



# **Relationships and Health Education Policy**

**Policy review: October 2023**

**Next Review: October 2026**

**Fens Primary School**  
**Relationships and Health Education Policy**

**Relationships and Health Vision and Curriculum Intent**

**To provide pupils with the knowledge and education to make informed decisions about their wellbeing, health and relationships and to build their self-efficiency by delivering a curriculum that prepares them for the opportunities, responsibilities and experiences of adult life.**

## **Our Relationships and Health Curriculum Intent**

At Fens Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which is statutory and must be delivered to every primary-aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

Sex Education is not compulsory, as stated by The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and will not be taught in Fens Primary School. The content set out in this policy covers everything that primary schools should teach about relationships and health, including puberty.

- To strive to be an 'Evidence Informed' school, taking into account the important role different forms of evidence can play in improving our school Relationships and Health curriculum through informing decision making and implementation practices that continually work to improve the outcomes of teaching and learning.

In order to achieve this goal, we will:

- **Engage** with a wide range of research, related to both Relationships and Health and wider teaching and learning
- **Explore** areas of school practice that can be improved and clearly define them for all school stakeholders
- **Prepare** clear school development plans that outline how implementation activities and resources will be deployed to meet the intended outcomes
- **Deliver and Adapt** implementation strategies, monitoring their effectiveness through developed school systems and a flexible and collaborative peer-to-peer approach to school improvement
- **Sustain** and scale successful implementation practices to ensure they are embedded.

- Develop children’s awareness of their ability to **self-regulate** and think about their learning by sustaining and promoting the school’s **metacognition agenda**, in order to develop metacognitive strategies **in conjunction** with building a progressive understanding of Relationships and Health concepts

### Definitions

For the purpose of this policy, “**relationships**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

### Equal Opportunities

Teaching and non-teaching staff at Fens Primary School are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstance, have access to the curriculum and make the greatest possible progress.

### Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’
- DfE (2013) ‘Science programmes of study: key stages 1 and 2

## **How we implement our Relationships and Health Curriculum**

### Curriculum

The delivery of the Relationships and Health education coincide with one another and will be delivered as part of the school’s PSHEE curriculum. We are dedicated to ensuring our curriculum meets the needs of the whole-school community. The curriculum is organised to ensure that it is age-appropriate for pupils within each year group.

There is a long term plan for Relationships and Health delivery within PSHEE from Y1 to Y6.

Key units taught throughout the school:

- Aiming High (Year 1, Year 3 and Year 5)
- VIP's (Year 2, Year 4 and Year 6)
- Safety First (Year 1, Year 3 and Year 5)
- Be Yourself (Year 2, Year 4 and Year 6)
- Digital Wellbeing (Year 1, Year 3 and Year 5)
- It's My Body (Year 2, Year 4 and Year 6)
- TEAM (Year 1, Year 3 and Year 5)
- One World (Year 2, Year 4 and Year 6)
- Think Positive (Year 1, Year 3 and Year 5)
- Money Matters (Year 2, Year 4 and Year 6)
- Diverse Britain (Year 1, Year 3 and Year 5)
- Growing Up (Year 2, Year 4 and Year 6)

### **Early Years Foundation Stage:**

Relationships and Health in Early Years Foundation Stage (EYFS) is encompassed in the Personal, Social and Emotional Development area of learning. In EYFS, our children will learn how to look after their bodies, including healthy eating, and manage personal needs independently. They will be supported during interaction with other children, learn how to make good friendships, co-operate and resolve conflicts peaceably.

