# Teaching and Learning Strategy for RSHE

At North Cerney, we understand that children must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationship and health education, which must be delivered to every primary-age child. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils.

## Planning

RSHE is carefully planned, using SCARF, as part of a progressive whole-school curriculum that meets the statutory requirements for Relationships Education and Health Education. We develop children's knowledge and understanding in the following key topics across the whole school:

- Me and My Relationship
- Valuing Difference
- Keeping Safe
- Rights and Respect
- Being my Best
- Growing and Changing

## Teaching Expectations

Over the course of an RSHE topic, teachers will:

- Create a safe, respectful and inclusive learning environment where all children feel valued and able to contribute.
- Establish and consistently reinforce agreed rules for discussion.
- Build on prior learning and make explicit links to children's lived experiences where appropriate.
- Build relationships with the children to allow them the confidence and courage to be themselves and ask questions.
- Promote the key school value of respect by understanding the importance of it, how we show and why we show it.

RSHE Lessons

- KS1 - Each lesson will be recorded through a class floor book. This will contain the learning objective for the lesson and some key examples of work or points made in discussions.
- KS2 – Each lesson will be recorded through folders. This will contain learning objects and work from the lesson.
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How do we help pupils to retain knowledge over time?

We support long-term retention in RSHE by:

- Revisiting key topics and concepts throughout the unit.
- Recalling previous topics, concepts and ideas.
- Allow children to apply previous learned topics, concepts and ideas in new contexts.
- Key topics, concepts and ideas are revisited regularly across units and year groups.

How are pupils supported and challenged in PE?

**Challenge for HAPs**

Some children may show strong physical abilities and technical skills. To challenge these children, teachers will:

- Children are encouraged to apply skills in more complex scenarios.
- Teachers are to give opportunities to children for independent thinking and problem solving as well as applying their physical knowledge.
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**Adapting Learning in PE**

Some children may need additional support to access PE. Teachers will adapt learning by:

- Breaking tasks and activities into smaller stages.
- Providing additional adult support and/or small group teaching.
- Allowing alternative ways to access and develop skills.
- Providing more in-depth modelled examples.

Oracy

Oracy is embedded throughout PE lessons to help deepen understanding, improve performance and encourage collaboration. Children are encourage to use and apply subject-specific vocabulary, explain techniques and tactics, discuss strategies with partners and teams.

Assessment

Teachers will assess in every lesson and use observations to adapt and plan a purposeful follow up lesson to close gaps.