



Picknalls First School

Relationship and Health Education (RHE) Curriculum

Statement 2024-2025



Intent

At Picknalls First School our whole curriculum is driven by a commitment to fostering creativity, critical thinking, and a love for lifelong learning. We aim to provide a well-rounded education that nurtures each child's unique talents and prepares them for future challenges. We will teach children at Picknalls to have or be:

Skillful - At Picknalls First School we want all children to be skilful, turning new and imaginative ideas into reality through self-expression and a curiosity for learning. Children are encouraged to think creatively in all that they do and explore new ways of solving problems and answering questions.

Teamwork - At Picknalls First School we want all children to value and respect all members of the community. Children at Picknalls will be taught the skills for life to empower them to be good citizens and to contribute to the community.

Aspiration - At Picknalls First School we want all children to aspire towards greatness. To be productive, aim high and succeed. Expanding their knowledge of the world by nurturing their interests as well as encouraging fearlessness of things that are new or unknown by creating exciting, inspiring opportunities.

Resilient - At Picknalls First School we want all children to have the mental and physical resilience to be successful and happy and be confident in tackling all obstacles that come their way.

Through these curriculum drivers we will encourage ALL children at Picknalls to become the stars of the future and shine bright in our community!

Relationship and Health education is now compulsory in all primary schools.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The Department for Education is clear that parents and carers remain the prime educators for children on many of these matters. However, schools continue to play a crucial role in the education of this subject and complement and reinforce the role of parents. At Picknalls we believe we build on what pupils learn at home as an important part of delivering a good education.

Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

'Pupils achieve very well in PE and sport. The staff ensure that pupils develop healthy bodies and minds. Pupils are confident and happy in school. They are safe and secure because of the care and attention provided by staff and volunteers. The staff always treat pupils and their families with dignity and respect.' **OFSTED, January 2020**

Implementation

At Picknalls First School, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new Relationship and Health education subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content will support the wider work we carry out in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

At Picknalls First School this will continue to be complemented by development of personal attributes including kindness, integrity, generosity and honesty. The subject content will be proportionate and deliverable and will complement the national curriculum where appropriate alongside subjects such as Science, PE, PHSEe, RE etc. We will continue to deliver the new Relationship and Health Education content alongside our own established, high quality programmes.

'You can see from their smiles as they are welcomed by staff that pupils enjoy school. Parents, understandably, are happy with the school. The staff are ambitious for pupils to succeed and broaden their knowledge of the wider world.' **OFSTED, January 2020**

Impact

Picknalls carried out its initial consultation with families and then pupils in 2021 and used the feedback from this to shape the curriculum plan for 21-22 and consolidate the curriculum plan for 22-23. The subject leader has attended regular subject updates in 2023-24, and currently we are awaiting updated DfE Statutory Guidance, due to be published in Autumn 2024. The curriculum will be kept under review and will be tweaked accordingly by class teachers half termly. The headteacher, senior leaders and subject leader will monitor the implementation and impact of the subject through regular self-review activities including:

-  Book scrutinies
-  Pupil learning conversations
-  Learning walks
-  Pupil progress meetings

INSET and professional development opportunities are offered to staff to ensure excellent teacher's subject knowledge. The Subject Leader attends termly Relationship and Health education updates and cascades relevant information to staff. As a MAT we have been involved in developing this statutory element of the curriculum in collaboration across all the first schools. This way we can ensure consistency in our Relationship and Health education offer and can moderate our effectiveness in this area together.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

'Pupils behave exceptionally well. They are polite and courteous. Pupils play safely and enjoy chatting to friends, staff and visitors. Leaders and staff are very good at keeping pupils safe. Pupils' personal development is a strength. Pupils have great opportunities to become school councillors. They are very clear about British values of democracy and respect for people whatever their colour, beliefs or background.' **OFSTED, January 2020**

Cultural Capital in RHE

The very nature of RHE means that children are encouraged to think about their immediate world and the wider world around them during lessons. Teachers will help them to recognise and respect differences of culture, religion, disability, and gender. Lessons will promote inclusivity and celebrate diversity, challenging stereotypes or discrimination.

RHE Action Plan 2024 2025

-  To work alongside MAT colleagues to develop a broad, balanced and ambitious RHE curriculum in the Autumn Term 2024
-  Parent involvement – regular updates on the school newsletter, and 'something to think about' challenges to encourage discussion in the family
-  Staff CPD: Subject lead to arrange RHE workshop for the Spring Term 2024 following on from the meeting with MAT colleagues.

Written by J De Soyza
RHE Leader