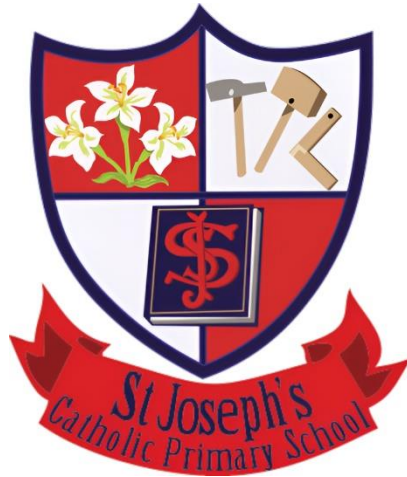


# St. Joseph's Catholic Primary School



## RSE Policy

Date policy last reviewed: June 2025

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

*'Inspired by Christ, working together, achieving our best'*

# 1. Mission Statement

*Inspired by Christ, Working Together, Achieving Our Best*

## Our Aims

- Develop an ethos where each adult and child is seen as a valued individual, and where personal relationships are a reflection of God's love and forgiveness.
- Help our children to know and understand the beliefs, values, attitudes and practice of Catholics, by helping them to develop their own relationship with God, through prayer, in a worshipping community, and also to give them an understanding and acceptance of other denominations and faiths.
- Provide every child with their entitlement to Religious Education and the National Curriculum in order to develop their gifts and talents intellectually, creatively and physically.
- Provide an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of all its citizens.
- Foster an awareness of personal responsibility for the environment and all God's creation.
- Promote social justice and equality, by showing concern for all members of society through understanding, sharing, tolerance, self-esteem and respect.
- Enhance links between home, school and parish and encourage closer relationships with the wider community.

## Our Values

At St. Joseph's we all:

Share God's love with everyone

Make thoughtful choices

Ask for help when we really need it

Respect others, our environment and ourselves

Take responsibility for our thoughts, our words and our actions

1.1. This Policy should be read alongside:

- DfE Statutory Guidance entitled 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019)
- Diocesan / Church Guidance for RSE

1.2. The policy will be used by:

- Teachers who will look to it to guide their lesson planning and parents, who will look to understand both the RSE curriculum content and the values the School is promoting
- Health professionals, visiting speakers and so on, who will want to know the aims, objectives and values the School's RSE promotes, agreed teaching methodologies and boundaries for their work with young people.

# Equal Opportunities

At St. Joseph's Catholic Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the School, irrespective of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy / maternity or marriage / civil partnership.

We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life.

## 2. Introduction

- 2.1 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.

## 3. Defining relationship and sex education

- 3.1. 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’.
- 3.2. It is about the development of the pupil's knowledge and understanding of themselves 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.
- 3.3. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding.’
- 3.4. (The Welsh Assembly Government envisages that effective School RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding, and development, to enable them to make responsible decisions about their relationships, sexual health and well-being.)

## 4. Rationale

- 4.1. Schools are obliged to meet the new demands of the DfE Guidance on ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ as published in 2019. As a Primary Setting, St. Joseph's Catholic Primary School is obliged to meet the relevant demands for this phase.
- 4.2. However, the reasons as a Catholic School, for our inclusion of RSE go further:
  - a) John's Gospel records Christ as saying: **“I have come that you might have life and have it to the full.” (John 10.10)**
  - b) We are involved in RSE 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.
  - c) At the heart of the Christian life is the Trinity, the 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 be placed firmly within the context of relationship as it is there that sexuality grows and develops.

- d) Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) 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.
- e) 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 or choose to be part of later in life, and support will be provided to help pupils deal with different sets of values.

## 5. Values and virtues

- 5.1 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.
- 5.2 The following virtues will be explicitly explored and promoted: faithfulness, integrity, prudence, mercy and compassion.

## 6. Aim of RSE and the mission statement

- 6.1. 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 pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.
- 6.2. 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" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

## 7. 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 a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

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

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

## 8. Outcomes

### 8.1 Inclusion and differentiated learning:

- a) 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.
- b) Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the School's inclusion policy).

## 8.2 Equalities obligations:

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

### 8.3 Broad content of RSE:

- a) The DfE Guidance explicitly divides its advice and direction into Relationships Education, Sex Education and Health Education
- b) 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 relationships and sex curriculum.
- c) RSE at St. Joseph's Catholic Primary will be delivered in a more formalised way through a number of means including Assemblies and Chapel Services, RE, PSHE, Science and PE. However, in teaching the children about healthy relationships, attitudes and lifestyles, we believe that the way in which we model these through, for example, how we treat each other within our own community, through how we speak and deal with each other, through the intrinsic values and assumptions that sit behind every policy and procedural construct (e.g. the value of each individual, our attitudes to sanctions and rewards, safeguarding etc.) and the emphasis we place on healthy eating and food etc., will all form part of the broader RSE that the children will receive and absorb.

