



Riversdale Primary School

"A nurturing, ambitious and values led school."

Relationships, Health and Wellbeing Policy

Date: 9th September 2025

Review Date: 8th September 2028



“A whole-school approach to mental health and wellbeing ensures that every pupil is equipped to thrive academically, socially and emotionally.”

Department for Education, Mental Health and Behaviour in Schools (2018)

Article 28:

You have the right to education.

Article 29:

You have the right to education which develops your personality, respect for other’s rights and the environment.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE Relationships, Sex and Health Education (RSHE) Statutory Guidance (2019; updated 2025)
- DfE Mental Health and Behaviour in Schools (2018)
- DfE Keeping Children Safe in Education (latest edition)
- Equality Act 2010; Children and Families Act 2014

INTENT

At our school, we believe that physical and mental wellbeing and healthy relationships form the foundation for successful learning and happy lives. We use the myHappymind Plus programme as a key part of our Relationships and Wellbeing Education curriculum because it is rooted in positive psychology, neuroscience, and evidence-based practice. It aligns with the statutory requirements for Relationships Education while also supporting our wider aim of nurturing confident, resilient, and emotionally literate children.

Our intent is to ensure that every child develops a positive sense of self, understands how their brain works, and learns how to build strong relationships based on empathy, respect, and trust. The programme enables pupils to recognise and manage their emotions, celebrate their strengths, practise gratitude, and develop skills such as goal-setting, teamwork, and perseverance. These are essential not just for school life, but for lifelong wellbeing and success.

By embedding myHappymind Plus across all year groups, we aim to create a consistent, whole-school approach to mental health and relationships that empowers children with the knowledge, language, and strategies they need to thrive. We want every child to feel safe, valued, and prepared for the challenges of the wider world.

IMPLEMENTATION

Relationships, Health and Wellbeing education is a central part of life at Riversdale. Every class from Nursery to Year 6 follows a weekly timetabled lesson that draws on the myHappymind Plus curriculum. This provides a structured, age-appropriate and engaging approach to developing emotional literacy, resilience, and an understanding of healthy living and relationships. Lessons are delivered by the class teacher using high-quality digital resources, interactive videos, and discussion-based activities. The familiar structure of each session helps pupils to feel safe, confident, and able to express themselves openly.

The myHappymind programme is organised around five core modules — Meet Your Brain, Celebrate, Appreciate, Relate and Engage — which spiral through the school so that learning is revisited and deepened over time. In addition, the “Plus” modules extend the curriculum to ensure full coverage of the PSHE Association’s three statutory strands. MyHappyBody teaches pupils about physical health, hygiene, nutrition, sleep and safety; MyHappyRelationships explores families, friendships, privacy and permission, and how to resolve conflict respectfully; and MyHappyWorld helps pupils to understand their place in the

wider community, digital citizenship, and economic wellbeing. Through MyHappyPlaces, children learn about belonging, diversity, and how to create safe, inclusive environments.

Together, these strands ensure that the school meets all statutory expectations for Relationships and Health Education. Where aspects of puberty or biological reproduction fall outside the scope of myHappyMind Plus, these are taught through Science lessons using approved resources and in consultation with parents, ensuring transparency and sensitivity.

Throughout the school, teachers reinforce key messages through consistent language, shared displays and routines such as “Happy Breathing”. Pupils record and reflect on their learning in journals, helping them to see their own progress and to apply strategies in real-life situations. Assemblies, themed weeks and cross-curricular links with PE, Science and RSHE strengthen and contextualise learning.

In the Early Years Foundation Stage, the foundations of Relationships and Wellbeing education are built through the areas of Personal, Social and Emotional Development (PSED) and Understanding the World. Short, interactive sessions from the myHappyMind EYFS materials introduce children to emotions, cooperation, and self-care in a playful, exploratory way. Continuous provision provides opportunities to practise sharing, problem-solving and empathy through meaningful play, guided by Development Matters and the school’s EYFS PSED progression map.

In the Alternative Resource Provision (BASE), pupils with Speech, Language and Communication Needs or Autism Spectrum Condition access adapted lessons that meet their communication and sensory profiles. Lessons are simplified and highly structured, supported with visuals, symbols and repetition. Staff draw on SALT-informed strategies to support understanding and ensure every pupil can access and express learning about feelings, relationships, and wellbeing in a way that is meaningful to them.

