

Relationships and Health Education (RHE)



Intent, Implementation, Impact

Intent

At Medway, our RHE curriculum is focused on embedding probity within each pupil, where children leave Medway as confident, moral and positive contributors to the community. We have designed the curriculum to ensure children are equipped with the knowledge and skills necessary to navigate through both an exciting and challenging new world. Consequently, it is our mission to embed a strong understanding of both our school values but also the key British values such as, respect, tolerance and the rule of law. Our vision within RHE lessons is to give children opportunities to discuss topics surrounding diversity, equality and respect, putting them at the forefront of their learning journey. Ultimately, we aim to prepare our children for a world where they are inclusive members of society whilst also understanding the importance of their own happiness, safety and relevance to the world.

Implementation

Medway's RHE curriculum has been designed to help the child build a secure understanding of the subject whilst also making clear cross-curricular links to other relevant learning. Through doing this, children build a repertoire of vocabulary articulated across many areas. We ensure that the RHE curriculum meets the needs of all its learners, tailoring concepts and lessons where needed, whilst still meeting the curriculum objectives across Foundation, Key Stage 1 and Key Stage 2. An in-depth progression map has been produced to ensure that learning is progressive, teachers are aware of their teaching requirements and all areas of RHE are covered by the time children leave Medway. This progression map includes areas such as:

- Families and people who care for me
- Caring and respectful friendships
- Being safe, including first aid
- Physical and mental health
- Being safe, including online safety.

Within lessons covering these areas, children are provided with an abundance of opportunities to ask questions and discuss topics that they may otherwise not get exposure to. Having oratory and collaboration at the heart of lessons means children are able to build an environment where every voice is valued and every personal story matters. Consequently, worldwide issues are discussed and the modern-day world is explored, enhancing children's understanding of British Values and acceptance. With this, teachers help facilitate the lessons to not only ensure that aims are met but also that inclusion is prevalent amongst differing views/experiences.

Impact

By the end of Year 6, we believe that the RHE curriculum will have developed our pupils to be confident, respectful and articulate individuals, who have a sound understanding of the world around them. Children will know how they can contribute to their community effectively and the importance of tackling issues together. Through this curriculum, we also believe we will have embedded the significance of personal wellbeing as well as the wellbeing of others. Thus, children will leave Medway ready for the next stage in their education, knowing the importance of evaluating their own happiness and mental health in different situations.

When assessing pupils, teachers are constantly responding to the needs of the learners and integrating an adaptive teaching style. Having an oracy-based environment amongst the classrooms particularly helps with this, particularly with our SEND children, who benefit from verbal communication rather than written. Pupils are also provided with live conferencing and verbal feedback to ensure that their needs are met within the RHE curriculum.

To ensure that this curriculum is consistently at this standard, periodic monitoring is completed throughout the academic year by the subject lead. Curriculum in action meetings are completed, where the subject lead completes an assessment of the work demonstrated in books. Further to this, subject leads also monitor and feedback the teaching of the curriculum through periodic classroom drop ins. This enables those children with different needs, including SEND, to also be assessed by the subject lead, as written communication may be difficult. Feedback is given to relevant teachers and ongoing adaptations are made. Once annually, pupil interviews are completed to ensure that the RHE curriculum has been taught effectively and the progressive curriculum points have been covered by the year group teacher. This allows the teacher and subject lead to gauge a summative judgement of the subject and make any changes or integrate any further support moving forward.