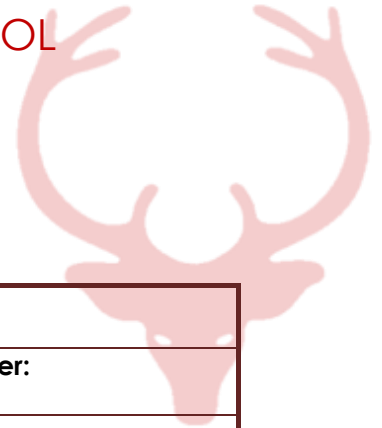


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Policy Name:	Relationships and Health education policy	
Policy Author: Miss Jessica Wain	Linked Governor/reviewer: Oliver Crooks	
Date Approved by Governors:	Related Policies: Behaviour Policy Online Safety Policy Anti-bullying policy Safeguarding policy SMSC policy PE policy	
Review Frequency: Every year		
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Chair of Governors: Eddie Carline		Date: 19/3/2024	
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Pupil Governors	✓		
Finance/resources Governors			
Standards Governors	✓		
Teaching Staff	✓		
Support Staff	✓		
Lunchtime Staff	✓		
Parents	✓		
Other	Children		

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Relationships and Health Education Policy (RE)

Policy Statement and Aims

At the Richard Clarke First School, we whole heartedly believe that Relationships Education provide children with the knowledge, skills and understanding they require to lead healthy, confident and successful lives to become informed, responsible and active citizens in our future society. We encourage learners to grow, develop and understand their self-worth through a structured Relationships and Health curriculum which aims to prepare them for life in an ever changing world.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly including online. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

Department for Education, 2019

The teaching of RE incorporates the whole school ethos TEAM- Together Everyone Achieves More. As well as are school values: teamwork, responsibility, consideration, friendship and success. This is embedded by incorporating these values into PSHE and RSE lessons across year groups but also in assemblies, break times, PE lessons and extra-curricular activities.



Furthermore, the RE lessons supports the wider work of the school by promoting self-affirmation and mental well-being by indorsing positive

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thinking which is already embedded within the school environment such as SMART displays, ambassadors, PE lessons, wellness areas and circle time.

What is RE?

RE stands for Relationship Education which focuses on developing the skills, knowledge and attributes to keep children and young people healthy and safe and to develop good, strong relationships to prepare them for life and work. RE is an OFSTED planned programme which aims to help children to fully develop as individuals and as members of families and social and economic communities. The goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly in society.

How is RE delivered at RCFS?

Relationships Education is taught within discrete personal, social, health and economic education (PSHEe) lessons. At Richard Clarke First School this is also split across the science curriculum, and other aspects are included in religious education (RE).

The resource, 1 decision will also be implemented to support teachers in the delivery of this subject area using real life examples and videos. Below is an outline of the RE topic coverage.

KS1

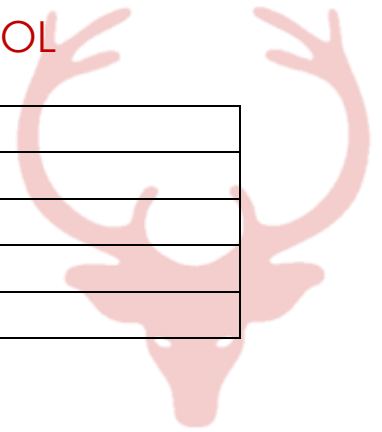
<u>Keeping and Staying safe</u>
<u>Keeping and Staying healthy</u>
<u>Relationships</u>
<u>Being responsible</u>
<u>Feelings and Emotions</u>
<u>Computer Safety</u>
<u>Money Matters</u>
<u>Hazard Watch</u>
<u>Fire Safety</u>

KS2

<u>Keeping and Staying safe</u>
<u>Keeping and Staying healthy</u>

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<u>Friendships and Relationships</u>
<u>Dreams and Aspirations</u>
<u>Feelings and Emotions</u>
<u>Online Safety</u>
<u>Entrepreneur</u>



Intent:

We aim that through the RE curriculum our pupils will:

