

St Andrew's Catholic Primary School



Relationship & Sex Education Policy

***'To Live, Love and Learn together
as Witnesses for Christ.'***

July 2021

SCHOOL MISSION

Our Mission at St. Andrew's is to ensure that everyone is valued, loved, and respected and each child is nurtured through the love of Jesus to reach their full potential. As a Catholic school we believe that Christ is at the centre of all that we do and we encourage everyone to be confident, happy, fulfilled, and successful.

DEFINING RELATIONSHIP AND SEX EDUCATION (RSE)

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality and sexual health" It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding"

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of the National Curriculum Science. However, the reasons for our inclusion of RSE go further.

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic School. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

RSE will be firmly embedded in the wider curriculum as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social, and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

CATHOLIC VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage, and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy, and compassion.

OBJECTIVES:

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and recognising the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; faith or culture and is taught in a way that does not subject pupils to discrimination, teasing, bullying and aggressive behaviour (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

EQUAL OPPORTUNITIES AND INCLUSIVITY

The school's RSE programme reflects the ethos of our school, by providing a secure, non-judgemental environment in which to learn. All RSE will be appropriate to the needs and experiences of each child at St Andrew's, using a sensitive approach, which will recognise individual needs and will take due regard of gender, disability, and cultural issues.

BROAD CONTENT OF RSE

Three aspects of RSE – attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school/ethos dimension; a cross curricular dimension and a specific relationship and sex curriculum.

OUR RSE PROGRAMME

At St. Andrew's we will be following 'Life to the Full'. This programme follows a three-stage structure which is repeated across three different learning stages.

- Foundation Stage
- Key Stage 1 is aimed at Years 1 and 2
- Lower Key Stage 2 is aimed at Years 3 and 4
- Upper Key Stage 2 is aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum:

- Created and Loved By God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work:

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationship Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

The programme adopts a spiral curriculum approach so that as a child goes through the programme, year-after-year, the learning will develop and grow, with each stage building on the last. More details can be found in *Appendix 1 - Phase Overview*.

In *Appendix 2 Teaching Schedule*, each module, unit and session is broken down per year group.

Running alongside the classroom sessions there are links to prayer, music, and assessment activities.

The programme offers three standard pathways regarding the scheduling of the lessons (schools are also able to make a bespoke schedule if they wish). St Andrews have chosen Pathway 2 (a two-year cycle done over three terms), but will duplicate some sessions where the content is deemed too important to leave a two-year gap between.

There is overlap with the school's PSHE programme, Jigsaw. Where this is the case, Life to the Full will be used instead of Jigsaw. Jigsaw is taught over six units. The overlap is that it mostly covers the same learning objectives in two of the modules (but not all LOs): Relationships and Changing Me.

In line with DfE RSE Guidance 2019, 123 – 125 'Assessment', the work the children do will be assessed using the accompanying assessment resources. This will be in the form of unit markers (similar in style to those already used in RE).

Work will be done either on resources provided by LTF or at the back of RE books.

METHODS OF TEACHING

Due to the sensitive nature of RSE and the exploration of emotions, a wide range of teaching strategies will be used, such as:

- Establishing ground rules
- Discussions/ activities with class or small group
- Reflection
- Brainstorming
- Use of relevant books, film, and video
- Group Work
- Professional visitors e.g. school nurse, NSPCC, Life organisation
- Question box approach (for sensitive or complex issues)

PARENTS AND CARERS

We recognise that parents and other carers who are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing materials to be shared with their children at home.

They will also be signposted to the Online Parent Portal to find out more about the programme (available at <https://www.tentenresources.co.uk/online-parent-portal-primary/>).

Parents and carers have the right to withdraw their children from RSE except in those elements which are required by the National Curriculum orders i.e. elements that are statutory MUST be taught. Should parents wish to withdraw their child/ren they are asked to contact the Head Teacher.

As part of the consultation with parents and carers, they will be sent information regarding sensitive issues that their children may be taught about. While these will be tailored for age and cohort needs, a generic letter supplied by LTF can be found in *Appendix 3 Sample Letter to Parents*. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific RSE programme lays with the class teacher. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults, and pupils. They will also be contributing to the development of pupils' personal and social skills.

