



# ROSSLYN PARK PRIMARY AND NURSERY SCHOOL

Relationships and Health Education  
(R&HE) Policy

# Relationships and Health Education (R&HE) Policy

## Introduction

*'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.*

*High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society' (DfE 2019)*

From September 2020, we must provide relationship and health education (R&HE) to all pupils as per section 34 of the Children and Social work act 2017. As we already deliver a PSHE program; we have reviewed and adjusted it to meet the Department of Education (DfE) expectations.

*Amendment - Due to the Coronavirus Pandemic the scheduled start in September 2020 should still be upheld where possible, however full implementation needs to be set up by summer 2021.*

PSHE will still be referred to in this policy and throughout school documentation and often will be the overarching subject heading, but the strands of R&HE will be more visible in short, medium and long term planning and is the area to give the main teaching focus.

Our Relationships and Health Education (R&HE) programme will promote the spiritual, moral, cultural, mental and physical development of pupils at Rosslyn Park Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We will follow a programme of study developed from the PSHE Association's Primary Programme of Study (using prepared resources from Twinkl Life), which is recommended by the Department for Education and the Christopher Winter Project resources which are quality assured by the PSHE Association. Our curriculum not only reflects the specific needs of the pupils that form our school community, but also reflects the universal needs shared by all pupils.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their R&HE education, pupils in upper key stage 2 will receive sex education lessons using the Christopher Winter Project Resources. The DfE guidance states *'Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and we recommend that they do so, tailored to the age, physical and emotional maturity of their pupils.'*(2019). Therefore as a school we will continue to deliver stage and age appropriate sex education based on the needs of our children and the wider community.

## **Definitions and Statutory Guidance**

The teaching of Relationships education and Health Education(R&HE) upholds the school's statutory duty to provide this education as stated in the Department for Education's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance' published in 2019. This will be mandatory for all schools from September 2020.

At Rosslyn Park Primary we aim to provide a comprehensive R&HE curriculum covering the three core strands from the PSHE Association Programme of Study (<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>) using resources created by [www.twinkl.co.uk](http://www.twinkl.co.uk) as part of their 'Twinkl Life' resource bank (within which the new statutory requirements for Relationships and Health Education are integrated). The Christopher Winter Project resources will also be used and the CWP curriculum overview clearly indicates where the lessons meet the new statutory guidance.

The PSHE Association states that *'PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.'*(2019)

### **Relationships Education**

Teaches fundamental building blocks and characteristics of positive relationships with family, friends and other adults and children. This will also include online relationships and how to successfully understand and deal with online harassment and bullying. The rise in the use of social media means our children are more technically proficient therefore they need specific teaching regarding e-safety. Teaching children about positive, respectful and healthy relationships and having an understanding of what this would look like is likely to lead to happiness and security within relationships in later life.

### **Health Education**

Teaches the characteristics of good physical and mental health and how to foster and maintain this. It promotes the idea that the 2 work in tandem with the other and how to keep your body and mind active and safe. This will include consideration to preventing harm to the body and mind as well as some basic first aid, healthy eating and fitness and an understanding of substance abuse. Teaching children about how to look after both their body and mind is likely to lead to good health, mental awareness and resourcefulness in later life.

*'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary*

education. They also make Health Education compulsory in all schools except independent schools.’ (DfE 2019)

## **Subject Content and Schemes of Work**

Our school’s overarching intent for our pupils is to provide a programme of study which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

