



# Relationships & Health Education

## Year 3 & 4

# Relationships & Health Education

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Department of Education, 2019

# Relationship Education

**Relationships Education** will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

Department of Education, 2019

# Health Education

**Health Education** aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Department of Education, 2019

# St Agnes Curriculum

Our curriculum is a bespoke curriculum created in collaboration with Manchester Healthy Schools iMatter Version 3, schools within our cluster and our Parent Ambassador Group.

We have adapted resources provided by MHS to align with our values and ethos along with the community we serve.

# By the end of Year 3, children will have been taught content on:

- ▶ Explore what is meant by personal space
- ▶ Identify examples of acceptable and unacceptable touch
- ▶ Explore relationships with adults around them including stranger danger
- ▶ Look at what makes a healthy relationship focusing on friendships
- ▶ Discuss how healthy relationships make us feel
- ▶ Identify positive attributes within a healthy relationship
- ▶ Define the meaning of the word respect
- ▶ Identify the importance of being treated fairly and with respect
- ▶ Discuss why being equal is important in relationships

# Lesson 1: Personal Space

**Touch** A form of communication

Can help sleep  
Depending on the type of touch it can generate positive or negative feelings  
The first sense we develop  
It's a basic human need  
Makes us feel loved  
Strengthens bonds  
Makes us feel happy  
Has physical benefits e.g. reduces stress  
Helps form attachments  
Good for our emotional wellbeing



In this lesson, children will learn about personal space and what the difference between acceptable and unacceptable touch is.

Children will discuss what type of touch is acceptable and unacceptable, how to respond to unacceptable touch and when it is appropriate to offer acceptable touch.

**Task 1** Working in small groups:  
Add words to the correct column

Acceptable touch	Unacceptable touch
Hug	Hitting

Pulling hair  
Holding hands  
Scratching  
Hand shake  
Pat on the back  
Kicking  
Punching  
Putting on a plaster

Can you think of any more?

Children will also explore the theme of personal space, looking at who is closest to us, raising awareness of stranger danger and revisiting the hand of trust.

**Don't be a space invader...**



**Yellow circle** – Family can enter this circle but only when I say it's ok  
**Green circle** – family and close friends can enter if I say it's ok  
**Orange circle** – Acquaintances (people I've met before)  
**Blue circle** – People we might not know but help us  
**Red circle** – Strangers – We don't talk to them alone & they don't enter our personal space

**Hand of Trust**



Draw around your hand

In each finger, write down the people that you would talk to if worried or upset.

# Lesson 2: Healthy Relationships

Relationships Education

We all have relationships with family, friends, teachers and lots more. Some are great and some are not so great.

What do you think makes a relationship great?

In this lesson, children will learn about what a healthy relationship looks like and what skills are required to maintain a relationship.

Relationships Education

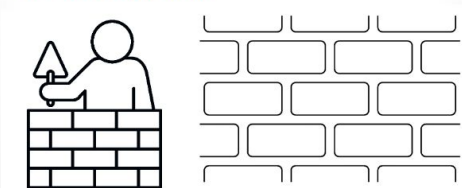
RSE 3.4

Being shown affection such as a kiss or hug	Name calling	Someone helping us
Feeling safe and secure	Hitting or being hurt by someone	Having fun together
Feeling loved and happy	Feeling respected	Feeling scared

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**Lets build a friendship wall**

- Draw a brick (or use the template provided).
- Write on your brick the most important quality you would like in a friend.
- Colour or decorate your brick before adding to our friendship wall.



Focusing on friendships, children will explore which qualities in a friendship are more desirable, how a healthy relationship makes us feel, and what makes a relationship healthy or unhealthy.

Relationships Education

**WANTED Friend**

Make your own poster with the main qualities you would like your ideal friend to have.

Must have....

- A good sense of humour
- Needs to be kind
- Must be loyal



# Lesson 3: Equal Relationships

Relationships Education

What does the word respect mean?  
When do we need to give respect?

Talk to your partner about what you think this means

Relationships Education

We are all different but one thing we all have in common is that we have a right to be treated fairly and with respect.

**Equality**



Lesson 3 looks at why being equal is important in relationships.

This lesson links to our RRSA articles about having the right to be treated fairly and with respect.

Children will discuss what the word respect means and different ways we can show it.




Children will look at different scenarios and discuss if the situation is fair or not fair, and identify ways to respond to someone they don't agree with.

Relationships Education

Your teacher tells the class they can all go out to play but only the girls are allowed to play football.

Is this **fair** or **unfair**?

Do you think all the class are being treated equally?



Worksheet 1  
RSE 3.5

Relationships Education

Colour the examples of how you would respond to someone you do not agree with

- Calmly explain your view
- Shouting
- Name calling
- Invade their personal space
- Look at them when they are talking
- Interrupt them
- Ignore them
- Listen to their view
- Dismiss what they say
- Not listen
- Wait until they have finished speaking before you respond
- Be polite
- Talk over them

# By the end of Year 4, children will have been taught content on:

- ▶ Identify similarities and differences between people.
- ▶ Recognise different types of relationships.
- ▶ Identify simple gender stereotypes
- ▶ Define the meaning of the words 'stereotype' and 'discrimination'
- ▶ To reflect on what we feel about difference and that different things contribute to our identity
- ▶ Challenge stereotypical thinking
- ▶ Demonstrate respect for difference and communicate this to others
- ▶ Describe some body changes when men and women become adults
- ▶ Explain some steps required to maintain personal hygiene into adulthood

# Lesson 1: Different Relationships

Relationships Education

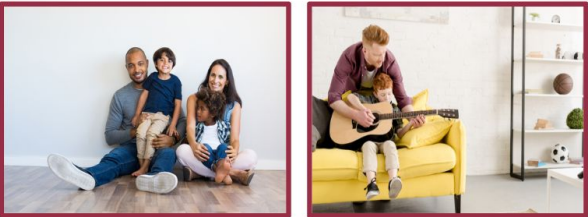
How does a positive relationship make us feel?

