



RHE Policy

Reviewed by Full Governing Board: December 2024

Signed: Victoria Davis
Chair of FGB

Next review date: December 2025

Statement of Values and Ethos

This policy covers our school's approach to statutory Relationships Education and Health Education. We understand the purpose of this education to be to equip pupils with the knowledge, skills and positive attitudes to grow up as members of society who are empowered to make decisions about their own lives, understanding and being respectful of beliefs and lifestyles different to their own, whilst recognising what constitutes respectful and positive relationships with others.

At Walmley Infant School and Nursery class, we place positive mental health and well-being at the centre of school life. Our vision is:

'The strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges and to make the most of our abilities and opportunities'.

This vision highlights the importance we place on supporting every child's emotional wellbeing so that they are happy and ready to learn. We aim to nurture positive mental health and well-being for every pupil, parent/carer and staff member.

We have adopted Coram Life Education **SCARF** curriculum for RHE/PSHE (Personal, Social, Health and Economic Education). The acronym reinforces the areas where we want our children to succeed. We want children to be **S**afe and know how to be safe, we want our children to have empathy and to be **C**aring members of our community, we want children to be the best they can be and **A**chieve, we want children to develop **R**esilience and we want our children to forge meaningful and lasting **F**riendships.

We promote a supportive ethos in school, based on the understanding that all children need the foundations of positive mental health to be able to fulfil their potential in every area, academically, personally and

socially. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at supporting individual children.

We view the delivery of quality Relationships Education and Health Education as not only a tool to support wellbeing but also a tool to safeguard children.

We will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all students, including those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern. If any taught content leads to the disclosure of a child protection issue, staff have had training on how to deal with this, including consulting with the Designated Safeguarding Lead.

We ensure our Relationships Education is inclusive and meets the needs of all pupils. This includes lesson content relating to gender equality and LGBT+ equality. We are fully committed to ensuring our values and curriculum support the protected characteristics as detailed in the Equality Act 2010.

We believe our policy is sensitive to the range of religious and cultural views present in our community whilst ensuring pupils have access to the learning necessary to prepare them for adult life.

The key aim in developing this curriculum model is to meet the needs of all pupils to prepare them for adult life in Modern Britain. Our curriculum promotes the teaching of spiritual, moral, social and cultural content.

This is reflected in our UNICEF Rights Respecting Schools Silver award and continuing Rights Respecting School journey. We promote and are aware of the UNICEF Convention which lists 54 articles. These cover all aspects of a child's life and set out the civil,

political, social and cultural rights that children everywhere are entitled to.

There are four articles in the Convention that are seen as special. They're known as the "General Principles" and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. These principles underpin the purpose of our RHE policy and are echoed in our intention, implementation and impact. They are:

1. Non-discrimination (Article 2)
2. Best interest of the child (Article 3)
3. Right to life survival and development (Article 6)
4. Right to be heard (Article 12)

In creating this policy, we have consulted with staff, the governing body and parents as well as pupils, however the needs of pupils (as identified within school and following national guidance) takes precedence over any sensitivities of adults, in particular where there is a safeguarding element to any curriculum theme.

Responsibility for the Policy

This Relationships and Health Education policy is aligned to the following government guidance and school policies:

- DFE PSHE guidance
- Safeguarding policy
- Equal Opportunities policy.

The curriculum content will be taught by class teachers supported by teaching assistants and senior leaders as necessary. Lessons are timetabled weekly as part of our wider Personal, Social and Health Education curriculum and an overview scheme of work is contained in this policy.

Teaching staff will receive training on the content of the curriculum and best practice in pedagogy for these topics, in order to best support pupils. This training will take place before the lessons commence and will be reviewed regularly.

Legal Framework and national guidance

Department for Education statutory guidance issued under Sections 34 and 35 of the Children and Social Work Act 2017 stated

'it is a requirement for all primary schools to teach Relationships Education from September 2020.'

This guidance does not form a National Curriculum but instead gives school guidance on age-appropriate compulsory subject content whilst giving schools "flexibility to shape their curriculum according to the needs of their pupils and communities". In primary schools this is defined as "the key building blocks of healthy, respectful relationships, focussing on family and friendships, both on and offline".

- This guidance has been read in conjunction with:
- Education Act 1996
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010 Supplementary Guidance SRE for the 21st Century 2014
- Children and Social Work Act 2017
- Keeping Children Safe in Education 2018.