External visitors

Our school may seek help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies;
- Ensure that parents know of their rights to withdraw their children;
- Share in the monitoring and evaluation of the programme, including resources used;
- Ensure the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Head Teacher

The Head Teacher takes overall delegated responsibility for the implementation of this policy and with liaison with the Governing Body, parents, Our Lady and All Saints MAC, the Diocesan Schools' Commission, and the Local Education Authority.

PSHE/RSE/RE Subject Leader

The subject leader with the Head Teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in dissemination of the information relating to RSE and the provision of in-service training.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral, and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff will be included in the development of this policy and all staff should be made aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

The RSE policy is to be delivered as part of the PSHE framework. It includes guidance about pupil safety and is compatible with the school's other policy documents e.g. Behaviour policy, Safeguarding policy.

Pupils with difficulties whether of a physical or intellectual nature will receive appropriate differentiated support to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit (carried out by governors). **To be completed Sep 2021.**

CHILDREN'S QUESTIONS

Sometimes an individual child may ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. All staff should use the question box approach and can then discuss the question with a senior member of staff and/ or parent, who may wish to discuss the question with their child themselves.

CONTROVERSIAL OR SENSITIVE ISSUES

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also DfE RSE Guidance 2019, 63, 64 'Managing difficult questions' for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g. where a child or young person's questions hints at abuse, is deliberately provocative or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears or worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents, and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills, and becoming appreciative of the values and attitudes, which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues, which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's Safeguarding policy, however, pupils will be informed that 100% confidentiality cannot be assured, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g. parents, Head Teacher, but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

The RE Subject Leader & PSHE Subject Leader will monitor the provision of the programme by examining plans, schemes of work and samples of pupils work throughout the course of the year. Teachers, the RE and PSHE Subject Leader and the Head Teacher will undertake the informal evaluation of the programme. Governors will consider all such evaluations and suggestions before amending the policy. The policy will be reviewed biannually, unless a more immediate response is needed to new legislation or guidance. Governors remain ultimately responsible for the policy.

CONSULTATION

The policy has been developed through consultation and collaboration with the wider school community. Parent portal has been shared so the programme can be reviewed and the parents have been given the opportunity to feed back their views to the school.

Teaching staff were consulted over the programme content and delivery.

Teaching and learning in this subject should be treated sensitively, bearing in mind the age and maturity of the pupils, the background and family setting from which they come and the teaching of the Church. It is paramount that our children are respected as unique individuals and given the teaching and support they need to become confident and informed adults.

DISSEMINATION

The draft policy has been reviewed by the Senior Leadership Team prior to ratification by Governors. It has been shared by all teaching and non-teaching members of staff. Copies of the document are available to all parents and carers through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum are also published on the school's web site.

Appendix 1

PHASE OVERVIEW - EYFS

Module 1: Created and Loved by God
Unit 1: Religious Understanding
Story Sessions: Handmade with Love
Unit 2: Me, my body, my health
Session 1: I Am Me
Session 2: Heads, Shoulders, Knees and Toes
Session 3: Ready Teddy?
Unit 3: Emotional well-being
Session 1: I Like, You Like, We All Like!
Session 2: Good Feelings, Bad Feelings
Session 3: Let's Get Real
Unit 4: Life cycles
Session 1: Growing Up
Module 2: Created to Love Others
Unit 1: Religious Understanding
Session 1: Role Model
Unit 2: Personal Relationships
Session 1: Who's Who?
Session 2: You've Got a Friend in Me
Session 3: Forever Friends
Unit 3: Keeping Safe
Session 1: Safe Inside and Out
Session 2: My Body, My Rules
Session 3: Feeling Poorly
Session 4: People Who Help Us
Module 3: Created to Live in Community
Unit 1: Religious Understanding
Session 1: God is Love
Session 2: Loving God, Loving Others
Unit 2: Living in the Wider World
Session 1: Me, You, Us

PHASE OVERVIEW – KEY STAGE 1

Module 1: Created and Loved by God

Unit 1: Religious Understanding

Story Sessions: Let the Children Come **NEW for 2020** replacing Kester's Adventures*

Unit 2: Me, my body, my health

Session 1: I am Unique

Session 2: Girls and Boys

Session 3: Clean & Healthy ***UPDATED for 2020***

Unit 3: Emotional well-being

Session 1: Feelings, Likes and Dislikes

Session 2: Feeling Inside Out

Session 3: Super Susie Gets Angry

Unit 4: Life cycles

Session 1: The Cycle of Life ***UPDATED for 2020***

Module 2: Created to Love Others

Unit 1: Religious Understanding

Session 1: God Loves You

Unit 2: Personal Relationships

Session 1: Special People

Session 2: Treat Others Well...