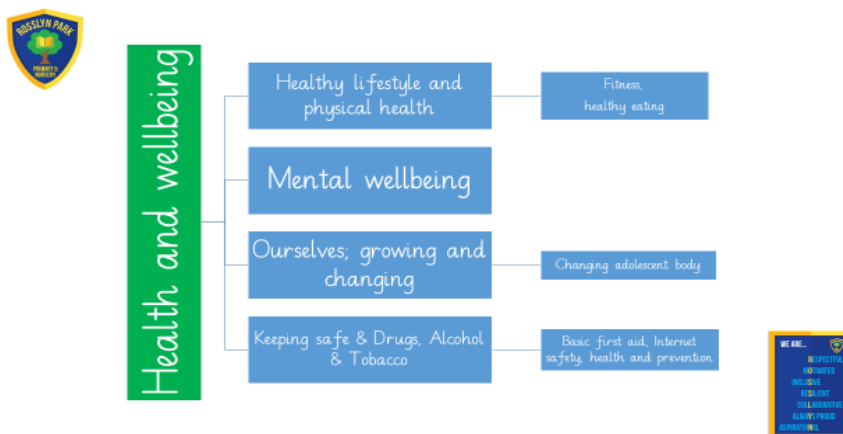
Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

### **PSHE Association**

As a school we have bought the membership for The PSHE Association. Their Programme of study promotes three core strands (see below).

The first two strands cover the statutory requirements for September 2020. The third strand exceeds this statutory expectation however, in total, the three strands encompass the aim of a broad and balanced curriculum, including the non-statutory elements of PSHE.

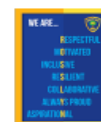
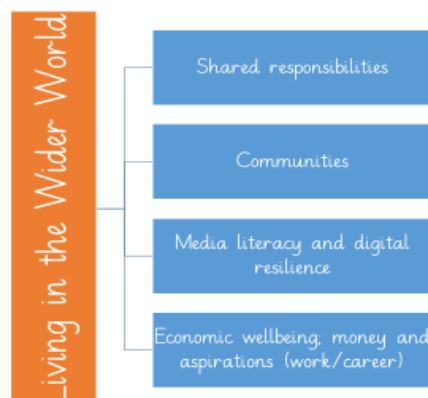
### **1. Health and Wellbeing**



## 2. Relationships



## 3. Living in the Wider World



### Links with

- Mental health and well-being subject leader (V. Gilpin) and there is a separate stand-alone policy for mental wellbeing in school. Going forward, '5 ways to wellbeing' are being embedded into the curriculum. As a school we will participate in mental health awareness weeks and days across the calendar year.
- ICT subject leader (L. Wilkinson) regarding online safety, online relationships etc. We will also participate in E-safety week.
- Science subject leader (J. Yeadon). School has 3 science themed days each year.
- PE subject leader (R. Stewart/M. Wilson).
- Taking part in Anti-bullying week.

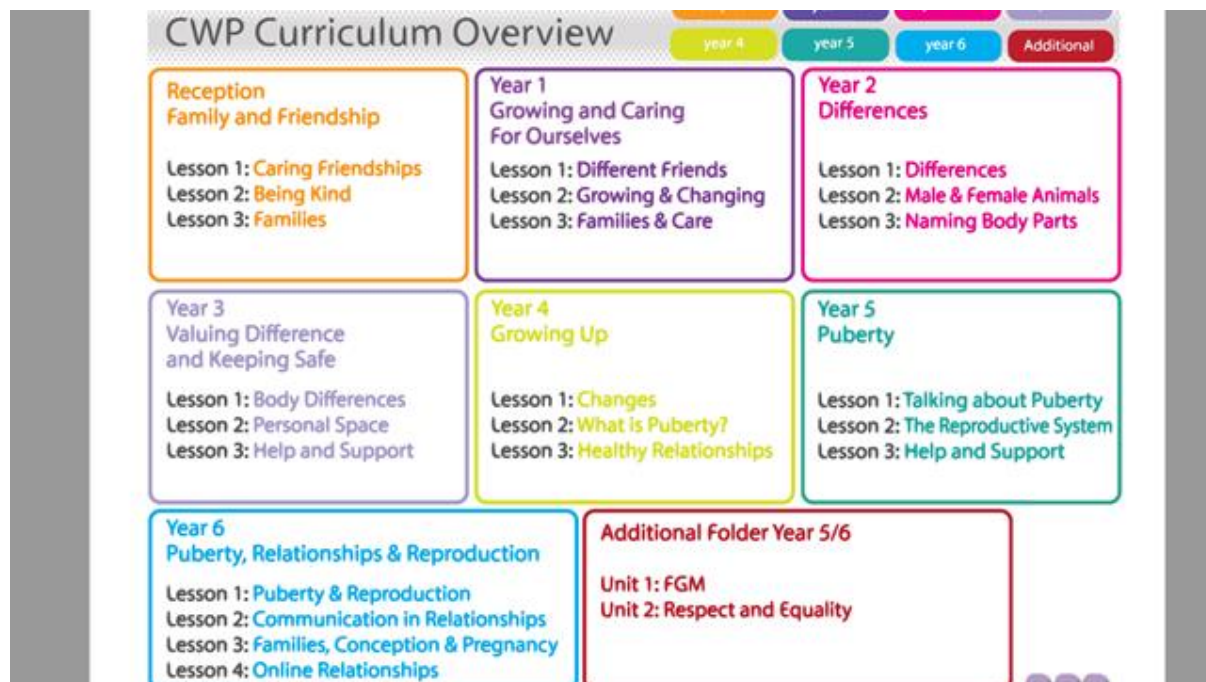
## Christopher Winter Project (CWP)

