Xavier Relationships and Sex and Health Education Policy (Primary)

This Relationships and Sex and Health Education Policy has been approved and adopted by the Xavier Catholic Education Trust
To be reviewed in October 2028.

Committee Responsible: Audit and Risk Committee

Xavier Catholic Education Trust Mission Statement

Our mission is to inspire, nurture and fulfil the calling of every person we encounter and the potential of every school we serve; growing together in faith, hope and love.

School Mission Statement

With Christ at the centre of our lives, we live out our call to serve the young:

It is not enough to love children. They must know that they are loved.

Don Bosco

In this policy the Governors and teachers, in partnership with their Diocesan Schools' Service, pupils and their parents, and, where appropriate, Academy Trustees, set out their intentions about relationships, sex and health education (RHSE). We set out our rationale for, and approach to relationships and sex education in the school.

Rationale

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

We are involved in relationships, sex and health 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 RSHE 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 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. RSHE therefore, will 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 (and the Welsh Assembly Government) RSHE 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 RSHE 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. It will also prepare pupils for life in modern Britain.

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 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 RSHE 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 RSHE 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. 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"[1] 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 a recognition of the impact of these on 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**:

- develop the skills that form the building blocks of all positive relationships, from the very start of their education, to grow into kind, caring adults who have respect for others
- 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 relationshipsfree from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with

[1] Gravissimum Educationis 1

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;
- developing skills for managing difficult feelings in their friendships, like disappointment or anger.
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- Develop skills to keep themselves and others safe, and to recognise and report risks and abuse, including online.
- Ability to assess risks and manage behaviours in order to minimise the risk to health and personal integrity.
- Develop skills to understand what counts as abusive behaviour and learn to trust their instincts about behaviour that doesn't feel right.
- Ability to understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

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;
- Knowledge and strategies of who to speak to and what to do when they have concerns about themselves or others and the ability to be resilient when seeking help.
- Know and understand that being a victim of abuse is never the fault of the child.

Curriculum for Relationship, Sex and Health Education

The Christian belief in the unique dignity of the human person, made in the image and likeness of God, forms the basis of all that we aim to teach the children about: -

- how to form loving relationships,
- how to understand the gift of human sexuality and
- how to care for the gift of their health and the health of others.

By combining these three areas in the subject of RSHE, we help the children to understand how to do this well. In the light of the knowledge that we are made in God's image and likeness, through the RSHE curriculum, we learn that we are made to know and love Him, and through this relationship, to love ourselves and then to love others. It is for this reason that the three areas of Relationship Education,

Sex Education and Health Education are interrelated and should sit together in a well-planned and continuous curriculum.

Relationships Education

In a Catholic school, relationships education should be anchored in the understanding of Human dignity and the knowledge that we are all precious children of God – and therefore should be concerned with developing positive, respectful relationships with others. Because of the knowledge that we are known and loved by God, it should also equip children with the knowledge and of how to keep themselves - and others - safe, and how to recognise and report risks and abuse, including online. In light of this, we will teach children about boundaries, privacy, and children's rights over their own bodies and personal information. As precious children of God, it is essential that we teach children to recognise emotional, physical and sexual abuse in an age-appropriate and non-alarming way. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, in the light of human dignity, we will teach children to understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation – and equip them with strategies of who they can talk to and what to do when they feel that something is wrong.

Sex Education

Sex education is not compulsory in primary schools, however it recommended by the DfE, that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the statutory national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. In our Catholic school, we will ensure that all sex education is rooted in the Catholic church's teaching and will be placed firmly within the context of relationship - as it is there that sexuality grows and develops and we commit to fostering an understanding in children that gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity.

In Catholic schools, we believe that parents are the first educators of children and therefore – and in line with DfE Guidelines – we commit to consultation with our parents about the content of anything that will be taught within sex education. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

In our school, parents and carers are recognised as the primary educators of their children. As such, we are committed to working in partnership with families in the delivery of sex education.