Session 3: ...and Say Sorry

Unit 3: Keeping Safe

Session 1: Being Safe

Session 2: Good Secrets & Bad Secrets

Session 3: Physical Contact

Session 4: Harmful Substances ***NEW for 2020***

Session 5: Can You Help Me? ***NEW for 2020*** (can be split into 2 sessions)

Module 3: Created to Live in Community

Unit 1: Religious Understanding

Session 1: Three in One ***UPDATED for 2020***

Session 2: Who Is My Neighbour?

Unit 2: Living in the Wider World

Session 1: The Communities We Live In

PHASE OVERVIEW – LOWER KEY STAGE 2

Module 1: Created and Loved by God
Unit 1: Religious Understanding
Story Sessions: Get Up! <i>NEW for 2020 replacing Kester's Adventures*</i>
Unit 2: Me, my body, my health
Session 1: We Don't Have To Be The Same
Session 2: Respecting Our Bodies
Session 3: What Is Puberty? (recommended for Year 4+)
Session 4: Changing Bodies (recommended for Year 4+)
Session 5: Discussion Groups (recommended for Year 4+)
Unit 3: Emotional well-being
Session 1: What Am I Feeling?
Session 2: What Am I Looking At?
Session 3: I Am Thankful
Unit 4: Life cycles
Session 1: Life Cycles
Module 2: Created to Love Others
Unit 1: Religious Understanding
Story Sessions: Jesus, My Friend
Unit 2: Personal Relationships
Session 1: Friends, Family & Others
Session 2: When Things Feel Bad
Unit 3: Keeping Safe
Session 1: Sharing Online
Session 2: Chatting Online
Session 3: Safe In My Body
Session 4: Drugs, Alcohol & Tobacco <i>*NEW for 2020*</i>
Session 5: First Aid Heroes <i>*NEW for 2020*</i>
Module 3: Created to Live in Community
Unit 1: Religious Understanding
Session 1: A Community of Love <i>*UPDATED for 2020*</i>
Session 2: What is the Church?
Unit 2: Living in the Wider World
Session 1: How Do I Love Others?

PHASE OVERVIEW – UPPER KEY STAGE 2

Module 1: Created and Loved by God	
Unit 1: Religious Understanding	
Story Sessions: Calming the Storm NEW for 2020 replacing Kester's Adventures*	
Unit 2: Me, my body, my health	
Session 1: Gifts and Talents	
Session 2: Girls' Bodies	
Session 3: Boys' Bodies	
Session 4: Spots and Sleep	
Unit 3: Emotional well-being	
Session 1: Body Image	
Session 2: Peculiar Feelings	
Session 3: Emotional Changes	
Session 4: Seeing Stuff Online	
Unit 4: Life cycles	
Session 1: Making Babies Pt1	
Session 2: Making Babies Pt2 *Optional. See your Programme Coordinator	
Session 3: Menstruation	
Module 2: Created to Love Others	
Unit 1: Religious Understanding	
Session 1: Is God Calling You?	
Unit 2: Personal Relationships	
Session 1: Under Pressure	
Session 2: Do You Want a Piece of Cake?	
Session 3: Self-Talk	
Unit 3: Keeping Safe	
Session 1: Sharing Isn't Always Caring	
Session 2: Cyberbullying	
Session 3: Types of Abuse	
Session 4: Impacted Lifestyles *NEW for 2020*	
Session 5: Making Good Choices *NEW for 2020*	
Module 3: Created to Live in Community	
Unit 1: Religious Understanding	
Session 1: The Trinity *UPDATED for 2020*	
Session 2: Catholic Social Teaching	
Unit 2: Living in the Wider World	
Session 1: Reaching Out	

Appendix 2

TEACHING SCHEDULE

Nursery

Week	Module and Unit	Session Title	Session Length (approx.)
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 15-minute sessions over 5 days
Spring I	EYFS, Module 2, Unit 1	Session 1: Role Model	2 x 15-minute sessions
Spring I	EYFS, Module 2, Unit 2	Session 1: Who's Who?	15 minutes
		Session 2: You've Got a Friend in Me	15 minutes
		Session 3: Forever Friends	15 minutes
Spring I	EYFS, Module 2, Unit 3	Session 1: Safe Inside and Out	15 minutes
		Session 2: My Body, My Rules	15 minutes
		Session 3: Feeling Poorly	15 minutes
		Session 4: People Who Help Us	15 minutes
Summer I or II	EYFS, Module 3, Unit 1	Session 1: God is Love	15 minutes
	EYFS, Module 3, Unit 1	Session 2: Loving God, Loving Others	15 minutes
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us	15 minutes

