

Relationship & Health Education (RHE) Curriculum Policy

Updated: February 2024

Up for review: February 2028

In our school our Christian vision shapes all we do.

We treasure each child and enable them to flourish, using their God-given potential,
establishing a secure foundation for them to thrive in a rapidly changing world.

We are a 'Christ-centred school, with a child-centred curriculum' where wisdom and love guide
and influence learning and teaching for our whole community.

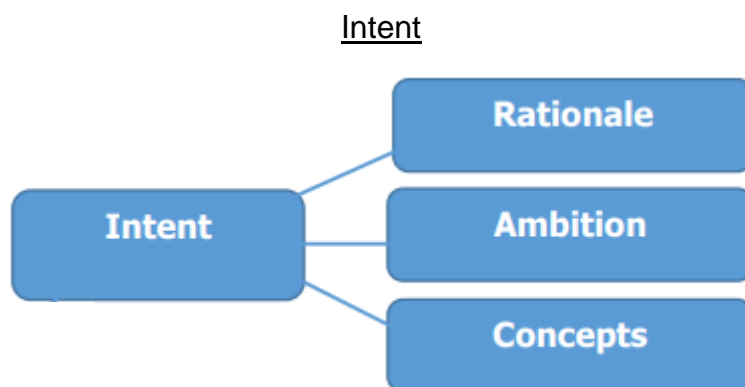
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Our Vision

St Mary's CE (Aided) Primary School is a 'Christ-centred school with a child-centred curriculum' where wisdom and love guide and influence learning and teaching for our whole community. We treasure each child and enable them to flourish, using their God-given potential and establishing a secure foundation for them to thrive in a rapidly changing world.



The curriculum quality model, based on evidence from statistical analysis and HMI feedback.¹

At St Mary's our intent in this increasingly complex world is to ensure that all children are equipped with the knowledge of how to keep themselves safe and healthy in an ever-changing environment; academically, personally and socially. In doing so, we recognise the significance of PSHE (Physical, Social, Health and Education), Relationship and Health Education (RHE)² has within our school and community.

Our vision statement is the very embodiment of RHE. We believe that through *wisdom and love* we are in a position to *influence learning and teaching for our whole community, enabling pupils to flourish* and *establishing a secure foundation* for them to *thrive in a rapidly changing world*.

Making Every Lesson Count³, recommends that, in order to embed an ethos which shapes the culture of our pupils, the values for intent must permeate everything we do. We aim to encourage school leaders and teachers to reflect on how the values of excellence and growth should drive all key decisions within the school that clearly have a child-centred curriculum, and not those just made by individual teachers behind closed doors.

The scheme of work provided will endeavour to create the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. In

¹ OFSTED: An investigation into how to assess the quality of education through curriculum intent, implementation and impact Phase 3 findings of curriculum research

² Personal, Social, Health and Education (PSHE) is now known as Relationship Health Education (RHE) within St Mary's.

³ Making Every Lesson Count – Six principles to support great teaching and learning; Shaun Allison and Andy Tharby.



conjunction with this will be the essential knowledge and understanding of how to be healthy, including the teaching of mental well-being.

By building resilience, the scheme of work will give pupils the knowledge and capability to take care of themselves and receive support if problems arise and helping to foster pupil well-being and a hardiness of character, which will lead to them being successful and productive members of society.

