

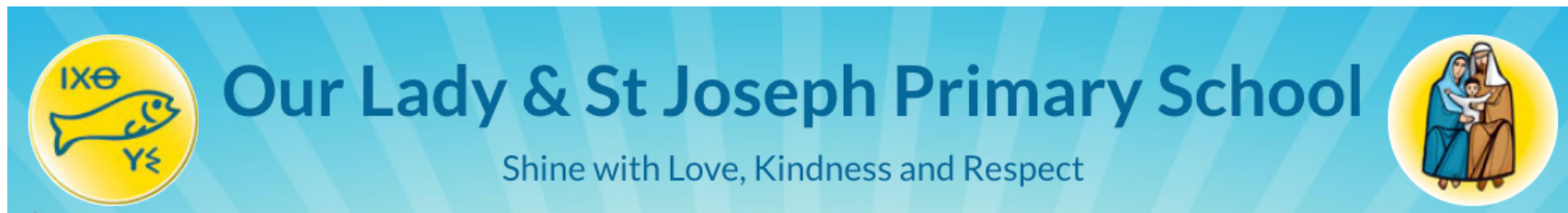
# Our Lady & St Joseph Catholic Primary School



***'Shine with Love, Kindness and Respect'***

PSHRE

PSHRE (Personal, Social, Health and Relationships Education, inc Citizenship)



### **Our Mission Statement**

Our Mission is to foster the Gospel values of Jesus Christ and provide a high standard of education with equality of opportunity for all.

We aim to achieve this by...

- Creating a safe and loving environment for the whole school community.
- Enabling everyone to grow spiritually, intellectually, emotionally and physically.
- Valuing each member of our community by recognizing the gifts and needs of every individual.
- Encouraging self discipline and treating everyone with respect and courtesy at all times.
- Working in open and honest partnership with families, the Church and the wider community

### **Our school motto:**

Is to ask our children to always  
***'Shine with love kindness and respect'***

## **Introduction**

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue with an emphasis on the importance of healthy relationships to human well-being, as the core learning within a PSHRE curriculum.

## **Pedagogical Principles**

A good PSHRE programme must enshrine core pedagogical virtues – that it is, it must, above all else, qualify as good education. Therefore, it will be:

### **Progressive & Developmental**

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

### **Differentiated**

Schools must ensure that PSHRE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn because of lack of resources and training or to catch up in other subjects.

### **Cross-curricular**

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

### **Integrated**

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of PSHRE.

### **Co-ordinated**

None of these educational goals are possible if PSHRE is not given the time and importance it deserves by those who plan and implement its delivery in school.

PSHRE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

### **Balanced**

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced PSHRE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

### **The structure of this model curriculum.**

This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

- ***Created and loved by God (this explores the individual)***

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

- ***Created to love others (this explores an individual's relationships with others)***

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

- ***Created to live in community – local, national & global (this explores the individual's relationships with the wider world)***

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHRE content of the theme.

### **Christian Virtue and PSHRE**

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

### **Appendices**

Appendix 1	PSHRE Skills Progression
Appendix 2	Cross Curricular Links
Appendix 3	Ten-Ten 'Life to the Full' Long Term Progression Map
Appendix 4	Protected Characteristics
Appendix 5	PSHRE Knowledge Progression Map

## Appendix 1: PSHRE Skills Progression

(National Curriculum requirements for the teaching and learning of PSHRE)

### Theme 1: Created and Loved by God

EYFS & KS1

KS2

Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>1.1.1.1. Respectful of their own bodies and character</li> <li>1.1.1.2. Appreciative for blessings</li> <li>1.1.1.3. Grateful to others and to God</li> <li>1.1.1.4. Patient when they do not always get what they want</li> </ul>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>2.1.1.1. Respectful of their own bodies, character and giftedness</li> <li>2.1.1.2. Appreciative for blessings</li> <li>2.1.1.3. Grateful to others and to God</li> <li>2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</li> <li>2.1.1.5. Discerning in their decision making</li> <li>2.1.1.6. Determined and resilient in the face of difficulty</li> <li>2.1.1.7. Courageous in the face of new situations and in facing their fears</li> </ul>
Religious understanding of the human person: loving myself	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>1.1.2.1. We are made by God and are special</li> <li>1.1.2.2. We are all God's children</li> <li>1.1.2.3. Ways of expressing gratitude to God</li> <li>1.1.2.4. About the sacrament of Baptism</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>2.1.2.1. We are special people made in the image and likeness of God</li> <li>2.1.2.2. We are children of God with an innate dignity</li> <li>2.1.2.3. God has created us for a purpose (vocation)</li> <li>2.1.2.4. Life is precious and their body is God's gift to them</li> <li>2.1.2.5. Prayer and worship are ways of nourishing their relationship with God</li> <li>2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics</li> </ul>

