

ST. HELEN'S CATHOLIC PRIMARY SCHOOL



Mission statement

Respect yourself
Respect everyone in our school community,
Respect everyone in our local community,
Respect everyone in our global community,
But most of all, respect God our father in Heaven.

St Helen's Relationship and Health Education Policy (Including preparation for life)

Introduction

This policy has been written in light of the recent COVID 19 pandemic, which at the time of writing (June 2021) continues to have a far-reaching global impact.

From September 2020, the 'Relationships and Health Education' aspects of Personal, Social, Health and Economic (PSHE) Education was set to become statutory in all primary schools. Due to the COVID 19 pandemic, this has been delayed until September 2021. Our curriculum has been revised and we have developed additional resources, which reflect the current situation in order to support our children.

(Sex education is not compulsory in primary schools and therefore this policy focuses on Relationships and Health Education.)

We also keep in mind 'The COVID-19 mental health and wellbeing recovery action plan' Published by the government on the 27th March 2021. It aims to prevent, mitigate and respond to the mental health impacts of the pandemic during 2021 to 2022. It sets out an ambitious, cross-government, whole-person approach to promoting positive mental health and supporting people living with mental illness to recover and live well.

In their Joint ministerial foreword, the government outlines their plans for recovery:

'COVID-19 has affected all our lives and our livelihoods in profound ways over the last year. The nation has come together to keep ourselves and our loved ones safe, but there has been a cost. The virus itself, and the necessary measures to contain its spread, have triggered feelings of worry, distress or loneliness for many of us.

These feelings are a completely normal response to an unprecedented period of disruption. As restrictions ease and the economy is gradually and safely reopened, many people will feel their wellbeing improve as they reconnect with family and friends and return to the routines and activities that help to keep them well.

However, we know that some people's mental health has taken a harder, longer-lasting hit during the pandemic.

Yet despite these challenges, the wide-ranging effects of the pandemic have also presented a unique opportunity to come together across government and focus on supporting the nation's mental health.

So much of our mental health is shaped by how our daily practical, social and emotional needs are met, and by whether we can have hope for the future. Good mental health and wellbeing are essential assets for individuals, communities and society. They can help each one of us to live fulfilled, productive and healthy lives.

As we emerge from the pandemic, our objectives for COVID-19 recovery are 3-fold:

- To support the general population to take action and look after their mental wellbeing
- To prevent the onset of mental health difficulties, by taking action to address the factors which play a crucial role in shaping mental health and wellbeing outcomes for adults and children
- To support services to continue to expand and transform to meet the needs of people who require specialist support ‘

In addition, the government have also appointed Dr. Alex George as Youth Mental Health Ambassador, who will play an important role in raising the profile of mental health education and wellbeing in schools, colleges, and universities, including through the work of the Mental Health in Education Action Group

In the light of the COVID 19 pandemic Relationships and Health Education has never been more important in supporting our children to begin to recover and build safe, healthy and happy lives.

With this in mind in September 2020, we adopted the Recovery Curriculum.

Professor Barry Carpenter has developed the Recovery Curriculum as a response to the losses described due to the pandemic. We want children to be safe and happy in school and engaged in their learning. To do this effectively it is important to acknowledge the experiences the children have had and continue to have.

St Helen's recognises that children will have had many different experiences during the pandemic. The common thread through all of this is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. We know that an anxious child is not in a place to learn effectively. With this in mind, we have thought about the most effective way to support children's ability to recover and to learn.

Professor Barry Carpenter sets out five areas to support children in their recovery, which he calls levers.

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self-image, self-esteem and confidence. We must make sure that no learners are disadvantaged having had less access to social interaction. We must provide opportunities of time and space to rediscover the social dimension of their learning.

St Helen's staff are very passionate about this learning approach given the times we are currently living through. Professor Barry Carpenter explains that 'Having a whole-school approach to responding to each child's individual needs should hopefully lead them back to their rightful status as a fully engaged, authentic learner.'

Aims

St Helen's is committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationship and Health Education is an integral part of this education. We recognise that personal, social, health and economic well-being plays a fundamental and central part in their life in school, and their wider experiences, and is key to effective learning and achievement. Furthermore, 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.

We hope that alongside our Catholic Values and ethos of our school and Parish Community, children will grow up equipped with the skills they need to be successful and able to cope emotionally with life's journey and assist others on their journey too.

