St. John the Baptist
Catholic Primary School

We will prepare the way by loving, living and learning with the Lord

Relationships and Health Education Policy

Audience: Staff, governors, parents **Frequency of Review:** Annual **Postholder Responsible for Review:** PSHE/RHE Leader

Recommended Associated Documents: PSHE Policy

Approved by the Full Governing Body – **Review** – September 2027

Relationships and Health Education Policy

Mission

"We will prepare the way by loving, living and learning with the Lord."

This policy relates directly to the aims of St John the Baptist Catholic School. Fundamental to the aims of the school being achieved is a realisation that the learning and development of a pupil is a partnership between parents, pupils, teachers and support staff, within a framework of gospel values.

We believe that God lives at the very heart of our Community. His love has created us and given us the precious gift of life.

Relationship and Health Education is provided within a religious context. It is given, where appropriate, throughout the school.

The person responsible for leading policy development on behalf of the governors is the PSHE subject leader.

What is RHE?

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way". 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. In primary schools the focus 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." This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

'I have come that you might have life and have it to the full' (John 10.10)

We are involved in relationships and health 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 RHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE RHE will be firmly embedded in the PSHE framework 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 RHE 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. It will also prepare pupils for life in modern Britain.

At St John the Baptist, we recognise that relationships and health education begins in the home. Being part of a loving family, becoming increasingly aware as a developing child of one's own body and those of siblings, to be aware that there are boys and girls and that they are different, that a family has a loving parent or parents and that one should respect themselves and others thereby building positive relationships.

Consultation

We recognise that parents/carers 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 material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers in all classes will be informed by letter when the more sensitive aspects of RHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents/carers will be consulted at every stage of the development of the RHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE programme to meet their child's needs.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Statement of values for RHE

Our RHE 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 the 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.

RE will reflect the values of the PSHE programme that are in evidence through the school's mission statement and Catholic ethos. As a result of consultation, the values identified below are felt to be of particular pertinence in RHE. Alongside them are examples of what these values look like in action.

Love

- *we are created by God's love and he lives at the heart of our Community*
- *commitment within family life, marriage and stable loving relationships*
- *compassion for others within the family, school and wider community*
- *relationships where people care for one another*

Respect

- *valuing ourselves and each other: being sensitive towards each others' needs and views*
- *showing awareness of and consideration for diversity within different types of relationships and family groups*

- *the right for children to have their opinions heard and for them to be able to amend or change opinions*
- *understanding of differing gender/religious/racial/cultural/special educational/developmental/physical needs and a commitment to meet those needs*

Integrity

- *children and adults work and learn in a safe environment*
- *children know who they can talk to in confidence and what the boundaries of confidentiality are: adults making time to listen*
- *positive relationships built on mutual respect and understanding*
- *giving children and adults responsibility for their actions; high expectations for behaviour and learning*

Responsibility

- *staff have a responsibility to ensure that their attitudes do not affect their teaching*
- *adults will behave as good role models as they conduct their relationships with other adults and children within the school community*
- *children taking responsibility for themselves and their choices*

Knowledge

- *giving children accurate information appropriate to their age, needs and development*
- *answering questions honestly but with regard to their age, needs, development and the nature of the question*

Statement of Aims

At St John the Baptist, we are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHE is an integral part of this education. Furthermore, we endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

RHE at St John the Baptist will contribute to the school's overall aims by helping children:

To develop the following attitudes and virtues:

- 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 a recognition of the impact of these on 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;

To know and understand:
• the Church's teaching on relationships;
• 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;

RHE will:

- Provide information which is easy to understand and is relevant and appropriate to the age and maturity of the children;
- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and development of positive attitudes.

Roles and responsibilities

Responsibility for the specific relationships and health education programme lays with the PSHE subject leader. However, all staff will be involved in developing the attitudes and values aspect of the RHE 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 will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Governors Ensure that the RHE policy is available to parents and is in accordance with other whole school policies; ensure that parents know of their right to withdraw their children; ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RHE within PSHE.

Headteacher The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE & RHE Subject Leaders with the headteacher, have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RHE and the provision of in-service training.

All Staff RHE 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 RHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RHE. All staff should be aware of the policy and how it relates to them

The taught RHE programme

Three aspects of RHE - 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 relationships and health curriculum.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RHE is taught as an integral part of the school's PSHE provision which is based on the Ten Ten 'Life to the Full Plus' scheme. Elements will also be covered within the statutory science national curriculum and RE curriculum. Texts used in English will often provide opportunities for the development of themes within RHE. In this way, children will be able to develop their ideas, knowledge and skills gradually and appropriately.