EYFS & KS1

KS2

Life cycles and fertility	<p><b>Pupils should be taught:</b></p> <p><b>Life cycles</b></p> <ul style="list-style-type: none"> <li>1.1.5.1. That there are life stages from birth to death</li> </ul>	<p><b>Pupils should be taught:</b></p> <p><b>Life cycles</b></p> <ul style="list-style-type: none"> <li>2.1.5.1. How a baby grows and develops in its mother's womb</li> <li>2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)</li> </ul> <p><b>Fertility</b></p> <ul style="list-style-type: none"> <li>2.1.5.3. The nature and role of menstruation in the fertility cycle</li> <li>2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</li> </ul>
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## EYFS & KS1

## KS2

Me, my body and my health	<p><b>Pupils should be taught:</b></p> <p><b>Me</b></p> <p>1.1.3.1. We are all unique individuals</p> <p>1.1.3.2. We all have individual gifts, talents and abilities</p> <p><b>My body</b></p> <p>1.1.3.3. The names of the external parts of the body</p> <p>1.1.3.4. The similarities and differences between girls and boys</p> <p><b>My Health</b></p> <p>1.1.3.5. How to maintain personal hygiene</p> <p>1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating</p>	<p><b>Pupils should be taught:</b></p> <p><b>Me</b></p> <p>2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy</p> <p>2.1.3.2. Strategies to develop self-confidence and self-esteem</p> <p>2.1.3.3. Each person has a purpose in the world</p> <p>2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p><b>My body</b></p> <p>2.1.3.5. Their body will change and develop as they grow</p> <p>2.1.3.6. About the growth and development of humans and the changes experienced during puberty</p> <p>2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</p> <p><b>My health</b></p> <p>2.1.3.8. How to make informed choices that have an impact on their health</p>
Emotional well-being and attitudes	<p><b>Pupils should be taught:</b></p> <p><b>Emotional well-being</b></p> <p>1.1.4.1. That we all have different likes and dislikes</p> <p>1.1.4.2. A language to describe feelings</p> <p><b>Attitudes</b></p> <p>1.1.4.3. A basic understanding that feelings and actions are two different things</p> <p>1.1.4.4. Simple strategies for managing feelings and behaviour</p> <p>1.1.4.5. That choices have consequences</p>	<p><b>Pupils should be taught:</b></p> <p><b>Emotional well-being</b></p> <p>2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty</p> <p>2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings</p> <p>2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p><b>Attitudes</b></p> <p>2.1.4.5. That some behaviour is unacceptable, unhealthy or risky</p> <p>2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p>

## Theme 2: Created to love others

### EYFS & KS1

### KS2

Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>1.2.1.1. Friendly, able to make and keep friends</li> <li>1.2.1.2. Caring, attentive to the needs of others and generous in their responses</li> <li>1.2.1.3. Respectful of others, their uniqueness, their wants and their needs</li> <li>1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them</li> <li>1.2.1.5. Courteous, learning to say, “please” and “thank you”</li> <li>1.2.1.6. Honest, able to tell the difference between truth and lies</li> </ul>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>2.2.1.1. Loyal, able to develop and sustain friendships</li> <li>2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</li> <li>2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different</li> <li>2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</li> <li>2.2.1.5. Courteous in their dealings with friends and strangers</li> <li>2.2.1.6. Honest, committed to living truthfully and with integrity</li> </ul>
Religious understanding of human relationships: loving others	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>1.2.2.1. We are part of God’s family</li> <li>1.2.2.2. All families are important</li> <li>1.2.2.3. That saying sorry is important and can help mend broken friendships</li> <li>1.2.2.4. Jesus cared for others</li> <li>1.2.2.5. That we should love other people in the same way Jesus loves us</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese</li> <li>2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation</li> <li>2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus’ teaching on forgiveness</li> <li>2.2.2.4. The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment</li> </ul>



