



BROADWATER
CHURCH OF ENGLAND
PRIMARY SCHOOL

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Relationship and Health Education (RHE) Policy 2024-2028

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22

It is this fruit that, in partnership with parents, we will instil in the children of our school.

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Intent

Rationale:

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and make Health Education compulsory in all schools except independent schools.

At Broadwater we believe:

RHE is an essential component of the education of all pupils. It is seen as working in partnership and overlapping with SMSC (Social, Moral, Spiritual and Cultural development). Together these underpin the ethos and environment of the school. RHE helps pupils to be considerate and enterprising in the present, while it prepares them for an informed and active involvement in family, economic and social life in the future. It plays an important part in bringing relevance, breadth and balance to the curriculum.

Every pupil is entitled to be given the opportunity to develop these skills and, as such, RHE will be delivered both discretely through planned lessons and through cross curricular links.

The purpose of the RHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle focusing on both physical and mental wellbeing.
- Contribute to their community and the wider world, becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

Vision:

RHE (Relationship and Health Education) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through our School and Eco Councils. We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse, multicultural society.

Aims and objectives:

Our RHE and RSE curriculums aims to support our children in:

- Recognising, understanding and regulating their emotions and taking positive steps to safeguard their emotional wellbeing.
- Taking responsibility for their actions and the impact of their actions on others.
- Learning to live responsibly in the modern world and to achieve their potential by recognising their own strengths and weaknesses and developing confidence and resilience.
- Learning how to support others, especially when they are suffering or in need and developing their own voice so that they can ask for the things they need with kind assertiveness.

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- To develop understanding of positive relationships and the different relationships we have.
- Understanding the diversity within God's world. Recognising the similarities and differences that contribute to its full glory and learning how to live alongside others with respect, dignity and kindness.

At Broadwater School we aspire that the children will be able to (Personal qualities):

- Be responsible for their actions
- Be confident and self-motivating
- Understand authority and control
- Express emotions
- Tackle unfamiliar situations
- Question and develop discernment
- Experiment and interpret evidence
- Analyse and solve problems
- Prepare for adult life
- Identify factors that help their self-esteem

We also wish the children to:

- Be sensitive to other members of a group and community
- Show respect for others
- Be able to co-operate and collaborate
- Empathise with other people
- Communicate in a group and to listen to others
- Make a stand and justify their position

Implementation

What is Relationship and Health Education? (RHE)

RHE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop healthy relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

RHE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided in our schemes of work for RHE.

There is a statutory duty to teach Relationship and Health Education and there is no right for parents to withdraw children from this aspect of the curriculum.

Content of RHE Scheme of work:

At Broadwater, we believe that RHE Education is central to the educational entitlement of all of our children. Although it is taught in part through discreet lessons, elements of RHE permeate all aspects of school life. During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. RHE education offers learning opportunities and experiences which

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reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. RHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Key Stages 1 and 2

Our RHE curriculum is structured around The West Sussex Education for Safeguarding curriculum (E4S), which comprises 4 Key Cornerstones: Relationships Education, Mental Health and Wellbeing, Physical Health and Wellbeing and Digital and Media Literacy.

Relationships Education

- Being Safe
- Family, Friendships and Relationships
- Identity

Mental Health and Wellbeing

- Emotional Health
- Feelings and Attitudes

Physical health and Wellbeing

- Drugs, Alcohol and Tobacco
- Eating Well and Being Active
- Hygiene and Protecting your Health
- Keeping Safe and Emergencies
- Keeping Safe and Risks

RHE in our curriculum

RHE Education will be covered through a combination of:

- Discrete timetabled sessions
- Teaching RHE through other subject/curriculum areas where there are appropriate links (e.g. Science, Literacy, History, P.E. and assemblies)
- School events and activities (e.g. off-site visits, visitors and school celebrations)

The opportunities for developing these skills fall within cross-curricular links and as well as being taught as discrete subject areas. RHE includes the development of personal and social and relationship skills; the exploration and clarification of values and attitudes; and the development of communication and decision-making skills. It also includes knowledge and understanding of what constitutes a healthy life-style, safety, growth, human reproduction and drug use and misuse.

By developing a range of personal, social and relationship skills, pupils will be able to be competent in the skills for: everyday living; communication and listening; working co-operatively; making judgements; coping confidently and effectively with unfamiliar situations; learning from mistakes, making and sustaining good relationships.

The learning opportunities and experiences given include a range of methods including whole class and group discussions, circle time, role-play and working alone, DVDs and visits. Many issues can

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also be tackled through literacy and fiction. Teachers can assist pupils by providing opportunities for the pupils to think, helping formulate strategies for dealing with tasks, listening to pupils and showing them respect. Teachers can use everyday occurrences to raise social and moral issues with a child, group or class. This may lead to wider discussions and further questions.

Young children need to be encouraged to come to terms with their emotions, behave with consideration for others and to learn simple and crucial skills to help lead a safe and healthy life.

As pupils grow mature they need to reflect on and make sense of a more complex, personal and social world. They also need an environment that offers security and stability. However, their skills need to widen, to incorporate a growing knowledge and understanding of social issues.

Planning, Teaching and learning for all areas of RHE:

We teach RHE Education to all children at Broadwater CE Primary School. Class teachers deliver RHE sessions in some form each week either through a lesson time or targeted circle depending on the class needs. The work carried out in these sessions may be drawn from more structured resources such as: SEAL (Social and Emotional Aspects of Learning), the PSHE Association, Peaceworks or from topical resources provided for whole-school themes (for example Anti-bullying week).

At Broadwater, we run a programme of lessons to allow children to become Playground Mediators called Peaceworks; this is delivered as a discreet RHE package in KS2.

Every school year, each year group focuses on anti-bullying and relationships in their RHE sessions to reinforce the message that bullying is not acceptable at Broadwater CE Primary School.

Teachers provide learning opportunities that are matched to the individual needs of all children including those with additional needs. We place emphasis on active learning by including children in discussions, investigations and problem-solving activities. As they move through school we encourage children to take part in a range of practical activities that promote active citizenship. For example: charity fundraising and class assemblies, which is further supported by our Community Award.

Differentiation for SEND and Able Children

Throughout their school career, children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their views to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to all the children. Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

Additional Pastoral Care Arrangements

At Broadwater CE Primary School, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not developed at an age appropriate level. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some able children may also have

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Special Educational Needs and need additional support. The Inclusion Manager is responsible for the implementation and maintenance of Additional Pastoral Care Arrangements, which vary depending on the needs of individual children. The school leadership team will discuss these needs as part of its regular cycle of monitoring of the work of the school.

Impact

Monitoring and assessment

Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day. All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of relationship, personal and social development in individual pupils. It is the responsibility of individual teachers and the SEND coordinator to identify pupils' progress, which is well above or below that which is expected.

Developing and Encouraging Positive Attitudes

The relationships between staff and pupils, pupils and pupils and staff themselves are very important elements of RHE. At Broadwater we believe that standards, attitudes and behaviour convey powerful messages to pupils. Lessons promoting courtesy, respect, affirmation etc. are more effective if these qualities are modelled and valued consistently in every aspect of school life.

School Premises, Environment and Community Links

Children will be expected to respect the property of the school and the outside school environment at all times, links with the church community are fostered through assemblies. Visits and visitors plus special off-timetable weeks will help enhance links within the community.