Parents and carers will be consulted prior to the teaching of any sex education content, specifically in Year 6. This includes providing information about what will be taught and when and offering opportunities for parents to view resources and ask questions. The school will communicate with parents at the beginning of each school year so parents can be aware in advance of teaching more sensitive aspects of the curriculum, enabling them to support learning at home and engage in

discussions with their children.

We will support parents by providing access to materials, including those from the Ten:Ten "Life to the Full" programme, and by offering guidance to help them talk confidently with their children about these topics. Parents can access the Ten:Ten Parent Portal using the details provided by the school. In addition, parents who wish to view the full range of lesson content and resources in greater detail may contact the school. Upon request, the school can arrange for Ten:Ten to provide temporary access to the programme's online platform, enabling parents and carers to review the materials that are used to support teaching and learning.

Parents will continue to have the right to request withdrawal of their child from sex education, in line with statutory guidance. Should parents wish to do so, they are asked to contact the Headteacher to discuss this request and the curriculum content involved. The school will provide appropriate support and alternative materials where necessary.

Parents can access the Parent Portal to see the content and resources used in lessons with the following link:

https://www.tentenresources.co.uk/parent-portal/

Username: stanneschertseyparents

Password: stanneschertseyparents

The Long Term Plan for the curriculum detailing the lesson allocation for each year group can be found in Appendix 1

Key Decisions taken in the planning of Ten:Ten Life to the Full Plus detailed in Appendix 2

Health and Well-being Education

In our Catholic school, we hold the belief that our bodies are gifts from God and as such, we are called to care for our health and for the health of others. In the light of this, we aim to teach children about health and wellbeing, to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. We also commit to supporting pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

Inclusion and SEND

We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different

abilities, levels of maturity and personal circumstances. Teaching is developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.

Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Equalities Obligations

The Board of Directors 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, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Programme / Resources

In the provision and use of resources to teach the RSHE curriculum, the school is committed to:

- Promoting Catholic values and virtues and teaching in accordance with Church teaching
- Ensuring that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues.
- Pupils will receive clear scientific information as well as covering the aspects of the law pertaining to RSHE. (It is important to understand that 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.)
- Ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.
- Ensure coverage of all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school.
- Ensure that the curriculum is carefully sequenced, so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- Adopt an inclusive, well-sequenced RSHE curriculum, informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

In order to achieve this and in line with Diocesan protocol, the school will follow the **Ten:Ten Resources programme** *'Life to the Full'.*

The Ten:Ten Resources 'Life to the Full' 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 content is organised in three modules that have been developed in line with the Catholic Education Service Model Framework for teaching RSHE in Catholic schools.

- Module One: Created and Loved by God - this 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.

- Module Two: Created to Love Others -this 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 both online and in our daily lives.

- Module Three: Created to Live in Community -this 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.

An overview of content and examples of lessons can be viewed by parents on the Ten:Ten Parent Portal – Information for Parents – Ten Ten Resources

In our school we have agreed the following planning pathway for the delivery of the Ten:Ten (see the Long Term Plan, Appendix 1, and Our school's stance on the Ten:Ten Key Decisions, Appendix 2)

In EYFS and Key Stage 1, pupils focus on recognising their uniqueness, understanding feelings, building friendships and learning about keeping safe (including online safety and understanding their body and personal boundaries).

In Lower Key Stage 2, learning builds on this foundation by developing pupils' understanding of relationships, emotional wellbeing, online interactions, personal safety and early health education, including safe behaviours and decision-making.

Across all phases, learning is revisited and deepened, ensuring that pupils build knowledge and skills over time. The curriculum is carefully sequenced so that key themes such as relationships, safety, online behaviour and wellbeing are introduced early and revisited in an age-appropriate way.

Assessment of pupils' progress in RSHE takes place at the beginning and end of each unit. Pupils complete a baseline assessment at the start of a module to demonstrate their prior knowledge and understanding. At the end of the unit, pupils return to the same assessment and respond using a different colour (red pen), enabling both pupils and staff to clearly see progress over time.