Personal Relationships	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>1.2.3.1. The characteristics of positive and negative relationships</li> <li>1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special</li> <li>1.2.3.3. There are different family structures and these should be respected</li> <li>1.2.3.4. Families should be a place of love, security and stability.</li> <li>1.2.3.5. The importance of spending time with your family</li> <li>1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours</li> <li>1.2.3.7. To recognise when people are being unkind to them and others and how to respond</li> <li>1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong</li> <li>2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family</li> <li>2.2.3.3. Marriage represents a formal and legally recognised commitment</li> <li>2.2.3.4. For the Church, marriage has a special significance as one of the sacraments</li> <li>2.2.3.5. The characteristics of a healthy family life.</li> <li>2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences</li> <li>2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond</li> <li>2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</li> <li>2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised</li> <li>2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes</li> </ul>
Keeping safe and people who can help me	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</li> <li>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</li> <li>1.2.4.3. The difference between good and bad secrets</li> <li>1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation</li> <li>1.2.4.5. Importance of seeking and giving permission in relationships.</li> </ul> <p><b>People who can help me</b></p> <ul style="list-style-type: none"> <li>1.2.4.6. Who to go to if they are worried or need help</li> <li>1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations</li> </ul>	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>2.2.4.2. How to use technology safely</li> <li>2.2.4.3. That not all images, language and behaviour are appropriate</li> <li>2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>2.2.4.5. Importance of seeking and giving permission in relationships</li> </ul> <p><b>People who can help me</b></p> <ul style="list-style-type: none"> <li>2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them</li> <li>2.2.4.7. How to report and get help if they encounter inappropriate materials or messages</li> <li>2.2.4.8. To keep asking for help until they are heard</li> </ul>

### Theme 3: Created to live in community (local, national and global)

#### EYFS & KS1

#### KS2

Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>
Religious understanding of the importance of human communities	<p><b>Pupils should be taught:</b></p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus' teaching on who is my neighbour</p>	<p><b>Pupils should be taught:</b></p> <p>2.3.2.1. God is Trinity – a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>
Living in the wider world	<p><b>Pupils should be taught:</b></p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behaviour has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>	<p><b>Pupils should be taught:</b></p> <p>2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>

## Appendix 2: Cross Curricular links with RE, Science and PHSE

### OLSJ RE Curriculum Map 2024/25

#### Autumn Term

Module Themes	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Domestic Church Family	Creation and Covenant (RED Branch 1)	<b>Families</b> God’s love and care for every family. <i>How does God care for me and my family?</i>	<b>Beginnings</b> God at every beginning. <i>Who made the world and everything in it?</i>	<b>Homes</b> God’s dream for every family. <i>What makes a house a home?</i>	<b>People</b> The family of God in Scripture. <i>Why was Jesus’ family important?</i>	<b>Ourselves</b> Created in the image and likeness of God. <i>We are made like God. How can we love like God loves?</i>	<b>Loving</b> God who never stops loving. <i>Do you have to earn love?</i>
Baptism/ Confirmation Belonging		<b>Belonging</b> Baptism is an invitation to belong to God’s family. <i>What does it mean to belong?</i>	<b>Signs &amp; symbols</b> Signs & symbols in Baptism. <i>What are the signs and symbols used in Baptism?</i>	<b>Promises</b> Promises made at Baptism. <i>Why do we make promises?</i>	<b>Called</b> Confirmation: a call to witness. <i>What does it mean to be called and chosen?</i>	<b>Life choices</b> Marriage commitment and service. <i>Is commitment important?</i>	<b>Vocation &amp; commitment</b> The vocation of priesthood and religious life. <i>What does it mean to be committed?</i>
Judaism							
Advent/ Christmas Loving	Prophecy and Promise (RED Branch 2)	<b>Waiting</b> Advent: a time to look forward to Christmas. <i>Is waiting always difficult?</i>	<b>Preparations</b> Advent: preparing to celebrate Christmas. <i>What is the best way to prepare for Jesus’ coming?</i>	<b>Visitors</b> Advent: waiting for the coming of Jesus. <i>Are visitors always welcome?</i>	<b>Gift</b> God’s gift of love & friendship in Jesus. <i>What’s so special about gifts?</i>	<b>Hope</b> Advent: waiting in joyful hope for Jesus; the promised one. <i>What does it mean to live in hope?</i>	<b>Expectations</b> Jesus born to show God to the world. <i>Should we have expectations in life?</i>