- Develop a safe and healthy lifestyle
- Understand what makes for good relationships with others
- Develop a whole school approach to building self-confidence and self esteem
- Develop skills in language, decision-making and assertiveness
- Learn to respect the differences between people and celebrate uniqueness
- Have opportunities to consider issues which may affect their own lives and the lives of others
- Develop good relationships with other members of the school and the wider community
- Be offered learning opportunities above and beyond the curriculum
- Be prepared for the roles of adult life

Implementation:

- A school ethos that promotes self-respect and respect for others which values the place and contribution of all individuals to the school.
- The school mission statement
- Circle time activities
- Friendship intervention groups
- Direct, cross-curricular and purposeful RE teaching across the school
- Teaching Relationship education through other curriculum areas e.g. RE, Science, computing, PE
- Outside agencies and guest speakers such as police officers, fire fighters, NSPCC
- Whole school events e.g. Anti-bullying week, E-safety Day, Charity fundraising events
- School council meetings to discuss school issues.

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- Career day to prepare children for future society and the working world
- Friendship ambassadors
- SMART ambassadors



Impact

At Richard Clarke we will monitor the impact of our RE teaching through pupil questionnaires and learning walks to see what children are learning and enjoying in their RE lessons to get an understanding of what we can improve to best support our children and to help them grow into active and strong members of the community.

Roles and responsibilities

The governing board have approved the RE policy, and hold the head teacher to account for its implementation.

The head teacher is responsible for ensuring that RE is taught consistently across the school.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RE
- Monitoring progress
- Responding to the needs of individual pupils

Children and Parental Involvement

At the Richard Clarke First School, children and young people are not simply being prepared to become citizens; they are already citizens both in their school and community. This is embedded through decision making opportunities such as school council meetings as each class has 2 class representatives that attend half-termly school council meetings. Year 3 and 4 pupils also nominate themselves to become a Richard Clarke Friendship ambassador and have roles to fulfil throughout the year to promote the qualities of friendship as a whole school approach.

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Parents and guardians of pupils at Richard Clarke have also been encouraged to be involved with the development of the Relationships Education policy to ensure that there is an awareness of what pupils will be taught in this subject area. Parental questionnaires have been conducted, and documents have been shared to certify that parents have an awareness of the subject coverage and how and when Relationship Education will be covered in their children's year groups as well as an opportunity to voice any concerns or questions. Half-termly overviews are also shown to pupils to ensure that they have an awareness of what they will be learning about in their PSHEe and RE lessons as well as giving pupils a sense of inclusion into their

Inclusion

The Relationships Education policy aims to support all learners and their needs, as inclusivity is part of its philosophy. As with core subject areas, teachers will tailor lessons and resources to suit the needs of all children in their class to ensure that they work to achieve their full potential. All teachers will ensure that topics are taught with sensitivity, with a respect for backgrounds and beliefs of pupils and parents. Teachers will collaborate with families and health practitioners where needed and will plan for appropriate content matched to learners' needs to ensure that teaching is inclusive. At Richard Clarke we believe that it is in the best interests of the child to receive high-quality, developmentally appropriate Relationship Education input that safeguards learners by teaching the skills and knowledge required to thrive in an ever changing world both online and off. The understanding and attributes developed through the Relationship topics will then be used to support individuals right now as they are growing up, and also support them as they develop into adulthood and the working world.

How will sensitive issues be handled and delivered?

Sensitive and controversial issues will be delivered respectfully, taking into account a child or parent's beliefs, values or religion. The purpose of the Relationship curriculum is to enable children to address sensitive issues in a balanced and respectful way in a safe environment. Teachers will ensure that any sensitive issues are taught in a careful

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manner with a focus on the needs of the children within their care.

Teachers should:

- Ensure that ground rules are established regarding how they behave towards each other.
- Ensure that pupils are clear about the difference between fact and opinion.
- Provide appropriate support after a session for any pupil who may be upset following on from an issue raised in the lesson.
- Not share or express their own views, bearing in mind that they are in an influential position within society.
- Adapt and tailor lessons to support the needs of learners to ensure that the lesson is accessible for all.

How will the issue of confidentiality be handled?

In the context of Relationship Education lessons, children may disclose personal information. Children must be made aware that in this situation it is necessary for the teacher to act upon certain disclosures that a children may make if the teacher feels that it puts the child or somebody else in danger. Therefore, it is good practice for teachers to establish ground-rules before tackling any sensitive or controversial issues within their lessons.