Teachers also assess learning through observation, discussion and pupil responses during lessons, which helps to inform future teaching and ensure that all pupils are developing the intended knowledge, understanding and skills.

Teaching strategies will include a range of approaches appropriate to the age and stage of pupils, including:

- Establishing ground rules
- Discussion
- Project learning

- Reflection
- Experiential
- Active
- Brainstorming
- Film and video
- Group work
- Role play
- Values clarification

These approaches enable pupils to engage with the content, explore values and develop understanding within a safe and supportive environment.

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme resides with Mrs Pigot (PSHE/ RSHE Coordinator), Mr Cassidy (RE Coordinator) and Mrs Martin (Headteacher).

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

The school will focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. We will avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys. Teaching should be responsive to the contextual safeguarding of the school and should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. The school will also inform parents of any deviation from their published RSHE policy in advance and share any relevant materials with them on request.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. 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' which can be found here: External Speakers.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

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 material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter/email when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents and carers can view a curriculum overview on the school website and learn more about the materials via the Ten:Ten Parent Portal. Should parents request to view individual lesson content, they should make contact with the school RSHE Lead who will make the necessary arrangements. More information for parents can be found here: Information for Parents – Ten Ten Resources

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs.

Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher, who will arrange for a meeting to take place to establish the elements of the curriculum from which the child is able to be withdrawn. The school will provide support by providing material for parents to help the children with their learning. (It is important to note that the right to withdraw from Sex Education does not extend to Relationship and Health Education).

Please refer to the DfE's RSHE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Other Roles and Responsibilities regarding RSHE

Directors

- draw up the RSHE 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 the policy meets statutory requirements;
- 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 RSHE within PSHE.

Local Governing Committees

- 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 RSHE within PSHE.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Xavier Trust Board of Directors, Local Governing Committee, parents, the Diocesan Schools' Service, and the Local Education Authority, also appropriate agencies.

RSHE Co-ordinator

The co-ordinator with the headteacher 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 RSHE and the provision of in-service training. *(They may be supported by the curriculum deputy and the Designated Safeguarding Lead).*

All Staff

RSHE 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 RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE.

Link for Staff training here: Ten Ten E-Learning Platform – Relationships, Sex and Health Education Teacher Training Course (primary schools) – Ten Ten Resources

All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Relationship to Other Policies and Curriculum Subjects

This RSHE policy is to be delivered as part of the PSHE framework, with the statutory guidance on RSHE and Health education comprising the large majority of this framework. It includes guidelines about

pupil safety and is compatible with the school's other policy documents (for example, Bullying Policy, Safeguarding Policy etc). The Science curriculum contains elements of human development and health that link to RSHE and Health Education and these are taught in a sequential way to enable a fuller understanding of the topics.

Children's Questions

The Board of Directors wants to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Some pupils may ask questions about topics which go beyond the curriculum content. These questions will be handled with sensitivity, ensuring that the pupil feels heard and supported in an appropriate way. We recognise that unanswered questions may lead pupils to turn to inappropriate sources of information, including online. The school will offer individualised support to parents in dealing with responses to such questions and signposting to support services where needed.

Safeguarding

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion, and such discussion may well lead to disclosure of a safeguarding issue. If staff have any concerns about a child's welfare, they should act on them immediately following the school's safeguarding procedures.

Monitoring and Evaluation

The RSHE Co-ordinator will monitor the provision of the programme in a considered and planned way.

The programme will be evaluated annually by means of:

- questionnaires
- discussion with pupils, staff and parents.

The Board of Directors will consider all such evaluations and suggestions before amending the policy. The Board of Directors remain ultimately responsible for the policy.

A consultation process will take place as follows:

- *Questionnaires will be distributed to parents and carers, with opportunities provided to view the curriculum and resources either in school or at home.*
- *The RSHE curriculum content will be reviewed with staff.*
- *Consultation will take place with the school governors and the Diocese.*

Implementation and Review of Policy

Implementation of the policy will take place after consultation has been completed in Autumn 2026.

