



## Relationship and Health Education: The St. John's Approach

**Relationship and Health Education at St. John's builds on children's knowledge and understanding of their health, wellbeing, relationships and self esteem enabling them to flourish within and beyond our school.**



### Vision and Values

At St John's, our Relationships and Health Education curriculum will deliver high quality education which will inspire children, support children and equip children with skills that will stay with them throughout their lives. Our RHE curriculum explores 6 different strands which cover key concepts, skills and knowledge that are grown and built upon throughout their school life. Through the school value of **Identity** children explore their own successes, achievements, health and wellbeing, they will learn and master key skills to overcome fears, show respect and embrace challenges. Self-regulation of their learning will be promoted throughout. Through their growing knowledge and understanding themselves and others around them, children will develop the skills and knowledge to participate effectively in communities and wider society. We will motivate and inspire them through **Teamwork** to find out about their world, recognising the roles they play and the roles of others, so that they can take an active part in protecting this world as they grow up. Furthermore, as we look to the future and communities through our value of **Stewardship**, we will instil in children a sense of social responsibility and environmental responsibility, encouraging them to understand the to make a positive change we can start at school building from local to national to global.

Through our Relationships and Health Education curriculum at St. John's, we will also embrace and encourage the children's natural curiosity; questioning learners, striving towards **Excellence** with a strong sense of **Character** knowing that we will nurture and strive to inspire children to be inquisitive. Within this curiosity, our value of **Drive** can be demonstrated as children will be given the opportunity for open discussion, questions and safe places to talk.

### Rationale– Why we do what we do...

**The views of our stakeholders (children, staff, governors and parents) have been at the root of all decision making.**

\*All of the school's stakeholders were consulted in April 2019

#### **As a result of our stakeholders' views...**

1. In May 2019, we created a curriculum vision which is inclusive of all subjects.
2. From the curriculum vision, we created our vision for the teaching and learning of Relationships and Health Education.
3. We created a knowledge, skills and vocabulary routeway for Relationships and Health Education from Reception to Year 6, underpinned by National Curriculum documents.

### How is Relationships and Health Education taught?

#### Timings and Timetabling

In Reception, Relationships and Health Education is taught through the 'Personal, Social and Emotional Development' and is taught through whole class, small group and 1:1 learning with a mixture of adult-led learning and some child-initiated learning with sustained shared thinking. Across the rest of the school, Relationships and Health Education is taught as a discreet subject. This is a deliberate decision in response to the Stakeholder views as well as the high priority we place on deepening knowledge, respecting curiosity and building life skills.

Within each year group, the timetabling of Relationships and Health Education is one half an hour slot every week.

#### Relationships and Health Education – An Overview

In Reception, RHE comes under the 'Personal, Social and Emotional development' aspect of the Early Years curriculum. We introduce RHE right from the very beginning of our children's school journey, embracing and nurturing their inquisitive and curious characters. Children are encouraged to develop relationships with their peers, learning together on a daily basis through exploration and investigation. Furthermore, they experience discussions with their classmates around the school values, how to show them, what they mean and why they are important and how they support developing friendships with their peers particularly with regard to **Teamwork**.

In key stage 1, the children begin to have discreet RHE sessions where they are introduced to the 6 strands of the RHE curriculum looking at 'our safety', 'our relationships', 'our bodies', 'our community', 'our future' and 'our feelings and wellbeing'. These strands are revisited each half term on a spiral cycle, looking at each strand once every half term. Through these strands, the children begin to develop an awareness of relationships they have, feelings that they have, responsibilities they have for the environment and choices they have about their health. By the end of Year 2, children have continued to develop their understanding of the 6 strands, focussing on how to develop strong, positive relationships, how to manage big feelings, how to keep safe and how to develop healthy routines.

Throughout key stage 2, children continue to work through the 6 strands to build on their key stage 1 knowledge, vocabulary and skills in a progressive and logical sequence. As children move towards the upper key stage 2 (years 5 and 6) they look at the 'Our Bodies' strand with more focus and detail, identifying the changes that happen as they grow up, learning about puberty and sex education.

Our Relationships and Health Education is continual taught with the school values in mind. Throughout all the key stages, children look at 'Our Feelings and wellbeing' within which they are inspired to reflect on their **Character** and consider their own personal **Identity**. Furthermore, children are also given to opportunity to consider the **Identity** of others through 'Our Community', which enables children to recognise, learn and understand concepts such as equality, prejudice and discrimination. 'Our future' strand enables the children so spend time considering their own futures, considering financial aspects of life, career options and goals and aspirations. These are a vital part of our RHE as it equip children with skills beyond school to help build members of society, ready for life ahead.

## **Assessing Outcomes in Relationships and Health Education**

Assessing Relationship and Health education is rigorous and focused. Teachers regularly review learning and knowledge within and after lessons and adapt their teaching as a result.

In Reception, all children have a personalised 'Learning Journey' book which is used to record learning from all areas of learning across the year. Teachers use this evidence to ensure that all children are making progress and attaining well. Where children are not meeting expected standards, teachers provide additional support where appropriate.

On entry to Year 1, children begin their discreet learning of Relationships and Health Education. All acquired knowledge, skills and experiences linked to Relationships and Health is recorded in portfolios for each individual class. Furthermore, at the end of each lesson children complete reflections of the learning and skills or exit questions at the end of the lessons to consider the acquired knowledge.

The RHE subject leader completes regular monitoring of attainment and progress through a combination of pupil voice, portfolio monitoring and matching actual outcomes to intended outcomes as identified in the Relationships and Health 'Knowledge, Skills and Vocabulary Routeway' document. Alongside these activities half termly assessments are made by the class teacher for Years 1 to 6, and key groups identified and tracked. From this monitoring, key actions are given to the teacher and are re-visited frequently.