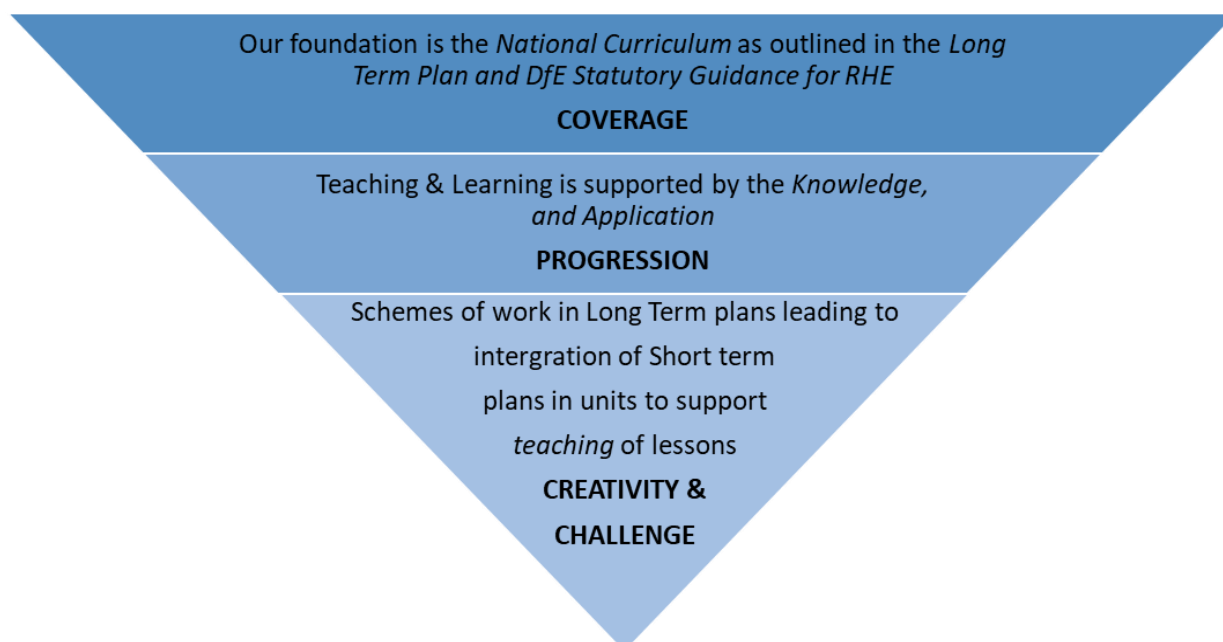
It is paramount that our objective encourages all pupils to believe that they can succeed and achieve goals, both academically, personally and physically by bestowing them with the means to succeed, and in turn the means to recover both mentally and physically from any disappointment. Providing a safe, structured, and balanced environment for them to ‘flourish’.

Incorporating a cyclical approach to RHE learning we can ensure it is delivered throughout the school maximising the learning outcomes of every pupil by relating our learning to the world around us and our community. This is comprehensively supported in turn by development of personal attributes including kindness, integrity, generosity, and honesty incorporated into our Church of England beliefs and Christian Values.

Implementation

In January 2017 Her Majesty’s Chief Inspector commissioned a major research study into the curriculum. This was conducted in three phases. In Phase 2 OFSTED concluded that, ‘additional methods for assessing curriculum implementation, particularly as a means of testing the accuracy of leaders’ thought on their curriculum design, were needed.’⁴

Figure 1: Coverage, Progression, Creativity and Challenge.



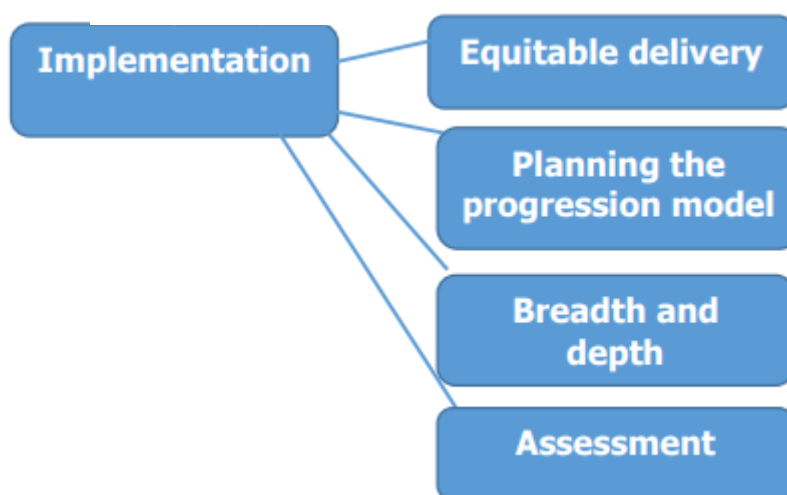
⁴ OFSTED, An investigation into how to assess the quality of education through curriculum intent, implementation and impact Phase 3 findings of curriculum research

Long Term Plan

Outlined below are the expectations regarding implementation based upon the OFSTED Framework.

'Implementation - that teachers present all aspects of this broad and balanced curriculum (not just English and Maths) and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes.'⁵

Figure 2: Curriculum Quality Model.⁶



In order to make the connections the above Curriculum Quality Model (Figure 2) can be reflected in the previous Figure 1 diagram of the aims to deliver RHE in the form of coverage, progression, creativity and challenge.

Implementation will include:

Equitable delivery which in simpler terms means delivery of a fair and impartial curriculum. This is covered within creativity and challenge in individual Short Term lesson plans.