The Christopher Winter Project resources are quality assured by the PSHE Association. They are designed to ensure that teachers feel confident in delivering the topics from the statutory guidance using the materials, lesson plans and resources provided. The materials were updated to reflect the statutory guidance and as a school we have purchased the updated resources. These will be stored on SharePoint so everyone will have access to them.

The curriculum coverage below shows how the topics covered in the CWP resource kit are assigned to each year group and the detailed teacher booklet on SharePoint shows where links are made to the statutory R&HE curriculum.

This is not a resource to be used in a stand-alone format. This needs to be used as part of a balanced and comprehensive PSHE and R&HE curriculum.

In addition to the sex education lessons in upper KS2, there are also 2 additional units for this age group if needed and deemed appropriate.



The PSHE and R&HE Policies tie closely with our 'Rosslyn Values' and where possible links will be made in learning. Currently 1-2 values are explored each half term and assemblies themed around those values are attended by KS1 and 2 pupils.



Term	Value(s)
Aut 1	Respect
Aut 2	Motivation and Resilience
Spr 1	Inclusion
Spr 2	Collaboration
Sum 1	Pride
Sum 2	Aspiration

## **Planning and Organisation**

As a school we have bought the membership to The PSHE Association, enabling us to access lesson plans and resources linked to their Programme of study. This promotes three core strands. The first two strands cover the statutory requirements for September 2020 and can be seen in more detail in the R&HE policy. The third strand exceeds this statutory expectation however, in total, the three strands encompasses the aim of a broad and balanced curriculum.

### **1. Health and Wellbeing**

### **2. Relationships**

### **3. Living in the Wider World.**

The emphasis for teaching needs to be placed on the **Health and wellbeing** and **Relationship** strands due to the guidance, however the third strand can be integrated as applicable to ensure a broad curriculum coverage.

### **Teaching expectations for R&HE in Key Stage 1 and 2**

- R&HE is planned for on topic web plans half termly. These are then uploaded onto the school website for each year group.
- Links to half termly values are made if possible.
- Explicit and discreet, cross curricular teaching is evidenced through planning and assessment. Topic sessions on timetables include time for R&HE topics.
- Programme of study, membership resources, CWP materials and other resources appropriate to the current topic/skill being addressed are used to form the learning objectives.
- In addition theme week(s) will also be carried out by the whole school - including EYFS. The themes will be taken from the **Health and wellbeing** and **Relationship** strands and decided upon in advance so that the whole school follows the same theme.

CWP resources and the PSHE Association programme of study can be found in the folder on SharePoint titled 'R & HE subject materials 2020' and 'Subject Leadership Files>PSHE'.

