

# St Edward's Catholic Primary and Nursery School



## Relationship and Sex Education Policy 2020-2021

'We carry the light of Christ as we love, live and learn with each other.'

Love God, ourselves and each other.

Live life in response to God's teachings.

Learn to achieve our best in everything we do in school.

## **School Mission**

Our Mission at St Edward's is to provide a loving, caring atmosphere enabling each individual to develop intellectually, socially, morally and spiritually. As a Catholic school, the foundation of all we do is based upon Christ and His Gospel values. We will strive to ensure that the members of our community are happy and fulfilled in their lives at school.

St Edward's mission statement reinforces this:

*"We carry the light of Christ as we love, live and learn with each other"*

**Love** God, ourselves and each other

**Live** life in response to God's teachings

**Learn** to achieve our best in everything we do in school

## **DEFINING RELATIONSHIP AND SEX EDUCATION (RSE)**

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health"<sup>1</sup>. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding"<sup>2</sup>.

## **STATUTORY CURRICULUM REQUIREMENTS**

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

## **RATIONALE**

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

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

At the heart of the Christian life is the Trinity, Father, Son and Holy 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. RSE, therefore, will

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<sup>1</sup> Sex and Relationship Education Guidance, DfEE, 2000

<sup>2</sup> *ibid*

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

## **VALUES AND VIRTUES**

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to 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.

## **AIM OF RSE AND THE MISSION STATEMENT**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupil's self esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"<sup>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

## **OBJECTIVES:**

### **To develop the following attitudes and virtues:**

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

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<sup>3</sup> Gravissimum Educationis 1

### **To develop the following personal and social skills:**

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

### **To know and understand:**

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

### **Outcomes**

#### **INCLUSION AND DIFFERENTIATED LEARNING**

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

#### **EQUAL OPPORTUNITIES AND INCLUSIVITY**

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

#### **BROAD CONTENT OF RSE**

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

### **OUR RSE PROGRAMME**

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

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

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

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

Each Module is then broken down into Units of Work:

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

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

Appendix 1 shows a One Page Overview of the Programme

Appendix 2 shows the Life to the Full Overview broken down into each Year Group and term in which it will be taught.

Appendix 3 – Letter to parents informing them of the curriculum content

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

### **METHODS OF TEACHING**

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

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

### **PARENTS AND CARERS**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing materials to be shared with their children at home. Parents/ carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents are kept informed of progress and have the right to withdraw their children from RSE except in those elements, which are required by the National Curriculum orders. Should parents wish to withdraw their child/children they are asked to contact the headteacher.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

### **BALANCED CURRICULUM**

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

### **RESPONSIBILITY FOR TEACHING THE PROGRAMME**

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

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools.'

All external visitors will ensure that all teaching is rooted in Catholic principles and practice.

## **OTHER ROLES AND RESPONSIBILITIES REGARDING RSE**

### ***Governors***

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

### ***Head teacher***

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

### ***PSHE/RSE/RE Co-ordinator***

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in dissemination of the information relating to RSE and the provision of in-service training.

### ***All Staff***

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

## **RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

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

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

## **CHILDREN'S QUESTIONS**

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

## **SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK**

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

## **CONFIDENTIALITY AND ADVICE**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. 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, head teacher, but that the pupils would always be informed first that such action was going to be taken

