Dear Parents and Carers

**Relationships Education and Health Education Policy:**

Firstly, a huge thank you for your responses earlier in the academic year in the parent consultation regarding the Relationships and Health Education Policy. We fully appreciate your views and would like to share with you the actions made in response to the policy consultation:

* Amendment to wording regarding ‘the right to withdraw’ from the non-statutory elements of Relationships Education and further clarification
* Policy and planning have been adapted to include how Faith Perspectives will be taken into account
* Example resources on School Website
* Further clarification regarding content covered with regard to LGBTQ+ and gender identity.

The consultation process is a continuous process, involving all stakeholders and the policy and content will be reviewed regularly. Please find the amended policy on the School Website.

**Recovery Curriculum and PSHE:**

An important part of our recovery curriculum is to continue to ensure that our PSHE (including Relationships Education and Health Education) teaching and learning is meeting the immediate needs of our children.

The Department for Education earlier in the year encouraged schools to prioritise RSHE content based on the needs of their pupils, with particular attention to the importance of positive relationships, as well as mental and physical health.’

Ammendments\* were made to our PSHE overview in immediate response to impact of Covid 19 Pandemic.

The needs of our children were identified using Pupil Consultation (gathering pupils views lesson and survey), our understanding of current trends and likely experiences, alongside an audit of the following:

• the PSHE learning pupils have missed

• the PSHE content covered during the lockdown period (in school and home

learning.

• the originally planned curriculum content for the spring/summer terms 2021

We also continued our regular use of baseline assessments in PSHE lessons to help identify potential gaps in knowledge, skills and understanding, and any misconceptions the children may have. Our baseline assessments also provide an insight into the beliefs and attitudes at the start of a topic, which may need further consideration.

Most amendments made were to ensure a focus on friendships, social and emotional well-being. During our audit we found that much of the originally planned curriculum content had worked well both during Lockdown and on whole school return. Our teaching in the 2021/22 academic year will seek to address any gaps in pupils’ RSHE education this year.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | **What is the same and different about us?** | **Who is special to us?** | **What helps us stay healthy?** | **What can we do with money?** | **Who helps to keep us safe?** | **How can we look after each other and the world?** |
| **\*** |  |  |  |  | In addition, PATHS Programme – FEELINGS AND EMOTIONS (2x 20 mins per week)  The PATHS programme helps to develop both social and emotional learning skills | |
| **What is the same and different about us?** | **Who is special to us?** | **What helps us stay healthy?** | **What can we do with money?** | **Who helps to keep us safe?** | **How can we look after each other and the world?** |
| **Year 2** | **What makes a good friend?** | **What is bullying?** | **What jobs do people do?** | **What helps us to stay safe?** | **What helps us grow and stay healthy?** | **How do we recognise our feelings?** |
| **\*** | **What makes a good friend?** | **How do we recognise our feelings?** | **What is bullying?** | **What helps us grow and stay healthy?** | **Why is our well-being important?** | **What helps us to stay safe?** |
| **Year 3** | **How can we be a good friend?** | **What keeps us safe?** | **What are families like?** | **What makes a community?** | **Why should we eat well and look after our teeth?** | **Why should we keep active and sleep well?** |
| **\*** | **Why should we eat well and look after our teeth?** | **Why should we keep active and sleep well?** | **How can we be a good friend?**  **Emotions** | **What keeps us safe?**  **(partially covered)** | **What makes a community?** | **What are families like?** |
| **Year 4** | **What strengths, skills and interests do we have?** | **How do we treat each other with respect?** | **How can we manage our feelings?** | **How will we grow and change?** | **How can our choices make a difference**  **to others and the**  **environment?** | **How can we manage risk in different places?** |
| **\*** | **What strengths, skills and interests do we have?** | **How do we treat each other with respect?** | **How can we manage our feelings?** | **How can our choices make a difference**  **to others and the**  **environment?** | **How can we manage risk in different places?**  **How will we grow and change? moved to Y5** | |
| **Year 5** | **What makes up a person’s identity?** | **What decisions can people make with money?** | **How can we help in an accident or emergency?** | **How can friends communicate safely?** | **How can drugs common to everyday life affect health? (ensure obj covered in Y6 Drugs and Alcohol Sept 21 catch up)** | **What jobs would we like?** |
| **\*** | **How can we help in an accident or emergency?** | **Friendship (old unit used according to year group need)** | **What makes up a person’s identity?** | **What decisions can people make with money?** | **How can friends communicate safely?** | **What jobs would we like?** |
| **Year 6** | **How can we keep healthy as we grow?** | | **How can the media influence people?** | | **What will change as we become more independent? How do friendships change as we grow?** | |
| **\*** | **How can we keep healthy as we grow?**  **(Excluding Drugs and Alcohol related objectives PSHE Association planning was yet to be released)** | | **How can the media influence people?** | | **What will change as we become more independent?**  **How do friendships change as we grow?**  PSHE Focus Day Summer 2 – Drugs and Alcohol using PSHE Association planning and resources. | |