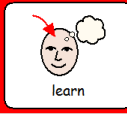









***'To provide a foundation for fulfilled lives, inspiring confident and happy learners'***

Our Values	Enjoy learning	Try our best	Make good choices	Respect each other & our surroundings	Work together	Celebrate our successes
	 learn	 try	 choices	 respect	 together	 success

# RHE Policy 2023

Document Adopted By Governing Body

Signed (Chair):

Date: October 2023

Print Name: Cathy Rowland

Date of Next Review: October 2024

## **Policy Formation and Consultation Process**

This policy was written and developed by the RHE Coordinator and the Senior Leadership Team in consultation with pupils, parents, governors and the wider school staff. The policy should be read alongside other key policies which help promote our children's spiritual, moral, social and cultural development (Anti-Bullying, Behaviour For Learning and RE policy). The Policy has also been developed to reflect the schools commitment to become a Gold Unicef Rights Respecting School and the children's personal development. The RSE section of the policy and curriculum has been through consultation with wider school body, specific email feedback to parents' questions and a parent focus group (Nov 2021.)

## **Aims**

We are committed to creating an inclusive community in which children and adults treat each other with respect and consideration so that everyone can learn, achieve and be successful. Our PSHE programme develops our children's spiritual, moral, social and cultural awareness. We equip them with the knowledge, skills and understanding they need to lead confident, happy, independent lives so that they can become informed active citizens in a diverse society.

**“To provide a foundation for fulfilled lives, inspiring confident and happy learners.”**

## **Dobcroft Infant School Vision**

Together, we create an ethos and environment supportive of learning and emotional health and well-being. We teach our children social and emotional skills to help them to recognise and understand their own feelings and to take responsibility for their own behaviour choices. We help our learners to understand their strengths and also their weaknesses. Our children's moral development is promoted so that they learn the difference between right and wrong and reflect on the consequences of their actions.

## **RHE Leadership**

RHE has a very high profile in the life of our school and is at the forefront of whole-school initiatives. We are a Fair Trade School and also have Eco School status.

We have an excellent track record of innovation in RHE and our practice is informed by a high level of RHE expertise and vision. We share good practice and secure high quality professional development by working with parents, external professionals (E.g. Sheffield Mental Health Support Team TAHMs, play and art therapists), other providers including pre-schools and each other.

## **Whole School Teaching and Learning**

We have a whole school approach to RHE which fully complies with statutory guidance. In KS1 our RHE (Relationships and Health Education) curriculum underpins our PSHE work and in The Foundation Stage the children are taught using the SEAL curriculum (social and emotional aspects of learning). We also offer learning opportunities across and beyond the curriculum, through specific RHE activities, assemblies and circle time.

**We do not have separate sex education policy as this is not covered within this age range.**

## RHE and Citizenship Curriculum

At Dobcroft Infant School, RHE and Citizenship skills are promoted and developed across all subjects of the National Curriculum. There is also dedicated curriculum time given for Circle Time and Relationship lessons.

Our RHE teaching is threaded throughout our Curriculum, so, for example, children may learn about different body parts with in their science teaching. In Art and Design focuses, they may learn to respect the differences between people through investigating the work of artists, craftspeople and designers from Western Europe and the wider world. During Music activities, they may learn to make the most of their abilities whilst working with others when playing or singing and to understand issues of cultural diversity. In PE, they may learn about health and safety and develop their own resilience, co-operation and commitment. Close links are also made with the RE policy which supports children with their spiritual, moral and cultural development and prepare children for life in modern Britain.

**In the Foundation Stage**, the Foundation Stage Curriculum and the SEAL Primary National Strategy inform the planning. We teach PSED (Personal, Social, Emotional Development) and citizenship as an integral part of the integrated curriculum as set out in Development Matters in the Early Years Foundation Stage.

