



**Relationships and Health Education (RHE) implementation plan**

Here at The Friars, RHE is taught by following Coram Life Education's scheme of work, SCARF, from Year 1 – Year 6. This follows the PSHE Association's programme of study which is split into three core themes of: *Health and Wellbeing*, *Relationships* and *Living in the Wider World*. The children will meet these themes throughout the course of the year and the themes are built upon as the children move through the school.

**EYFS**

In the EYFS, the Personal, Social and Emotional curriculum is highly valued and underpinned by British Values. Children's emotional well-being thrive when they have a positive and strong relationships with adults and other children. This starts with a clean and robust transition programme. The information collected is used to inform the design of the environment and helps to focus the learning in the first few weeks of term.

- On entry quality time is spent establishing clean structures, routines, and boundaries
- The timetable is planned so that children know their new environment, make new friends, and build trusting relationships with adults.
- The environment is set up to promote independent learning, encouraging children to make their own informed decisions and choices.
- Praise and mutual respect are corner stones of the behaviour policy and are used to create a positive ethos where children feel safe, valued and develop high self-esteem.
- Rules are explained and visually displayed so that children understand that actions can have consequences and begin to manage their own behaviour.

Circle Time/PSHE sessions are used for direct teaching of British Values and specific Personal, Social and Emotional knowledge e.g., bullying, keeping safe, understanding emotions. Adults understand how to create a nurturing climate and ethos by:

- Providing good role models of how a good citizen should behave.
- Demonstrating how to be a good friend
- Showing respect and fairness and are consistent in their approach.
- Listening carefully to children, responding to their needs, helping them understand their emotions and empathising and communicating with children and their families.

**Year 1- Year 6**

One-hour Lessons are timetabled weekly (may be split into 2 x 30-minute sessions) and are taught by the class teacher or PPA teachers. RHE lessons are taught using different teaching strategies such as: discussions (whole class, individual, small group or in pairs), role-play, written work or through stories.

All year groups will follow the same half termly units and will adapt the programme of work where necessary to meet the needs and requirements of all of our children. The units are as follows:

**Autumn 1 – Me & My Relationships**

**Autumn 2 – Valuing Difference**

**Spring 1 – Keeping Myself Safe**

**Spring 2 – Rights & Responsibilities**

**Summer 1 – Being My Best**

## **Summer 2 – Growing & Changing**

Our RHE curriculum ensures that children have access to key and accurate knowledge, language and meanings. They will develop their understanding of RHE and will be given opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities. The children will also develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life

To ensure a full coverage of the RHE curriculum, we take part in different events through the year. For example: Anti-Bullying Week, Mental Health Week, Black History Month, LGBT Month and Safer Internet Day.

### **E-Safety**

E-Safety is taught within this subject and our Computing curriculum. Our approach to this subject is kept flexible, so that we can address any local or national issues that may impact upon children, when they arise.

### **Puberty**

Puberty is part of the statutory Health Education, and will be taught to all children through Key Stage 2. The concept that our bodies grow and change from babies to old age is introduced in Key Stage 1. Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in appropriate context, ensuring children know these are private parts of their bodies.

### **Assessment**

At The Friars, RHE is not formally assessed, however ongoing formative assessments will take place.

- Prior to each unit starting, the children will complete a pre-assessment. Each child will share knowledge they already know, making links to prior knowledge they have already been taught. At the end of the topic, the children will add to their assessment sheet, demonstrating new knowledge and skills they have learnt throughout the unit of work.
- Learning walks will be carried out to assess the quality of teaching and learning being delivered.
- Pupil voice sessions will assess how much knowledge the children are retaining overtime.
- Book looks will demonstrate a clear learning journey. Evidence will be seen through a variety of work and pupil voice.

The evidence will be seen through the well-rounded, confident, tolerant and independent pupils that leave us at the end of Year 6.