## Spring Term

Module Themes	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local Church Community	Galilee to Jerusalem (RED Branch 3)	<b>Special people</b> People in the parish family. <i>What makes a person special?</i>	<b>Books</b> The books used in Church. <i>How is the Bible the word of God?</i>	<b>Journeys</b> Christian family’s journey with Jesus. <i>Is life a journey?</i>	<b>Community</b> Life in the local Christian community: ministries in the parish. <i>What makes ‘community’?</i>	<b>Mission</b> Continuing Jesus’ mission in diocese (ecumenism). <i>Do we all have a mission in life?</i>	<b>Sources</b> The Bible, the special book for the Church. <i>How is the presence of God in the words of Scripture?</i>
Eucharist Relating		<b>Meals</b> Mass: Jesus’ special meal. <i>What makes some meals special?</i>	<b>Thanksgiving</b> Mass: a special time for saying thank you to God for everything, especially Jesus. <i>Why should we be grateful people?</i>	<b>Listening &amp; Sharing</b> Jesus gives himself to us in a special way. <i>What’s so important about listening and sharing?</i>	<b>Giving &amp; receiving</b> Living in communion. <i>How does the Eucharist challenge and enable living and growing in communion?</i>	<b>Memorial sacrifice</b> The Eucharist: the living memorial of Jesus’ sacrifice. <i>Why do we need memories?</i>	<b>Unity</b> Eucharist enables people to live in communion. <i>How does Holy Communion bring unity?</i>
Islam							
Lent/Easter Giving	Desert to Garden (RED Branch 4)	<b>Change</b> Lent: a time for change. <i>How can you change and grow in love and kindness during Lent?</i>	<b>Opportunities</b> Lent: an opportunity to start a new in order to celebrate Jesus’ new life. <i>How does Lent offer opportunities to do good?</i>	<b>Giving all</b> Lent: a time to remember Jesus’ total giving. <i>How is Lent an opportunity for me to give to others?</i>	<b>Self-discipline</b> Celebrating growth to new life. <i>What do I wonder about Jesus’ suffering and death and the Resurrection of Jesus to new life on Easter morning?</i>	<b>Sacrifice</b> Lent: a time of aligning with the sacrifice already made by Jesus. <i>How did Jesus give himself for us?</i>	<b>Death &amp; new life</b> Celebrating Jesus’ death & resurrection. <i>Can any good come out of loss and death?</i>