**In Key Stage 1**, our RHE curriculum informs the medium term planning of PSHE. This complies with statutory guidance. Our RHE curriculum covers work on relationships and Health and Wellbeing. Children then focus on a different theme each half term:

Autumn 1	Community	Spring 2	Feelings
Autumn 2	Friends	Summer 1	Staying Healthy
Spring1	Family	Summer 2	Growing up

- Opportunities exist throughout the school curriculum for promoting pupils' personal, social, and emotional development, e.g. Playground leaders, Random Acts of Kindness and our Golden Moments reward system.
- Assemblies often introduce or develop PSHE themes and also provide opportunities to celebrate children's social and emotional success using certificates and stickers.
- PSHE lessons and Circle Times provide structured time for children to reflect on their attitudes, actions and interactions with others.

### RHE Curriculum

SEAL and RHE teaching underpins our curriculum. All of our children learn about the link between feelings, thoughts and behaviours. We teach them how to recognise, name and manage the powerful feelings that can sometimes overwhelm them and lead to behaviours that impede learning and fulfilment. We have developed planning and personalised it, linking it to Thinking Actively in a Social Context (TASC), Philosophy For Children (P4C) and the Rights of the child.. Our School Council and class meetings give our children real opportunities to voice their opinions and to effect change in school.

In addition to our dedicated curriculum teaching children also take part in the following RHE activities:

### **Healthy Minds**

As a school we care about the children's mental health and work closely with the Sheffield mental health team. We have incorporated regular mindfulness activities in to the school day and are introducing a Mighty Minds intervention for children in Year 2 to help support children with anxiety. Each Year 2 class have two Healthy Mind Ambassadors who support their classmates and act as role models when pupils are feeling 'big emotions'.

Dobcroft utilises a Healthy Minds practitioner who works with vulnerable children on a weekly basis (1 day per week), developing a bespoke programme of study for individuals dependent on their specific needs.

### **Rights Respecting School**

Dobcroft Infant School aims to be a school where every aspect of a child is focused on and developed, including the area of wellbeing. As part of our school's aims to promote a happy and successful school, we have become a Silver "**Rights Respecting School**". This is an award which is given to schools on behalf of UNICEF.

The 'Rights Respecting School' award has helped our pupils to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others i.e. their responsibilities.

### **The 5 R's**

During curriculum time, practitioners and classmates spotlight the 5Rs of learning: resourcefulness, reciprocity, reflectiveness, resilience and risk-taking. This has a positive impact on behaviour as the children are consistently taught the link between making good behaviour choices and effective learning. We expect them to work together, to take responsibility for their own behaviour and to acknowledge the consequences of their actions. This helps them to develop a sense of belonging and strengthens their social competence.

### **Stop Calm Do**

We all use the Stop Calm Do Problem Solving Process. This reinforces the reflective and reciprocal nature of conflict resolution. We expect the children to take an active role in recognising their choices and understanding the effect they have on others. When dealing with conflict, they are expected to try to 'Put It Right'. Each classroom has a designated "Put It Right" area that children are able to access independently. The Put It Right Area also includes a "Turn around Box" which provides children with the resources they need to calm down when they are feeling stressed or anxious.

### **Philosophy For Children P4C**

P4C supports children's spiritual development. It enables them to discuss big juicy questions articulating their understanding of the world. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. During these discussions, their moral compass can be challenged or strengthened. They learn to consider other viewpoints and to compare them with their own.

### **Staying Safe**

Our school rules are linked to our school vision and values. They apply to everyone and were negotiated with children, parents, staff and governors. They help us to create a respectful, safe and thriving learning community.

- We enjoy learning
- We try our best
- We make good choices.
- We respect each other and our surroundings
- We work together
- We celebrate our successes.

## **Anti-Bullying**

Everyone has a right to learn in a safe school. We teach that bullying is always wrong and we do not tolerate it and tackle it with vigour. We fully meet statutory requirements in Anti-Bullying education, with a consultative policy, comprehensive parent education and clear reporting systems and safeguarding procedures. We monitor bullying via adult and child surveys and use the data to improve our practice. Children who are affected by bullying can talk to a trusted adult. All classes negotiate Anti-Bullying contacts during a whole school 'Say No To Bullying Week'.

A separate 'safer internet day' is also held in February to raise awareness of cyber bullying and teach the children how to stay safe on the internet.

