



ST. GERARD'S
CATHOLIC
PRIMARY AND
NURSERY SCHOOL

Relationships, Sex and Health Education (RSHE): A Guide for Parents

Year 4

We want to provide our children with accurate, age-appropriate knowledge and practical skills that will support them to develop healthy relationships, protect themselves from harm, look after their physical and mental health, and make safe, informed and responsible decisions.

Aims of RSHE

The Department for Education (DfE) have updated their statutory guidance for RSHE and this will be implemented at St Gerard's from September 2026.

The new guidance states that our curriculum must include:

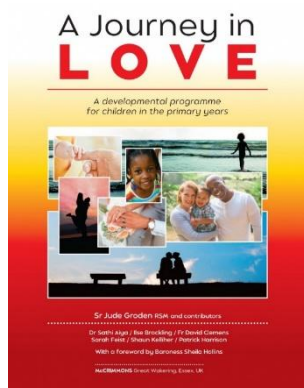
- A stronger focus on **online safety** and **wellbeing**
- Use of **accurate terminology** for body parts (including genitalia)
- Introduction of **personal safety** around water, roads and railways
- A greater emphasis on children's understanding of **change and loss**
 - Additions to health education (**vaping** and **nicotine addiction**)
- Developing communication skills, assertiveness and confidence to express personal needs and boundaries

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RSHE Curriculum at St Gerard's

As a Catholic school, our main focus is to ensure that our RSHE curriculum is delivered through a Catholic lens and therefore, our main programme for RSHE is 'A Journey in Love'. This is complemented by additional schemes to ensure that all objectives are delivered to children and revisited again before the end of their primary school journey.

Our curriculum encourages pupils to acknowledge that we are all made in God's image, understand the nature of relationships, develop their confidence in talking, listening and thinking about feelings and relationships and help them understand the Catholic vision of what it means to be citizens of the Kingdom of God.



God loves us in our differences

Physical- *Recognise that we grow and develop at different rates, challenging stereotypes, dignity of the person.*

Social- *Learning to accept and celebrate who we are, accepting difference in others, managing conflicts, being polite and courteous, staying safe in the community, people who help us.*

Spiritual- *Recognise how we are unique, what our special gifts are, what our qualities and talents are, and why honest, truthfulness and integrity are positive attributes.*

Emotional- *Recognising how to appreciate our own gifts, talents, achievements and all that makes us unique, appreciating the gifts of others, dealing with a range of emotions.*

Intellectual- *Identifying and naming feelings, understanding what they are, how to deal with what we feel, analysing our feelings and actions.*



Me & My Relationships- Feelings and emotions, identify our special people, qualities of healthy friendships

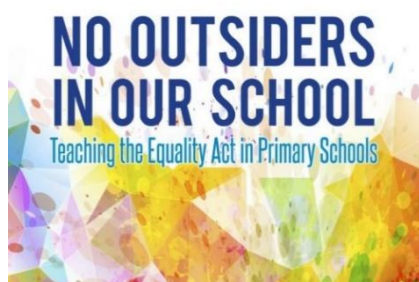
Valuing Difference- Developing respectful relationships, recognise bullying

Keeping Myself Safe- Identifying trusted adults, recognising appropriate and inappropriate touch

Rights & Responsibilities- Looking after the environment, changing rights and responsibilities as children grow older

Growing & Changing- Physical and emotional changes as children grow older

Being My Best- Being physically healthy, developing a growth mindset, being resilient



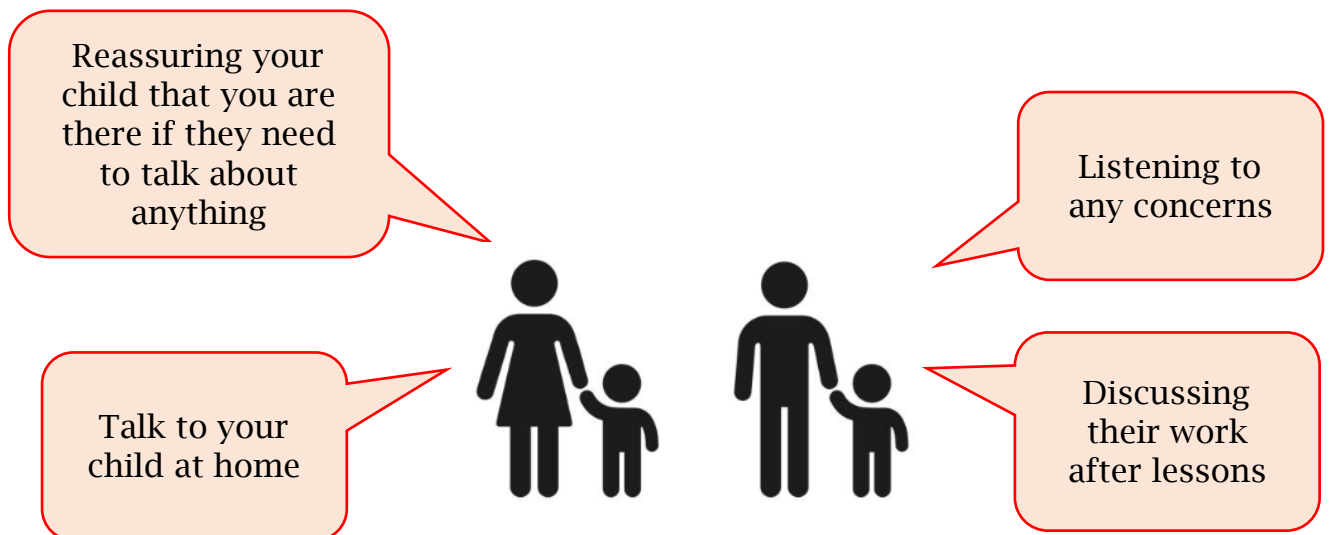
- Teaches the Equality Act 2010
- Teaches children that there are no 'outsiders' because everyone is welcome
- Backed up by language and behaviour
- Teaches children that we are all different and that this is a good thing
- Looks at the nine protected characteristics (where appropriate); race, religion, sex, gender reassignment, age, disabilities, sexual orientation, pregnancy or maternity, marriage or civil partnership

Difficult Questions

There are specific areas that we feel are not appropriate to discuss within the context of our school lessons as our children are not yet emotionally mature to handle these issues. We also ensure that all of our lessons are in line with Catholic teaching.

If a child asks a question outside the scope of our programme, it will be dealt with in a sensitive and caring manner. We would always encourage the children concerned to discuss the issue with their parents.

What you can do to help



If you have any concerns about the content within the programme or the delivery of it then you can make an appointment with Miss Sanders, Mr Landrum, Mrs Farrell to discuss this further.