Planning the Progression model is our scheme of work and Long-Term Planning.

Breadth and Depth is ensuring we are covering the required curriculum as detailed within coverage.

Assessment will follow in the form of progression and challenge.

Further research shows us that schools who had strong intent and implementation of curriculum were able to evidence:⁷

- High levels of accountability (knowing what is implemented and learned)

⁵ **Hamilton and OFSTED's New Framework: Intent, Implementation and Impact, by Ruth Merttens**

⁶ OFSTED: An investigation into how to assess the quality of education through curriculum intent, implementation and impact Phase 3 findings of curriculum research. Figure based upon evidence from statistical analysis and HMI feedback.

⁷ OFSTED, An investigation into how to assess the quality of education through curriculum intent, implementation and impact Phase 3 findings of curriculum research – Figure 18, page 28

- Clear methods to check what pupils know, can do and understand so that the right work is taught/informs teaching (assessment)
- Teacher subject knowledge is consistently strong across the school, phase, key stage, and department
- Senior leaders make it their business to check implementation of the curriculum – it is not left to chance
- Leaders ensure that all groups of pupils can access the curriculum well
- In primary schools, leaders understand all the component strands of the national curriculum – e.g. they check that the component parts of the technology curriculum happen – planning, designing, making and evaluating.

Knowledge

Staff are provided with the whole school overview curriculum, the Long-Term Plan as per our current scheme of work, the Islington Scheme of work. This delivers a fair and impartial delivery (*Fig. 2: Equitable Delivery*) with a clear planning model (*Fig. 2: planning the progression model*) of which progression will be met in the assessment of impact. Each unit of learning is colour coded to reflect the programme of study clearly detailing a broad range of subject knowledge (*Fig. 2: breadth and depth*) required to implement RHE comprehensively throughout the school (see *Appendix 1*).

The learning objectives are spread across 6 half terms of the school year. Each unit of work has been cross referenced with the DfE Statutory Framework for RHE September 2020 (see *Appendix 2*) and incorporated into lesson plans to clearly state where the guidelines are implemented throughout the curriculum.

Application

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Within the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers it states:

‘By incorporating the statutory guidance from the Department of Education ⁸ our aim is to ensure that all of the RHE subject content is age-appropriate and developmentally appropriate. The curriculum is to be ‘delivered sensitively and inclusively, with respect to the backgrounds and beliefs of all pupils and parents while always with the aim of providing pupils with the knowledge they need of the law’.

In addition to the RHE scheme of work, RSE (Relationship Sex Education) is not mandatory within primary schools. However, upon further consultation with parents/carers, pupils, governors and staff, some form of age-appropriate sex education may be considered for upper KS2. There is no

⁸ Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf



right to withdraw from Relationships Education or Health Education. RSE will be delivered separately and have a separate policy attached to it.

The application of RHE in the classroom will take more of a holistic approach than for example most core subjects. Teachers will be provided with teaching strategies in which they can apply a more kinaesthetic approach to RHE. (see *Appendix 3*). Short term plans are to include pedagogy to ensure the delivery of lessons provide the children with the ability to reflect and apply their learning to real life circumstances.

It is important to recognise subject influences on pupils and the impact it could have.

The scheme of work will be followed throughout the school, ensuring the progression of skill is incorporated into the pupil's learning and delivered in an age-appropriate manner.

Progression of Skill and Knowledge

In addition to the scheme of learning and application of RHE in the classroom, each unit of work is cross-referenced with the new DfE Statutory Guidance for delivery of RHE within Primary school. Staff will gain knowledge and support in ensuring all pupils leave primary school with a breadth of skill and knowledge to which they can apply to the community and world around them.

Further to support planning for progression and challenge, a more detailed pedagogy into individual age-appropriate programmes of study across the whole school is provided for support, an example of which is detailed in *Appendix 4*. This overview links directly with the lesson's main outcomes and learning objectives, in turn providing a structure of progression which can be monitored throughout the pupils' learning journey.

Teachers can access this alongside Short-Term Planning to maintain an understanding of prior learning. Formative assessment is encouraged to ascertain and confirm a starting point for each individual lesson.

Teaching

Resources

It is our intent to equip pupils with the knowledge of how to keep themselves safe and healthy within an ever-changing environment. In order to do so we must ensure the children continue to relate to the world around them. Therefore, the learning environment and the resources we use to depict this are a crucial aspect of practice to ensure maximisation of the pupils' attainment and application of the skills learnt.