The long-term plans for PSHE, Science and RE schemes of work identify the following topics where objectives relating to RHE are encountered:

As part of science, children will be taught to:

(Key Stage 1)
- 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
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

(Key Stage 2)
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- describe the changes as humans develop to old age
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Aspects of our RHE programme do not sit within the science curriculum. Parents may exercise their legal right to withdraw children from aspects of the programme outside the current statutory curriculum.

As part of RHE and by the end of EYFS children will be taught:

- to expand vocabulary and apply names to family/friend relationships
- to understand the importance of bodily privacy

As part of RHE and by the end of KS1 children will be taught:

- to name the external parts of the body
- that all babies, human and animal, have mothers and fathers
- about how they have grown and changed since they were a baby and that they will continue growing and changing as they become adults

As part of RHE and by the end of KS2 children will be taught:

- to identify parts of the reproductive system in males and females and describe their functions
- to consider appropriate terminology for use in different contexts
- to recognise and challenge gender stereotypes
- about healthy and unhealthy relationships both online and offline
- about keeping themselves safe when involved in risky situations including online
- when it is appropriate to take a risk and when to say no and seek help (issues of consent)
- harmful sexual behaviour, sexual harassment and sexual violence - our school has a zero-tolerance approach to these issues, that it is never acceptable, and it will not be tolerated
- about the processes of reproduction and birth as part of the human life cycle
- about the physical changes that take place at puberty
- that you have to take extra care with personal hygiene during puberty
- about changing emotions as they grow up
- what babies need in order to be happy and healthy
- about the demands of looking after a baby
- about how they can help care for babies and young children they know

More information regarding the curriculum can be found in Appendix 1.

Key 2026 Updates: Content & Delivery

A. Parental Transparency & Right to Withdraw
In line with 2024/25 DfE updates, the school maintains a policy of full transparency:
Resource Access: Parents no longer need to request to see materials; a "Parent Portal" or digital link to the RHE curriculum (e.g., Ten Ten: Life to the Full) is provided via the school website.

Consultation: Parents are consulted whenever the curriculum is significantly altered.

Right to Withdraw: Parents have the right to withdraw their children from the non-statutory components of Sex Education in Year 6. They cannot withdraw children from statutory Relationships, Health, or Science curriculum topics (e.g., puberty, biological reproduction in plants/animals).

B. Gender Identity (New Guidance)
In accordance with the latest DfE draft guidance (2024) and Catholic teaching:
The school will not teach the concept of "gender identity" as a spectrum or a matter of personal choice.

We teach that biological sex is a gift from God and is immutable.

We maintain a compassionate, pastoral approach for any child experiencing gender-related distress, following the school's safeguarding and Diocesan protocols.

C. Enhanced Online Safety & Media
The 2026 curriculum includes specific modules on:

AI and Deepfakes: Recognizing that images and videos online may be manipulated.

The "Attention Economy": Understanding how social media algorithms impact mental health and sleep.

Online Harassment: Clearer definitions of "cyber-bullying" and how to report it instantly.

Sensitive Issues

The school seeks to foster a healthy and positive environment where RHE can be delivered effectively. We aim to ensure that pupils feel comfortable asking questions, trust that their questions will be answered appropriately, and feel confident that they will not experience bullying or harassment from their peers.

RHE may sometimes involve sensitive or controversial topics. These may relate to a pupil's level of maturity, personal experiences, differing views from the teachings of the Church, or behaviours that may be considered unsafe or harmful. The school believes that children are best informed, safeguarded, and protected from harm when such issues are explored openly and appropriately within the RHE curriculum. Establishing and agreeing clear ground rules between teachers and pupils helps create a safe and supportive environment for discussion.

Teachers are not expected to answer spontaneous questions on sensitive topics, such as sexual orientation or radicalisation, during whole-class discussions if they judge them to be unsuitable for the age or stage of the pupils. In such cases, questions may be addressed individually or referred to parents, recognising the home as the primary setting for education.

Occasionally, questions may arise that are not appropriate to address during normal class teaching, for example where a question may indicate a safeguarding concern, appear intentionally provocative, or involve highly personal matters.

It is essential that children feel safe and secure during RHE lessons. Effective RHE provides opportunities to explore what constitutes healthy and appropriate relationships, and such discussions may sometimes lead to the disclosure of safeguarding concerns.

Teachers must remain attentive to the needs and wellbeing of their pupils, ensuring that any concerns or anxieties are recognised and addressed. If a teacher believes that a child may be experiencing abuse or is at risk of harm, they must follow the school's safeguarding procedures and immediately report their concerns to the designated safeguarding lead or the appropriate senior member of staff.