Planning

In September 2020, St Helen's introduced the 'Life to the Full' programme developed by TenTen, a leading provider of faith-based resources for Catholic primary schools. 'Life to the Full' 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 children at St Helen's.

The Bishop's Conference of England and Wales set out their ideas about Relationship Education in a document entitled 'Learning to love'. It states;

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.

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

'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, hopefully our parents/carers. 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.

'Life to the Full' outlines 10 principles:

1. Our bodies are good
2. As we grow in our loving relationships with others, we become close to the image and likeness of God.
3. Catholic Relationship Education should be about the whole person
4. Catholic Relationship Education should be taught in partnership with parents
5. Our deepest identity is as a child of God
6. Story can change hearts and minds
7. Catholic Relationship Education is an education in virtue
8. Catholic Relationship Education is an education in conscience
9. Relationship Education is about striving for the Common Good
10. Prayer, Scripture and the Sacraments fuel the teaching

In addition, St Helen's also uses the Diocesan relationship education programme 'Journey in love' and PSHE Association materials. 'Journey in love' 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 virtues of faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion will be explored and promoted through this programme.

Together, 'Life to the Full' and 'Journey in Love' cover the statutory requirements of Relationships and Health Education. In practice, this means that much of "Living in the Wider World" within Personal, Social, Health and Economic (PSHE) Education, is not covered by the programme. Those elements have been cross-referenced with content from the PSHE Association to ensure the whole of the PSHE curriculum is covered each year. (See Appendix 1. This is a working document, which will be added to over time).

Teachers can use the 'Planning Tool Kit' from the PSHE Association to guide their planning. There are many resources on the PSHE website that have been moderated by the Association to be credible, and safe to use, in the primary classroom.

Early Years

The children in our two reception classes follow the Early Years Foundation Stage (EYFS) curriculum. PSHE education knowledge and understanding are threaded through the areas of the curriculum. Through communication and language, the children begin to express themselves and begin to listen, and respond to the needs and wants of others. In the area of physical development, children are given various opportunities to be active, to co-operate, and to recognise why physical activity is important. During daily snack times, they are given the chance to make healthy choices about food. Their personal, social and emotional development grows, as they are encouraged to form a positive opinion of themselves and to form purposeful relationships with others, both inside school and amongst their families and wider communities. Alongside this, they are encouraged to manage their own feelings, to begin to respond to the feelings of others and to learn how people behave in group situations. In addition to learning about being, active and making healthy food choices the children also

learn about other aspects of health such as correct hygienic handwashing and toileting procedures. In addition, 'Life to the Full' provides a programme pathway for EYFS. This is a one-year cycle of content spread over three terms.

KS1 and KS2

In KS1 and KS2 Relationships and Health Education is taught as a discrete lesson in each year group. We follow the 'Life to the Full' programme pathways, using additional material from 'Journey in Love'. Each Year group follows a one-year cycle of content spread over three terms. This is cross-referenced with the curriculum content provided by the PSHE Association, ensuring all elements are covered.

We also acknowledge that there are many opportunities for cross-curricular links including, RE, Science and Maths and PE. In addition to this Relationships and Health Education is enhanced through our assemblies, our 'Come and See' RE teaching scheme and general class discussions. Relationships and Health Education issues often arise outside of discrete lesson time. Aspects are also covered through specific learning weeks such as 'Science Week', outside trips and through themed-based visitors to school.

PARENTS AND CARERS

We recognise that parents and carers 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. Parents/carers will be consulted about the 'Life to the Full' programme and will have access to the materials through an online parent login.

Parents have the right to withdraw their children from Relationships and Health Education except those elements which are required by the National Curriculum for Science.

Should parents wish to withdraw their children from Relationships and Health Education lessons they are asked to contact the school to arrange a meeting with the Headteacher.

The Headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Children should be helped to recognise and to seek out positive influences, while shunning the things that can overwhelm and in Pope Francis' words 'cripple our capacity for love'.

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.

Creating a Safe Learning Environment

Relationships and Health Education works within pupils' real life experiences, both relating to their immediate and future lives. In view of this, whilst lessons must be informative and engaging, children and adults must feel safe and supported during and after delivery.

We must make sure that lessons are planned and delivered taking into account children's differences in terms of ability, maturity and personal circumstances (e.g. faith, culture, language acquisition, sexual orientation, gender identity). Therefore, it is important that Relationships and Health Education lessons are carried out by an adult who is familiar to the

children, preferably who stays consistently with the group. This so the children feel safe to ask questions or take part in discussions.