Regular review of resources encouraged to support learning should be provided, and teachers inspired to source relevant age-appropriate materials to support the current status reflected within the community and society as a whole.

RHE is a subject whereby it is essential to maintain current affairs knowledge in conjunction with the development of society. In doing so, research into more current and relevant resources that are age-appropriate and suitable for delivery to the cohorts is essential.

Evidence has shown that resources linked to the effective practice and delivery of RHE lessons are proven to be successful in the form of visual media.



Research indicates the psychology of visual aids as pupils generally remember ‘10% of what they READ, 20% of what they HEAR, 30% of what they SEE, 50% of what they HEAR and SEE, 70% of what they SAY and 90% of what they SAY as they DO a thing. So, there is no doubt that technical devices have greater impact and dynamic informative system.’⁹

Other resources to support learning may be found alongside the Long-Term Planning in the staff shared folders. Reference to teaching techniques as per Appendix 3 should also be used as a resource. Additional resources can be sourced through reading materials currently held within school and recommended support sites. These are also included within the Long-Term Plans.

Sequence of Teaching

The delivery of RHE lessons differs from other foundation subjects in so much as the aim and content can generate emotional responses which are key to the overall wellbeing of our pupils. As a result, a set of ground rules have been developed in conjunction with the PSCHE Association guidelines and implemented into every lesson plan. The first RHE lessons delivered at the beginning of every academic year will focus on creating these ground rules and class charters which address the rights of the children and the right to be heard.

With the sensitivity of subject matter, it has also been proven that advising pupils of the content of future lessons is imperative for their overall well-being. It allows pupils to ‘process the learning’ and address any preconceptions that may lead to cause for concern on their part.

A wider pastoral care and understanding of the teacher’s cohort will support and underpin this conception.

Every year group’s units of work must include:

Teaching Sequence in RHE	Ground Rules: Start with the ground rules for RHE lessons. Revisit previous learning.
	Provide information and support real life concepts.
	Ensure the delivery of correct terminology and key vocabulary to be used. Clarify its meaning.
	Provide opportunities for the children to investigate in a variety of contexts applicable to the world around them.
	Obtain evidence of pupil progression and learning.
	Relay the next RHE lesson in the unit of work to prepare pupils in advance.

⁹ Journal of Education and Practice; Impact of Visual Aids in Enhancing the Learning Process Case Research.

Short-term Planning

Each individual lesson within a unit of work is recorded on the school's weekly planning template, examples of which can also be found in the RHE Staff shared folder.

As previously instructed each lesson should consist of the RHE fundamental aspects beginning with the ground rules and ending with an insight into the following lesson.

Teaching Strategies

Reference Appendix 3 which supports teaching strategies for RHE lessons.

Possible pedagogical approaches used in RHE	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Constructivism	Inquiry-based learning
	Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Liberationism	Pupil-led learning; opportunities
<p>Offer a wide variety of teaching and learning styles within RHE education, with an emphasis on interactive learning and the teacher as facilitator.</p> <p>Provide information which is realistic and relevant</p> <p>Introduce correct key vocabulary relating to subject matter so that all children can express their understanding and relevance using the correct terminology to avoid any misconceptions.</p> <p>Reinforce positive social norms.</p> <p>Be aware of safeguarding disclosures.</p>		

The PSHE Association has provided ten principles of PSHE Education¹⁰ which underpin possible pedagogical approaches to teaching. (*Ref Appendix 5*).

¹⁰ <https://www.pshe-association.org.uk/> - The Ten Principles of PSHE Education



Ground Rules

Within the scheme of work each year group will begin their Academic year learning about Rights and Responsibilities. A succession of three lessons will include the writing of a class charter and generating/discussing the ground rules applicable to every RHE scenario and lesson conducted within the school.

