



## THE INTENT, IMPLEMENTATION AND IMPACT OF THE PRIMARY OF THE RHE (RELATIONSHIPS AND HEALTH EDUCATION) CURRICULUM

**Our vision is that all our learners will leave us with a set of core values, confident in who they are, valuing positive relationships and knowing how to stay healthy and safe.**

### INTENT

The intent of the Wildmoor Heath School's RHE curriculum is to teach children the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. As part of this, we intend to ensure that children understand online relationships and how they may differ from face to face relationships. We set out to ensure that pupils know how to stay safe in relationships, whether online or not, including boundaries, physical privacy, appropriate responses and where to seek help if they are uncomfortable. A significant intent of the RHE curriculum is also to provide an opportunity for pupils to be taught about positive emotional and mental wellbeing, including how healthy relationships and friendships can support mental wellbeing. As part of the specific health content, we intend for our learners to understand how to stay physically and mentally safe and healthy, and how physical and mental health are interconnected, one supporting the other. At Wildmoor Heath School, we believe that children should be fully prepared for transition to secondary school by understanding their body as they reach adolescence. Hence, we have chosen to teach age appropriate elements of the primary sexual education curriculum, including the correct names for body parts, body changes as we grow up and an introduction to reproductive processes.

### IMPLEMENTATION

All Wildmoor Heath subjects are taught through the context of the school's drivers: opportunities, creativity, environment, well-being, communication and community. Our school values are keystones in the teaching of RHE: respect, empathy, aspirations, courage and honesty. We embed these values with our learners from the Early Years in a wide school context: daily assemblies, daily class teaching, PSHE lessons, reward systems, positions of responsibility, behavioural codes and community service. As part of this, from the Early Years pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

We deliver our RHE/PSHE curricula through the Jigsaw Scheme, a progressive curriculum designed for primary children, which builds their knowledge, understanding and skills over their seven years in primary school. There are six units or 'Puzzles' delivered every year, each building on the year before. The six 'Puzzles' are:

*Being Me in My World,  
Celebrating Difference,  
Dreams and Goals,  
Healthy Me,  
Relationships and  
Changing Me.*

These Puzzles form part of a comprehensive whole school programme; this knowledge supports the development and safeguarding of our learners whilst they are in primary school and beyond. Across our curriculum, teachers promote active participation in all lessons through discussion. Teachers model appropriate language and vocabulary, and all our learners are encouraged to use the correct terminology. Active discussion and healthy debate are essential parts of our RHE lessons.

The RHE teaching and learning units, called *threshold concepts*, are taught specifically and across other curricular subjects. In this way, knowledge, understanding and skills are interwoven throughout the Wildmoor curriculum, ensuring that pupils develop a thorough and lasting understanding. The threshold concepts and links to other subjects are shown below:

### **Relationships Education – Threshold Concepts and Curriculum Links**

- Families and People Who Care For Me – *through PSHE and Science*
- Caring Friendships – *through PSHE, Physical Education and Outdoor Learning*
- Respectful Friendships – *through PSHE, Physical Education, Computing and Outdoor Learning*
- Online Relationships – *links to Computing and PSHE*
- Being Safe – *links to Computing, etc.*

### **Health Education – Threshold Concepts and Curriculum Links**

- Mental Well-being – *links to Physical Education, Computing, Art and Outdoor Learning*
- Internet Safety and Harms – *links to Computing*
- Physical Health and Fitness – *Physical Education, Science, D.T. Cookery and Outdoor Learning*
- Healthy Eating – *links to D. T. Cookery, Science and Physical Education*
- Drugs, Alcohol and Tobacco – *links to Science and Computing*
- Health and Prevention – *links to Science, PHSE, Physical Education, Cookery,*
- Basic First Aid – *links to Physical Education, Science and Outdoor Learning*
- Changing Adolescent Body – *links to Science*

### **IMPACT**

The impact of our RHE curriculum is validated by the maturity and understanding of our learners at different primary stages, and notably of the Year 6 pupils as they prepare to transition to secondary school. Our Year 6 cohorts demonstrate positive relationships and behaviours towards others, caring responses to others and their diversity, a sensible attitude towards online risks, acute knowledge of what steps to take should they ever feel uncomfortable and healthy living practices. They are a credit to the school.

We measure the impact of our RHE curriculum in the following ways:

1. Class teachers' observations of and discussions with their children during the course of each unit of study. End of Puzzle Jigsaw assessments of understanding.
2. Pupils' use of appropriate language, concepts and appropriate behaviour when discussing relationships; feelings and emotions; mental and physical health; body parts; online opportunities and risks.
3. Pupils' ability to demonstrate their understanding and knowledge of RHE learning in their: management of personal relationships, resolution of friendship fallouts, keeping mind and body healthy, and managing online risks.
4. School leaders' pupil conferencing with groups of pupils to confirm knowledge, understanding and retention of concepts.
5. The children's willingness to discuss and debate their views, opinions and events willingly.

### **SPECIFIC CONTENT AREAS OF RELATIONSHIPS EDUCATION**

#### **Families and people who care for me**

Pupils learn:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

### **Caring friendships**

Pupils learn:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### **Respectful relationships**

Pupils learn:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

## **Online relationships**

Pupils learn:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

## **Being safe**

Pupils learn:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

## **SPECIFIC CONTENT AREAS OF HEALTH EDUCATION**

The focus is to teach the characteristics of good physical health and mental wellbeing, elements which we emphasise also in assemblies, stressing the mutually supportive relationship between good physical health and good mental wellbeing. As a school, we actively teach Outdoor Learning skills as part of our curriculum including the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils are also taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example sports and dance clubs, the Scouts, the Girl Guides, etc.), are beneficial for health and wellbeing. Conversely, this foundation allows our teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

## **Mental wellbeing**

Pupils learn:

- that mental wellbeing is a normal part of daily life, in the same way as physical health

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

## **Internet safety and harms**

Pupils learn:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

## **Physical health and fitness**

Pupils learn:

- the characteristics and mental and physical benefits of an active lifestyle, with associated well-being taught also through: Forest Schools, adventurous outdoor pursuits, heath walks, residential trips, P.E. and dancing lessons.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

## **Healthy eating**

Pupils learn:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals (our Roots to Food sessions plus cookery lessons)
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

## **Drugs, alcohol and tobacco**

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
- who to contact if they are concerned about someone else and the importance of being able to say “no” and not succumb to peer pressure when they know something is wrong

## **Health and prevention**

Pupils learn:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

## **Basic first aid**

Pupils learn:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

## **Changing adolescent body**

The age appropriate Sexual Education content is discussed in our Relationships and Health Education Policy, which can be found on the school website. This policy has undergone a full parental consultation and class teachers will share content with parents and carers annually in the summer term prior to teaching. Parents are entitled to withdraw their children from this part only of our RHE curriculum; however, the school advises that all children take part of their physical and mental understanding and development.

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

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