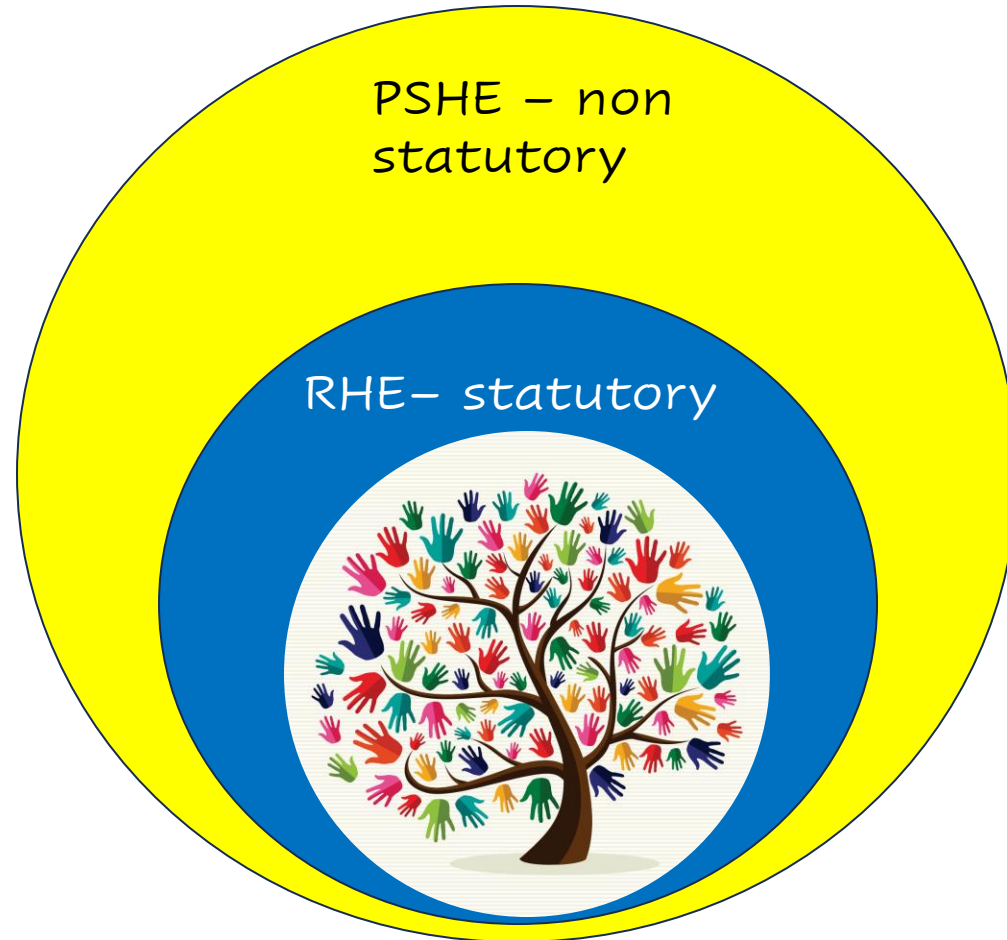




Relationships and Health  
Education

Relationships and Health Education (RHE) is part of the Personal, Social, Health Education (PSHE) curriculum. The PSHE curriculum is not statutory, but at St Cuthbert's, we teach all aspects of the PSHE curriculum. RHE is statutory for all Primary School pupils which means it is a compulsory subject.



## KNOWLEDGE

The **RHE** statutory guidance is heavily knowledge-based. Pupils are required to know things (such as the dangers of alcohol and drugs).

## APPLICATION

The **PSHE** non-statutory guide involves teaching skills and strategies for navigating relationships and maintaining wellbeing, (such as how to manage peer pressure)









Relationship & Health Education  
for Catholic primary schools

At St Cuthbert's, we follow 'Life to the Full', which is a fully comprehensive programme recommended by the Diocese. The RHE curriculum is taught through a series of age-appropriate lessons with a focus on Catholic teaching.

**“I HAVE COME  
THAT YOU MAY  
HAVE LIFE,  
LIFE TO THE FULL”  
JOHN 10:10**



# What do we cover in RHE?

Me, My Body, My Health

Emotional Well-being

Life Cycles

Keeping Safe

Living in the Wider World

Religious Understanding





# How does it work?

Spiral Curriculum - every phase covers the same topic, but in an age-appropriate way with greater depth as the children get older.





