



Sunningdale School

Subject Overview: Relationship and Health Education

The school is ambitious in its pursuit of the best possible outcomes for its pupils. Sunningdale School is committed to providing a broad and balanced curriculum that remains wholly appropriate to the needs of each learner. A multi-tiered curriculum model is utilised so that content and pedagogy can be closely matched to the needs of pupils. This approach is arranged across 3 theoretical pedagogical pathways that begin on transition from the Early Years Foundation Stage and run through Key Stages 1 and 2 until the pupils' transition to relevant secondary provisions at the end of year 6. The pathways are the Pre-formal Pathway, the Semi-formal Explore Pathway and the Semi-formal Play Pathway.

The subjects taught within each curriculum pathway are closely matched to the developmental needs of the learners accessing that pathway, enabling them to develop the appropriate baseline level of knowledge, understanding and the skills required to access the next pathway approach or to prepare them for life beyond the school, secondary school and adulthood.

Our Relationship and Health Education curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps. Strong links are made with Preparation for Adulthood (PfA) outcomes and Relationship and Health Education builds cumulatively towards supporting these: Employment, Independent Living, Community Participation, Friendships & Relationships.

Through the curriculum area of Relationship and Health Education we aim to equip pupils with the fundamental building blocks to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

The key skills and knowledge we want to develop in Relationship and Health Education, are:

- Self-awareness and self-confidence.
- How to develop healthy and fulfilling relationships.
- How to be safe, including in a digital context.
- How to live a healthy lifestyle, including the promotion of mental wellbeing.
- An understanding of the changing adolescent body.

Understanding/ Developing Relationship and Health Education supports pupil's development and understanding of British Values.

The school promotes British Values through our spiritual, moral, social and cultural learning that permeates through the school's curriculum and supports the holistic development of the child so that they can 'be more'.

Relationship and Health Education supports pupils' ability to be responsible, respectful, active citizens who contribute positively to society; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Our Curriculum Intent: Relationship and Health Education

The Relationship and Health Education curriculum has been carefully designed and sequenced to provide pupils with a secure, coherent knowledge of:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.
- Mental well-being.
- Internet safety and harms.
- Physical health and fitness.
- Healthy eating.
- Drugs, alcohol and tobacco.
- Health and prevention.
- Basic first aid.
- Changing adolescent body.

At all stages, the curriculum links to previous content and concepts and identifies later links.

The Relationship and Health Education curriculum is carefully planned to ensure concepts are taught in optimal order to support children's understanding. Medium term plans are tailored to the needs of each class, adapting the learning areas and opportunities to the interests, needs and level of learning of the class. They consist of basic mapping of concepts, resources, activities and content link to the termly curriculum connector theme. This is actioned at a pupil level through the use of a highly personalised planning system supported by specific Personalised Learning Plans (PLPs). PLPs are used these to set very small stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP) and linked to Preparation for Adulthood outcomes.

At the earliest stages, the sequence of learning begins with developing an awareness of self. This links to self-determination and independence and social, emotional and mental health.

As Relationship and Health Education becomes more developed it grows into recognising and responding to others. This links to shared and social play. Then, the development of caring friendships and respectful relationships.

Relationship and Health Education prepares pupils for future learning and transition to Key Stage 3 by providing pupils with the foundations that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Overarchingly, this aims to support pupils preparation for adulthood and experiences in society and the wider world.