10 sessions plus one block of 5 x 15 mins (Mon - Fri) and one block of 2 x 15 mins

Reception

Week	Module and Unit	Session Title	Session Length (approx.)
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 15-minute sessions over 5 days
Spring I	EYFS, Module 1, Unit 2	Session 1: I Am Me	15 minutes
		Session 2: Heads, Shoulders, Knees and Toes	15 minutes
		Session 3: Ready Teddy?	15 minutes
Spring II	EYFS, Module 1, Unit 3	Session 1: I Like, You Like, We All Like!	15 minutes
		Session 2: Good Feelings, Bad Feelings	15 minutes
		Session 3: Let's Get Real	15 minutes
Summer I	EYFS, Module 1, Unit 4	Session 1: Growing Up	15 minutes
Summer I or II	EYFS, Module 3, Unit 1	Session 1: God is Love	15 minutes
	EYFS, Module 3, Unit 1	Session 2: Loving God, Loving Others	15 minutes
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us	15 minutes

10 sessions plus one block of 5 x 15 mins (Mon - Fri)

Year 1

Week	Module and Unit	Session Title	Session Length (approx.)
Autumn II	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
	KS1, Module 2, Unit 1	Session 1: God Loves You	40 minutes
Spring I	KS1, Module 2, Unit 2	Session 1: Special People	30 minutes
		Session 2: Treat Others Well...	35 minutes
		Session 3: ...And Say Sorry	30 minutes
Spring II	KS1, Module 2, Unit 3	Session 1: Being Safe	35 minutes
		Session 2: Good Secrets and Bad Secrets	35 minutes
		Session 3: Physical Contact	45 minutes (or 2 x 25 minutes)
		Session 4: Harmful Substances	30 minutes
		Session 5: Can You Help Me?	40 minutes (can be split into 2 sessions)
Summer I or II	KS1, Module 3, Unit 1	Session 1: Three in One	25 minutes
		Session 2: Who Is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes

12 sessions plus one block of 5 x 10 mins (Mon - Fri)

For each Unit, please allow 15 minutes at the start and 15 minutes at the end to complete the Assessment Activities.

Please allocate additional time for guided prayers and song time.

Suggestions for further follow-up activities and sessions are provided for each session.

Year 2

Week	Module and Unit	Session Title	Session Length (approx.)
Autumn II	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
Spring I	KS1, Module 1, Unit 2	Session 1: I Am Unique	30 minutes
		Session 2: Girls and Boys	30-40 minutes
		Session 3 & 4: Clean & Healthy	40 minutes (2 sessions)
Spring II	KS1 Module 1, Unit 3	Session 1: Feelings, Likes and Dislikes	40 minutes
		Session 2: Feeling Inside Out	30 minutes
		Session 3: Super Susie Gets Angry	40 minutes
Summer I	KS1 Module 1 Unit 4	Session 1: The Cycle of Life	30 minutes
Summer I or II	KS1, Module 3, Unit 1	Session 1: Three in One	25 minutes
		Session 2: Who Is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes

10 sessions plus one block of 5 x 10 mins (Mon - Fri)

For each Unit, please allow 15 minutes at the start and 15 minutes at the end to complete the Assessment Activities.

Please allocate additional time for guided prayers and song time.

Suggestions for further follow-up activities and sessions are provided for each session.

Year 3

Week	Module and Unit	Session Title	Session Length (approx.)
Autumn II	LKS2 Module 1, Unit 1	Session 1: Get Up!	5 x 15-minute sessions over 5 days
		Session 2: The Sacraments	45 minutes
	LKS2 Module 2, Unit 1	Story Sessions: Jesus, My Friend	5 x 15-minute sessions over 5 days
Spring I	LKS2 Module 2, Unit 2	Session 1: Friends, Family and Others	45 minutes
		Session 2: When Things Feel Bad	45 minutes
Spring II	LKS2 Module 2, Unit 3	Session 1: Sharing Online	45 minutes
		Session 2: Chatting Online	45 minutes
		Session 3: Safe in My Body	45 minutes
		Session 4: Drugs, Alcohol and Tobacco	45 minutes
		Session 5: First Aid Heroes	45 minutes
Summer I or II	LKS2 Module 3, Unit 1	Session 1: A Community of Love	30 minutes
		Session 2: What is the Church?	45 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	50 minutes

11 sessions plus two blocks of 5 x 15 mins (Mon - Fri)

For each Unit, please allow 15 minutes at the start and 15 minutes at the end to complete the Assessment Activities.
Please allocate additional time for guided prayers and song time.
Suggestions for further follow-up activities and sessions are provided for each session.