### **Relationships Education**

The following objectives will be covered in **KS1**:

- R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. To identify the people who love and care for them and what they do to help them feel cared for
- R3. About different types of families including those that may be different to their own
- R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
- R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- R6. About how people make friends and what makes a good friendship
- R7. About how to recognise when they or someone else feels lonely and what to do
- R8. Simple strategies to resolve arguments between friends positively
- R9. How to ask for help if a friendship is making them feel unhappy
- R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11. About how people may feel if they experience hurtful behaviour or bullying
- R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

- R14. That sometimes people may behave differently online, including by pretending to be someone they are not
- R15. How to respond safely to adults they don't know
- R1. to communicate their feelings to others, to recognise how others show feelings and how to respond
- R2. to recognise that their behaviour can affect other people
- R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
- R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- R7. to offer constructive support and feedback to others
- R8. to identify and respect the differences and similarities between people
- R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
- R15. How to respond safely to adults they don't know
- R16. About how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. About knowing there are situations when they should ask for permission and also when their permission should be sought
- R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- R21. About what is kind and unkind behaviour, and how this can affect others
- R22. About how to treat themselves and others with respect; how to be polite and courteous
- R23. To recognise the ways in which they are the same and different to others
- R24. How to listen to other people and play and work cooperatively
- R25. How to talk about and share their opinions on things that matter to them

The following objectives will be covered in **KS2**:

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- R26. about seeking and giving permission (consent) in different situations
- R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

### **Health Education**

The following objectives will be covered in **KS1**:

- H1. about what keeping healthy means; different ways to keep healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4. about why sleep is important and different ways to rest and relax
- H5. simple hygiene routines that can stop germs from spreading
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

- H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10. about the people who help us to stay physically healthy
- H11. about different feelings that humans can experience
- H12. how to recognise and name different feelings
- H13. how feelings can affect people's bodies and how they behave
- H14. how to recognise what others might be feeling
- H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16. about ways of sharing feelings; a range of words to describe feelings
- H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
- H21. to recognise what makes them special
- H22. to recognise the ways in which we are all unique
- H24. how to manage when finding things difficult
- H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26. about growing and changing from young to old and how people's needs change
- H27. about preparing to move to a new class/year group
- H28. about rules and age restrictions that keep us safe
- H29. to recognise risk in simple everyday situations and what action to take to minimise harm
- H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- H33. about the people whose job it is to help keep us safe
- H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- H36. how to get help in an emergency (how to dial 999 and what to say)
- H37. about things that people can put into their body or on their skin; how these can affect how people feel

The following objectives will be covered in **KS2**:

- H1. how to make informed decisions about health
- H2. about the elements of a balanced, healthy lifestyle
- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H5. about what good physical health means; how to recognise early signs of physical illness



H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- H34. about where to get more information, help and advice about growing and changing, especially about puberty
- H35. about the new opportunities and responsibilities that increasing independence may bring
- H36. strategies to manage transitions between classes and key stages
- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- H38. how to predict, assess and manage risk in different situations
- H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
- H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
- H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
- H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
- H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup>
- H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
- H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>3</sup>
- H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
- H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
- H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
- H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping
- H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

### **Living in the Wider World**

The following objectives will be covered in **KS1**:

- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment
- L4. about the different groups they belong to
- L5. about the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people
- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. about the role of the internet in everyday life
- L9. that not all information seen online is true
- L10. what money is; forms that money comes in; that money comes from different sources
- L11. that people make different choices about how to save and spend money
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. that money needs to be looked after; different ways of doing this
- L14. that everyone has different strengths
- L15. that jobs help people to earn money to pay for things
- L16. different jobs that people they know or people who work in the community do

The following objectives will be covered in **KS2**:

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
- L6. about the different groups that make up their community; what living in a community means
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes

- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
- L17. about the different ways to pay for things and the choices people have about this
- L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L21. different ways to keep track of money
- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24. to identify the ways that money can impact on people's feelings and emotions
- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- L31. to identify the kind of job that they might like to do when they are older
- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

### **Planning:**

- Long Term Planning is based on the statutory guidance given by the government. The Twinkl scheme of work is used in school which is also based on PSHE Association objectives. They incorporate the objectives of Relationships and Health Education.
- Medium Term Planning is set for each year group, with each unit having clear objectives which are then included in the short term planning.
- Short Term Planning is on a weekly basis. These take into account the needs of the particular abilities within the class and work is differentiated to meet those needs. Short term planning clearly shows the learning objectives for that lesson, the main input of the lesson, including key questions, and the organisation of differentiated activities in order for learning to take place for all pupils. The planned assessments show the focus for the learning outcomes of the lesson.