How it will be taught

Ground rules will be agreed by pupils and teachers prior to commencement of the lessons. No personal information will be shared and distancing techniques such as using fictional case studies and the third person will be used.

Pupils will be taught that parents are a vital source of support and learning in the topic of Relationships Education.

Our Relationships Education and Health Education lessons will be taught using a range of resources and teaching methods. Students are taught not only factual knowledge about the curriculum area but also to reflect on, and develop, their skills and attitudes to subject matter. This may include challenging stereotypes and learning to resist peer pressure for example.

Pupils will have the opportunity to ask any questions they have both during and after the lesson with any member of staff. Staff will feed back any potential safeguarding concerns to the Designated Safeguarding Lead on the same day. Pupils will be told (as part of the ground rules) that no information can be guaranteed to be kept confidential for this reason.

If students have questions which are outside of the typical content for their age and stage of development teachers will use their professional judgement to determine whether the question will be answered in the whole class setting, in a private conversation with the student involved or whether the topic is deemed to be outside of the appropriate content for that student's age and development in which case the question will not be answered and the student will receive feedback as to why.

Staff have received training on the teaching and appropriate content of Relationships Education and their judgements will be based on this professional knowledge.

We will ensure that the curriculum content is matched to the needs of our pupils through student voice, participation into curriculum design and through regular monitoring of lessons and resources used.

Assessment of lesson delivery and outcomes will take place by the subject and assessment leads and pupil outcomes will be monitored regularly by class teachers. Children have the opportunity to reflect through discussion, contemplation and by drawing/writing their reflections. Sometimes children will produce artwork or learning connected to a particular SCARF unit.

Resources will be differentiated for students with SEND as necessary, following liaison between classroom teachers and staff with responsibility for SEND provision in school. We believe the students with SEND have an entitlement to age and stage appropriate Relationships Education and so students will be taught with their peers, but will be supported with a more personalised approach to lesson objectives and outcomes.

Where it is known that a situation in a student's personal life may affect their engagement with a particular topic within Relationships Education (for example some specific safeguarding issues), staff will work with students in advance to prepare them for the topic area and give the student ownership of how much, if any, of the lesson content they wish to access with their peers.

In addition to dedicated lesson times, assemblies may make reference to themes in Relationships Education. This is in line with established good practice in PSHE (Personal, Social and Health Education) and developing on themes previously encountered.

External agencies who visit the school to support the curriculum in this area will be informed of our safeguarding practice and will work under the close supervision of school teaching staff. This will ensure that content and delivery styles reflect our school approach.

Parents will be informed about the policy and lesson content both through material publicly available on our website and via meetings with class teachers.

Curriculum Content Overview

Coram Life Education is the leading provider of health, wellbeing, relationships and drugs education to almost half a million children across the UK under the strapline 'Helping Children Make Healthy Choices'. Trained educators use evidence-based, interactive, creative methods and resources to stimulate curiosity and imagination amongst children in 1 to 10 English and Scottish primary schools (2,004)

Walmley Infant School and Nursery has adopted Coram Life Education to provide online teacher resources called SCARF (An acronym for Safety, Caring, Achievement, Resilience and Friendship).

SCARF provides a whole school approach to building these essential foundations, crucial for children to achieve their best, academically and socially. Mapped to the PSHE (Personal, Social, Health and economic Education) Association programmes of study, SCARF is a framework consisting of lesson plans, online planning and assessment tools which embed a comprehensive PSHE and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

RHE/PSHE content can be viewed in Appendices 1-4.

Review Procedures

The aim of the review will be to reflect on practice in the past review cycle, acknowledging both successes and areas to be improved, which will be reflected in any policy change.

Checks will be made to ensure the policy follows the latest national guidance and advice and that it meets the needs of pupils and wider school community.

In addition, monitoring of lesson delivery and student outcomes will be regularly carried out by the RHE lead and RHE governor.

In each review period provision will be audited to evaluate provision and coverage and feedback from staff, pupils and parents will be evaluated to ensure coverage.

The lead governor for Relationships Education is Mr Paul Williams

The lead for RHE in school is Mrs Helen Grace.

This Policy will be reviewed September 2025.