In each class, the children will discuss safe rules for Relationships and Health Education lessons at the beginning of each session which everyone agrees to. Some ideas may be:

- To discuss examples in lessons, but not identify or name anybody
- To keep discussion in the classroom (unless anyone is deemed to be 'at risk' when Child Protection Protocols would be followed)
- To not laugh at, or put people down if opinions are not agreed with
- To use appropriate language at all times, correct terms and not slang if possible
- To seek help if we need it or to encourage others to do so if we think they might need to.

(For further guidance see: 'Handling Complex Issues Safely in the PSHE Education Classroom on the PSHE Association Website)

Furthermore, adults in school must ensure they know how to deal with, and respond professionally to children who raise difficult questions, or who raise possible child protection issues both in the class situation and on an individual basis. This relates to our school 'Child Protection' Policy.

Differentiation

Activities in the classroom take into account our children's needs and abilities. Differentiation can be met in Relationships and Health Education by taking note of children's previous experiences in both school and home situations. We will ensure Relationships and Health Education 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. 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.

Children will experience different types of learning styles in Relationships and Health Education so they can express themselves in different ways. For example, through written responses, pictures, drama, discussion and where possible children will be able to choose their own way of expressing their understanding. Children will also be able to receive support in their learning from their peers and adults within the classroom.

Children with Specific Needs and SEND

Within school, there is sometimes the need for individuals or groups of children to receive extra guidance or support with issues related to Relationships and Health Education These are some of the measures we have in place:

- 'Life to the Full' provides SEND differentiated resources for each topic. These are continuously updated.
- Our Nurture Unit offers children space on a daily basis to manage their specific behavioural, social or emotional needs.
- Some children are regularly supported by our Counsellor from the Brentwood Catholic Children's Society.
- We have an open door policy and regular contact with parents and carers working in partnership with the school.

- Children are sometimes allocated a particular member of staff that they can go to if they feel they worried or in need of support.
- Elements of Relationships and Health Education are included on Individual Support Plans along with academic needs.
- Children or families will be informed of outside agencies for support if required.

Assessment

Assessment is as essential in Relationships and Health Education as it is in other curriculum subjects. Well-managed assessment allows children and adults to reflect on the teaching and learning, misconceptions can be addressed and further steps for learning can be put in place. The impact that lessons have had can also be seen. Using resources from the 'Life to the Full' programme, children are given a base line activity to show what they know before a series of lessons start. From this teaching and learning is structured, and finally children complete an 'end point' activity to show how their learning and understanding has grown. Teachers can also find additional information on assessment techniques on the PSHE Association website, 'A Guide to Assessment in Primary PSHE Education'

This document should be read alongside other documents including:

KCSIE

Anti-Bullying Policy

Behaviour Policy

E Safety Policy

SEND Policy

Child Protection Policy

RSE Policy

PE Policy

RE Policy

Science Policy

Monitoring and Review

The Subject Leader along with the SLT are responsible for monitoring the standards of children's work and the quality of teaching and learning in Relationships and Health Education. This will include learning walks, book trawls, in school moderation of samples of work, collection of topic planning sheets and lesson observations. The Subject Leader is also responsible for ensuring staff are kept updated with changes and developments in Relationships and Health Education.