Every short term planned lesson will outline the ground rules for RHE lessons. These are formulated upon the below guidelines:

Listening to others	<ul style="list-style-type: none">○ We make sure that everybody feels listened to○ Everybody has the right to feel listened to
Sharing options	<ul style="list-style-type: none">○ We join in and ask questions if we want to○ Everybody has the right to join in and speak if they want to
No assumptions – Non judgemental	<ul style="list-style-type: none">○ We make sure everybody feels ok – we don't put people down○ We have the responsibility to ensure people do not feel judged or 'put down'
Use of language	<ul style="list-style-type: none">○ We use the correct vocabulary when possible; if we are unsure we ask the teacher○ We have responsibility to use the correct vocabulary so as not to cause offence
Confidentiality	<ul style="list-style-type: none">○ We do not name names○ Everybody has a responsibility to keep confidentiality
Seeking Help and advice.	<ul style="list-style-type: none">○ We know we can ask for further help or advice if we want to. Ref to Safeguarding booklets in trays, DSLs in school, worry boxes, etc.○ Everybody has the right to seek help or advice if they want to



The recommended ground rules for every RHE lesson:

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down
- We use the correct vocabulary when possible; if we are unsure, we ask the teacher
- We do not name names
- We know we can ask for further help or advice if we want to

Vocabulary

It is essential the correct key vocabulary is used when teaching RHE.

Vocabulary relating to subject matter taught will be built upon as the pupils progress through the school, thus creating a spiral, cyclical approach to teaching. The vocabulary is to reflect the correct Scientific and English terminology and must not be dampened down to suit particular cohorts. By adopting this approach, we can begin to form the appropriate set of vocabulary to be used in all lessons as the pupils progress through the school.

The Short-Term plans have a Key Vocabulary section and the Key words which are to be used in each lesson delivered. This should reflect the correct words to be used when teaching. This consistent approach will deliver subject knowledge in a clear and precise way.

RHE covers some sensitive issues, the delivery of which can sometimes be challenging for both pupils and teachers. Teaching of PSHE can be connected to concerns which pupils are facing in their day to day lives¹¹. It is imperative that teachers are aware of any pastoral concerns regarding their cohort. Often pupils may seek out adult guidance following the delivery of a unit of work and this can lead to a safeguarding disclosure. In the likelihood of this occurring, it is strongly advised the correct vocabulary be used during the delivery of RHE subject matter right from EYFS. By doing so one avoids any misconceptions in the event of a disclosure.

Impact

The Ofsted EIF (Education Inspection Framework)¹² states that within the third stage of the framework, 'Impact' pupils should:

- develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- are ready for the next stage of education.

It is also recommended that 'there will be a greater emphasis on the behaviour and attitudes of pupils and a much less single-lens approach to data'¹³.

The DfE produced a document in March 2015 which conducted a review of impact and effective practice in PSHE¹⁴.

¹¹ <https://www.pshe-association.org.uk/> - Trust Relationship Resource

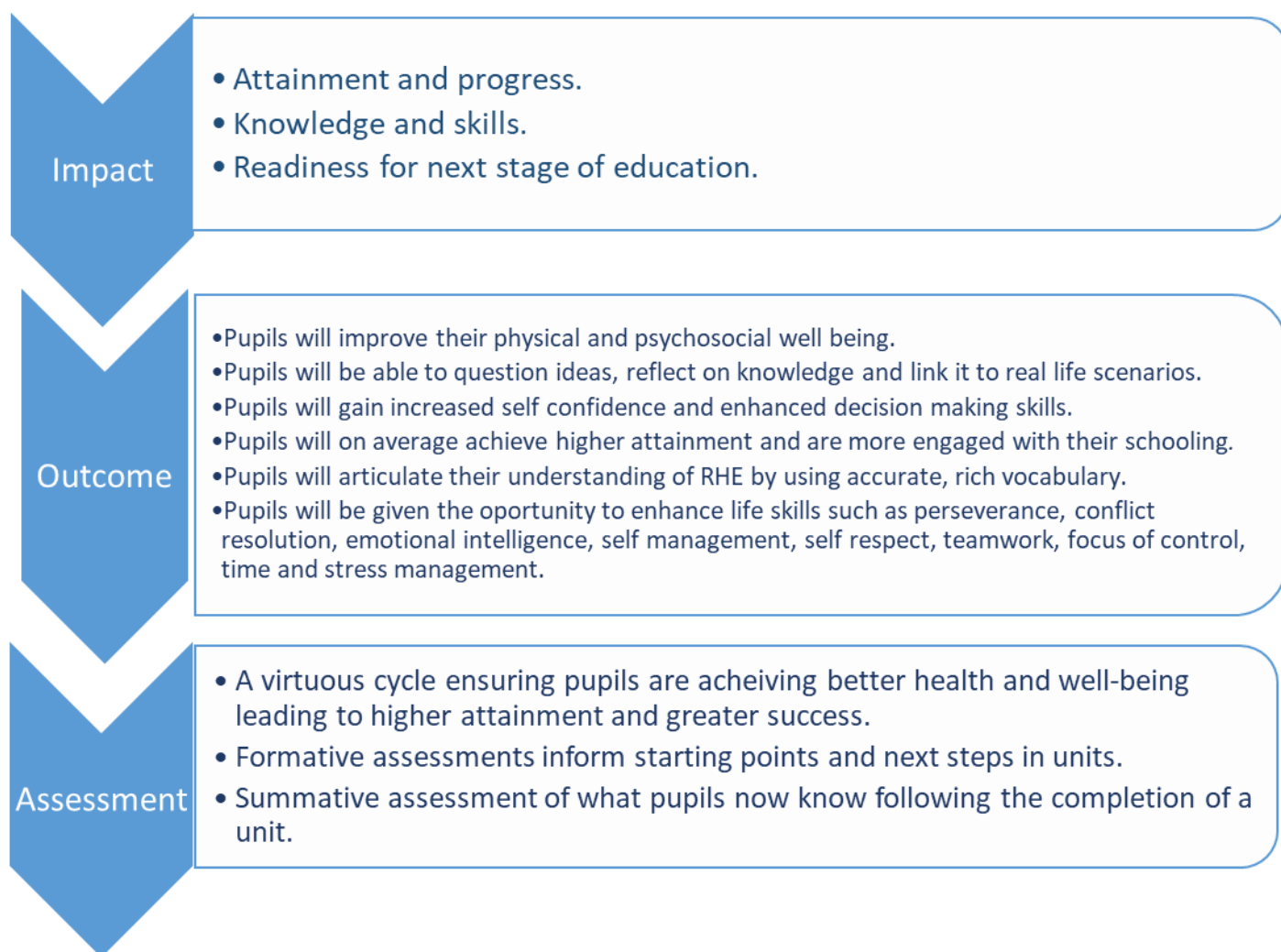
¹² The education inspection framework May 2019, No. 190015

