

RHE Curriculum

Claycots Primary School





RHE Curriculum

Claycots' School Vision

At Claycots we believe in excellence and we want the very best future for every child.

We want children to leave our school ready to overcome challenges, lead fulfilling lives and make a positive contribution to society.

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Claycots' Mission

Learning is at the heart of all that we do and through high expectations and an innovative curriculum, we ensure that all children achieve, build resilience and develop creativity in a safe and stimulating environment.





RHE Curriculum

We provide the following to all pupils in YR-6:

- Relationships & Health Education
- Science

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Why is RHE important?

RHE contributes to:

- A positive ethos and environment for learning.
- Safeguarding pupils (*Keeping Children Safe in Education*), promoting their emotional wellbeing, and improving their ability to achieve in life.
- Helping pupils keep themselves *safe from harm*, both on and offline.



RHE Curriculum

The National Curriculum and DfE Guidance

2.1 Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

2.5 All schools should make provision for personal, social, health & economic education (PSHE) drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education

Relationships Education, Health Education and Relationships and Sex Education became compulsory in England in September 2020. All Primary Schools must teach relationships education and may choose whether to also include to teach sex education

Five key Principles

- RSHE should teach children about the law, in addition to the importance of tolerance and respect for everyone in the school community and beyond
- The curriculum should seek to keep children safe and informed about growing up and the challenges this may present, how relationships develop
- Schools should follow the age limits set out in the guidance to ensure pupils don't learn about sensitive topics earlier than is necessary or at an inappropriate stage of their development.
- Schools should be transparent with parents about all materials used in RSE, and all materials should be available to parents.
- Parents have a right to request that their children are withdrawn from sex education

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How we deliver the RHE curriculum at Claycots

The Jigsaw Puzzles (units)

1. Being Me In My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me



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Statutory & non-statutory requirements

- The majority of lessons taught within the RHE curriculum are statutory – this means that pupils cannot be withdrawn from these lessons.
- Some RHE lessons include content which is also part of the Science curriculum, which is statutory.
- In Y2-6 there are some non-statutory lessons.
- Following parental feedback in 2022, we chose to remove some of the non-statutory lessons provided by Jigsaw from our curriculum.
- We believe that the remaining non-statutory lessons contribute to the development of the personal skills needed by pupils if they are to establish and maintain relationships. As well as preparing children for adolescence and enabling children to make responsible and informed decisions about their health and wellbeing.

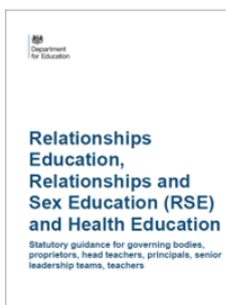
RHE Curriculum

How can you find out more about what is included in our RHE curriculum?

Claycots School PSHE and RHE Medium Term Plan



Reception						
<u>Autumn 1</u> <u>Being Me in My World</u>	Piece 1 Who... Me?!	Piece 2 How am I feeling today?	Piece 3 Being at School	Piece 4 Gentle Hands	Piece 5 Our Rights	Piece 6 Our Responsibilities
Objectives	I understand how it feels to belong and that we are similar and different.	I can start to recognise and manage my feelings.	I enjoy working with others to make school a good place to be.	I understand why it is good to be kind and use gentle hands.	I am starting to understand children's rights and this means we should all be allowed to learn and play.	I am learning what being responsible means.
<u>Autumn 2</u> <u>Celebrating Difference</u>	Piece 1 What I am good at?	Piece 2 I'm Special, I'm Me!	Piece 3 Families	Piece 4 Houses and Homes	Piece 5 Friends	Piece 6 Standing Up for Yourself
Objectives	I can identify something I am good at and understand	I understand that being different makes us all special!	I know we are all different but the same in some ways	I can tell you why I think my home is special to me	I can tell you how to be a kind friend.	I know which words to use to stand up for myself when someone



Summary of main points

- PRIMARY -

Regulations

The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. This includes:

- pupil referral units
- maintained special schools
- special academies
- non-maintained special schools

The overview can be found on the school's website.

Key

Red – Taught in line with the Science National Curriculum (statutory)

Purple – Non-statutory Relationship and Health lessons

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Dealing with difficult topics/questions

- Each year group will be taught appropriately for their age and developmental stage. Please note, at no point will a child be taught something that is inappropriate; if a question from a child arises and the teacher feels it would be inappropriate to answer (for example, because of its mature or explicit nature) the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.
- Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with and to follow up appropriately, disclosures made in a group or individual setting.

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Working in partnership with parents & carers

- If you have any questions or concerns, please speak to your child's class teacher or the Year Leader
- Lesson plans & resources are available for you to look at.
- We have produced a guide for parents/carers to support you in answering any questions your children may ask.