The R&HE curriculum also has close links with:

- Science (Human body, changes from birth to old age, puberty, food/keeping healthy)
- PE (Physical and mental fitness, healthy eating)
- ICT (online relationships, online safety/rules, online bullying)

Therefore elements of the R&HE curriculum will be taught through these subjects.

## **Implementation Responsibilities**

Class teachers are responsible for:

- Medium and short term planning using available PSHE Association programme of study and membership resources.
- Delivery of lessons and instruction of support staff.
- Taking account of the needs of vulnerable groups, those with SEND and other groups who may find it harder to access some or all of the content.
- Differentiation in lessons in response to the individual needs of the group.

- Using a range of teaching and learning strategies.
- Attending training and meetings as requested.

The Subject Lead is responsible for:

- Monitoring the subject, along with the curriculum coordinator.
- Organising training for staff and own CPD.
- Dissemination of new information to staff through staff meetings, emails etc.
- Evaluating existing legislation and adapting the curriculum as and when new legislation is released to develop their subject in line with current educational thinking and developments.
- Ordering and organising resources to support the curriculum area.
- Writing a subject specific policy.

### **Parental right to withdraw**

As a school we will ensure that parents know what will be taught and when. We will clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of Sex Education(SE) that is taught in addition to statutory R&HE unless it forms part of the Science National Curriculum. The school must respect the parent's wish to withdraw their child from SE, however the DFE (2019) states they cannot withdraw them from Relationships Education as *'the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught'*. Parents/carers can view materials and discuss any concerns. Quite often, when parents review the materials and aims of the lessons they realise that there is no need to withdraw their child.

### **EYFS Curriculum and Relationships and Health Education**

The Foundation Stage curriculum has seven areas of learning. There are three prime areas of learning:

- Personal, social and emotional
- Communication and language
- Physical development

There are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

R&HE education is not a discreet curriculum subject within the statutory EYFS framework. However, the EYFS is still a great place to start exploring the foundations of Relationships and Health education. The EYFS statutory framework areas of Personal, Social and Emotional development, Physical development and Understanding the World, have close links. Learning and development opportunities for these areas, as well as Communication and language, can be interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build pupils' knowledge

and understanding, skills, attitudes and attributes related to Relationships and Health Education.

The Christopher Winter project does have material that is specifically aimed at Foundation 2 children. These explore themes such as 'Caring Friendships, Being Kind and Families' which link to the Relationships strand of the R&HE curriculum. However due to the holistic nature of the EYFS curriculum currently being taught it is not an expectation that stand alone R&HE topics are covered, however they will be involved in a whole school theme week(s).

The school values continue to permeate throughout all areas of the Foundation Stage. These are however shared in a slightly different manner to make them more accessible to the younger children. Four 'Learning Power Super Heroes' give meaning to each value in a child friendly context.



### **Assessment and Monitoring**

There are no statutory requirements for end of key stage teacher assessments in R&HE, however work will need to be assessed in line with the school's marking and feedback policy. Teachers can assess the children's work and development in R&HE by making informal judgements as they observe them during lessons, against the specific key stage statements using the resources on SharePoint, Programme of study for KS1 and 2 and the Skills Ladders objectives as references.

Assessment should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. This assessment should not be judgemental and next steps in teaching should be identified from this assessment.

### **Equal Opportunities**

The school ethos supports the rights of all pupils to equal access and opportunities, regardless of age, culture, religion, gender, ability or disability. Some children with special educational needs follow an individual curriculum, which is appropriate to their needs.

*'Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is*

*differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes<sup>10</sup>, as set out in the SEND code of practice, when teaching these subjects to those with SEND.’ (DfE 2019)*

### **Review**

The curriculum is reviewed annually in light of pupil outcomes, staff evaluations and pupil voice, ensuring compliance with any changes in legislation, and taking account of new opportunities in the local area.

This policy is due to be reviewed in July 2023.