- Assessment opportunities are built in to each lesson, with an assessment outcomes grid for completion after each lesson.
- Planning sheets are annotated with information regarding pupils' progress, and difficulties or misconceptions are noted which will be addressed in future lessons.
- Teaching assistants make an important contribution to class, group and individual work and their contributions are planned into the lessons accordingly.

### **Resources:**

- Practical resources are located in the cupboard next to the KS2 boy's toilets.
- Each year group unit has a range of age appropriate resources saved in each lesson folder on the network.
- Both Key Stage 1 and Key Stage 2 school libraries have large sections relating to PSHEE/Health and Relationships Education.
- Every classroom is equipped with an interactive whiteboard for use with relevant software.
- Any resource issues/ needs are to be shared with the Subject Leader in a timely manner.

### **Curriculum Links**

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. The subjects will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

### **Role of the subject coordinator**

- To oversee the delivery of the subjects.
- To ensure the subjects are age-appropriate and high-quality.
- To provide teachers with adequate resources to support teaching of the subjects.
- To ensure the school meets its statutory requirements in relation to the relationships and health curriculum.
- To work with other subject leaders to ensure the relationships and health curriculum complements the content covered in the national curriculum.
- To monitor and evaluate the effectiveness of the subjects
- To provide internal CPD for staff to ensure continuing professional development.

- To write, review and evaluate the PSHEE/ Relationships Development Plan which contributes to the School Development Plan.

## **How we measure the impact of our Relationships and Health Curriculum**

### **Assessment and Monitoring**

- Assessment follows the guidelines in the Assessment Policy and is part of the school's self-evaluation process. It is based on the appropriate levels of attainment and is linked to learning objectives and learning outcomes. It is carried out to monitor pupils' progress and achievements and ensure that individual pupil needs are being met.
- Ongoing assessments inform weekly planning and individual lesson delivery. Teachers regularly offer children timely feedback both verbally and through written marking.
- At the end of each PSHEE unit teachers make an assessment judgment as to whether pupils are working towards the expected standard, working at the expected standard or working at greater depth within the expected standard. This information is inputted into the school's SIMs based assessment tracker.
- Year group/ phase teams should moderate their judgements to ensure consistency.
  - Class teachers report on pupils' progress and attainment at parental consultations each term, as well as in their annual report to parents.
  - Evidence of pupils' work is kept in the PSHEE? Relationships workbooks. Examples of workbooks of higher ability, middle ability, lower ability and SEND pupils are kept each year.
  - The subject leader will use data, assessment records, conversations with staff and children's books to give a clear picture and a clear body of evidence to demonstrate standards in Relationships and Health across the school.

## **Adapting our Relationships and Health Curriculum for *ALL* learners**

At Fens School all pupils have equal access to all areas of the Relationships and Health curriculum. A broad and balanced curriculum is the entitlement of all our pupils regardless of background, ethnic origin, gender, class, attitude or disability. Our aim is to support the less able and challenge the more-able pupils so that they may all reach their potential.

Differentiation is planned into lessons to develop pupils' ability whatever their level. This may be in the form of additional differentiated resources, support from the class teacher or a teaching assistant, targeted questioning as well as the pupils working individually or in groups. Those pupils who are on the SEN register and have IEP's are supported and taught according to their individual needs.

**External Experts**

External experts may be invited to assist with the delivery of the programme and will be expected to comply with the provisions of this policy. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND. Our school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policies.

**Withdrawal from the curriculum**

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. As Relationships and Health education is a statutory part of the curriculum, it is not possible for Primary aged children to be withdrawn from these lessons.

**Monitoring and Reviewing**

The policy will be reviewed annually by the SLT Designated Safeguarding Leader in consultation with the Headteacher, the Governors and the Chair of Governors.

It will be updated, modified or amended as necessary.

**Signed:**..... **Date:**.....

**(Designated Safeguarding Lead)**

**Signed:**..... **Date:**.....

**(Headteacher)**

**Signed:**..... **Date:**.....

**(Chair of Governors)**