## **Peer Massage**

Our school uses the MISA peer massage programme. This gives the children experience of safe nurturing touch and teaches them about their right to say no. The children learn a set routine of strokes and massage each other's heads, necks and arms. This promotes trust, respectful relationships and is a powerful calming down tool. Peer massage helps us to promote considerate relationships and a calm environment conducive to positive behaviour and effective learning.

## **Being Healthy**

### **Food and our Garden**

We have a Healthy Lunchbox policy and do not allow sweets or chocolate to be eaten in school. We actively encourage the children to eat their daily fruit and promote hydration via water fountains in the playground and water in the classrooms.

Our children grow vegetables and plants in the school grounds which they then prepare to create healthy snacks.

## **Enjoying and Achieving**

### **Promoting Behaviour for Learning**

We all need to take responsibility for our own behaviour choices. We will apologise and try to 'put things right' when our behaviour causes others hurt, disadvantage or disrupts learning.

## **Celebration and Rewards**

We use verbal praise, written comments and lots of smiles to recognise good behaviour choices. We publish good choices and significant achievements on PSHE displays in the hall and on our class blogs.

In addition each class will work together on a whole class target that is often set by the children. The children will then enjoy a whole class reward when the target has been achieved. Rewards and Sanctions are consistent between each year group.

## **Golden Moments**

At Dobcroft Infant School children earn Golden Moments if they show they are following the school vision. Golden Moments can be given to a whole class or to an individual. The Golden Moment totals for each class are shared during a weekly celebration assembly. The class with the highest number of golden moments are awarded a trophy.

## **Random Acts of Kindness**

Staff, children and parents are encouraged to nominate children and staff for acts of kindness. Each week a different child and member of staff is chosen to receive a certificate in the celebration assembly. These certificates are then displayed in school.

## **Economic Well-Being**

We prepare our children for success in the real world and life in modern Britain through rich provision and high quality RHE teaching. Well resourced role play areas eg Garden Centre, Shop, Travel Agent, Restaurants enable the children to acquire language and practise skills that will be transferable to the world of work. We use ICT to enhance the delivery and quality of teaching and learning in RHE. Our class blogs promote parental engagement and learning beyond the classroom. Children use ipads, digital cameras and flip videos in many curricular areas to document their learning. Community links and regular visits from the fire service, Police and Vets give children an understanding of the real world. Our school has sustained and varied creative partnerships with artists, retailers, faith organisations and other contacts which helps us to provide a stimulating RHE curriculum.

## **Making a Positive Contribution**

### **Continuous Provision**

We encourage all of our children to making decisions and take responsibility. Continuous provision in the classrooms enables the children to access their own resources and organise their learning, so promoting independence.

### **School Council**

Our class meetings and School Council enables our children to make an active contribution to the democratic process and to affect real change using a solution focused approach eg food on the floor at lunch time ... what shall we do ? What would you like it to look like ?

### **Playground Leaders**

Year 2 children apply to become Playground Leaders to help resolve conflict and promote positive playtimes.

Y2 children are chosen regularly to carry out “Three O’clock Jobs”, delivering messages around school.

### **E – Cadets**

These children are trained in Year 2 and help to deliver e safety awareness to children in Year 1 and FS2.

### **Green Team**

We encourage our children and families to conserve resources and look after their world. They are actively involved in reducing waste. Actions include: recycling cartridges, batteries and phones, composting fruit, collecting run off from the water fountain to water the garden and reducing energy consumption by switching off.

### **Global Education**

We help our children to have an idea of themselves as Global Citizens and to be curious about similarities and differences in their lives and those of others. We are a Fairtrade School and also participate in a Carbon Footprint Partnership Project. This helps us to understand the affect we have on the world and how we can address inequality and sustainability.

### **School Grounds**

Our children and families take pride in our school grounds and work together to maintain a healthy, positive learning space. Actions include: Clean and Weed Days, School Litter pickers, Eco Club: gardening and growing vegetables for use in Let’s Get Cooking club, Community Gardening Days, Forest School Activities

### **Planned Charity Fundraising**

We work with our children to give them an understanding of social injustice and how they can help. They raise funds for organisations and charities including: NSPCC, Comic Relief, Children In Need, water aid, Children’s Heart Unit.

