

**RSHE Customisable learning walk- based on the PSHE Association’s Ten Principles of PSHE Education**

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| **Principles of good RSHE** | **What to look for (suggested)** | **Evidence** | **Ideas for development** |
| Start where children and young people are finding out what they already know, understand, can do, and can say. For maximum impact involve them in the planning of your RSHE education programme. | Pupil voice activities including surveys as appropriate, are included in planning. Children and young people can talk confidently about RSHE ideally referencing health, happiness and safety.  |  |  |
| Plan a ‘spiral programme’ which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people. | Insight collected from a variety of sources, pupils, families, health data and how this has shaped curriculum intent. Long term and medium-term planning linked to previous learning, and which includes next steps. |  |  |
| Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives. | Sex education is positioned within RHE, and the design of the curriculum demonstrates how subjects such as sexual intercourse, FGM or sharing sexual images have had the foundations laid. Pupils are signposted to information, advice, and guidance both in school and outside. |  |  |
| Offer a wide variety of teaching and learning styles within RSHE, with an emphasis on interactive learning and the teacher as facilitator. | Lessons are appropriately varied and include role play, games, modelling, songs, collaborative work and pupils are encouraged to be curious and enquire. |  |  |
| Provide information which is realistic and relevant, and which reinforces positive social norms. | Resources are assessed against the provided checklist; pupils are involved, and staff are alive to misinformation and bias in resources; within RSHE and the wider curriculum. |  |  |
| Recognise that the RSHE programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential.  | Planning beyond RSHE includes opportunities for pupils to strengthen their mental health and develop their emotional literacy, effectively communicate, and prepare for next steps. |  |  |
| Link RSHE to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice.  | The curriculum content is consistent with the approaches to supporting positive behaviour such as rules, praise, emotional literacy, regulation techniques, problem solving. |  |  |
| Encourage staff, families, and the wider community to get involved. | Family learning workshops are held annually, information and activities are sent home after lessons; the website includes RSHE content. Enrichment events such as Healthy Eating or Wellbeing are open to families. RSHE is included in family consultations and reporting. |  |  |
| Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions. | Pupils are given roles and responsibilities around school carrying out tasks and / or supporting peers. The wider curriculum includes opportunities to practise RSHE skills and strategies |  |  |
| Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives | There is a classroom agreement clearly displayed. The teacher is actively using this to maintain a safe learning space. Planning shows links to sources of information, guidance and advice that pupils are signposted to where needed; reinforced through school. Tools such as ‘ask-it basket’, post boxes or worry monsters facilitate questions being asked and addressed. |  |  |