



# Dane Ghyll Primary School

## *RHE Policy*

Approved by <sup>1</sup>	
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Signed:	<i>P Mills</i>
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## **Intent, Aims and objectives**

We believe that RHE should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The intent and aims of our RHE and citizenship curriculum are to enable the children to:

- know and understand a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of a community, such as school;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the community.

## **Teaching and learning style**

We use a range of teaching and learning styles to meet the RHE and citizenship requirements of the National Curriculum along with the skills we recognise that our pupils will need. The implementation of RHE is through active learning, including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that children are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. This is further supported through the schools' annual RHE week.

## **RHE and citizenship curriculum planning**

We teach RHE in a variety of ways. As there is a large overlap between the programme of study for religious education and the aims of RHE and citizenship, we deliver a considerable amount of the RHE and citizenship curriculum through our religious education lessons.

We also develop RHE and citizenship through various activities and whole-school events i.e. RHE week/Inspirational People Day.

## **The Foundation Stage**

We teach RHE in Reception as an integral part of our topic work. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the RHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in RHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support RHE through children's 'knowledge and understanding of the world'.

## **Teaching RHE to children with special needs**

We teach RHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Where necessary intervention will be provided, feeding into IPP/EHCP documentation. When teaching RHE, teachers consider the targets set for the children in accordance with their needs.

For gifted and talented pupils' teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## **RHE and ICT**

ICT contributes to the teaching of RHE as children use ICT classes to learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet. Internet safety is also specifically taught to the children.

## **Assessment for learning**

Our teachers assess the children's work in RHE both by making informal judgements as they observe them during lessons, along with more formal assessments of the work completed. We have a shared understanding of what the children will know, understand and have had experience of by the end of Key Stage 1.

We report children's achievements at the end of the year and the impact of the RHE curriculum enabling our children to become healthy, independent and responsible members of society.

We encourage our pupils to consider their contribution to the life of the school and the community during assemblies and circle time activities. We encourage consideration of how they are developing personally and socially, and many of the moral, social and cultural issues that are part of growing up

We do not set formal examinations in RHE and citizenship. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense.

## **Monitoring and review**

Our RHE and citizenship coordinator is responsible for monitoring the standards of children's work and the quality of teaching. Our coordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.