



Relationships and Health Education (RHE) Focus group

Objectives

We want to:

- explain the changes to RHE requirements from September 2020 and update you about the changes for September 21
- explain how we currently teach RHE, and get your views on how well this curriculum is working
- get your views on what you think Hedgewood's RHE curriculum should cover
- explain how we'll further develop our curriculum
- Cover some FAQs since our last consultation

What are the new RHE requirements?

- We **must** provide the following for all pupils:
 - Relationships education
 - Health education
- We aren't required to provide sex education because we are primary provision. This is why our policy is called Relationships and Health Education (RHE).
- Much of the RHE Curriculum is taught as an integral part of the curriculum for other subjects that we are teaching or as a part of the day – or covered within our PSHE curriculum.

Rationale

Effective Relationship and Health Education (RHE) makes a significant contribution to the development of the pupils' personal skills, helping them to establish and maintain healthy relationships.

RHE also enables young people to make responsible and informed choices about their own health and well-being. Hedgewood School's RHE programme is delivered as a strand of the Personal, Social, Health and Economic education (PSHE) & well-being curriculum. It is embedded in each of our three curriculum pathways.

RHE learning is broken down into 6 focus areas:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe
6. Physical health and mental well-being

RHE in the Essential for Living Pathway

For our pupils with more complex needs, our **Essentials for Living** (EfL) pathway focuses on developing a method of communication to enable requesting and making choices, as well as developing independence and the understanding of communication from others. This focuses on keeping pupils safe and promotes their future well-being.

For many of EfL pupils, incidents of challenging behaviour function as communication. We aim to reduce the number of incidents by giving pupils an effective method for communicating their needs and responses.

The EfL approach to RHE:

Families and people who care for me :through the precise teaching of Essential 8 skills e.g. ‘ making requests’. These skills are generalised to more than one setting, developing and improving pupils’ interactions at home. Specific EfL guidance, alongside individual support to the families, enhance pupils’ communication and relationships.

Caring friendships : making and maintaining relationships by developing communication and such key skills such as waiting and turn taking, improve pupils’ interactions with adults and peers.

Respectful relationships: developing pupils’ own body awareness and confidence through the building of self-care skills, independence skills and listener responses. A stage appropriate understanding for all pupils of healthy relationships (including LGBTQ+), acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

Being safe: access to broader experience of life in their community by developing: listening and response to instructions related to health and safety; transitioning to and from different environments; and teaching skills to enable pupils to access the wider community. Also for some pupils who are ready, learning how to respond to other people’s unwanted or unsafe behaviour e.g. stepping back or away from an individual. Private and Public appropriate behaviours (e.g. Wearing at least some clothes unless in your bedroom, closing the bathroom door). Appropriate touch with different groups of people (Hugs, cuddles, handshakes, high fives) , NSPCC Pants rule (as appropriate)

- **Physical health and mental well-being**: building self-awareness, managing feelings and behaviours by developing tolerating skills. Addressing ‘eggshell’ or problem behaviours that may restrict their quality of life.

Online relationships : Accessing online materials safely, what to click and what **not** to click, to teach the recognition of safe/not safe sites, to accept mediation of online access from responsible other (protected from online harm & Staying safe online - not sharing personal info.)

RHE in the Foundations for Life (F4L) Pathway

Our **Foundations for Life (F4L)** learning pathway has functional communication as the prime aim, alongside the development of : independent living skills; functional early Maths and English; social interaction skills and emotional regulation. Many pupils in F4L are not yet ready for subject specific study and require a holistic approach to developing successful engagement and independence skills for life.

The F4L approach to RHE :

Families and people who care for me : developing relationships with family and carers, developing independence in separating from main carer, generalising effective engagement skills (including communication) at both school and within the wider family. We build awareness of different family make ups, building awareness that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) we sensitively discuss that some children may have a different structure of support around them; e.g. looked after children or young carers.

Caring friendships : responds to peers positively, show concern for others, engage in paired and group tasks, develop some empathy with others, can offer simple help to others, can identify their friends, say what makes them happy/sad. Engage pupils in activities that encourage interaction and response such as Attention Autism, Intensive interaction approach, sensory exploration, supported exploration activities. We develop pupil understanding that friendships are positive and welcoming towards others, and they do not make others feel lonely or excluded through regular positive play interactions. Through emotional development in F4L pupils are encouraged to empathy towards others in some situations.

Respectful relationships : follow others lead in games/activities, develop understanding of others views, respect others possessions, engage collaboratively with others with increasing independence, understand if others are treating them unfairly. A stage appropriate understanding for all pupils of healthy relationships (including LGBTQ+), acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

Online relationships : Accessing online materials safely, what to click and what **not** to click, to have basic understanding of safe/not safe sites, to accept mediation of online access from responsible other. (protected from online harm & Staying safe online - not sharing personal info.)