### **Community Engagement**

We give our children the experience of making a difference in their community. Experiences have included: singing at Ranulph Court, a home for the elderly, and at St Luke’s Hospice. Our children also visit the church and mosque which helps them develop an understanding of different faiths.

### **Inclusion and RHE**

All of our children can access our RHE curriculum. We use a range of teaching approaches to maximise learning for children with different learning styles. We ensure that the content of the curriculum builds on all children’s cultural experiences and interests. We use resources that show positive images of race, gender, and disability. We use Makaton and Communication in Print throughout school. We invite parents of children with SEND to structured conversations three times a year, during which we work together to learn about the child and to identify areas of strength and child and parental aspirations.

Pupils working at greater depth will have opportunities to excel by developing leadership skills, thinking creatively, problem solving and using their talents for the good of the class or wider community.

### **The Butterfly Room**

This is a sensory room that operates each day and is staffed by teaching assistants. Some of our more vulnerable children can access this provision in small groups or on a 1:1 basis to support their wellbeing and learning.

### **Transition Programme**

A planned whole school transition programme enables all children to settle with their new teacher before the end of the Summer term. Teachers are given time to meet and discuss children's social and emotional development as well as their academic attainment. Socially and emotionally vulnerable children have personalised transition programmes to meet individual need.

### **Assessment and Monitoring**

We rigorously monitor teaching and learning in PSHE and subject reviews, self-evaluation and planning are well-informed by current best practice. In FS2, we observe children at play and identify next steps for learning. Observations are kept in the children Discovery Books along with Family Seal activities and this is used to inform profile judgments. Parents are also encouraged to contribute to the profile by completing WOW sheets which share children's successes outside school.

During half-termly Inclusion Meetings, we spotlight vulnerable children to the Headteacher and Deputy. All staff record behaviour incidents and welfare concerns on C.POMS and these are reviewed during the half termly inclusion meetings. These records are then passed over to the Junior School.

At the end of every RSE theme, children reflect on what they have learnt and record in their Discovery Book. We also expect our children to assess their own learning in PSHE. They use a variety of self and peer assessment tools to gauge their achievements eg working together checklist. They also nominate classmates for certificates and special mentions.

### **Parental Engagement**

Through year group meetings parents learn in more depth about Anti-Bullying, Learning Dispositions (5Rs), Positive Behaviour, Peer Massage. We have two Parent Consultations a year during which we celebrate progress and achievement and sign post next steps for learning. Our reports to parents are clear and considered. They start with comments on learning attributes and social and emotional development : This signifies the importance we place on developing healthy, happy learners.

At the end of the year, we hold a Celebration Afternoon to enable parents to share their child's achievements and to visit the next classroom and teacher. We have a Parent Library stocked with a range of books and resources to support and educate parents on social and emotional issues e.g. bereavement, adoption, separation, anger management.

### **Educational Visits and Visitors**

We plan visits to enrich our RHE programme. Recent visits include: EIS English Institute of Sport, Sheffield Wednesday and Mylnhurst Swimming Pool.

Recent Educational Visitors include: Men In School Week to redress our female environment and give our children positive male role models, Sheffield Wednesday players, Parents working with their children eg TASC day

### **Resources**

RHE is very well resourced in terms of curriculum time, staff training, management time and the use of external services and materials. A RHE Library provides parents and staff with books that provide support on issues such as bereavement, divorce, adoption and SRE and also promotes diversity. High profile interactive displays featuring the SEAL themes are in the hall and every classroom. Motivational rewards such as stickers, stamps and certificates are ordered by individual practitioners.

### **Confidentiality**



We make sure that our personal beliefs and attitudes do not influence the teaching of RHE. We use clear ground rules during lessons and have clear parameters as to what will be taught in whole class settings and what will be dealt with on an individual basis. If children make personal disclosures, we will ensure that they understand that we cannot offer unconditional confidentiality. If appropriate, we will encourage the children to talk to their parents or carers and will give them the support to do so. We will ensure that children are aware of confidential sources of support. If we receive information about behaviour likely to cause harm to the child or to others, we will inform the Head teacher (DSL) and follow the usual child protection procedures.

## Article 3

Everyone who works with children should always do what is best for each child.



Written by: Shama Chaudhry. October 2023