## Summer Term

Module Themes	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pentecost Serving	<b>To the Ends of the Earth (RED Branch 5)</b>	<b>Holidays and holydays</b> Pentecost: feast of the Holy Spirit. <i>What happened on Pentecost day?</i>	<b>Spread the word</b> Pentecost: a time to spread the Good News. <i>Why should we spread the Good News?</i>	<b>Energy</b> Gifts of the Holy Spirit. <i>What is the power of the Holy Spirit?</i>	<b>New life</b> To hear & live the Easter message. <i>How can the Holy Spirit work in people everyday?</i>	<b>Transformation</b> Celebration of the Spirit's transforming power. <i>How can we use the energy from earth in a fair way?</i>	<b>Witnesses</b> The Holy Spirit enables people to become witnesses. <i>What do I want to witness in my life?</i>
<b>Reconciliation</b> Inter-relating	<b>Dialogue and Encounter (RED Branch 6)</b>	<b>Being sorry</b> God helps us to choose well – Sacrament of Reconciliation. <i>What would the world be like if everyone followed Jesus' rule to 'love one another'?</i>	<b>Rules</b> Reasons for rules in the Christian family – Sacrament of Reconciliation. <i>Do we need rules?</i>	<b>Choices</b> The importance of examination of conscience – Sacrament of Reconciliation. <i>How is God always forgiving?</i>	<b>Building bridges</b> Admitting wrong, being reconciled with God and each other - Sacrament of Reconciliation. <i>How are decisions about friendship informed by beliefs and values?</i>	<b>Freedom and responsibility</b> Commandments enable Christians to be free & responsible. <i>How do rules bring freedom?</i>	<b>Healing</b> Sacrament of the Sick. <i>How does the Sacrament of Anointing bring comfort to those who are sick?</i>
<b>Universal Church</b> World		<b>Neighbours</b> Neighbours share God's world. <i>How can I be a good neighbour?</i>	<b>Treasures</b> God's treasure: the world. <i>Why is God's creation so wonderful?</i>	<b>Special Places</b> Holy places for Jesus & the Christian. <i>Why do Christians want to keep the world a special place?</i>	<b>God's people</b> Different saints show people what God is like. <i>What are the qualities you admire in others?</i>	<b>Stewardship</b> The Church is called to the stewardship of Creation. <i>How can I show respect for the environment each day?</i>	<b>Common good</b> Work of the worldwide Christian family. <i>How can we work together to build a just and fair world?</i>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Ourselves	Seasons and hibernation	Winter and polar animals	Animals and cultures from around the world	Mini-beasts and plants	
Year 1	Animals including humans		Everyday materials		Plants	Seasonal changes
BIG QUESTION	What are the differences between animals and humans?		What are the things I use made from?		What parts make up a plant?	What seasonal changes happen over the year?
Year 2	Animals including humans		Everyday materials	Living things and their habitats	Living things and their habitats and Plants	
BIG QUESTION	Do I need the same things as a duckling?		How do we choose the best material?	Why don't polar bears live in Hackney?	What do plants need to grow?	
Year 3	Forces and Magnets	Light	Rocks	Plants	Animals including humans	
BIG QUESTION	What makes objects move?	What is a shadow?	What lies beneath our feet?	Why do plants have flowers?	Why do animals have skeletons? What is a healthy diet and why is it important?	
Year 4	Animals including humans	Living things and their habitats	Sound	Electricity	States of matter	
BIG QUESTION	What do our bodies do with the food we eat?	Are living things in danger?	How does sound reach our ears?	What can we do with electricity?	Will we ever run out of water?	
Year 5	Materials	Earth and Space	Forces	Living things and their habitats	Animals including humans	
BIG QUESTION	How do materials change?	Sun, Earth & Moon: What is moving and how do we know?	How and why do objects move?	How do life cycles vary in living things?	How do humans develop over their lifetime?	
Year 6	Animals including humans	Living things and their habitats	Evolution and inheritance	Light	Electricity	
BIG QUESTION	How do our choices affect how our bodies work?	How can we classify living things?	What is evolution and why don't I look exactly like my relatives?	How does light travel?	How can we vary the effects of electricity?	

**Appendix 3: At Our Lady & St Joseph Primary School, we will be using the Ten Ten 'Life to the Full Plus' Resources in order to teach PSHE. The Learning Objectives listed in the tables above will be covered within the following sessions.**

## Life to the Full Plus - Overview



### 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

### 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
	<b>Story Sessions</b> Let the Children Come	<b>Session 1</b> I am Unique	<b>Session 1</b> Feelings, Likes and Dislikes	<b>Session 1</b> The Cycle of Life	<b>Session 1</b> God Loves You	<b>Session 1</b> Special People	<b>Session 1</b> Real Life Online	<b>Session 1</b> Good and Bad Secrets	<b>Session 1</b> Three In One	<b>Session 1</b> The Communities We Live In
		<b>Session 2</b> Girls and Boys	<b>Session 2</b> Feeling Inside Out	<b>Session 2:</b> Beginnings and Endings		<b>Session 2</b> Treat Others Well...	<b>Session 2</b> Rules To Help Us	<b>Session 2</b> Physical Contact	<b>Session 2</b> Who is My Neighbour?	<b>Session 2</b> Who Will I Be?  Classroom Shorts
		<b>Session 3</b> Clean and Healthy (My Body)	<b>Session 3</b> Super Susie Gets Angry	<b>Session 3:</b> Change Is All Around  Classroom Shorts		<b>Session 3</b> ...and Say Sorry		<b>Session 3</b> Harmful Substances		<b>Session 3</b> Needs and Wants  Classroom Shorts
								<b>Session 4</b> Can You Help Me? (Part 1)		
								<b>Session 5</b> Can You Help Me? (Part 2)		