Being safe : understand safe practice in engagement with others (sharing space/resources safely) learn to say no to unwanted attention, learn to greet familiar people and strangers differently. Private and Public appropriate behaviours (e.g. Wearing at least some clothes unless in your bedroom, closing the bathroom door). Appropriate touch with different groups of people (Hugs, cuddles, handshakes, high fives) , NSPCC Pants rule (as appropriate)

Physical Health and Mental Wellbeing: develop maximum independence in self care skills and keeping healthy (appropriate clothing for weather), develop emotional regulation and tolerating skills, can make choices and express likes and dislikes.

RHE in the Core Curriculum (CC) Pathway

The Core curriculum (CC) learning pathway builds pupil's independence and life skills alongside academic knowledge and skills, following the structure of the national curriculum.

Pupils on this pathway access RHE through lessons in PSHE, science, computing and E-safety, as well as through discreet spiritual, moral, social and cultural (SMSC) lessons which include British Values. This underpins the core curriculum.

The CC approach to RHE :

Families and people who care for me : Understand the characteristics of healthy family life, (love, security and stability,). Recognise family relationships that make them happy and relationships that make them feel unsafe or unhappy. 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. All pupils understand the importance of equality and respect. talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. We draw attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. We build awareness of **different family make ups, building awareness that families of many forms provide a nurturing environment for children.** (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) we sensitively discuss that some children may have a different structure of support around them; e.g. looked after children or young carers.

Caring friendships : Develop play through joint play and take part in turn-taking activities in a variety of contexts. Support pupils' interests over time, reminding them of approaches and encouraging them to make connections between their experiences. Pupils are encouraged to reflect and label how friendships make us feel e.g. happy and secure and understand from a pupils point of view what they view friendships to be. Pupils develop their understanding that friendships are positive and welcoming towards others, and they do not make others feel lonely or excluded. It aims to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through PSHE & RHE subjects and as part of a whole-school approach.

Respectful relationships : Developing purposeful social experiences such as through joint projects and play, e.g. Lego group, art group, gardening, etc. Pupils are supported on how to use language for negotiation e.g. 'may I, would it be alright, I think that, and will you' in their interactions with peers. Pupils will develop flexibility by reducing dependence on rigid routines and build their awareness and coping across a range of situations. problem solving understanding of how to respect others, even when they are very different from themselves (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or belief. A stage appropriate understanding for all pupils of healthy relationships (including LGBTQ+), acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

Online relationships : To develop pupils skills to know who they are communicating and sharing learning and information with when online, identifying strangers and how information can be changed. To recognise how information can be shared or presented on different sites and understand when to say no online, in person and in different situations. Developing pupils understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Being safe: Encouraging pupils to develop safety awareness when accessing a range of experiences in different settings. Helping individual to understand their right to be kept safe by others. Encourage discussion about ways to avoid harming or hurting others. Private and Public appropriate behaviours (e.g. Wearing at least some clothes unless in your bedroom, closing the bathroom door). Appropriate touch with different groups of people (Hugs, cuddles, handshakes, high fives) , NSPCC Pants rule (as appropriate)

Physical health and mental well-being: maintaining a healthy body through self care skills, exercise and when needed personal care skills relating to physical development, building self-awareness, managing feelings and behaviours by developing tolerating skills. Addressing 'eggshell' or problem behaviours that may restrict their quality of life.

What does our curriculum look like now?

- What are your thoughts on our current curriculum for RHE and personal, social, health and economic (PSHE) education? Do you think this curriculum meets your child's needs?
- What do we do well? What could we do better?
- Is there anything we're not covering that you think we need to address?
- Are there aspects that we could spend more time on ? Or spend less time on ?
- Have you any views about the way we currently deliver RHE to pupils?
- As a parent, do you need more information or guidance on specific topics?

Q:

FAQs?

Q: Does the new Relationships Health Education (RHE) curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. When teaching RHE, the religious background of pupils is taken into account when planning teaching, so that topics are appropriately handled.

Q Do I have a right to withdraw my child from Relationships and Health Education?

A: There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

FAQs?

Q: Will my child be taught about LGBT relationships?

A: Pupils are taught about the society in which they are growing up. The RHE subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. We teach a **stage appropriate** understanding for all pupils of healthy relationships (including LGBT), acceptable behaviour and the right of everyone to equal treatment. This will help ensure that pupils treat each other well and go on to be respectful and kind adults.

We build awareness of different family make ups, building awareness that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).

We sensitively discuss that some children may have a different structure of support around them; e.g. looked after children or young carers.

Teaching pupils about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone.

What happens next?

We are also gathering feedback on this policy from:

- > staff
- > pupils
- > governors

Once we have considered this feedback, we will draft an updated RHE policy, which will set out the proposed RHE curriculum.

This will begin a formal consultation period, during which all parents will have the opportunity to share their views.

When all parents' views have been considered, the final RHE policy and curriculum will be agreed by the governing body.

How the policy consultation will work?

- We will post the draft policy on our website, and send you a Parentmail letting you know how you can feedback