

## Practice Guidance for RHE

### Why is RHE important to the children in our school?

We have a whole school ethos towards relationships and health education. RHE is embedded within all curriculum areas and daily activities. We want our children to have good communication skills, self-respect and respect for others. We also want our children to know how to keep themselves both physically and mentally well. This is reflected in our daily implementation of our school behaviour values, learning values and STAR expectations.

### What is RHE?

RHE is designed to equip our children with knowledge to **make informed decisions** about their wellbeing, health and relationships as well as preparing them for a successful adult life.

### Our approach to planning RHE:

All year groups plan for RHE using the following;

- EYFS- to work towards 'Revised EYFS Framework' expectations for PSED.
- KS1- to work towards KS1 National Curriculum expectations for Relationships and Health Education.

We also use the following non-statutory schemes/guidance;

- 'Development Matters' (DFE)
- 'Zones of Regulation' approach in our school form of 'The Mood Monsters'
- 'Emotion Coaching' We are an emotion coaching school ('A way of being, a way of becoming')
- 'Rtime'- Relationships to improve education (which embeds the ethos of SEAL 'social and emotional aspects of learning')
- PSHE Association 'Drug and Alcohol Education' KS1
- NSPCC 'Speak out, stay safe' programme
- NSPCC 'Talk Pants'
- Strength Cards
- E bug lesson plans

Our STAR curriculum for RHE runs from Nursery through to Year 2, and shows the sequential and cumulative knowledge and skills that we expect from our children. Each year group has RHE planning in place, including long term, medium term and weekly. This is in the form of 'Rtime' lessons (weekly) and 'Time for us', 'Together Time' and 'Time to Talk' (daily). (see appendix 6 for an example of Time for Us planning)

Rtime lessons take place weekly, but the Rtime approach is used throughout our daily lessons.

We welcome our children into school and begin the day with 'Time for Us'. This is where we talk, share ideas and make sure that ALL children are in the green zone and ready to learn.

'Together Time' and 'Time to Talk' happens during the day. This is a time when we explore social, emotional and health issues and expectations.

We also respond to any situations when they arise, and turn these into RHE teaching opportunities. Our 'Mood Monsters' are our whole school zones of regulation. They come in the form of 4 coloured monsters, each has their own supporting vocabulary. These are to enable our young children to identify how they are feeling and self-regulate.

Emotion coaching is used by ALL staff daily. Emotion Coaching uses **moments of heightened emotion and resulting behaviour** to guide and teach the child about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'.

### Essential resources for RHE:

Staff have access to a 'Social and Emotional' Handbook which has been created to give ideas, activities and resources to help staff deliver the RHE curriculum.

Staff have access to an 'Emotion Coaching' handbook. This reminds staff about the '5 steps to Emotion Coaching' and contains helpful activities, ideas and resources to help our children to self-regulate.

'Mood Monsters' resources can be found on 'Teachers' where we have emotion fans, vocabulary mats and mood monster images. (see appendix 1)

Each year group has a wealth of high quality texts available, which deal with many issues from diversity to bereavement. We have a catalogue of the books that we have available for staff. (see appendix 5)

Parents/Carers receive mental health and wellbeing information each term in the form of a personal development newsletter.

Staff receive mental health and wellbeing information daily on our welcome board.

### Our approach to teaching and learning in RHE:

- Daily welcome for **every** child with adult interaction.
- Our day begins with 'Time for Us' which lasts for 10 minutes. 'Together Time' and 'Time to Talk' takes place across the day. These sessions cover the following topics;

#### KS1

Families and people who care for me, caring friendships, respectful relationships, online relationships, being safe, mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid, sun safety, 'speak out and stay safe NSPCC', 'pants NSPCC', road safety, self-regulation and the changing body. (see appendix 4)

#### EYFS

Self-regulation, managing self, building relationships, Sun safety, 'speak out and stay safe NSPCC', 'pants NSPCC', road safety, ebug, healthy and safe.