Year 4

Week	Module and Unit	Session Title	Session Length (approx.)
Autumn I	LKS2 Module 1, Unit 1	Session 1: Get Up!	5 x 15-minute sessions over 5 days
Spring I	LKS2 Module 1, Unit 2	Session 1: We Don't Have To Be The Same	45 minutes
		Session 2: Respecting Our Bodies	45 minutes
		Session 3: What is Puberty?	45 minutes
		Session 4: Changing Bodies	45 minutes
		Session 5: Boy/Girl Discussion Groups	45 minutes
Spring II	LKS2 Module 1, Unit 3	Session 1: What Am I Feeling?	45 minutes
		Session 2: What Am I Looking At?	45 minutes
		Session 3: I Am Thankful!	45 minutes
Summer I	LKS2 Module 1, Unit 4	Session 1: Life Cycles	45 minutes
Summer I or II	LKS2 Module 3, Unit 1	Session 1: A Community of Love	30 minutes
		Session 2: What is the Church?	45 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	50 minutes

12 sessions plus one block of 5 x 15 mins (Mon - Fri)

For each Unit, please allow 15 minutes at the start and 15 minutes at the end to complete the Assessment Activities.
Please allocate additional time for guided prayers and song time.
Suggestions for further follow-up activities and sessions are provided for each session.

Year 5

Week	Module and Unit	Session Title	Session Length (approx.)
Autumn I	UKS2 Module 1, Unit 1	Story Sessions: Calming the Storm	5 x 15-minute sessions over 5 days
	UKS2 Module 2, Unit 1	Session 1: Is God Calling You?	45-60 minutes
Spring I	UKS2 Module 2, Unit 2	Session 1: Under Pressure	45-60 minutes
		Session 2: Do You Want a Piece of Cake?	45-60 minutes
		Session 3: Self-Talk	45-60 minutes
Spring II	UKS2 Module 2, Unit 3	Session 1: Sharing Isn't Always Caring	45-60 minutes
		Session 2: Cyberbullying	45-60 minutes
		Session 3: Types of Abuse	45-60 minutes
		Session 4: Impacted Lifestyles	45-60 minutes
		Session 5: Making Good Choices	45-60 minutes
		Session 6: Giving Assistance	45-60 minutes
Summer I or II	UKS2 Module 3, Unit 1	Session 1: The Trinity	45-60 minutes
		Session 2: Catholic Social Teaching	45-60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	45-60 minutes

13 sessions plus one block of 5 x 15 mins (Mon - Fri)

For each Unit, please allow 15 minutes at the start and 15 minutes at the end to complete the Assessment Activities.
Please allocate additional time for guided prayers and song time.
Suggestions for further follow-up activities and sessions are provided for each session.

Year 6

Week	Module and Unit	Session Title	Session Length (approx.)
Autumn I	UKS2 Module 1, Unit 1	Story Sessions: Calming the Storm	5 x 15-minute sessions over 5 days
Spring I & II	UKS2 Module 1, Unit 2	Session 1: Gifts and Talents	45-60 minutes
		Session 2: Girls' Bodies	45-60 minutes
		Session 3: Boys' Bodies	45-60 minutes
		Session 4: Spots and Sleep	45-60 minutes
	UKS2 Module 1, Unit 3	Session 1: Body Image	45-60 minutes
		Session 2: Funny Feelings	45-60 minutes
		Session 3: Emotional Changes	45-60 minutes
		Session 4: Seeing Stuff Online	45-60 minutes
	UKS2 Module 1, Unit 4	Session 1: Making Babies (Part 1)	45-60 minutes
		Session 2: Making Babies (Part 2) <small>May be omitted or may be set as a homework task with parents</small>	45-60 minutes
Session 3: Menstruation		45-60 minutes	
Summer I or II	UKS2 Module 3, Unit 1	Session 1: The Trinity	45-60 minutes
		Session 2: Catholic Social Teaching	45-60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	45-60 minutes

13 sessions plus one block of 5 x 15 mins (Mon - Fri) (Making Babies Part 2 omitted)

For each Unit, please allow 15 minutes at the start and 15 minutes at the end to complete the Assessment Activities.
Please allocate additional time for guided prayers and song time.
Suggestions for further follow-up activities and sessions are provided for each session.

