



Relationships, Health and Sex Education Curriculum Intent

Whole School Curriculum Intent

St Raphael's Catholic ethos and core values are at the heart of everything we do. We intend to provide an engaging and inclusive curriculum embracing the community in which we live. Our curriculum will create independent, creative, curious, resilient and reflective learners.

Subject Intent

Here at St Raphael's Primary School we recognise the value that a high-quality Relationships, Health and Sex Education (RHSE) curriculum can offer to our pupils.

We embrace the challenges of creating a happy and successful future adult life for all our pupils, by giving them knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. We deliver this teaching through the prism of Catholic RSHE. We follow the Life to the Full Programme, produced by Ten: Ten Resources for Catholic Primary Schools. The framework of our Life to the Full programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

In each of our year groups, we teach Relationships Education and Health Education within the context of a Christian understanding of human sexuality, rooted in the wisdom and teaching of the Catholic Church. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Statutory Guidance for Relationships, Health and Sex Education

The focus for RHSE in a primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our RHSE curriculum aims to ensure that by the end of primary school, all pupils know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Friendships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice, for example family, school or other sources.



Relationships, Health and Sex Education Curriculum Overview

	Module 1: Created and Loved by God	Module 2: Created to Love Others	Module 3: Created to Live in Community
EYFS	<p>Unit 1 Religious Understanding: Handmade with Love</p> <p>Unit 2 Me, My Body, My Health: I am me Heads, Shoulders, Knees and Toes Ready Teddy?</p> <p>Unit 3 Emotional Well-being: I Like, You Like, We All Like! Good Feelings, Bad Feelings Let's Get Real</p> <p>Unit 4 Life Cycles Growing Up</p>	<p>Unit 1 Religious Understanding: Role Model</p> <p>Unit 2 Personal Relationships: Who's Who? You've Got a Friend in Me Forever Friends</p> <p>Unit 3 Keeping Safe: Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us</p>	<p>Unit 1 Religious Understanding: God is Love Loving God, Loving Others</p> <p>Unit 2 Living in the Wider World: Me, You, Us</p>
Key Stage 1	<p>Unit 1 Religious Understanding: Let the Children Come</p> <p>Unit 2 Me, My Body, My Health: I am unique Girls and Boys Clean And Healthy</p> <p>Unit 3 Emotional Well-being: Feelings, Likes and Dislikes Feeling Inside Out Super Susie Gets Angry</p> <p>Unit 4 Life Cycles: The Cycle of Life</p>	<p>Unit 1 Religious Understanding: God Loves You</p> <p>Unit 2 Personal Relationships: Special People Treat Others Well... ...And Say Sorry</p> <p>Unit 3 Keeping Safe: Being Safe Good Secrets & Bad Secrets Physical Contact Harmful Substances Can You Help Me?</p>	<p>Unit 1 Religious Understanding: Three in One Who Is My Neighbour?</p> <p>Unit 2 Living in the Wider World: The Communities We Live In</p>
Lower Key Stage 2	<p>Unit 1 Religious Understanding: Get Up! The Sacraments</p> <p>Unit 2 Me, My Body, My Health: We Don't Have to be the Same Respecting Our Bodies Y4+ What is Puberty? Y4+ Changing Bodies Y4+ Discussion Groups</p> <p>Unit 3 Emotional Well-being: What Am I Feeling? What Am I Looking At? I Am Thankful!</p> <p>Unit 4 Life Cycles: Y4+ Life Cycles</p>	<p>Unit 1 Religious Understanding: Jesus, My Friend</p> <p>Unit 2 Personal Relationships: Friends, Family and Others When Things Feel Bad</p> <p>Unit 3 Keeping Safe: Sharing Online Chatting Online Safe in my Body Drugs, Alcohol and Tobacco First Aid Heroes</p>	<p>Unit 1 Religious Understanding: A Community of Love What is the Church?</p> <p>Unit 2 Living in the Wider World: How Do I Love Others?</p>

Upper Key Stage 2	<p>Unit 1 Religious Understanding: Calming the Storm</p> <p>Unit 2 Me, My Body, My Health: Gifts and Talents Girls' Bodies Boys' Bodies Spots and Sleep</p> <p>Unit 3 Emotional Well-being: Body Image Peculiar Feelings Emotional Changes Seeing Stuff Online</p> <p>Unit 4 Life Cycles: Making Babies – Part 1 Making Babies – Part 2 Menstruation</p>	<p>Unit 1 Religious Understanding: Is God Calling You?</p> <p>Unit 2 Personal Relationships: Under Pressure Do You Want a Piece of Cake? Self-Talk</p> <p>Unit 3 Keeping Safe: Sharing is always Caring Cyberbullying Types of Abuse Impacted Lifestyles Making Good Choices Giving Assistance</p>	<p>Unit 1 Religious Understanding: The Trinity Catholic Social Teaching</p> <p>Unit 2 Living in the Wider World: Reaching Out</p>
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