This policy will be reviewed every 2 years by the Xavier Trust Board, Headteacher, RSHE Co-ordinator, Local Governing Committee and Staff. The next review date is Autumn 2028.

Dissemination

The policy will be given to all members of the Xavier Trust Board, Local Governing Committee, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website. Details of the content of the RSHE curriculum will also be published on the school's web site.

	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
EYFS	**Black History month** **World Mental health Day** **Mental Health Pillar Lifestyle First**	**Antibullying Week** **CST Principle – Stewardship of Creation** **Module 1: Unit 1**: Session 1: Handmade with Love **Module 1: Unit 2:** Session 1: I am me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy? Classroom Shorts	**Children's Mental health Week** **Module 1: Unit 3** Session 1: I like, you like, we all like! Session 2: All the feelings! Session 3: Let's Get Real **Module 1: Unit 4** Session 1: Growing up Session 2: New people, new places and Classroom shorts	**Module 2: Unit 1** Session 1: Role Model **Module 2: Unit 2** Session 1: Who's who? Classroom Shorts Session 2: You've got a friend in me Session 3: Forever friends **Module 2: Unit 3:** Session 1: What is the Internet?	**Module 2: Unit 3** Session 2: Playing Online **Module 2: Unit 4** Session 1: Safe Inside and Out Session 2: My Body, My Rules Session 3: Feeling Poorly Session 4: People who help us **Module 3: Unit 1**: Session 1: God is Love	**Gypsy, Roma Traveller History Month** **Healthy Living Week** **Module 3: Unit 1**: Session 2: Loving God, Loving others **Module 3: Unit 2:** Session 1: Me, you, us Session 2: When I grow up and classroom shorts Session 3: Money doesn't grow on Trees and classroom shorts

	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Year 1	**Black History month** **World Mental health Day** **Healthy Eating Pillar Lifestyle First**	**Kapow Online safety L1** **Kapow Online safety L2** Antibullying Week **Module 1 Unit 1** Unit 1: Let the Children Come **Module 2 Unit 1** Session 1: God Loves You	**Children's Mental health Week** **Sleep Pillar Lifestyle First**	**Kapow Online safety L3** **Module 2 Unit 2** Session 1: Special People Classroom Shorts Session 2: Treat Others Well… Session 3: …and Say Sorry **CST Principles – Human Dignity and Solidarity**	**Kapow Online safety L4** **Module 2 Unit4** Session 1: Good and Bad Secrets Session 2: Physical Contact Session 3: Harmful Substances Session 4: Can you Help Me? (pt1) Session 5: Can you Help Me? (pt2)	**Kapow Online safety L5** **Gypsy, Roma Traveller History Month** **Module 3 Unit 1** Session 1: Three In One Session 2: Who is My Neighbour? **Module 3 Unit 2** Session 1: Communities We Live In Session 2: Who Will I Be? Classroom shorts **Healthy Living Week**

Year 2	**Black History Month** **World Mental Health Day** **Exercise Pillar Lifestyle First**	Antibullying week **Module 1 Unit 1** Unit 1: Let the Children Come **Module 1 Unit 2** Session 1: I am Unique Session 2: Girls and Boys (NB. Language to be used "Privates" Session 3: Clean and Healthy Classroom Shorts **Module 1 Unit 3** Session 1: Feelings, Likes and Dislikes Session 2: Feeling Inside Out Session 3: Super Susie Gets Angry	**Kapow Online safety L1** **Children's Mental health week** **Mental Health Pillar Lifestyle First**	**Kapow Online safety L2** **Module 1 Unit 4** Session 1: The Cycle of Life Session 2: Beginnings and Endings Session 3: Change Is All Around Me Classroom shorts **Unit 3 extended activities** Feelings and Emotions Healthy Relationships – Role Play Conflict Resolution	**Kapow Online safety L3** **Module 2 Unit 1** Session: God Loves You **Module 2 Unit 3** Session 1: Real Life Online Session 2: Rules To Help Us **CST Principles – Common Good and Option for the poor**	**Kapow Online safety L4** **Gypsy, Roma Traveller History Month** **Module 3 Unit 1** Session 1: Three In One Session 2: Who is My Neighbour? **Module 3 Unit 2** Session 1: Communities We Live In Session 3: Needs and Wants Classroom shorts **Healthy Living Week**