APPENDIX 3

Sample Letter to Parents

Dear Parent/Guardian

We are delighted to announce that our school is participating in a Relationship Education programme for Catholic primary schools, titled **Life to the Full**. You may hear your child coming home talking about this and we want to give you a brief overview of this new and ambitious programme.

As you may be aware, Relationship Education is now a statutory requirement. The **Life to the Full** programme is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education. Therefore, we have confidence that the programme will be fit for purpose in supporting the growth and development of your child.

Life to the Full is much more than a series of lessons. It is an entire platform of creative resources that will engage, inform, and inspire our children and, indeed, you as parents. This includes interactive video content, story-based activities, employing a wide range of teaching tools, original worship music and an accompanying programme of classroom prayers.

In addition there will be an online parent platform so that you, as parent and carers, can engage with the teaching and deepen the experience for your child. To access the online parent platform please visit:

www.tentenresources.co.uk/parent-portal

School Username: *****

School Password: *****

The programme adopts a spiral curriculum approach so that as your child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

Module One: Created and Loved by God

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

In these sessions, we explore:

Key Stage One – that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

Lower Key Stage Two – understanding differences, respecting our bodies, puberty and changing bodies (Year 4), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

Upper Key Stage Two – appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys' bodies, body image, strong feelings, the impact of the internet and social media on emotional well-being, a more nuanced and scientific understanding of life in the womb and menstruation.

Module Two: Created to Love Others

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships, and relationships, and teaches strategies for developing healthy relationships and keeping safe.

This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

Key Stage One – In the Unit 'Personal Relationships', children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit 'Keeping Safe', we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource the NSPCC).

Lower Key Stage Two – The sessions help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified Cognitive Behavioral Therapy (CBT) techniques for managing thoughts, feelings and actions.

Once again, for the 'Keeping Safe' unit, there are some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.

Upper Key Stage Two – The sessions for UKS2 in the 'Personal Relationships' module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

Module Three: Created to Live in Community

Finally, Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity. In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

Programme Structure

In Life to the Full, we will be following a three-stage structure which is repeated across three different learning stages:

- Key Stage One is aimed at Years 1 and 2*
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work.

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationship Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

Life to the Full is intended to be partnership between home, school, and church. We see our new programme, Life to the Full, to further develop, support and enrich the partnership between home, school, and church so that your child is fully supported.

Appendix 4

CATCH-UP TEACHING SCHEDULE JUST FOR 2021-22

Nursery, Reception and Year 6 stick to the standard plan (see Appendix 2)

Year 1

Reception catch-up

Week	Module and Unit	Session Title	Session Length (approx.)
1	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 15-minute sessions over 5 days
2	EYFS, Module 1, Unit 2	Session 1: I Am Me	15 minutes
		Session 2: Heads, Shoulders, Knees and Toes	15 minutes
		Session 3: Ready Teddy?	15 minutes
3 & 4	EYFS, Module 1, Unit 3	Session 1: I Like, You Like, We All Like!	15 minutes
		Session 2: Good Feelings, Bad Feelings	15 minutes
		Session 3: Let's Get Real	15 minutes
4	EYFS, Module 1, Unit 4	Session 1: Growing Up	15 minutes
5	EYFS, Module 1, Unit 1	Session 1: God is Love	15 minutes
		Session 2: Loving God, Loving Others	15 minutes
	EYFS, Module 1, Unit 2	Session 1: Me, You, Us	15 minutes

Year 1 work

Week	Module and Unit	Session Title	Session Length (approx.)
1	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
2	KS1, Module 2, Unit 1	Session 1: God Loves You	40 minutes
3	KS1, Module 2, Unit 2	Session 1: Special People	30 minutes
		Session 2: Treat Others Well...	35 minutes
		Session 3: ...And Say Sorry	30 minutes
4 & 5	KS1, Module 2, Unit 3	Session 1: Being Safe	35 minutes
		Session 2: Good Secrets and Bad Secrets	35 minutes
		Session 3: Physical Contact	45 minutes (or 2 x 25 minutes)
		Session 4: Harmful Substances	30 minutes
		Session 5: Can You Help Me?	40 minutes (can be split into 2 sessions)
6	KS1, Module 3, Unit 1	Session 1: Three in One	25 minutes
		Session 2: Who Is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes

22 sessions plus two blocks of 5 x 10/15 mins (Mon - Fri)

For each Unit, please allow 15 minutes at the start and 15 minutes at the end to complete the Assessment Activities.

