

Whitehall Junior Community School



WHITEHALL JUNIOR COMMUNITY SCHOOL

POLICY

Relationships and Health Education (RHE/PSHE) Policy

INTENT

Relationships and Health Education aims to equip children with essential skills for life. Children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful RHE curriculum coverage is a vital tool in preparing children for life in society now and in the future.

Relationships and health education, must be delivered to every primary-aged pupil. Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-awareness. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We intend that our children shall learn more and remember more through a series of sequenced learning across the key stage, building upon prior learning.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Everything taught will be age appropriate.

IMPACT

Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part.

Children will be provided with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful RHE/PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful RHE/PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

OBJECTIVES

RHE/PSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RHE/PSHE involves a combination of sharing information and exploring issues and values.

We aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

RHE is taught within the personal, social, health and economic (PSHE) education, as well as many other areas of the curriculum.

Our curriculum covers the required objectives and follows the three core areas of: 1) Health and Wellbeing 2) Relationships and 3) Living in the Wider World: economic wellbeing & being a responsible citizen. **Everything taught will be age appropriate.**

The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

1. Health and Wellbeing

This theme teaches children:

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- How to manage change, including puberty, transition and loss
- How to make informed choices about health and wellbeing, and where to get help with this
- How to respond in an emergency
- Basic First Aid
- To identify different influences on health and wellbeing

2. Relationships

This theme includes:

- How to develop and maintain a variety of relationships, within a range of social and cultural contexts
- How to recognise and manage emotions within relationships
- How to respond to risky or negative relationships, including bullying and abuse
- How to respond to risky or negative relationships and ask for help

- How to respect equality and diversity in relationships

Among other things, children will learn to recognise that their behaviour can affect other people; to listen to other people and work and play cooperatively; to identify special people in their lives (parents, siblings, friends) and how they should care for each other; what physical contact is acceptable; and what to do if they're being bullied.

3. Living in the Wider World: economic wellbeing and being a responsible citizen.

Through this theme, children learn:

- About respect for themselves and others, and the importance of responsible actions and behaviour
- About rights and responsibilities as members of families, other groups and citizens
- About different groups and communities
- To respect equality and diversity, and how to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe, and the importance of managing it effectively
- The part that money plays in people's lives
- A basic understanding of enterprise

Everything taught will be age appropriate.

IMPLEMENTATION

Content will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. High quality teaching will be maintained in accordance with the principles of the teaching and learning policy.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home.

Within RHE/PSHE there are opportunities for delivery in a creative manner, using many approaches such as role play, promote discussion and games in groupings of various sizes. These activities enable children to build confidence and resilience.

PLANNING AND ASSESSMENT

Assessments will be in line with the school's assessment policy. Alongside children will self-evaluate at the end of each lesson.

LEARNING ENVIRONMENT

Visual display is important for raising the profile of RHE/PSHE. This could include the display of class rules, posters, etc. This can be within individual classrooms or across the school environment (eg. British Values, Anti-Bullying week, cultural celebrations etc)

TIME ALLOCATION

There should be one lesson of RHE/PSHE per week. In addition, some aspects can be covered through a range of other subjects.

In Science, for instance, the National Curriculum states that pupils must be taught about how bodies change as people grow and age.

In Geography, they might do a survey of their local area and count how many pieces of litter they find.

In Computing, they might discuss the risks that they may face online, and come up with rules for internet safety.

In PE, they'll learn different ways of keeping fit and active. They might reflect on how their bodies feel after physical activity, for example by taking their pulse or discussing how their breathing has changed.

MONITORING AND EVALUATION

The subject leader and SMT will monitor the subject, with appropriate feedback in line with the schools monitoring policy.

EQUAL OPPORTUNITIES

All children will have access to the RHE/PSHE curriculum, regardless of ethnicity, gender, disability, and linguistic ability.

SPECIAL EDUCATIONAL NEED

The RHE/PSHE curriculum will be accessed by all children, suitably differentiated to meet the needs of all children, including the more and less able.

HEALTH AND SAFETY

This subject requires a highly sensitive approach when taught. Discussions with Safeguard officer regarding individual children, will take place prior to the delivery of potentially sensitive topics. Specific information from the Safeguard officer to address a particular issue may influence the content of a lesson delivered.

Everything taught will be age appropriate

Agreed by the governors of Whitehall Junior Community School 20/05/21