- One Rtime session per week (15-30 minutes) following the structure of
  1. Rtime rules and instruction (expectations)
  2. Random Pairing
  3. Introduction (greeting)
  4. The Activity
  5. Plenary or Feedback
  6. Conclusion (Thank you for...)
- Emotion Coaching is taught as and when needed to help our children. The 5 steps to Emotion Coaching are;
  1. Be aware of emotions
  2. Use emotions to connect
  3. Label the emotions
  4. Communicate empathy and understanding
  5. Set limits and teach the child how to problem solve

### RHE in the learning environment:

- Every Classroom has an accessible, comfortable and calm safe space. The following resources should be available; mood monster wooden spoon faces, mood monster puppets/soft toys, mood monster fans, mood monster vocabulary, a mirror, sand timer and any social stories and books that may be relevant.
- Displays in the safe space must be relevant to embed vocabulary the children need to self-regulate.
- Certificates, stickers, tokens (and Dojo's in KS1) are given out to children who have shown any of our learning and behaviour values.
- Every classroom has a behaviour values and learning values display board which are referred to over the day (extra-large ones are also displayed around school)

### Our approach to assessment in RHE:

Assessment for learning is ongoing and central to effective classroom practice. Much of the time, during interactions with individual children, groups or the whole class, there is some assessment being made. What children do or discuss is observed and listened to and then analysed against expectations. This analysis informs future planning and identifies where children are in their learning and what they need to learn next.

#### Early Years Foundation Stage (Ages 3-5years)

The EYFS profile is used in EYFS2 to assess in the summer term against the Early Learning Goals to state if each child is emerging, is working at the expected level or exceeding the age related expectations. Prior to the Early Learning Goals children are assessed against age related goals as outlined in Developmental Matters. It is used in EYFS to provide staff and parents with reliable and accurate information about each child's level of development. The EYFS profile enables staff to plan an effective, responsive and appropriate curriculum that will meet all children's needs.

EYFS Teacher's record and track data using O-Track for PSED.

## Key Stage 1 (Ages 5-7years)

KS1 have a list of checkpoints that children need to know by the end of year 1 and 2. We are currently considering further assessment for RHE in KS1.

### **Intervention in RHE:**

- Each class has provision in place for interventions for children with social and emotional needs.
- Some individual children have their own 'Toolkit' (what they need to do to self-regulate)
- Lego Therapy
- Emotion Coaching
- Build Sound Minds sessions
- Educational Psychologist support
- 1:1 extra time outside

For those children that may be struggling with social and emotional problems, the 'Ferre Laevers Emotional Well-Being and Involvement Scales' can be used (see appendix 2), along with 'The Boxall Profile' (see appendix 3).

### **RHE across the curriculum:**

Our learning values and behaviour values are referred to through all of the curriculum areas and day to day expectations in school. We believe that if our children do not have good relationships and health no other learning will take place.

### **Enrichment opportunities in RHE:**

- Annual visit from Rtime Peter Harvey with lessons for children and workshop for parents
- NSPCC support and resources
- NHS visits for 'chathealth', dental hygiene and hand washing
- Lego Therapy
- School Council- Cavendish Close champions
- Build Sound Minds sessions
- Anti-Bullying Week
- Healthy Living Week
- Children's mental health week
- Visits from emergency services, police, fire service and paramedics and community safety competition

### **RHE References:**

- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- <https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2>

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)
- <https://pshe-association.org.uk/content/drug-and-alcohol-education>
- <http://rtime.info/uk/>
- <https://www.emotioncoachinguk.com/>
- <https://parents.actionforchildren.org.uk/mental-health-wellbeing/>
- <https://learning.nspcc.org.uk/services/speak-out-stay-safe>
- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>
- <https://chathealth.nhs.uk/>
- <https://www.youtube.com/watch?v=qr19XKKouos> (What is Lego Therapy?)

## RHE Appendices:

1. Mood Monster Resources
2. Ferre Laever Scales
3. Boxall Profile Questions
4. KS1 RSE Objectives/expectations for our school

## RHE Awards, Accreditations and training:

Rtime Accreditation



Sun Safe Schools Accreditation



We are a trained emotion coaching school



Mental Health First Aider training



Mental Health Award

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