## **MONITORING AND EVALUATION**

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

**This policy was reviewed and agreed by staff on:**

**Adopted by the TLA Committee on:**

**And Affirmed by the Full Governing Body at their meeting on:**

**Review date: Annually**





## APPENDIX 1: One Page Overview

CORE THEME	Created and Loved by God				Created to Love Others			Created to Live in Community			
	Religious Understanding	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World		
TOPIC	Story Sessions: Handmade With Love (Kester's Adventures)	Session 1: I Am Unique (Me)	Session 1: Feelings, Likes and Dislikes	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People	Session 1: Being Safe	Session 1: Trinity House	Session 1: The Communities We Live In		
		Session 2: Girls and Boys (My Body)	Session 2: Feeling Inside Out			Session 2: Treat Others Well...	Session 2: Good Secrets & Bad Secrets	Session 2: Who is My Neighbour?			
KEY STAGE ONE	Story Sessions: Clean & Healthy (My Health)	Session 3: Clean & Healthy (My Health)	Session 3: Super Susie Gets Angry	Session 1 (Yr4+): Life Cycles	Story Sessions: Jesus, My Friend	Session 3: ...and Say Sorry	Session 3: Physical Contact	Session 1: Trinity House	Session 2: What is the Church?		
		Session 1: We Don't Have To Be The Same	Session 1: What Am I Feeling?			Session 1: Friends, Family and Others	Session 1: Sharing Online				
		Session 2: Respecting Our Bodies	Session 2: What Am I Looking At?			Session 2: When Things Feel Bad	Session 2: Chatting Online				
		Session 3 (Yr4+) What is Puberty?	Session 3: I Am Thankful			Session 3: When Things Change	Session 3: Physical Contact				
LOWER KEY STAGE TWO	Story Sessions: Designed for a Purpose (Kester's Adventures)	Session 4 (Yr4+) Changing Bodies Discussion	Session 3: I Am Thankful	Session 1: Making Babies (P1)	Session 1: Making Babies (P2)	Session 1: Under Pressure	Session 1: Sharing Online	Session 1: Trinity House	Session 1: Reaching Out		
		Session 5 (Yr4+) Discussion								Session 3: Emotional Changes	Session 2: Making Babies (Optional homework session)
UPPER KEY STAGE TWO	Story Sessions: Made to Grow (Kester's Adventures)	Session 1: Gifts and Talents	Session 1: Body Image	Session 3: Menstruation	Session 1: Is God Calling You?	Session 1: Self-Talk	Session 3: Physical Contact	Session 1: Trinity House	Session 1: Reaching Out		
		Session 2: Girls' Bodies	Session 2: Peculiar Feelings							Session 2: Making Babies (Optional homework session)	Session 2: Do You Want a Piece of Cake?
		Session 3: Boys' Bodies	Session 3: Emotional Changes							Session 3: Menstruation	Session 3: Self-Talk
		Session 4: Spots and Sleep	Session 4: Seeing Stuff Online							Session 4: Menstruation	Session 3: Physical Contact

**Appendix 2**

**LIFE TO THE FULL OVERVIEW Key Stage One**

<b>YEAR GROUP</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
1	<p><b>Created and Loved by God</b>  <i>Religious Understanding</i>                      Story Sessions:                      Handmade with Love (Kester's Adventures)</p>	<p><b>Created to Love Others</b>  <i>Religious Understanding</i>                      Session 1: God Loves You                      (During Jesus, Teacher and Healer Unit)</p> <p><i>Personal Relationships</i>                      Session 1: Special People                      Session 2: Treat Others Well...                      Session 3: ...And Say Sorry</p> <p><i>Keeping Safe</i>                      Session 1: Being Safe (During online safety week)</p>	<p><b>Created to Love Others</b>  <i>Keeping Safe</i>                      Session 2: Good Secrets &amp; Bad Secrets                      Session 3: Physical Contact</p> <p><b>Created to Live in Community</b>  <i>Religious Understanding</i>                      Session 1: Trinity House (During Pentecost unit)                      Session 2: Who is My Neighbour?                      (links with seaside communities in the UK and abroad)</p>
2	<p><b>Created and Loved by God</b>  <i>Religious Understanding</i>                      Story Sessions:                      Handmade with Love (Kester's Adventures)  <i>Emotional Wellbeing</i>                      Session 1 – Feelings, Likes and Dislikes                      Session 2 – Feeling Inside Out                      Session 3 – Super Suzie Gets Angry</p>	<p><b>Created to Live in Community</b>  <i>Religious Understanding</i>                      Session 1: Trinity House</p> <p><i>Living in the Wider World</i>                      Session 1: The Communities we Live in (link with Discovery Learning)</p>	<p><b>Created and Loved by God</b>  <i>Me, my body, my health</i>                      Session 1: I am Unique (Me)                      Session 2: Girls and Boys (My Body)                      Session 3: Clean and Healthy (My Body)</p> <p><i>Life cycles</i>                      Session 1: The Cycle of Life                      (Link with Science – Summer2)</p>