# Personal Relationships:

Children in Early Years will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour.





# Personal Relationships:

Children in Key Stage 1 will identify the 'special people' in their lives who they love and can trust.





# Personal Relationships:

Children in Lower Key Stage 2 develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.





# Personal Relationships:

In Upper key Stage 2, children develop strategies for managing more complex experiences of relationships and conflict. This covers how to respond to spoken and unspoken pressure, the concept of consent and further teaching on how our thoughts and feelings have an impact on how we act. The concept of fairness is introduced. Pupils will consider what bullying, prejudice and discrimination are.





## Links with our science curriculum...

In **Early Years**, children learn about themselves. They are taught to use 'kind hands' and 'kind feet' and understand that their actions can affect others.

By the end of **Year 1**, children will be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

By the end of **Year 2**, children will be able to notice that animals, including humans, have offspring which grow into adults. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage is on questions that help pupils to recognise growth; they are not expected to understand how reproduction occurs.

## Links with our science curriculum...

By the end of **Year 3**, children will be able to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

By the end of **Year 4**, children will be able to describe the simple functions of the basic parts of the digestive system in humans.



# Links with our science curriculum...

By the end of **Year 5**, children will be able to describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

By the end of **Year 6**, children will be able to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.



How does that fit in with RHE?

## Year 2: Girls and Boys

This session is all about celebrating our God-given bodies and the things they enable us to do! In an age-appropriate way, children will be encouraged to notice similarities and celebrate differences between girls and boys on physical, emotional and spiritual levels. We don't discuss external genitalia during this session. If a child is talking about a part of their genitalia, adults will use the correct terms when speaking to them.





How does that fit in with RHE?

## Year 4: Life Cycles

In this session, pupils will explore human conception and birth. With the underpinning knowledge that we were handmade by God with our parents' help, children will go on a journey to discover how life is created in the womb. Sexual intercourse is not discussed in this session. The session ends with a thanksgiving meditation.



For these sessions, boys and girls are split so that they feel more able to ask questions or share experiences. They are both taught the same information as each other.

## Year 5: Puberty

In this session, children will develop a base-level understanding of what puberty is and why we go through it. This session is a precursor to the session which will follow called 'Changing Bodies' which will look specifically at some of the changes that boys and girls will face when they enter puberty. Through the roleplay drama and presenter-led video, children will learn that puberty is part of God's plan for our bodies and that they can embrace the changes with confidence. **The correct anatomical names for genitalia will be used.**



## Year 5 : Girls' bodies

The lesson begins with a video of 'Paradise Street' which is an age appropriate drama provided by Life to the Full, talking about the physical changes that boys and girls experience during puberty. In the video, the children respond with degrees of embarrassment and confusion. The film then focuses on the girls' perspective through the character of Leyla. Through the film, follow-up discussion, teaching and personal activity, pupils will learn about the physical changes that take place for girls through puberty.



## Year 5 : Boys' bodies

The next episode of 'Paradise Street' starts with a lesson talking about the physical changes that boys and girls experience during puberty. The film then focuses on the boys' perspective through the characters of Marcus and Finn. Through the film, follow-up discussion, teaching and personal activity, pupils will learn about the physical changes that take place for boys through puberty.





## Year 6 : Menstruation

In an episode of 'Paradise Street', we see Siobhan get her first period and feeling uncertain about what to do. The adults assist her in gaining confidence going forwards.

Through this session, pupils will learn about how girls manage their periods (menstruation), and understand some of their possible side effects (including PMS). They will learn why periods happen, that fertility is necessary to bring a child into the world, and how the menstrual cycle is part of God's plan for creation.





# What if a child asks a 'difficult' question?

- Focus on British values of tolerance and respect - no shaming.
- Answer in an honest, age-appropriate way.
- Follow our safeguarding procedure if necessary.

# The Parent Portal is a resource you can access to see what is being taught in your child's class.

Parent Portal <https://www.tentenresources.co.uk/parent-portal/>

Username st-cuthbert-ne3

Password batman-car



Online  
Parent  
Portal



Enter Primary Schools



# Any questions?

