

Relationships Education and Health Education



What is Relationships Education?

Relationships Education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.

This includes:

- Recognising and maintaining healthy friendships and resolving conflicts in a positive way
- Learning about different types of families and understanding that all family structures should be respected
- Developing communication skills to express emotions and feelings appropriately
- Recognising appropriate and inappropriate behavior in relationships to help children stay safe
- Teaching the impact of online interactions on relationships and how to navigate digital spaces responsibly
- Understanding the importance of trust, kindness, and respect in relationships

What is Health Education?

Health Education is a key component of Relationships and Health Education (RHE).

It focuses on equipping children with the knowledge and skills needed to maintain their physical and mental well-being. The curriculum covers topics such as healthy eating, physical activity, personal hygiene, mental health, managing emotions, basic first aid, and the changing adolescent body—which includes a basic understanding of puberty and the emotional changes that come with it.

For the purposes of this policy, health education specifically refers to learning about the changing adolescent body. Other aspects of health education, such as healthy lifestyles and emotional well-being, are covered in the PSHE policy.

The Statutory Guidance

Relationships Education topics	Health Education topics
<ul style="list-style-type: none">• Families and people who care for me• Caring Friendships• Respectful Relationships• Online Relationships• Being Safe	<ul style="list-style-type: none">• Internet Safety and Harms• Physical Health and Fitness• Healthy Eating• Drugs, Alcohol & Tobacco• Health & Prevention• Basic First Aid• Changing Adolescent Body

The Department for Education has made Relationship and Health Education **compulsory** in all primary schools (from September 2020).

*The guidance has been reviewed under the previous government. We are currently waiting for information as to what decision the Labour government will make about the guidance. This will be communicated to parents.

Statutory Science and your right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education but DO have the right to withdraw their children from Sex Education (except that covered in statutory science).

- Key Stage 1: **Years 1-2**
 - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
 - notice that animals, including humans, have offspring which grow into adults.
 - describe the importance for humans of hygiene.
- Key Stage 2: **Years 3,4,5 and 6**
 - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
 - Describe the life process of reproduction in some plants and animals.
 - Describe the changes as humans develop to old age.

Our PSHE Curriculum

Through our PSHE curriculum we aim to support our children in developing the skills and knowledge required to be happy, healthy and safe individuals who are able to thrive in their futures. We use the following schemes of work.

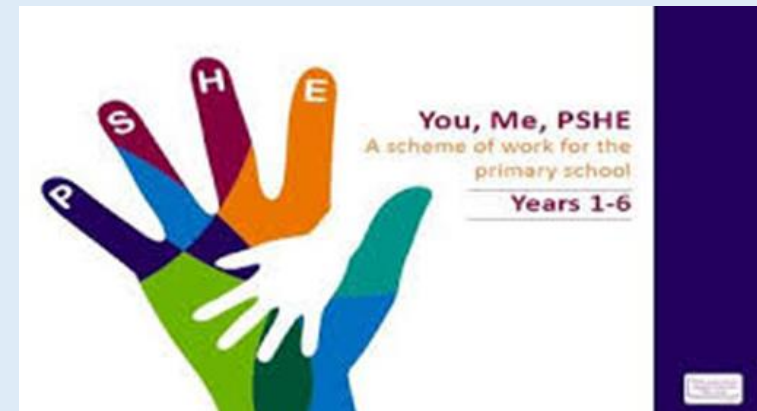
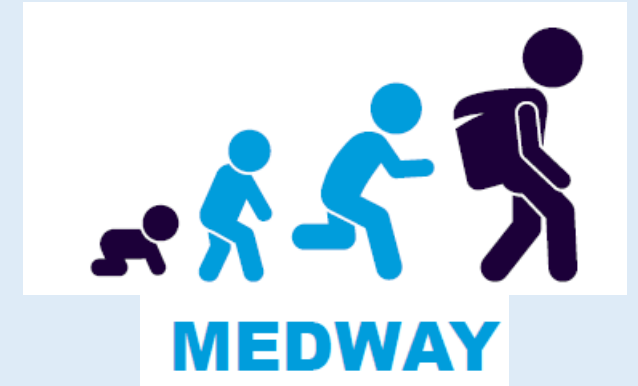


- Mental Health and Wellbeing
- Physical Health and Wellbeing
- Keeping Safe and Managing Risk
- Drug, Tobacco and Alcohol Education
- Identity, Society and Equality
- Careers, Financial Capability and Economic Wellbeing
- Relationships and puberty

- Relationships
- Keeping safe
- Understanding the law

- Feeling good and being me
- Friends and family
- Life changes
- Strong emotions
- Being the same, being different
- Solving problems

RHE Curriculum and Resources



We use high-quality, age appropriate resources for our RHE sessions. The resources stated are the only resources that will be used within RHE Lessons.

