



Relationship and Health Education became statutory for all primary schools from September 2020. At St John Bosco we subscribe to Ten:Ten Resources. They have based the structure of their programme, **Life to the Full**, 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. This means that we have an excellent foundation for our RSE programme that will be fit for purpose over the coming years. There is an online Parent Portal, so parents can engage with the teaching and deepen the experience for their children.

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

- Early Years Foundation Stage is aimed at Preschool and Reception
- 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

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 Relationships 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.

THE PROGRAMME

Module One: Created and Loved by God

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.

Early Years Foundation Stage – our uniqueness in real terms, including celebrating difference and individual gifts, talents and abilities, looking after and using our bodies (including vocabulary around this topic), the necessity of when and how to say sorry in relationships, a basic exploration of Jesus's forgiveness and growing up as God's plan for us.

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 (recommended for 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 wellbeing (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

Module Two: Created to Love Others

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 Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

Early Years Foundation Stage – In the Unit 'Personal Relationships', children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. They will learn to resolve conflict and the importance of asking for forgiveness when necessary. In the Unit 'Keeping Safe', children learn about practical ways to stay safe inside and out, including medicine safety and people who help us in emergencies.

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). Children also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid and what makes a 999 emergency and what they should do if in an emergency situation.

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 CBT techniques for managing thoughts, feelings and actions. Once again, for the 'Keeping Safe' unit, they will use some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories. Children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The final session of the module explores in more detail what to do in emergency situations.

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

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.

What is included in this topic?

This unit has activities pitched at an age-appropriate level for children within each learning stage.

Genitalia is not named in Early Years Foundation Stage; private parts are merely referred to as 'privates'. However, in Key Stage One, children will be introduced to the names of genitalia. At first we talk to children about the differences between boys and girls. When teaching, staff ensure that they do not uphold negative gender stereotypes and, in fact, the nonphysical differences between boys and girls at this age are small and difficult to define. By linking gender to biological sex, it helps children to understand the difference, equality and complementarity of boys and girls.

In Module 2 of Lower Key Stage One, we begin to investigate puberty and changing bodies. Some of these sessions are only for Year 4+ so Y3 will not cover these during the cycle. The NHS website says the following: **"The average age for girls to begin puberty is 11, while for boys the average age is 12. But it's different for everyone.**

It's completely normal for puberty to begin at any point from the ages of 8 to 14. The process can take up to 4 years.”

In Upper Key Stage Two we aim to answer the question: ‘Where do babies come from?’ Naturally, this question leads to a discussion about sexual intercourse. Teaching about sexual intercourse to primary school children is not part of the statutory curriculum; however, we believe that it is vital that our children leave school knowing and understanding of how babies are made (sperm and egg).

One of the sessions in Upper Key Stage Two addresses the risks that children face from seeing pornographic images and videos online. This lesson is about ‘internet safety’ and therefore falls under the statutory Health Education curriculum. We appreciate the delicate nature of this topic but again it is imperative that our children understand the dangers of this before they leave primary school and move into secondary where they may be more exposed to graphic images on the internet.

OTHER CONTENT

Prayer

Each Unit has been given its own unique classroom prayer. Sometimes, these are simple prayers to be prayed collectively, at other times they might be more traditional prayers or adopt a variety of prayer styles. Although these prayers can be said before the session begins or at the end of it, we also like to encourage teachers to incorporate them into daily collective worship. In this way, our hope is that children’s hearts and minds will be aligned with the faithful vision of the programme throughout the period of time they are working on it.

Music

Ten:Ten work in partnership with One Life Music, a Catholic music ministry for primary schools based in the Birmingham Diocese. With One Life Music, the modules include some of their most popular songs, and commissioned new songs, to align with every Module in the programmes.

Assessment Activities

Each Unit of work also has an Assessment Activity associated with it. Not only is it important to assess whether the outcomes of the programme are being achieved, we will also want to demonstrate evidence of this. As Relationship Education is statutory, thorough evidence of assessment will be important. There is one simple Assessment Activity to each Unit of sessions. The activities take into account the Learning Objectives of the sessions within the unit and provide before and after evidence that learning has taken place.

Extended Activities

Extended Activities provide suggestions for activities to undertake which can increase learning (this might be particularly useful for Year 2, Year 4 and Year 6). They sometimes point to external websites which may provide further resources related to the lesson but teachers will check the appropriateness of these before using them.

EYFS

The Early Years Foundation Stage scheme of work is a fully integrated part of Life to the Full. The sessions themselves are fairly short with the expectation that the Extended Activities will be utilised to extend and consolidate learning.

Communication with parents

Life to the Full is intended to be a partnership between home, school and church. We already have fantastic partnership work with parents and our local Church, so this programme is intended to fit in with and support those partnerships. There are 3 ways we communicate with parents.

Parent Consultation Tool

As part of the new statutory RSHE curriculum, schools are required by law to consult with parents about programme content and choice of resources. The Ten:Ten Parent Consultation Tool aims to provide parents and carers with a full and honest appraisal of the Life to the Full programme. We ask parents for feedback through a questionnaire.

Parent Session

Mrs Briscoe, as RE Lead, uses the materials to lead a session in school (or virtually) with parents to introduce the programme, Life to the Full. She shares the resources, parent portal and has a Q & A session about the content.

Online Parent Portal

Our Online Parent Portal is the essential tool to ensure that parents can stay fully engaged with their child's progress on the course. Moreover, the portal provides content, links and suggestions for home activities. We hope that this will become a wonderful resource for families of children who are taking part in the Life to the Full programme. Every school will be given a unique login and password which they can pass on to their parents.

LGBT Content

Many schools, teachers and parents are keen to know what LGBT content is in the programme, Life to the Full.

- Life to the Full is inclusive of all children, families and teaching staff.
- From the very start, the programme acknowledges that families are made up differently (including single-parent families, blended families, step-parents, carers, etc) and it celebrates the family unit in whatever form it takes.
- We build on this teaching, depending on the cohort, to ensure that every child is assured, and their family background is affirmed.
- In Upper Key Stage Two, the presenters on film say that some children have 'two mums and two dads' as part of a list of different family set-ups – this is the only explicit reference to same-sex relationships in the programme.

- The programme does not explicitly refer to transgenderism.
- The programme emphasises very strongly the dignity of every person as being created and loved by God - it examines difference and bullying.
- The only reference to sexual intimacy is in the UKS2 session 'Making Babies: Part 2'. In this session, sexual intimacy is discussed within the context of a heterosexual marriage, and the Catholic-Christian point of view is clearly stated.