Describe what makes it a happy, safe relationship. What would we do if any relationship made us feel unsafe?

Relationships Education 5.5

Look at the picture and write down what the benefits are of this relationship

What are the benefits of this type of relationship?



Lesson 1 looks at the different relationships in their life and how to be aware of when someone is feeling lonely or excluded and how to respond to this.

Children will explore different types of positive relationships and what the benefits of each one might be.

Children will explore how to identify when someone may be feeling excluded or lonely, and suggest ways to help.

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Scenario:

Keith moved to Year 4 at your school 3 months ago and you notice he is often on his own at break times.

How do you think Keith is feeling?  
What could Keith do to make himself feel better?

# Lesson 2: Gender Roles

Relationships Education



**I matter.**

**Do boys and girls have different roles?**

Relationships Education

**Stereotypes** are often unfair and untrue beliefs or opinions about people or things

Thoughts

If we do not challenge these assumptions and stereotypes when we hear them, it could lead to discrimination.

Actions

**Discrimination** is when someone **treats a person differently to others** because of that fixed belief.

In this lesson, children will learn about the roles played by boys and girls. They will look at gender stereotypes through a case study of 16 year old twins, one boy, one girl. Children will be asked to answer questions about the gender roles of the twins in order to identify common stereotypes about men and women.

Children will also look at how gender stereotypes can be harmful and lead to discrimination, and suggest ways to challenge gender stereotyping as well as identifying where gender stereotyping can come from.

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### Task 3 How can I challenge gender stereotyping?

**How can we respond?**

- 1) You hear a boy in the playground shout '**you run like a girl!**' to someone in your class.
- 2) A girl laughs when your friend says their dad is a nurse and says '**that's a job for women!**'
- 3) When a girl says they want to be a firefighter when she is older a boy says '**you can't be a firefighter, girls aren't strong enough!**'
- 4) Another girl says '**I want to be a mummy as everyone in my family says that is the best job there is!**' when asked what job she wants to have when she is older.
- 5) A boy is crying in class and gets angry at himself saying '**boys aren't supposed to cry!**'

Relationships Education



**Where do stereotypes come from?**

- Our society
- TV and movies
- Magazines
- Social media
- Family
- Tradition



# Lesson 3: Changes to my body

Relationships Education

*'It is important to know about the changes that happen to everyone's bodies – not just my own.'*

✓ m Do you agree or disagree? X

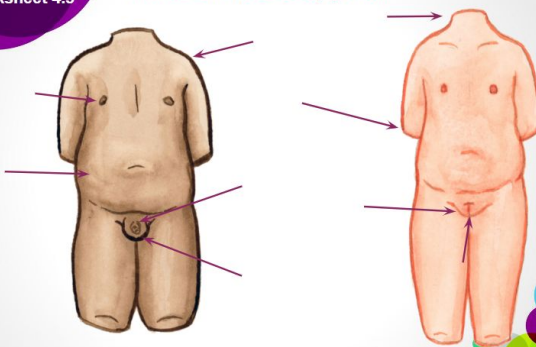
In this lesson, children will revisit vocabulary from prior learning using anatomically correct body images.

They will discuss what changes will happen to their body as they grow and change.

Task 1  
Worksheet 4.3

Relationships Education

Can you remember the names of these body parts?



They will discuss the importance of personal hygiene and explore ways to keep themselves clean.

Relationships Education

### Task 2

Discuss with a partner:

- What changes happen when we become adults?
- Can you think of any changes that happen as we grow older?
- Are there any changes we can't see?

Relationships Education

**How can we look after our personal hygiene as we grow older?**

- Wear deodorant every day
- Wearing clean clothes, socks and underwear every day will help you feel clean
- Clean your face morning and night
- Anything else?
- Use plain, unperfumed soap to wash around the vulva/penis every day
- Have a shower every day and clean your whole body with mild soap, especially your armpits
- Make sure you wash your hair regularly

## Lesson 4: Periods

As a school, we have made the decision to incorporate periods into the Year 4 curriculum in response to our current cohort. This will be done in the form of a 'light-touch', standalone lesson towards the end of Year 4, followed up with some 'Ask it basket' time in gender groups.



Children will watch the Disney Pixar animated movie 'Turning Red', which follows the main character, Mei Lee, as she experiences puberty. As Mei Lee experiences mood swings, she is transformed into a giant red panda. Whilst the theme of puberty isn't directly discussed, there is some reference to period products.

Following the movie, children will be invited to participate in 'Ask it basket' time, which will be child led and provide opportunities for any further clarification.

# Frequently asked Questions

## **When will my child be taught Relationship and Health Education?**

These lessons will take place in the Spring term.

## **Can I withdraw my child from Relationship and Health Education?**

No. This is a statutory part of the curriculum.

## **Will my child be taught Sex Education?**

No. This is non-statutory and have made the decision not to teach these lessons.

## **Where can I find more detail on the content of the lessons?**

Please attend a parent workshop, contact the class teacher or visit our website for more information

**If you have any additional questions please feel free to stay and speak with a member of staff.**