¹³ <https://www.hamilton-trust.org.uk/blog/intent-implementation-and-impact/>

¹⁴ <https://www.pshe-association.org.uk/system/files/Review%20of%20effective%20practice.pdf>



Within this document are six main points which will formulate the outcome. (Ref Appendix 6)



Expectations and Non-Negotiables

1. RHE is delivered on a weekly or half-termly block basis with learning of 40 mins/week.
2. RHE is also to be delivered as a holistic approach through discrete lessons conveying moral and social outcomes within whole school assemblies, class worship, focused events and support of charity.
3. Work is recorded in a RHE learning journal, with limited use of worksheets.
4. Work is to be displayed in classrooms and around prayer corners.
5. RHE learning journals will evidence where all learning, perception and understanding is recorded, collecting every aspect of the individual pupils' learning journeys and capturing progress over time.
6. Other evidence is collected on Evidence Me/2Simple – this aims to build a cohesive picture of each pupil's knowledge and skills performed within practical activities.
7. The correct key vocabulary is developed alongside knowledge and throughout ALL units, in real life context where possible.

8. RHE understanding is developed through the use of resources such as visual/digital media; and age-appropriate real-life examples provided.
9. Teachers to have a pastoral understanding of their cohort prior to delivery of RHE scheme of work. This can be obtained from HT, SLT, DSL teams and previous teacher handover.
10. Teachers to provide opportunities for pupils to be heard.

English

11. Pupils are expected to use correct, technical and scientific vocabulary as outlined above.
12. Teachers plan both formal and informal 'Speaking and Listening' opportunities which allow pupils to present, discuss, reason and justify understanding and application.
13. Teachers to provide different forms of media to enable children to express themselves
14. Pupils use their reading skills frequently during RHE lessons - encouraging to read about real life scenarios leading to an understanding of the impact on lives today and in the future.
15. When possible, discussion around text to accommodate inference skills.
16. Presentation and Marking, etc, as per whole school policies – with high expectation.

Other cross-curricular activities include: Science (Health and well-being), P.E. (Mental Health, health & well-being), Religious Education (Christian values), Art (Expression).

Appendices

Appendix 1 – Whole School Curriculum Overview

Appendix 2 – Government Statutory Framework for RHE

Appendix 3 – Teaching Strategies for PSHE Lessons

Appendix 4 - Example of scheme of work unit overview

Appendix 5 - Ten Principles of PSHE Education

Appendix 6 - DfE Review of Impact in PSHE