To strengthen the link between school and home, Riversdale offers all families access to the myHappyMind Parent App. This free tool mirrors the content pupils learn in class and provides short videos and activities to help families reinforce wellbeing strategies at home. The app supports a shared language around mental health and relationships and promotes partnership between school and families.

CURRICULUM PROGRESSION

The curriculum is designed as a spiral sequence that builds knowledge and skills year on year. Each phase revisits and extends the same key ideas so that understanding becomes more sophisticated and embedded over time. In the Early Years, pupils learn to name and recognise feelings, develop confidence, follow routines, and begin to manage their emotions. In Key Stage 1, they explore how to form and maintain friendships, understand personal boundaries, and make healthy choices. Lower Key Stage 2 pupils begin to examine more complex emotional responses, empathy, and problem-solving, while Upper Key Stage 2 pupils apply their learning to wider contexts such as teamwork, online behaviour, decision-making, and preparing for transition to secondary school.

This progression is carefully mapped across the MyHappyMind Plus Best Fit Long-Term Plan, the EYFS PSED Progression Map, and the Relationships and PSHE Objectives Progression Map. Together, these ensure that every statutory objective is taught and revisited in a coherent way, and that pupils leave Riversdale equipped not only with knowledge but with practical strategies to manage their wellbeing and relationships independently.

LESSON STRUCTURE

Every myHappyMind Plus lesson follows a consistent and recognisable structure so that pupils feel secure and understand what to expect. Lessons typically begin with a short recap or retrieval activity to revisit prior

learning, followed by the introduction of the new concept through story, video, or teacher-led explanation. Pupils then explore the idea through discussion, reflection or short interactive tasks, applying it to real-life examples from their own experience. Each lesson ends with time for personal reflection, journaling or mindfulness practice, allowing children to consolidate their learning and identify how they can use the strategy in daily life. This structure supports cognitive load management and helps pupils to embed key messages over time through repetition and application.

INCLUSION

At Riversdale, inclusion is central to everything we do. All pupils, regardless of background, ability, or need, are entitled to access high-quality Relationships, Health and Wellbeing education. Teachers adapt delivery and materials to ensure accessibility — using visuals, simplified text, additional processing time or adult support as required. The subject leader works closely with the SENCo and class teachers to ensure that adaptations are meaningful and effective.

Lessons celebrate diversity, promote equality, and reflect the varied backgrounds and experiences of our school community. The curriculum actively challenges stereotypes and encourages pupils to respect and value difference, echoing the school's core values and its commitment to belonging and inclusion.

IMPACT

By the time pupils leave Riversdale, they will have developed the knowledge, skills and mindset needed to lead healthy, fulfilled lives. They will understand how to care for their physical and mental wellbeing, manage their emotions, and build positive, respectful relationships. They will be able to talk confidently about their feelings, recognise their strengths, and apply resilience and gratitude in daily life.

The impact of this curriculum is visible in the way pupils interact with one another and with adults — showing empathy, kindness, and self-control — and in the wider culture of the school, which is calm, inclusive and values-driven. Ongoing monitoring by the subject leader, including pupil voice and behaviour analysis, ensures that the curriculum continues to make a measurable difference to pupils' wellbeing and personal development.

ROLES AND RESPONSIBILITIES

Governors

- Ensuring a broad and balanced RHW curriculum is implemented in the school.
- Ensuring the school's RHW curriculum is accessible to all pupils.

Headteacher/Deputy Headteacher (Quality of Education)

- The overall implementation of this policy.
- Ensuring the school's RHW curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the RHW curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching RHW.

Subject Leader

- Preparing policy documents, curriculum plans and schemes of work for RHW.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of RHW, providing support for staff where necessary.
- Organising the sourcing of and deployment of resources and carrying out an annual audit of all RHW resources.
- Advising on the contribution of RHW to other curriculum areas.

- Keeping up to date with developments in RHW education, passing this on to other members of staff. This could include leading staff meetings and providing staff members with the appropriate training, working alongside colleagues etc...
- Monitoring and evaluating progress in RHW and liaising with senior leadership on any action necessary.
- Liaising with appropriate bodies e.g. other primary schools and secondary schools, governors, the LA etc. concerning matters relating to RHW.

Teacher

- Acting in accordance with this policy.
- Liaising with the RHW leads about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the RHW lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

MONITORING & REVIEW

This policy is monitored and reviewed by the RHW subject leader.

This policy will be reviewed at least every three years.