# Life to the Full Plus - Overview

## 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
<b>LKS2</b>	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
	<b>Story Sessions</b> Get Up!	<b>Session 1</b> We Don't Have to Be the Same	<b>Session 1</b> What Am I Feeling?	<b>Session 1</b> Life Cycles	<b>Story Sessions</b> Jesus, My Friend	<b>Session 1</b> Family, Friends and Others...	<b>Session 1</b> Sharing Online	<b>Session 1</b> Safe in My Body Classroom Shorts	<b>Session 1</b> A Community of Love	<b>Session 1</b> How Do I Love Others?
	<b>Session 2</b> The Sacraments	<b>Session 2</b> Respecting Our Bodies	<b>Session 2</b> What Am I Looking at?	<b>Session 2</b> A Time for Everything		<b>Session 2</b> When Things Feel Bad	<b>Session 2</b> Chatting Online Classroom Shorts	<b>Session 2</b> Drugs, Alcohol and Tobacco	<b>Session 2</b> What is the Church?	<b>Session 2</b> Working Together Classroom Shorts
		<b>Session 3</b> What is Puberty?	<b>Session 3</b> I am Thankful	<b>Session 3</b> Big Changes, Little Changes Classroom Shorts				<b>Session 3</b> First Aid Heroes		<b>Session 3</b> Money Matters Classroom Shorts
		<b>Session 4</b> Changing Bodies						<b>Session 4</b> Rights and Responsibilities Classroom Shorts		
		<b>Session 5</b> Male/ Female Discussion Groups (optional)								

## Life to the Full Plus - Overview

### 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
	<b>Story Sessions</b> Calming the Storm	<b>Session 1</b> Gifts and Talents	<b>Session 1</b> Body Image	<b>Session 1</b> Making Babies (Part 1)	<b>Session 1</b> God Is Calling You	<b>Session 1</b> Under Pressure	<b>Session 1</b> Sharing Isn't Always Caring	<b>Session 1</b> Types of Abuse Classroom Shorts	<b>Session 1</b> The Holy Trinity	<b>Session 1</b> Reaching Out
		<b>Session 2</b> Girls' Bodies	<b>Session 2</b> Peculiar Feelings	<b>Session 2</b> Making Babies (Part 2)		<b>Session 2</b> Do You Want A Piece of Cake?	<b>Session 2</b> Cyberbullying Classroom Shorts	<b>Session 2</b> Impacted Lifestyles Classroom Shorts	<b>Session 2</b> Catholic Social Teaching	<b>Session 2</b> The World of Work Classroom Shorts
		<b>Session 3</b> Boys' Bodies	<b>Session 3</b> Emotional Changes	<b>Session 3</b> Menstruation		<b>Session 3</b> Self-Talk		<b>Session 3</b> Making Good Choices		<b>Session 3</b> Money and Me Classroom Shorts
		<b>Session 4</b> Spots and Sleep	<b>Session 4</b> Seeing Stuff Online	<b>Session 4</b> Hope Beyond Death		<b>Session 4</b> Build Others Up Classroom Shorts		<b>Session 4</b> Giving Assistance		
				<b>Session 5</b> Coping with Change Classroom Shorts						

## Appendix 4 – Protected Characteristics

### **What are the Protected Characteristics?**

It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called Protected Characteristics. In UK law, individuals are protected under the Equality Act 2010 from these types of discrimination.

### **Where are they covered in the Primary Ten Ten Life to the Full Programme?**

#### **Age:**

The subject of age, and the dignity of the person at all ages, is explored in the unit **Life Cycles (All Key Stages, Module 1 Unit 4)**. Within these lessons, the programme teaches about the natural progress of life, and teaches that death is part of God's plan for us.

#### **Disability:**

Since 2019, Ten Ten have been working with a SEND specialist to a) provide specific guidance for the teaching of the subject for children with Special Educational Needs and b) to help us become more mindful of disability diversity representation on in our stories and imagery. During the academic year 2021-22, changes have been made to image content, video content, lessons and appendices to increase disability representation.

### **Gender reassignment:**

Whilst we are mindful that gender reassignment is a real issue for many primary schools, the subject is not currently explored in Life to the Full. Rather, the programme provides foundational language about our core identity as children of God to enable schools to address specific issues with their whole school community.

