Our Lady & St Joseph Catholic Primary School



'Shine with Love, Kindness and Respect'

RSHE

Relationships, Sex and Health Education (RSHE)

Our Lady & St Joseph Primary School

Shine with Love, Kindness and Respect

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 RSHE curriculum.

Pedagogical Principles

A good RSHE 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 RSHE 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.

RSHE 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 RSHE

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

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Appendix 2	Cross Curricular Links
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Appendix 1:RSHE 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	**In a Catholic school, pupils are growing to be:** 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want	**In a Catholic school, pupils are growing to be:** 2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears
Religious understanding of the human person: loving myself	**Pupils should be taught:** 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism	**Pupils should be taught:** 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics

	EYFS & KS1	KS2
Life cycles and fertility	**Pupils should be taught:** **Life cycles** 1.1.5.1. That there are life stages from birth to death	**Pupils should be taught:** **Life cycles** 2.1.5.1. How a baby grows and develops in its mother's womb 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) **Fertility** 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova

	EYFS & KS1	KS2
Me, my body and my health	**Pupils should be taught:** **Me** 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities **My body** 1.1.3.3. The names of the external parts of the body 1.1.3.4. The similarities and differences between girls and boys **My Health** 1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating	**Pupils should be taught:** **Me** 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 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) **My body** 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina) **My health** 2.1.3.8. How to make informed choices that have an impact on their health
Emotional well-being and attitudes	**Pupils should be taught:** **Emotional well-being** 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings **Attitudes** 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences	**Pupils should be taught:** **Emotional well-being** 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves **Attitudes** 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources

Theme 2: Created to love others

	EYFS & KS1	KS2
Education in virtue	**In a Catholic school, pupils are growing to be:** 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, "please" and "thank you" 1.2.1.6. Honest, able to tell the difference between truth and lies	**In a Catholic school, pupils are growing to be:** 2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
Religious understanding of human relationships: loving others	**Pupils should be taught:** 1.2.2.1. We are part of God's family 1.2.2.2. All families are important 1.2.2.3. That saying sorry is important and can help mend broken friendships 1.2.2.4. Jesus cared for others 1.2.2.5. That we should love other people in the same way Jesus loves us	**Pupils should be taught:** 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation 2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness 2.2.2.4. The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment

Personal Relationships	**Pupils should be taught:** 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Families should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable	**Pupils should be taught:** 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. Marriage represents a formal and legally recognised commitment 2.2.3.4. For the Church, marriage has a special significance as one of the sacraments 2.2.3.5. The characteristics of a healthy family life. 2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 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 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

Keeping safe and people who can help me	**Pupils should be taught:** **Keeping safe** 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation 1.2.4.5. Importance of seeking and giving permission in relationships. **People who can help me** 1.2.4.6. Who to go to if they are worried or need help 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	**Pupils should be taught:** **Keeping safe** 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond 2.2.4.5. Importance of seeking and giving permission in relationships **People who can help me** 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 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages 2.2.4.8. To keep asking for help until they are heard

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

	EYFS & KS1	KS2
Education in virtue	**In a Catholic school, pupils are growing to be:** 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally 1.3.1.2. People who serve others, locally, nationally and globally 1.3.1.3. Active in their commitment to bring about change	**In a Catholic school, pupils are growing to be:** 2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally 2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally
Religious understanding of the importance of human communities	**Pupils should be taught:** 1.3.2.1. That God is Father, Son and Holy Spirit 1.3.2.2. Some scripture illustrating the importance of living in community 1.3.2.3. Jesus' teaching on who is my neighbour	**Pupils should be taught:** 2.3.2.1. God is Trinity – a communion of persons 2.3.2.2. The key principles of Catholic Social Teaching 2.3.2.3. The Church is the Body of Christ
Living in the wider world	**Pupils should be taught:** 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behaviour has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which they live 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	**Pupils should be taught:** 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.) 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 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread 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

Appendix 2: Cross Curricular links with RE and Science

OLSJ RE Curriculum Map 2026/27

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Branch	**Branch 1** Creation and Covenant	**Branch 2** Prophecy and promise	**Branch 3** Galilee to Jerusalem	**Branch 4** Desert to Garden	**Branch 5** To the ends of the Earth	**Branch 6** Dialogue and Encounter
Catholic Social Teaching	Care of Creation	Preferential Option for the Poor	Solidarity and Peace	Communication and Participation	Dignity of Workers	Dignity
Saint Focus	St Carlo Atticus	Saint Augustine Zhao Rong	St Thérèse of Lisieux	St George	St Joseph the Worker	St Kizito

	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 RSHE. The Learning Objectives listed in the tables above will be covered within the following sessions.

