feel happy or sad. Children will identify some ways that a trusted adult could appropriately touch them during daily routines and they will co-operate with the routine. Children will Identify likes and dislikes and when they are in pain.

Most children- will be able to keep themselves safe and know who to ask for help. They will label body parts and recognise personal and private places. Children will develop friendships and resolve conflict. They will recognise emotions when they do not feel safe and will understand about trust and being frightened. Children will identify differences between a child and an adult and recognise the changes in their body. There will be an understanding of the need to seek permission before touching someone. Children will understand about healthy food, body and hygiene and how to help themselves if they become unwell.

Some children- will manage risk and respond appropriately to strangers, understanding how their relationships with people and within the community differ. They will recognise changes during puberty, how to manage emotions and they will understand about public and private places. They will also recognise the impact on their body of food choices. Children will recognise bullying, keep safe online and will be able to work collaboratively as a team. They will know how to get help in an emergency. Children will recognise the life cycle and demonstrate understanding about commitments in long term relationships.

Pupils on SCERTS pathway: 2021-2022 34% of Kingsland pupils (67 pupils)

This pathway follows a non-subject specific based curriculum and for the majority of the SCERTS pathway the focus is for children to develop Social, Emotional and Regulation strategies.

All children- will begin to experience positive touch with a trusted adult, and will begin to consent or refuse touch. They will demonstrate a like or dislike of an activity. Show awareness of a routine and accept help. Share different spaces with peers and attend to an adult during 1:1 activities. Begin to make a choice

Most children- will demonstrate recognition of familiar adults, and will choose a preferred adult to engage with. They will explore a range of healthy food and participate in regular exercise. Children will make a choice in order to identify preferred items, and will communicate ‘more’ and ‘finished’.

Children will participate in familiar routines in order to develop independence skills. Children will begin to recognise how they are feeling and will respond to choices offered, to help them regulate their emotions.

Some children- will begin to recognise differences in people, and will identify their own characteristics. Identify how they are feeling and choose an activity to help them feel calm. They will accept or refuse positive touch, and recognise people who can help them. Children will begin to make choices around healthy food and exercise and will begin to demonstrate some independence during daily activities. Children will explore and identify signs for keeping safe in the environment. They will engage in parallel play activities with a peer, model an action and share a preferred activity with them.