### **Marriage and Civil Partnership:**

The sessions **"Who's Who?" (EYFS Module 2.2.1), "Special People" (KS1 Module 2.2.1) and "Family, Friends and Others" (LKS2 Module 2.2.1)** explore different family structures. They provide opportunities for children to share news about their own family structure in a non-judgemental forum and also provide opportunity for discussion the different family structures given in the various stories and scenarios.

In the **Paradise Street dramas (UKS2 Module 1)**, various family structures are represented through the characters in the films and there is discussion about specific family structures, such as families with 'two mums and two dads' in **"Gifts and Talents" KS2 Module 1.2.1.**

### **Pregnancy and maternity:**

Although pregnancy is explored in age-appropriate ways throughout the primary schools' programme in the unit **Life Cycles (All Key Stages, Module 1 Unit 4)**, the specific issue of maternity discrimination is not explored in primary schools.

**Race:** From the outset within the design of the programme, Ten Ten have been mindful of ensuring racial representation in our stories, dramas, appendices, scenarios and imagery. Building on a resource we created for our Collective Worship programme in response to Black Lives Matter, in March 2022 they plan to launch a new resource for all learning stages which specifically explores anti-racism. This new resource is included as part of the Life to the Full lesson structure.

**Religion and belief:**

In the current iteration of Life to the Full, we cannot point to a specific lesson or unit which explicitly points to the importance of respect for other religions, although it is acknowledged that primary schools will undertake this teaching through R.E. However, it is acknowledged by Ten Ten as a point for development within this programme and we will endeavour to include further teaching in this regard for the academic year 2022-23.

**Sex:**

Throughout the primary schools' programme, the teaching, stories, videos and image content establish an understanding of the equality of men and women, boys and girls. For example, in the unit **"Me, My Body, My Health" (All Key Stages, Module 1, Unit 2)** the discourse about the physical differences between boys and girls is matched by teaching about gender equality and dispelling gender stereotypes.

**Sexual orientation:**

Attraction to the opposite sex is touched upon in **UKS2 Module 1 within the 'Paradise Street'** series as part of a discussion around emotional changes. However, sexual attraction as a subject is not addressed as part of the Life to the Full programme. In 2021/22, a new resource has been added to the programme which addresses homophobic bullying within the wider context of living 'life to the full'.

## Appendix 5: PSHRE Programme Pathway (2)

**Ten Ten: Module 1: Created and Loved by God**

**Module 2: Created to Love Others**

**Module 3: Created to live in Community**

### Reception

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

## Year 1

Term	Module and Unit	Session Title	Session Length
Autumn II	KS1, Module 1, Unit 1	Story Sessions: <b>Let the Children Come</b>	5 x 10-minute sessions over 5 days
	KS1, Module 2, Unit 1	Session 1: <b>God Loves You</b>	40 minutes
Spring I	KS1, Module 2, Unit 2	Session 1: <b>Special People</b>	30 minutes
		Session 2: <b>Treat Others Well...</b>	35 minutes
		Session 3: <b>...and Say Sorry</b>	30 minutes
Spring II	KS1, Module 2, Unit 4	Session 1: <b>Good and Bad Secrets</b>	35 minutes
		Session 2: <b>Physical Contact</b>	40 minutes (or 2 x 25 minutes)
		Session 3: <b>Harmful Substances</b>	30 minutes
		Session 4: <b>Can You Help Me? (Part 1)</b>	35 minutes
		Session 5: <b>Can You Help Me? (Part 2)</b>	35 minutes
Summer I or II	KS1, Module 3, Unit 1	Session 1: <b>Three In One</b>	25 minutes
		Session 2: <b>Who is My Neighbour?</b>	30 minutes
	KS1, Module 3, Unit 2	Session 1: <b>The Communities We Live In</b>	35 minutes
		Session 2: <b>Who Will I Be? + Classroom Shorts</b>	30 minutes