Inclusion

We will ensure RHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. It is recognised that pupils and staff may come from a variety of family situations and home backgrounds. Care will be taken that there is no stigmatisation based upon home circumstances.

Programmes of RHE will be planned so that students with learning, emotional or behavioural difficulties or physical disabilities will also be able to understand their physical and emotional development thus enabling them to make positive decisions in their lives. Teaching methods will be adapted to meet the varying needs of this group of pupils.

As a school, we are aware of factors that increase a child's vulnerability, or potential vulnerability, such as mental ill health, domestic abuse, having additional needs, and being at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and lesbian, gay, bisexual and transgender children).

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

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 RHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, 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 pastoral care procedures. Teachers will need to be aware of the needs of their pupils and not let any fears and 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 safeguarding lead (DSL).

Teachers should explain to pupils that they cannot offer unconditional confidentiality, 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, headteacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and Evaluation

The PSHE subject leader will monitor the provision of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires/discussion with pupils, staff and parents.

Appendix 1 Overview of the Life to the Full Plus programme

Reception

Term	Module and Unit	Session Title	Session Length
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 5-10 minute sessions over 5 days
Spring I	EYFS, Module 1, Unit 2	Session 1: I Am Me	20 minutes
		Session 2: Heads, Shoulders, Knees and Toes	20 minutes
		Session 3: Ready Teddy? + Classroom Shorts	20 minutes
Spring II	EYFS, Module 1, Unit 3	Session 1: I Like, You Like, We All Like!	20 minutes
		Session 2: All The Feelings!	20 minutes
		Session 3: Let's Get Real	20 minutes
Summer I	EYFS, Module 1, Unit 4	Session 1: Growing Up	20 minutes
		Session 2: New People, New Places + Classroom Shorts	20 minutes
Summer I or II	EYFS, Module 3, Unit 1	Session 1: God is Love	20 minutes
		Session 2: Loving God, Loving Others	20 minutes
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us	20 minutes
		Session 2: When I Grow Up... + Classroom Shorts	20 minutes
		Session 3: 'Money Doesn't Grow On Trees' + Classroom Shorts	20 minutes

Year 1

Term	Module and Unit	Session Title	Session Length
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 + Classroom Shorts	30 minutes
		Session 2: Treat Others Well...	35 minutes
		Session 3: ...and Say Sorry	30 minutes
Spring II	KS1, Module 2, Unit 4	Session 1: Good and Bad Secrets	35 minutes
		Session 2: Physical Contact	40 minutes (or 2 x 25 minutes)
		Session 3: Harmful Substances	30 minutes
		Session 4: Can You Help Me? (Part 1)	35 minutes
		Session 5: Can You Help Me? (Part 2)	35 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
		Session 2: Who Will I Be? + Classroom Shorts	30 minutes

Year 2

Term	Module and Unit	Session Title	Session Length
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 and Healthy (My Body) + Classroom Shorts	75 minutes (to be split over two 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
		Session 2: Beginnings and Endings	40 minutes
		Session 3: Change Is All Around + Classroom Shorts	40 minutes
	KS1, Module 2, Unit 3	Session 1: Real Life Online	40 minutes
		Session 2: Rules To Help Us	35 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
		Session 3: Needs and Wants + Classroom Shorts	30 minutes

Year 3

Term	Module and Unit	Session Title	Session Length
Autumn II	LKS2 Module 1, Unit 1	Story Sessions: **Get Up!**	5 x 15-minute sessions over 5 days
		Session 2: **The Sacraments**	40 minutes
	LKS2 Module 2, Unit 1	Story Sessions: **Jesus, My Friend**	4 x 15-minute sessions over 4 days
Spring I	LKS2 Module 2, Unit 2	Session 1: **Family, Friends and Others...**+ Classroom Shorts	45 minutes
		Session 2: **When Things Feel Bad**	45 minutes
		Session 3: **Balancing Needs**	45 minutes
	LKS2 Module 2, Unit 3	Session 1: **Sharing Online**	35 minutes
		Session 2: **Chatting Online** + Classroom Shorts	35 minutes
Spring II	LKS2 Module 2, Unit 4	Session 1: **Safe In My Body**	45 minutes
		Session 2: **Recognising Risk** + Classroom Shorts	45 minutes
		Session 3: **Drugs, Alcohol and Tobacco**	45 minutes
		Session 4: **First Aid Heroes**	45 minutes
		Session 5: **Rights and Responsibilities** + Classroom Shorts	40 minutes
Summer I or II	LKS2 Module 3, Unit 1	Session 1: **A Community of Love**	40 minutes
		Session 2: **What is the Church?**	35 minutes
	LKS2 Module 3, Unit 2	Session 1: **How Do I Love Others?**	45 minutes
		Session 2: **Working Together** + Classroom Shorts	40 minutes