Please allocate additional time for guided prayers and song time.

Suggestions for further follow-up activities and sessions are provided for each session.

Year 2

Year 1 catch-up

Week	Module and Unit	Session Title	Session Length (approx.)
1	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
2	KS1, Module 2, Unit 1	Session 1: God Loves You	40 minutes
3	KS1, Module 2, Unit 2	Session 1: Special People	30 minutes
		Session 2: Treat Others Well...	35 minutes
		Session 3: ...And Say Sorry	30 minutes
4 & 5	KS1, Module 2, Unit 3	Session 1: Being Safe	35 minutes
		Session 2: Good Secrets and Bad Secrets	35 minutes
		Session 3: Physical Contact	45 minutes (or 2 x 25 minutes)
		Session 4: Harmful Substances	30 minutes
		Session 5: Can You Help Me?	40 minutes (can be split into 2 sessions)
6	KS1, Module 3, Unit 1	Session 1: Three in One	25 minutes
		Session 2: Who Is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes

Year 2 work

2	KS1, Module 1, Unit 2	Session 1: I am Unique	30 minutes
		Session 2: Girls and Boys	30-40 minutes
		Session 3 & 4: Clean & Healthy	40 minutes (2 sessions)
3	KS1 Module 1, Unit 3	Session 1: Feelings, Likes and Dislikes	40 minutes
		Session 2: Feeling Inside Out	30 minutes
		Session 3: Super Susie Gets Angry	40 minutes
4	KS1 Module 1 Unit 4	Session 1: The Cycle of Life	30 minutes

20 sessions plus one block of 5 x 10 mins (Mon - Fri)

For each Unit, please allow 15 minutes at the start and 15 minutes at the end to complete the Assessment Activities.

Please allocate additional time for guided prayers and song time.

Suggestions for further follow-up activities and sessions are provided for each session.

Year 3

Year 2 catch-up

Week	Module and Unit	Session Title	Session Length (approx.)
1	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
2	KS1, Module 1, Unit 2	Session 1: I am Unique	30 minutes
		Session 2: Girls and Boys	30-40 minutes
		Session 3 & 4: Clean & Healthy	40 minutes (2 sessions)
3	KS1 Module 1, Unit 3	Session 1: Feelings, Likes and Dislikes	40 minutes
		Session 2: Feeling Inside Out	30 minutes
		Session 3: Super Susie Gets Angry	40 minutes
4	KS1 Module 1 Unit 4	Session 1: The Cycle of Life	30 minutes
5	KS1, Module 3, Unit 1	Session 1: Three in One	25 minutes
		Session 2: Who Is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes

Year 3 work

Week	Module and Unit	Session Title	Session Length (approx.)
1	LKS2 Module 1, Unit 1	Session 1: Get Up!	5 x 15-minute sessions over 5 days
		Session 2: The Sacraments	45 minutes
2	LKS2 Module 2, Unit 1	Story Sessions: Jesus, My Friend	5 x 15-minute sessions over 5 days
3	LKS2 Module 2, Unit 2	Session 1: Friends, Family and Others	45 minutes
		Session 2: When Things Feel Bad	45 minutes
4 & 5	LKS2 Module 2, Unit 3	Session 1: Sharing Online	45 minutes
		Session 2: Chatting Online	45 minutes
		Session 3: Safe in My Body	45 minutes
		Session 4: Drugs, Alcohol and Tobacco	45 minutes
		Session 5: First Aid Heroes	45 minutes
6	LKS2 Module 3, Unit 1	Session 1: A Community of Love	30 minutes
		Session 2: What is the Church?	45 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	50 minutes

22 sessions plus three blocks of 5 x 10/15 mins (Mon - Fri)

For each Unit, please allow 15 minutes at the start and 15 minutes at the end to complete the Assessment Activities.

Please allocate additional time for guided prayers and song time.

Suggestions for further follow-up activities and sessions are provided for each session.