	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Year 3	**Black History month** **World Mental health Day** **Healthy Eating Pillar Lifestyle First**	**Kapow Online safety LI** **Antibullying Week** **Module 1 Unit 1** Session 1: Get Up! Session 2: The Sacraments **Module 2 Unit 1** Session 1: Jesus my Friend **Module 2 Unit 2** Session 1: Friends, Family and Others Classroom Shorts Session 2: When Things Feel Bad	**Kapow Online safety L2** **Children's Mental health Week** **Sleep Pillar Lifestyle First**	**Kapow Online safety L3** **Kapow Online safety L4** **Module 2 Unit 2** Session 3: Balancing Needs **Module 2 Unit 3** Session 1: Sharing Online Session 2: Chatting Online and Classroom Shorts **CST Principles – Participation and Peace**	**Module 2 Unit 4** Session 1: Safe in My Body **Session 2: Recognising Risk Classroom** Shorts Session 3: Drugs, Alcohol and Tobacco Session 4: First Aid Heros Session 4: Rights and Responsibilities Classroom Shorts	**Kapow Online safety L5** **Gypsy, Roma Traveller History Month** **Healthy Living Week** **Module 3 Unit 1** Session 1: A Community of Love Session 2: What is the Church? **Module 1 Unit 2** Session 1: We Don't Have to Be the Same Session 2: Respecting Our Bodies

Year 4	**Black History Month** **World Mental Health Day** **Exercise Pillar Lifestyle First**	**Antibullying week** **Module 1 Unit 1** Session 1: Get Up! **Module 1 Unit 3** Session 1: What am I Feeling? Classroom Shorts Session 2 What am I Looking At? Session 3: I am Thankful **CST Principles – Subsidiarity and Distributive Justice**	**Kapow Online safety LI** **Children's Mental health week** **Harmful Substances Pillar Lifestyle First**	**Kapow Online safety L2** **Module 1 Unit 2:** 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	**Kapow Online safety L3** **Kapow Online safety L4** **Module 1 Unit 4** Session 1: Life Cycles Session 2: A time for everything Session 3: Big Changes, Little Changes and Classroom Shorts **Module 2 Unit 2** Session 2: When Things Feel Bad	**Kapow Online safety L5** **Gypsy, Roma Traveller History Month** **Healthy Living Week** **Module 3 Unit 1** Session 2: What is the Church? **Module 3 Unit 2** Session 1: How Do I Love Others? **Module 3 Unit 2** Session 2: Working together Classroom Shorts Session 3: Money Matters and Classroom Shorts

	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Year 5	**Black History month** **World Mental health Day** **Sleep Pillar Lifestyle First**	**Kapow Online safety LI** **Kapow Online safety L2** **Kapow Online safety L3** **Kapow Online safety L4** **Antibullying Week** **Module 1 Unit 1** Session 1: Calming the Storm **Module 2 Unit 1** Session 1: *God is Calling You*	**Kapow Online safety L5** **Children's Mental health Week** **Healthy Eating Pillar Lifestyle First**	**Module 2 Unit 2** Session 1: Under Pressure Classroom Shorts Session 2: Do You Want a Piece of Cake? Session 3: Self Talk Session 4: Confidence vs Control Session 5: Build others up	**Module 2 Unit 3** Session 1: Sharing Isn't Always Caring Session 2: Cyberbullying and Classroom Shorts **Module 2 Unit 4** Session 1: Types of Abuse and Classroom Shorts Session 2: Impacted Lifestyles and Classroom Shorts Session 3: Making Good Choices Session 4: Giving Assistance	**Gypsy, Roma Traveller History Month** **Healthy Living Week** **Module 3 Unit 1** Session 1: The Holy Trinity Session 2: Catholic Social Teaching **Module 3 Unit 2** Session 1: Reaching out Session 2: The World of Work and Classroom Shorts Session 3 – Money and Me and Classroom shorts