Year 4

Term	Module and Unit	Session Title	Session Length
Autumn II	LKS2 Module 1, Unit 1	Story Sessions: **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**	40 minutes
		Session 2: **Respecting our Bodies** + Classroom Shorts	40 minutes
		Session 3: **What is Puberty?**	40 minutes
		Session 4: **Changing Bodies**	40 minutes
		Session 5: **Male/Female Discussion Groups (optional)**	45 minutes
Spring II	LKS2 Module 1, Unit 3	Session 1: **What Am I Feeling?** + Classroom Shorts	40 minutes
		Session 2: **What Am I Looking At?**	35 minutes
		Session 3: **I Am Thankful**	40 minutes
Summer I	LKS2 Module 1, Unit 4	Session 1: **Life Cycles**	40 minutes
		Session 2: **A Time For Everything**	45 minutes
		Session 3: **Big Changes, Little Changes** + Classroom Shorts	40 minutes
Summer I or II	LKS2 Module 3, Unit 1	Session 1: **A Community of Love**	40 minutes
		Session 2: **What is the Church?**	35 minutes
	LKS2 Module 3, Unit 2	Session 1: **How Do I Love Others?**	45 minutes
		Session 3: **Money Matters** + Classroom Shorts	40 minutes

Year 5

Term	Module and Unit	Session Title	Session Length
Autumn II	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: **God Is Calling You**	60 minutes
Spring I	UKS2 Module 2, Unit 2	Session 1: **Under Pressure** + Classroom Short	60 minutes
		Session 2: **Do You Want A Piece of Cake?**	60 minutes
		Session 3: **Self-Talk**	60 minutes
	UKS2 Module 2, Unit 3	Session 1: **Sharing Isn't Always Caring**	60 minutes
		Session 2: **Cyberbullying** + Classroom Shorts	60 minutes
Spring II	UKS2 Module 2, Unit 4	Session 1: **Types of Abuse** + Classroom Shorts	**60**-90 minutes
		Session 2: **Impacted Lifestyles** + Classroom Shorts	60 minutes
		Session 3: **Making Good Choices**	60 minutes
		Session 4: **Giving Assistance**	60 minutes
Summer I or II	UKS2 Module 3, Unit 1	Session 1: **The Holy Trinity**	60 minutes
		Session 2: **Catholic Social Teaching**	60 minutes
	UKS2 Module 3, Unit 2	Session 1: **Reaching Out**	60 minutes
		Session 2: **The World of Work** + Classroom Shorts	60 minutes

Year 6

Term	Module and Unit	Session Title	Session Length
Autumn II	UKS2 Module 1, Unit 1	Story Sessions: **Calming the Storm**	5 x 15-minute sessions over 5 days
	UKS2 Module 1, Unit 2	Session 1: **Gifts and Talents**	60 minutes
		Session 2: **Girls' Bodies**	60 minutes
		Session 3: **Boys' Bodies**	60 minutes
		Session 4: **Spots and Sleep** + Classroom Shorts	60 minutes
Spring I	UKS2 Module 1, Unit 3	Session 1: **Body Image**	60 minutes
		Session 2: **Peculiar Feelings**	60 minutes
		Session 3: **Emotional Changes**	60 minutes
		Session 4: **Seeing Stuff Online**	60 minutes
Spring II	UKS2 Module 1, Unit 4	Session 1: **Making Babies (Part 1)**	60 minutes
		Session 2: **Making Babies (Part 2)** May be omitted or may be set as a homework task with parents.	60 minutes
		Session 3: **Menstruation**	60 minutes
		Session 4: **Hope Beyond Death**	60 minutes
		Session 5: **Coping with Change** + Classroom Shorts	60 minutes
Summer I or II	UKS2 Module 2, Unit 2	Session 4: **Confidence vs Control**	60 minutes
		Session 5: **Build Others Up** + Classroom Shorts	60 minutes
	UKS2 Module 3, Unit 1	Session 1: **The Holy Trinity**	60 minutes
		Session 2: **Catholic Social Teaching**	60 minutes
	UKS2 Module 3, Unit 2	Session 1: **Reaching Out**	60 minutes
		Session 3: **Money and Me** + Classroom Shorts	60 minutes

*Please note that children in Year 6 do not complete the Making Babies Part 2 lesson.