Year 4

Year 3 catch-up

Week	Module and Unit	Session Title	Session Length (approx.)
1	LKS2 Module 1, Unit 1	Session 1: Get Up!	5 x 15-minute sessions over 5 days
		Session 2: The Sacraments	45 minutes
2	LKS2 Module 2, Unit 1	Story Sessions: Jesus, My Friend	5 x 15-minute sessions over 5 days
3	LKS2 Module 2, Unit 2	Session 1: Friends, Family and Others	45 minutes
		Session 2: When Things Feel Bad	45 minutes
4 & 5	LKS2 Module 2, Unit 3	Session 1: Sharing Online	45 minutes
		Session 2: Chatting Online	45 minutes
		Session 3: Safe in My Body	45 minutes
		Session 4: Drugs, Alcohol and Tobacco	45 minutes
		Session 5: First Aid Heroes	45 minutes
6	LKS2 Module 3, Unit 1	Session 1: A Community of Love	30 minutes
		Session 2: What is the Church?	45 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	50 minutes

Year 4 work

2 & 3	LKS2 Module 1, Unit 2	Session 1: We Don't Have To Be The Same	45 minutes
		Session 2: Respecting Our Bodies	45 minutes
		Session 3: What is Puberty?	45 minutes
		Session 4: Changing Bodies	45 minutes
		Session 5: Boy/Girl Discussion Groups	45 minutes
4	LKS2 Module 1, Unit 3	Session 1: What Am I Feeling?	45 minutes
		Session 2: What Am I Looking At?	45 minutes
		Session 3: I Am Thankful!	45 minutes
5	LKS2 Module 1, Unit 4	Session 1: Life Cycles	45 minutes

20 sessions plus two blocks of 5 x 15 mins (Mon - Fri)

For each Unit, please allow 15 minutes at the start and 15 minutes at the end to complete the Assessment Activities.

Please allocate additional time for guided prayers and song time.

Suggestions for further follow-up activities and sessions are provided for each session.

Year 5

Year 4 catch-up

Week	Module and Unit	Session Title	Session Length (approx.)
1	LKS2 Module 1, Unit 1	Session 1: Get Up!	5 x 15-minute sessions over 5 days
2 & 3	LKS2 Module 1, Unit 2	Session 1: We Don't Have To Be The Same	45 minutes
		Session 2: Respecting Our Bodies	45 minutes
		Session 3: What is Puberty?	45 minutes
		Session 4: Changing Bodies	45 minutes
		Session 5: Boy/Girl Discussion Groups	45 minutes
4	LKS2 Module 1, Unit 3	Session 1: What Am I Feeling?	45 minutes
		Session 2: What Am I Looking At?	45 minutes
		Session 3: I Am Thankful!	45 minutes
5	LKS2 Module 1, Unit 4	Session 1: Life Cycles	45 minutes
6	LKS2 Module 3, Unit 1	Session 1: A Community of Love	30 minutes
		Session 2: What is the Church?	45 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	50 minutes

Year 5 work

Week	Module and Unit	Session Title	Session Length (approx.)
1	UKS2 Module 1, Unit 1	Story Sessions: Calming the Storm	5 x 15-minute sessions over 5 days
2	UKS2 Module 2, Unit 1	Session 1: Is God Calling You?	45-60 minutes
3	UKS2 Module 2, Unit 2	Session 1: Under Pressure	45-60 minutes
		Session 2: Do You Want a Piece of Cake?	45-60 minutes
		Session 3: Self-Talk	45-60 minutes
3, 4 & 5	UKS2 Module 2, Unit 3	Session 1: Sharing Isn't Always Caring	45-60 minutes
		Session 2: Cyberbullying	45-60 minutes
		Session 3: Types of Abuse	45-60 minutes
		Session 4: Impacted Lifestyles	45-60 minutes
		Session 5: Making Good Choices	45-60 minutes
		Session 6: Giving Assistance	45-60 minutes
6	UKS2 Module 3, Unit 1	Session 1: The Trinity	45-60 minutes
		Session 2: Catholic Social Teaching	45-60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	45-60 minutes

25 sessions plus two blocks of 5 x 15 mins (Mon - Fri)

For each Unit, please allow 15 minutes at the start and 15 minutes at the end to complete the Assessment Activities.

Please allocate additional time for guided prayers and song time.

Suggestions for further follow-up activities and sessions are provided for each session.