Year 6	**Black History Month** **World Mental Health Day** **Kapow Online safety L1** **Harmful Substances Pillar Lifestyle First**	**Antibullying week** **Kapow Online safety L2** **Module 1 Unit 1** Session 1: Calming the Storm **Module 1 Unit 2** Session 1: Gifts and Talents Session 2: Girls Bodies Session 3: Boys Bodies Session 4: Spots and Sleep Classroom Shorts	**Kapow Online safety L3** **Children's Mental health week** **Mental Health Pillar Lifestyle First**	**Kapow Online safety L4** **Module 1 Unit 3** Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff Online	**Kapow Online safety L5** **Module 1 Unit 4** 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 and Classroom Shorts	**Kapow Online safety L6** **Gypsy, Roma Traveller History Month** **Healthy Living Week** **Module 3 Unit 1** Session 2: Catholic Social Teaching **Module 3 Unit 2** Session 1: Reaching Out – Catholic Social Teaching Including God's Creation **Module 3 Unit 2** Session 3: Money and Me and Classroom Shorts

Appendix 2:
Local Decisions Regarding the Ten:Ten Life to the Full Plus Programme

The Ten:Ten Life to the Full Plus programme has been designed to support Catholic schools in delivering Relationships, Sex and Health Education (RSHE) in line with Church teaching and statutory guidance. Whilst the programme provides a comprehensive framework and lesson materials, it also recognises that individual schools are best placed to make certain decisions about how content is delivered within their own community.

As a result, Ten:Ten identifies a number of areas where schools may choose to adapt, delay, modify or omit content according to the age and maturity of pupils, the school context, parental consultation, diocesan guidance and the professional judgement of school leaders. These decisions are reviewed regularly to ensure that the curriculum remains appropriate, relevant and responsive to the needs of our pupils.

The following decisions have been made by our school regarding the delivery of Life to the Full Plus:

1. Genitalia

In Key Stage 1, lessons will refer to genitalia as "privates" rather than using the anatomical vocabulary provided within the programme.

2. Puberty

Although teaching about puberty is included within the Lower Key Stage 2 programme, we have chosen to teach this content in Year 4 rather than Year 3, as we feel this better reflects the maturity and developmental needs of our pupils.

3. Life Cycles

In Lower Key Stage 2, Module 1, Unit 4, the session Life Cycles introduces children to the human reproductive system. The lesson explains how living things reproduce but does not teach or discuss sexual intercourse.

This teaching is delivered within the context of the Catholic understanding that each person is created, chosen and loved by God. The session concludes with a time of prayerful reflection, helping children to appreciate that they are wonderfully made and created as body and soul. We teach this session in full.

4. Talking About Pornography

In Upper Key Stage 2, the session Seeing Stuff Online addresses the risks children may face from seeing explicit images or videos online. We teach this session in full to support online safety and safeguarding.

5. Talking About Sex

In the Summer Term of Year 6, we teach the session Making Babies: Part 2, which answers the question,

"Where do babies come from?" We teach this session as part of our statutory RSHE curriculum.

6. Female Genital Mutilation (FGM)

We have currently chosen not to teach the optional content relating to Female Genital Mutilation (FGM). This decision is reviewed annually as part of our RSHE curriculum review process.

7. Protected Characteristics

Within the Upper Key Stage 2 programme, pupils watch the film Imagine a World..., which introduces the concepts of fairness, bullying, prejudice and discrimination, alongside several protected characteristics.

The protected characteristics of age, disability, marriage and civil partnership, pregnancy and maternity, race, and religion or belief are referenced within the film. The protected characteristics of sex, sexual orientation and gender reassignment are not explicitly named within the resource. We teach this session and facilitate discussion in an age-appropriate manner consistent with our Catholic ethos and statutory responsibilities.