Life to the Full Plus - Overview

Ten:Ten Resources

EYFS

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
EYFS	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Handmade With Love	**Session 1** I Am Me	**Session 1** I Like, You Like, We All Like!	**Session 1** Growing Up	**Session 1** Role Model	**Session 1** Who's Who?	**Session 1** What is the Internet?	**Session 1** Safe Inside and Out	**Session 1** God is Love	**Session 1** Me, You, Us
		Session 2 Heads, Shoulders, Knees and Toes	**Session 2** All the Feelings!	**Session 2** New People, New Places Classroom Shorts		**Session 2** You've Got A Friend In Me	**Session 2** Playing Online	**Session 2** My Body, My Rules	**Session 2** Loving God, Loving Others	**Session 2** When I Grow Up… Classroom Shorts
		Session 3 Ready Teddy?	**Session 3** Let's Get Real			**Session 3** Forever Friends		**Session 3** Feeling Poorly		**Session 3** 'Money Doesn't Grow On Trees' Classroom Shorts
								Session 4 People Who Help Us		

Life to the Full Plus - Overview

Ten:Ten Resources

KS1

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
KS1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Let the Children Come	**Session 1** I am Unique	**Session 1** Feelings, Likes and Dislikes	**Session 1** The Cycle of Life	**Session 1** God Loves You	**Session 1** Special People	**Session 1** Real Life Online	**Session 1** Good and Bad Secrets	**Session 1** Three In One	**Session 1** The Communities We Live In
		Session 2 Girls and Boys	**Session 2** Feeling Inside Out	**Session 2:** Beginnings and Endings		**Session 2** Treat Others Well...	**Session 2** Rules To Help Us	**Session 2** Physical Contact	**Session 2** Who is My Neighbour?	**Session 2** Who Will I Be? Classroom Shorts
		Session 3 Clean and Healthy (My Body)	**Session 3** Super Susie Gets Angry	**Session 3:** Change Is All Around Classroom Shorts		**Session 3** …and Say Sorry		**Session 3** Harmful Substances		**Session 3** Needs and Wants Classroom Shorts
								Session 4 Can You Help Me? (Part 1)		
								Session 5 Can You Help Me? (Part 2)		

Life to the Full Plus - Overview

Ten:Ten Resources

LKS2

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
LKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Get Up!	**Session 1** We Don't Have to Be the Same	**Session 1** What Am I Feeling?	**Session 1** Life Cycles	**Story Sessions** Jesus, My Friend	**Session 1** Family, Friends and Others...	**Session 1** Sharing Online	**Session 1** Safe in My Body Classroom Shorts	**Session 1** A Community of Love	**Session 1** How Do I Love Others?
	Session 2 The Sacraments	**Session 2** Respecting Our Bodies	**Session 2** What Am I Looking at?	**Session 2** A Time for Everything		**Session 2** When Things Feel Bad	**Session 2** Chatting Online Classroom Shorts	**Session 2** Drugs, Alcohol and Tobacco	**Session 2** What is the Church?	**Session 2** Working Together Classroom Shorts
		Session 3 What is Puberty?	**Session 3** I am Thankful	**Session 3** Big Changes, Little Changes Classroom Shorts				**Session 3** First Aid Heroes		**Session 3** Money Matters Classroom Shorts
		Session 4 Changing Bodies						**Session 4** Rights and Responsi-bilities Classroom Shorts		
		Session 5 Male/ Female Discussion Groups (optional)								

Life to the Full Plus - Overview

Ten:Ten Resources

UKS2

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
UKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Calming the Storm	**Session 1** Gifts and Talents	**Session 1** Body Image	**Session 1** Making Babies (Part 1)	**Session 1** God Is Calling You	**Session 1** Under Pressure	**Session 1** Sharing Isn't Always Caring	**Session 1** Types of Abuse Classroom Shorts	**Session 1** The Holy Trinity	**Session 1** Reaching Out
		Session 2 Girls' Bodies	**Session 2** Peculiar Feelings	**Session 2** Making Babies (Part 2)		**Session 2** Do You Want A Piece of Cake?	**Session 2** Cyberbullying Classroom Shorts	**Session 2** Impacted Lifestyles Classroom Shorts	**Session 2** Catholic Social Teaching	**Session 2** The World of Work Classroom Shorts
		Session 3 Boys' Bodies	**Session 3** Emotional Changes	**Session 3** Menstruation		**Session 3** Self-Talk		**Session 3** Making Good Choices		**Session 3** Money and Me Classroom Shorts
		Session 4 Spots and Sleep	**Session 4** Seeing Stuff Online	**Session 4** Hope Beyond Death		**Session 4** Build Others Up Classroom Shorts		**Session 4** Giving Assistance		
				Session 5 Coping with Change Classroom Shorts						