## Year 2

Term	Module and Unit	Session Title	Session Length
Autumn II	KS1, Module 1, Unit 1	Story Sessions: <b>Let the Children Come</b>	5 x 10-minute sessions over 5 days
Spring I	KS1, Module 1, Unit 2	Session 1: <b>I Am Unique</b>	30 minutes
		Session 2: <b>Girls and Boys</b>	30-40 minutes
		Session 3&4: <b>Clean and Healthy (My Body)</b>	75 minutes (to be split over two sessions)
Spring II	KS1 Module 1, Unit 3	Session 1: <b>Feelings, Likes and Dislikes</b>	40 minutes
		Session 2: <b>Feeling Inside Out</b>	30 minutes
		Session 3: <b>Super Susie Gets Angry</b>	40 minutes
Summer I	KS1 Module 1 Unit 4	Session 1: <b>The Cycle of Life</b>	30 minutes
		Session 2: <b>Beginnings and Endings</b>	40 minutes
		Session 3: <b>Change Is All Around</b> + Classroom Shorts	40 minutes
	KS1, Module 2, Unit 3	Session 1: <b>Real Life Online</b>	40 minutes
		Session 2: <b>Rules To Help Us</b>	35 minutes
Summer I or II	KS1, Module 3, Unit 1	Session 1: <b>Three In One</b>	25 minutes
		Session 2: <b>Who is My Neighbour?</b>	30 minutes
	KS1, Module 3, Unit 2	Session 1: <b>The Communities We Live In</b>	35 minutes
		Session 3: <b>Needs and Wants</b> + Classroom Shorts	30 minutes



### Year 3

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

## Year 4

Term	Module and Unit	Session Title	Session Length
Autumn II	LKS2 Module 1, Unit 1	Story Sessions: <b>Get Up!</b>	5 x 15-minute sessions over 5 days
Spring I	LKS2 Module 1, Unit 2	Session 1: <b>We Don't Have to be the Same</b>	40 minutes
		Session 2: <b>Respecting our Bodies</b>	40 minutes
		Session 3: <b>What is Puberty?</b>	40 minutes
		Session 4: <b>Changing Bodies</b>	40 minutes
		Session 5: <b>Male/Female Discussion Groups (optional)</b>	45 minutes
Spring II	LKS2 Module 1, Unit 3	Session 1: <b>What Am I Feeling?</b>	40 minutes
		Session 2: <b>What Am I Looking At?</b>	35 minutes
		Session 3: <b>I Am Thankful</b>	40 minutes
Summer I	LKS2 Module 1, Unit 4	Session 1: <b>Life Cycles</b>	40 minutes
		Session 2: <b>A Time For Everything</b>	45 minutes
		Session 3: <b>Big Changes, Little Changes</b> + Classroom Shorts	40 minutes
Summer I or II	LKS2 Module 3, Unit 1	Session 1: <b>A Community of Love</b>	40 minutes
		Session 2: <b>What is the Church?</b>	35 minutes
	LKS2 Module 3, Unit 2	Session 1: <b>How Do I Love Others?</b>	45 minutes
		Session 3: <b>Money Matters</b> + Classroom Shorts	40 minutes

## Year 5

Term	Module and Unit	Session Title	Session Length
Autumn II	UKS2 Module 1, Unit 1	Story Sessions: <b>Calming the Storm</b>	5 x 15-minute sessions over 5 days
	UKS2 Module 2, Unit 1	Session 1: <b>God Is Calling You</b>	60 minutes
Spring I	UKS2 Module 2, Unit 2	Session 1: <b>Under Pressure</b>	60 minutes
		Session 2: <b>Do You Want A Piece of Cake?</b>	60 minutes
		Session 3: <b>Self-Talk</b>	60 minutes
	UKS2 Module 2, Unit 3	Session 1: <b>Sharing Isn't Always Caring</b>	60 minutes
		Session 2: <b>Cyberbullying</b> + Classroom Shorts	60 minutes
Spring II	UKS2 Module 2, Unit 4	Session 1: <b>Types of Abuse</b> + Classroom Shorts	60-90 minutes
		Session 2: <b>Impacted Lifestyles</b> + Classroom Shorts	60 minutes
		Session 3: <b>Making Good Choices</b>	60 minutes
		Session 4: <b>Giving Assistance</b>	60 minutes
Summer I or II	UKS2 Module 3, Unit 1	Session 1: <b>The Holy Trinity</b>	60 minutes
		Session 2: <b>Catholic Social Teaching</b>	60 minutes
	UKS2 Module 3, Unit 2	Session 1: <b>Reaching Out</b>	60 minutes
		Session 2: <b>The World of Work</b> + Classroom Shorts	60 minutes

## Year 6

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