#### 8.4 Programme / resources:

8.4.1. At St. Joseph's Catholic Primary we follow the Ten:Ten Life To The Full Plus scheme. Life to the Full is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum.

Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God- created chosen and loved by God.

The programme is fully inclusive of all pupils and their families.

**Our 'Life to the Full' programme will cover:**

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

- Religious Understanding
- Me, my body, my health
- Emotional well-being
- Life cycles

##### **Module 2: Created to Love Others**

- Religious Understanding
- Personal Relationships
- Keeping Safe Module

##### **Module 3: Created to Live in Community**

- Religious Understanding
- Living in the Wider World

8.4.2. PSHE provides a natural vehicle to deliver RSE, however, aspects of the teaching may be delivered or developed within other curriculum areas e.g. Computing (online safety), Science (Understanding our body, puberty, sex education), PE (healthy living), RE (relationships).

8.4.3. Details of the teaching programme are contained in Appendix 1

8.4.4. Teaching strategies will include:

- establishing ground rules: these should be actively discussed at the outset of every year and applied consistently throughout the year
- distancing techniques e.g. creating a thought experiment that distances children personally from a topic being studied and helps create more objectivity
- discussion
- project learning
- reflection
- experiential e.g. creating a scenario that children can actively explore
- active brainstorming
- film & video
- group work
- role-play
- values clarification e.g. explaining what we mean by ‘honesty’, ‘integrity’, ‘compassion’.

(See also. DfE Statutory Guidance entitled ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ (2019)

8.5 Assessment: The children will be assessed by how they respond to questioning, asking of questions and group work.

## 9. Parents and carers

9.1 We recognise that parents (and other carers who stand in their place) are the primary educators of their children.

9.2 As a Catholic School, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the School will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more.

9.3 Parents/carers will be informed 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.

9.4 Parents do not have the right to withdraw their children from RSE lessons.

9.5 Parents are allowed to ask to withdraw their children from sex education lessons except where material being covered is in the National Curriculum Science Orders. The RSE/ PSHE programme outlined in this and our PSHE Policy explains the material that the children will

cover. Most 'sex education' is reserved for secondary level (see PSHE policy and the Appendix to this policy). Parents will always be informed, in advance, when children will be covering material relating to 'sex education', e.g., the puberty units in Years 5 and 6. Should a parent have any concerns, they should speak to the Key Stage Leader (Dan Burke Key Stage 1, Louise Ellisdon Key Stage 2) in the first instance. They may also speak to the Headteacher if they still have concerns following their meeting with their Key Stage Leader. Should a situation arise where a parent has a legitimate reason to ask for their child to be withdrawn from a lesson they should do so by writing to the Headteacher. The pupil is so excused until the request is withdrawn, unless or to the extent that the Headteacher considers that the pupil should not be so excused. The School will support parents by providing materials to help them deliver the teaching to their children.

- 9.6 We believe that the controlled environment of the classroom is a safe place for this curriculum to be followed.

## 10. Balanced curriculum

- 10.1 Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, pupils are offered a balanced 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. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our School's promotion of Catholic teaching. Indeed, the delivery of good RSE should lead to children showing greater understanding, increasingly sensible behaviours and restraint within friendships / relationships.
- 10.2 We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

## 11. Responsibility for teaching the programme

- 11.1 Responsibility for the formal programme lays with those conducting assemblies and chapel services and those teaching Science, RE, PE and PSHE.
- 11.2 All staff 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.
- 11.3 **External Visitors:**
- a) Our School may, from time to time, call upon help and guidance from outside agencies and health specialists to deliver content and elements that relate to RSE e.g. NSPCC, Online Safety Educator, School Nurse. Such visits will always complement the current programme and never substitute or replace teacher led sessions.
  - b) It is important that external visitors are clear about their role and responsibility whilst they are in School delivering a session. Where appropriate, visitors will be made aware of the CES Code of Practice: 'Protocol for Visitors to Catholic Schools'.
  - c) Health professionals should follow the School's policies, minimising the potential for disclosures or inappropriate comments. They should use the same

negotiated ground rules and distancing techniques as other teachers would and should respect Catholic values and Church teaching.

## 12. Other roles and responsibilities regarding RSE

### 12.1 **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, e.g., SEN, the ethos of the School and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

### 12.2 **Head teacher**

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

### 12.3 **PSHE/RSE 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 the dissemination of the information relating to RSE and the provision of in-service training. (They will be supported by the Deputy Head / DSL / SLT).