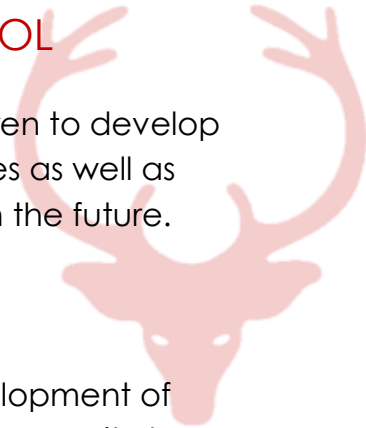
Key skills developed through Relationship education

Emotional literacy

Emotional literacy is the ability to recognise, understand, deal with and express emotions in an appropriate manner. Children need to understand the part emotions play in human actions and experiences so that they are able to support their peers as well as know how to handle their individual thoughts and feelings. In order to be emotionally literate, children need to develop the following skills:

- Recognising, naming and describing feelings
- Understanding and empathising with others
- Managing individual feelings
- Responding appropriately to the feelings of others
- Communicating effectively
- Be an effective and respectful listener

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The opportunities provided in RE teaching enables children to develop these skills through well planned activities and circle times as well as supporting children's mental well-being both now and in the future.

Working with others

The teaching of RE incorporates and promotes the development of teamwork and social skills in order to develop children's capacity to work collaboratively and effectively.

Problem solving

Well planned and effective Relationship lessons should use appropriate real life situations relating to the topic covered in class. The resource, 1 decision, uses videos containing real life scenarios. These provide children with a decision making opportunity and the learners must discuss, use thinking skills and problem solve to reach the best outcome.

Monitoring and assessment

The delivery and implementation of Relationships education will be monitored by the Relationship Education co-ordinator to ensure that all pupils receive high quality teaching to certify that they are fully prepared for future study, work and the wider society. Evaluation of the curriculum's effectiveness will be conducted through pupil questionnaires, interviews, staff meetings and lesson observations. Pre and post assessments will be conducted for each topic covered throughout the year to monitor how pupil's understanding has been impacted and benefited during a module of study. As well as use of



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

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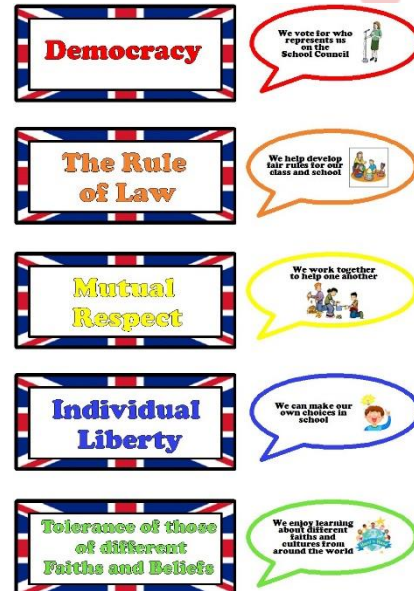
assessment for learning (AFL) during the topic to ensure that teachers can track pupil's progression during the course of a module.

How are RCFS pupils involved in decision making opportunities?

The Relationship Education embeds the delivery and promotion of the British values:

- Democracy
- The Rule of Law
- Mutual respect
- Individual liberty
- Tolerance

These five values will be included in the delivery of RE lessons across the school as well as promoted in the school environment such as voting, Religious Education lessons, school rules, classroom rules and the school council.



Role of the Relationships Education coordinator

The RE coordinator's role is to ensure that there is well-planned and effective Relationship education is carried out at RCFS. This will be conducted through pupil and staff questionnaires, pupil interviews, learning walks and book looks. The coordinator is not responsible for assessing every pupil, but will manage a whole-school approach to the assessment and provision of RE.

How is staff's teaching of RE developed?

Opportunities to develop the teaching of RE at RCFS is conducted through assessing the needs of teachers within the school and planning staff training opportunities to support these needs. Training sessions and courses from outside agencies also enable teachers to develop their

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pedagogy to support the teaching and learning of pupils to ensure they receive the best RE education possible.

This policy should be read in correspondence to the behaviour policy, Online Safety Policy, Anti-bullying policy, Safeguarding policy, SMSC policy, British Values policy and PE policy.