Appendix 1

N - Me and My Relationships

Unit Lesson Plans

[N1.1 Marvellous me!](#)

[N1.2 I'm special](#)

N - Valuing Difference

Unit Lesson Plans

[N2.1 Me and my friends](#)

[N2.2 Friends and family](#)

[N2.3 Including everyone](#)

N - Keeping Myself Safe

Unit Lesson Plans

[People who help to keep me safe \(including Listening to my feelings\)](#)

[N3.2 Safety Indoors and Outdoors](#)

[N3.3 What's safe to go into my body](#)

N - Rights and Responsibilities

Unit Lesson Plans

[N4.1 Looking after myself](#)

[N4.2 Looking after others](#)

[N4.3 Looking after my environment](#)

N - Being My Best

Unit Lesson Plans

[What does my body need?](#)

[I can keep trying](#)

[I can do it!](#)

N-Growing and Changing

Growing and changing in Nature

When I was a baby

Girls, boys and Families

Appendix 2

R - Me and My Relationships

Unit Lesson Plans

All about me

What makes me special

Me and my special people

Who can help me?

My feelings

My feelings (2)

R - Valuing Difference

Unit Lesson Plans

I'm special, you're special

Same and different

Same and different families

Same and different homes

Kind and caring (1)

Kind and caring (2)

R - Keeping Myself Safe

Unit Lesson Plans

What's safe to go onto my body?

Keeping Myself Safe - What's safe to go into my body (including medicines?)

Safe indoors and outdoors

Listening to my feelings (1)

Keeping safe online

People who help to keep me safe

R - Rights and Responsibilities

Unit Lesson Plans

Looking after my special people

Looking after my friends

Being helpful at home and caring for our classroom

Caring for our world

Looking after money (1): recognising, spending and using

Looking after money (2): saving money and keeping it safe

R - Being My Best

Unit Lesson Plans

Bouncing back when things go wrong

Yes, I can!

Healthy eating (1)

Healthy eating (2)

Move your body

A good night's sleep

R - Growing and Changing

Unit Lesson Plans

Seasons

Life stages - plants, animals, humans

Life Stages: Human life stage - who will I be?

Where do babies come from?

Getting bigger

Me and my body - girls and boys

Appendix 3

Y1 - Me and My Relationships

Unit Lesson Plans

Why we have classroom rules

Thinking about feelings

Our feelings

Feelings and bodies

Our special people balloons

Good friends ☆

How are you listening?

Y1 - Valuing Difference

Unit Lesson Plans

Same or different?

Unkind, tease or bully?

Harold's school rules

Who are our special people?

It's not fair!

Y1 - Keeping Myself Safe

Unit Lesson Plans

Healthy me ☆

Super sleep ☆

Who can help? (1)

Harold loses Geoffrey

What could Harold do? ☆

Good or bad touches?

Y1 - Rights and Responsibilities

Unit Lesson Plans

Harold's wash and brush up

Around and about the school

Taking care of something

Harold's money

How should we look after our money?

Basic first aid

Y1 - Being My Best

Unit Lesson Plans

I can eat a rainbow ✖

Eat well

Catch it! Bin it! Kill it!

Harold learns to ride his bike

Pass on the praise!

Harold has a bad day

Y1 - Growing and Changing

Unit Lesson Plans

Inside my wonderful body! ✖

Taking care of a baby

Then and now

Who can help? (2)

Surprises and secrets

Keeping privates private

Appendix 4

Y2 - Me and My Relationships

Unit Lesson Plans

Our ideal classroom (1)

Our ideal classroom (2)

How are you feeling today?

Bullying or teasing?

Don't do that!

Types of bullying ✖

Being a good friend ✖

Let's all be happy! ✖

Y2 - Valuing Difference

Unit Lesson Plans

What makes us who we are?

How do we make others feel?

My special people

When someone is feeling left out

An act of kindness

Solve the problem

Y2 - Keeping Myself Safe

Unit Lesson Plans

Harold's picnic ✖

How safe would you feel?

What should Harold say?

I don't like that!

Fun or not?

Should I tell?

Some secrets should never be kept

Y2 - Rights and Responsibilities

Unit Lesson Plans

Getting on with others

When I feel like erupting

Feeling safe

How can we look after our environment?

Harold saves for something special

Harold goes camping

Y2 - Being My Best

Unit Lesson Plans

You can do it!

My day

Harold's postcard - helping us to keep clean and healthy

Harold's bathroom

My body needs... *

What does my body do? *

Y2 - Growing and Changing

Unit Lesson Plans

A helping hand

Sam moves house

Haven't you grown!

My body, your body

Respecting privacy

Basic first aid