### 12.4 **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 and resources will be made available for all staff teaching RSE. All staff have been consulted and given the opportunity to comment within the development of this policy and therefore all staff should be aware of the policy and how it relates to them.

## 13. Relationship to other policies and curriculum subjects

- 13.1 This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the School's other policy documents (for example, Bullying policy, Safeguarding Policy etc.)
- 13.2 Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately 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.
- 13.3 Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

## 14. Children's questions and Controversial or Sensitive issues / Safeguarding

- 14.1 Children at St. Joseph's Catholic Primary should feel that they can ask questions and explore their thoughts and feelings on who they are, the relationships that they have, their values and their general personal outlook. Through agreeing clear 'rules of engagement' within the way that we teach

and grow our children we believe that we create a healthy, positive atmosphere in which RSE can take place free from bullying or harassment from other children and young people.

- 14.2 There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. We believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme.
- 14.3 The use of ground rules establishing how everyone will conduct themselves within PSHE / RSE agreed between teachers and pupils at the start of each year, will always form the base from which we will operate within any lessons or discussions.
- 14.4 Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature. It will be appropriate for a teacher to 'touch base' with a child on such an issue e.g. at the end of the lesson. Where there is any suggestion that a safeguarding issue is raised staff will respond to it as such and refer the matter to the DSL. (Please see the Safeguarding and child Protection Policy).

## 15. Confidentiality and advice

- 15.1 All governors, all teachers, all support staff, all parents and all pupils (in an age appropriate way) must be made aware of our values and how we wish to teach RSE within our School, particularly as it relates to issues of advice and confidentiality. For the children, some of whom are very young, this may be conveyed through the creation of ground rules etc., which can include age appropriate references to the need for sensitivity, thoughtfulness and confidentiality.
- 15.2 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.
- 15.3 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.
- 15.4 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 circumstance 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 take.

## 16. Monitoring and evaluation

- 16.1 This policy was formulated in line with guidance from the CES. In creating this policy the Governors ensured that staff and parents have had the opportunity to input into the process before ratification. The views and experiences of children at any time feed into

and shape the delivery of the programme e.g. mental health; healthy eating; environmental concerns etc.

- 16.2 The Headteacher and Senior Team will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals.
  
- 16.3 The programme will be reviewed on an annual basis. This may be by means of questionnaires and / or by discussion with pupils, staff and parents or by reference to amended DfE Guidance. The results of the review will be presented to Governors who will consider amendments and outcomes from any evaluations before amending the policy.
  
- 16.4 Governors remain ultimately responsible for the policy.

# APPENDIX 1: Life To The Full Programme of Study

## Life to the Full - 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
<b>EYFS</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>	Handmade With Love	<b>Session 1</b> I Am Me	<b>Session 1</b> I Like, You Like, We All Like!	<b>Session 1</b> Growing Up	<b>Session 1</b> Role Model	<b>Session 1</b> Who's Who?	<b>Session 1</b> What is the Internet?	<b>Session 1</b> Safe Inside and Out	<b>Session 1</b> God is Love	<b>Session 1</b> Me, You, Us
		<b>Session 2</b> Heads, Shoulders, Knees and Toes	<b>Session 2</b> All the Feelings!			<b>Session 2</b> You've Got A Friend In Me	<b>Session 2</b> Playing Online	<b>Session 2</b> My Body, My Rules	<b>Session 2</b> Loving God, Loving Others	
		<b>Session 3</b> Ready Teddy?	<b>Session 3</b> Let's Get Real			<b>Session 3</b> Forever Friends		<b>Session 3</b> Feeling Poorly		
								<b>Session 4</b> People Who Help Us		

## Life to the Full - 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
<b>KS1</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>	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 3</b> Clean and Healthy (My Body)	<b>Session 3</b> Super Susie Gets Angry			<b>Session 3</b> ...and Say Sorry		<b>Session 3</b> Harmful Substances		
								<b>Session 4</b> Can You Help Me? (Part 1)		
								<b>Session 5</b> Can You Help Me? (Part 2)		

Life to the Full - 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	<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	<b>Session 2</b> Impacted Lifestyles	<b>Session 2</b> Catholic Social Teaching	
		<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 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		<b>Session 4</b> Giving Assistance			

Life to the Full - 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
LKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	<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	<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	<b>Session 2</b> Drugs, Alcohol and Tobacco	<b>Session 2</b> What is the Church?	
		<b>Session 3</b> What is Puberty?	<b>Session 3</b> I am Thankful					<b>Session 3</b> First Aid Heroes		
		<b>Session 4</b> Changing Bodies								
	<b>Session 5</b> Male/ Female Discussion Groups (optional)									