What will be taught? Year 1

- **1. My special people part 1**
 - I can identify who special people might be
 - I can explain what makes someone 'special' and important

- **2. My special people part 2**
 - I can describe the different ways special people care for us
 - I can recognise how we can care for them in return

- **3. Growing up — the human life cycle**
 - I can recognise the main stages of the human life cycle (baby, child, adult) and that the process of growing takes time
 - I can describe what changes when people grow from young to old
 - I can identify ways children our age might be more independent now than when they were younger

What will be taught? Year 2

1. Everybody's body – part 1

I understand and respect the differences and similarities between people
I can describe similarities and differences between myself and others.

2. Everybody's body – part 2

I can recognise and use the correct names for main parts of the body.
I can recognise that some parts of the body are private.

3. Why are safe hands important?

Learn what is meant by safe hands.

Identify safe and unsafe hands.

Think about why children might forget to use safe hands.

Demonstrate empathy and respect.

What will be taught? Year 3

1. What makes a good friend?

I can recognise the different types of relationships, including friendships, that might be important to people (e.g. family, friends, groups to which we belong, neighbours).

I can explain why friendship and having friends is valuable.

I can describe how friends show they care for and value each other.

I can evaluate what is most important in a friendship.

2. Falling out with friends

I can identify what helps maintain friendships

I can describe feelings when disagreements and conflict occur

I can identify what can help and not help if there are friendship problems

I can demonstrate strategies for solving arguments with peers

3. What do we mean by consent in friendships?

Learn what is meant by consent.

Explore what permission seeking and permission given means to us.

Understand that they may feel conflicting emotions when seeking and giving permission.

Develop skills of informed decision-making.

What will be taught? Year 4

- **1. Growing and changing**
- I can recognise what puberty is, including when and why it happens
- I can identify some physical changes that happen to bodies during puberty
- I can use scientific vocabulary for external male and female body parts, including genitalia
- I understand that everyone's experience of puberty is different and that it begins and ends at different times
- **2. Menstruation and wet dreams**
- I can use scientific vocabulary to describe body parts, including genitalia.
- I can explain what happens during menstruation (periods).
- I can explain what is meant by a wet dream.
- **3. Hygiene and puberty**
- I can identify body parts or areas to keep clean during puberty.
- I can explain how to keep clean during puberty.
- I can describe ways to manage physical changes during puberty, including the use of products to keep clean.

What will be taught? Year 4

4. Emotions and feelings

I can identify some of the feelings experienced during puberty.

I can describe how and why emotions can change during puberty.

I can explain where to get help and support for managing puberty.

Lessons will be taught as a single sex session. Girls and Boys to be split.

What will be taught? Year 5

1. Growing and changing

I can explain what puberty is and its significance in human development.

I know the physical changes that occur during puberty.

2. Puberty recap

I can describe the physical and emotional changes that occur during puberty and suggest ways to manage them.

I can identify what is important for young people to know about puberty.

I can explain where to get help and support for puberty issues or worries.

3. What is peer pressure?

I understand what is meant by peer pressure.

I know that peer pressure can be positive or negative

I know some strategies for dealing with peer pressure

What will be taught? Year 6

1. Growing and changing

I can talk about how the body changes during puberty.

I understand that periods are a normal part of growing up for girls and wet dreams are a normal part of growing up for boys.

2. Positive and healthy relationships

I can identify different kinds of loving relationships, including marriage.

I can describe the qualities that enable these relationships to flourish.

I can explain the importance of mutual respect in close relationships.

I can recognise how relationships may change or end and what can help to manage this.

3. How should we treat people?

Learn about how people in the home should behave towards each other.

Discuss why it can be difficult to talk about problems at home.

Challenge ideas that everything happening at home should be kept secret.

Reflect on the importance of making informed decisions and having empathy towards others.

How we have structured RHE

Our curriculum has been designed to embed new knowledge whilst building on existing knowledge so that it can be used confidently in real life situations.

Broken down into units of manageable size.

Tailored to the age and the physical and emotional maturity of the pupils.

Communicated clearly to pupils.

Carefully sequenced.

Quality resources have been sourced.

How we keep our pupils safe

RHE policy

Ground rules

Distancing techniques

Anonymous question box

Confidentiality

Signposting support provided at the end of every lesson.

Language in Lessons

It is important that pupils are introduced to the correct terminology at appropriate stages.

Acceptable and unacceptable terminology will be discussed in lessons.

Correct biological terminology will be used in teaching.

Any questions?