Ten:Ten Resources | Life to the Full Plus!

Programme Overview 2026

Life to the Full Plus content in blue

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 Story Sessions Handmade With Love	Unit Prayer & Assessment Activity Session 1 I Am Me Session 2 Heads, Shoulders, Knees and Toes Session 3 Ready Teddy? Classroom Shorts	Unit Prayer & Assessment Activity Session 1 I Like, You Like, We All Like! Session 2 All the Feelings! Session 3 Let's Get Real	Unit Prayer & Assessment Activity Session 1 Growing Up Session 2 New People, New Places Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Role Model	Unit Prayer & Assessment Activity Session 1 Who's Who? Classroom Short Session 2 You've Got A Friend In Me Session 3 Forever Friends	Unit Prayer & Assessment Activity Session 1 What is the Internet? Session 2 Playing Online	Unit Prayer & Assessment Activity Session 1 Safe Inside and Out Session 2 My Body, My Rules Session 3 Feeling Poorly Session 4 People Who Help Us	Unit Prayer & Assessment Activity Session 1 God is Love Session 2 Loving God, Loving Others	Unit Prayer & Assessment Activity Session 1 Me, You, Us Session 2 When I Grow Up... Classroom Shorts Session 3 'Money Doesn't Grow On Trees' Classroom Shorts

Ten:Ten Resources | Life to the Full Plus!

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2026

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

Ten:Ten Resources | Life to the Full Plus!

Programme Overview
2026

Life to the Full Plus content in blue

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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
Lower Key Stage 2	Unit Prayer & Assessment Activity Story Sessions Get Up! Session 2 Sacraments	Unit Prayer & Assessment Activity Session 1 We Don't Have to Be the Same Session 2 Respecting Our Bodies Classroom Shorts Session 3 What is Puberty Session 4 Changing Bodies Session 5 Male/Female Discussion Groups (optional)	Unit Prayer & Assessment Activity Session 1 What Am I Feeling? Classroom Short Session 2 What Am I Looking At? Session 3 I am Thankful	Unit Prayer & Assessment Activity Session 1 Life Cycles Session 2 A Time for Everything Session 3 Big Changes, Little Changes Classroom Shorts	Unit Prayer & Assessment Activity Story Sessions Jesus, My Friend	Unit Prayer & Assessment Activity Session 1 Friends, Family and Others… Classroom Short Session 2 When Things Feel Bad Session 3 Balancing Needs	Unit Prayer & Assessment Activity Session 1 Sharing Onlline Session 2 Chatting Online Classroom Short	Unit Prayer & Assessment Activity Session 1 Safe in My Body Session 2 Recognising Risk Classroom Shorts Session 3 Drugs, Alcohol and Tobacco Session 4 First Aid Heroes Session 5 Rights & Re-sponsibilities Classroom Shorts	Unit Prayer & Assessment Activity Session 1 A Community of Love Session 2 What is the Church?	Unit Prayer & Assessment Activity Session 1 How Do I Love Others? Session 2 Working Together Classroom Shorts Session 3 Money Matters Classroom Shorts

Ten:Ten Resources | Life to the Full Plus!

Programme Overview
2026

Life to the Full Plus content in blue

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Upper Key Stage 2	Unit Prayer & Assessment Activity Story Sessions Calming the Storm	Unit Prayer & Assessment Activity Session 1 Gifts and Talents Session 2 Girls' Bodies Session 3 Boys' Bodies Session 4 Spots and Sleep Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Body Image Session 2 Peculiar Feelings Session 3 Emotional Changes Session 4 Seeing Stuff Online	Unit Prayer & Assessment Activity Session 1 Making Babies (Part 1) Session 2 Making Babies (Part 2) Session 3 Menstruation Session 4 Hope Beyond Death Session 5 Coping with Change Classroom Shorts	Unit Prayer & Assessment Activity Session 1 God is Calling You	Unit Prayer & Assessment Activity Session 1 Under Pressure Classroom Short Session 2 Do You Want a Piece of Cake? Session 3 Self-Talk Session 4 Confidence vs Control Session 5 Build Others Up Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Sharing Isn't Always Caring Session 2 Cyberbullying Classroom Short	Unit Prayer & Assessment Activity Session 1 Types of Abuse Classroom Shorts Session 2 Impacted Lifestyles Classroom Shorts Session 3 Making Good Choices Session 4 Giving Assistance	Unit Prayer & Assessment Activity Session 1 The Holy Trinity Session 2 Catholic Social Teaching	Unit Prayer & Assessment Activity Session 1 Reaching Out Session 2 The World of Work Classroom Shorts Session 3 Money and Me 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 porogramme 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: RSHE 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: **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

KS1

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