**Lower Key Stage 1**

3		<p><b>Created and Loved by God</b>  <i>Religious Understanding</i>            Story Session: Designed for a Purpose (Kester's Adventure)            Session 1: The Sacraments (January)  <i>Me, my body, my health</i>            Session 1: We Don't Have To Be The Same (January)            Session 2: Respecting Our Bodies (February)</p> <p><b>Created to Love Others</b>  <i>Religious Understanding</i>            Story Sessions: Jesus, My Friend (January)            Session 1: Friends, Family and Others (February)            Session 2: When Things Feel Bad (February – link with Sacramental preparation)            Session 3: When Things Change (February)</p>	<p><b>Created to Love Others</b>  <i>Keeping Safe</i>            Session 1: Sharing Online            Session 2: Chatting Online            Session 3: Physical Contact</p> <p><b>Created to Live in Community</b>  <i>Religious Understanding</i>            Session 1: Trinity House            Session 2: What is Church?</p> <p><i>Living in the Wider World</i>            Session 1: How do I Love Others?</p>
4			<p><b>Created and Loved by God</b>  <i>Religious Understanding</i>            Story Session: Designed for purpose (Kester's Adventures)  <i>Me, my body, my health</i>            Session 1: We Don't Have To Be The Same            Session 2: Respecting Our Bodies            Session 3: What is puberty? (Summer 2)            Session 4: Changing Bodies (Summer 2)</p> <p><i>Emotional Wellbeing</i>            Session 1: What Am I Feeling?            Session 2: What Am I Looking At?            Session 3: I Am Thankful</p>

**Upper Key Stage 2**

5	<p><b>Created and Loved by God</b> Session 1: Life Cycles</p>		<p><b>Created and Loved by God</b> <i>Religious Understanding</i> Story Session: Made to Grow (Kester's Adventure)</p> <p><b>Created to Love Others</b> <i>Religious Understanding</i> Session 1: Is God Calling You? <i>Personal Relationships</i> Session 1: Under pressure Session 2: Do You Want a Piece of Cake? Session 3: Self-Talk <i>Keeping Safe</i> Session 1: Sharing Online Session 2: Chatting Online Session 3: Physical Contact (information about given to parents with home learning)</p> <p><b>Created to Live in Community</b> <i>Religious Understanding</i> Session 1: Trinity House Session 2: Catholic Social Teaching <i>Living in the Wider World</i> Session 1: Reaching Out</p>
6			<p><b>Created and Loved by God</b> <i>Religious Understanding</i> Story Session: Made to Grow (Kester's Adventure)</p> <p><i>Me, my body, my health</i> Session 1: Gifts and Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Spots and Sleep</p> <p><i>Emotional well-being</i> Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff Online</p> <p><i>Life Cycles</i></p>

			Session 1: Making Babies (Part 1) Session 3: Menstruation
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### APPENDIX 3

#### Letter to Parents

Dear Parent/Guardian

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

As you may be aware, Relationship Education becomes statutory for all primary schools from September 2020. The **Life to the Full** programme is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education. Therefore, we have confidence that the programme will be fit for purpose in supporting the growth and development of your child.

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

In addition there will be an online parent platform so that you, as parent and carers, can engage with the teaching and deepen the experience for your child. To access the online parent platform please visit: **[www.tentenresources.co.uk/parent-portal](http://www.tentenresources.co.uk/parent-portal)**

School Username: (to be confirmed with Ten:Ten)  
School Password:

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

#### **Module One: Created and Loved by God**

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

In these sessions, we explore:

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

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

**Upper Key Stage Two** – appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys bodies, body image, strong

emotional feelings, the impact of the internet and social media on emotional well-being, a more nuanced and scientific understanding of life in the womb and menstruation.

### **Module Two: Created to Love Others**

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

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

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

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

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

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

### **Module Three: Created to Live in Community**

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

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

### **Programme Structure**

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

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



- Upper Key Stage Two is aimed at Years 5 and 6

\*EYFS to follow in the future

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

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

Each Module is then broken down into Units of Work.

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

Life to the Full is intended to be partnership between home, school and church. We know that you already do a fantastic job and we see our new programme, Life to the Full, as a means to further develop, support and enrich the partnership between home, school and church so that your child is fully supported.

Yours sincerely



Miss C Jones  
RE Co-ordinator and class teacher