S Pease-PSHE Co coordinator

H Curtis-SLT lead

Programme Pathway #3 1-year cycle over 3 terms YEAR Pre-school and EYFS

Term	Module and Unit	Session Title	Session Length	PSHE Association Unit (for reference unless not covered by TenTen)
Autumn 2 Module 1 Created and Loved by God	EYFS Module 1, Unit 1 Religious understanding	Story Sessions: Handmade with Love	5 x 15-minute sessions over 5 days	
	EYFS Module 1, Unit 2 Me, My body, My health	Session 1: I Am Me	15 minutes	
		Session 2: Heads, Shoulders , Knees and Toes	15 minutes	
		Session 3: Ready Teddy?	15 minutes	
Spring 1 Module 1 Created and Loved by God	EYFS Module 1, Unit 3 Emotional Wellbeing	Session 1: I Like, You Like, We all Like!	15 minutes	
		Session 2: Good feelings, Bad feelings	15 minutes	
		Session 3: Let's Get Real	15 minutes	
	EYFS Module 1 Unit 4 Life Cycles	Session 1: Growing Up	15 minutes	
Spring 2 Module 2 Created to love others	EYFS Module 2, Unit 1 Religious understanding	Session 1: Role Model	2x 15 minutes sessions	
	EYFS Module 2, Unit 2 Personal Relationships	Session 1: Who's Who?	15 minutes	
		Session 2: You've got a friend in me	15 minutes	
		Session 3: Forever friends	15 minutes	
Summer 1 Module 2 Created to love others	EYFS Module 2, Unit 3 Keeping Safe	Session 1: Safe Inside and Out	15 minutes	
		Session 2: My body my rules.	15 minutes	
		Session 3: Feeling poorly	15 minutes	
		Session 4: People who help us	15 minutes	
Summer 2 Module 3 Created to Live in Community	EYFS Module 3, Unit 1 Religious understanding	Session 1: God is Love	15 minutes	
		Session 2: Loving God, Loving Others	15 minutes	
	EYFS Module 3, Unit 2 Living in the wider world	Session 1: Me, You, Us	15 minutes	

Programme Pathway #3 1-year cycle over 3 terms YEAR 1 & 2

Term	Module and Unit	Session Title	Session Length	PSHE Association Unit (for reference unless not covered by TenTen)
Autumn 2 Module 1 Created and Loved by God	KS1, Module 1, Unit 1 Religious understanding	Story Sessions: Let the children Come	5 x 10-minute sessions over 5 days	
	KS1, Module 1, Unit 2 Me, My body, My health	Session 1: I Am Unique (Me)	30 minutes	PSHE Autumn 1 Year 1 What is the same and different about us? H21,22,23,24
		Session 2: Girls and Boys (My Body)	30-40 minutes	PSHE Autumn 1 Year 1 What is the same and different about us? H 25 R13
		Session 3 and 4 : Clean and Healthy (My Health)	40 minutes-2 sessions	PSHE Autumn 1 Year 1 What helps us stay healthy? H1, H5, H6, H7, H10, H37
Spring 1 Module 1 Created and Loved by God	KS1 Module 1, Unit 3 Emotional Wellbeing	Session 1: Feelings, Likes and Dislikes	40 minutes	PSHE Year 2 Summer 2 How do we recognise our feelings? H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27
		Session 2: Feeling Inside Out	30 minutes	
		Session 3: Super Susie Gets Angry	40 minutes	
	KS1 Module 1 Unit 4 Life Cycles	Session 1: The Cycle of Life	30 minutes	H26
Spring 2 Module 2 Created to love others	KS1, Module 2, Unit 1 Religious understanding	Session 1: God Loves You	40 minutes	
	KS1, Module 2, Unit 2 Personal Relationships	Session 1: Special People	30 minutes	PSHE Year 1 Autumn 2 Who is special to us? L4, R1, R2, R3, R4, R5
		Session 2: Treat Others Well...	35 minutes	
		Session 3: ...And Say Sorry	30 minutes	
Summer 1	KS1, Module 2, Unit 3 Keeping Safe	Session 1: Being Safe	35 Minutes	PSHE Y2 Spring 2 What helps us to stay safe?

Module 2 Created to love others				H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	
		L1 about what rules are is not covered by TenTen so please use PSHE materials to cover L1 L9 that not all information seen online is true is not covered by TenTen so please use PSHE materials to cover L9			
		Session 2: Good Secrets and Bad Secrets	35 Minutes		
		Session 3: Physical Contact	45 minutes (or 2 x 25 minutes)		
		Session 4: Harmful Substances *NEW for 2020*			
		Session 5: Can You Help Me? L5 about the roles and responsibilities people have in their community to help them and others keep safe is not covered by Ten Ten so will need to be added to this topic	40 minutes (can be split into 2 sessions)	PSHE Year 1 summer 1 Who helps to keep us safe? H33, H35, H36, R15, R20, L5	
Summer 2 Module 3 Created to Live in Community	KS1, Module 3, Unit 1 Religious understanding	Session 1: Three in One	25 minutes		
		Session 2: Who is My Neighbour?	30 minutes		
	KS1, Module 3, Unit 2 Living in the wider world	Session 1: The Communities We Live In	35 minutes		
		Year 1 -What can we do with money? This will need to be covered in addition to TenTen			PSHE Year 1 Spring 2 L10,11,12,13
		Year 1 -How can we look after each other and the world? This will need to be covered in addition to TenTen			PSHE Year 1 Summer 2 L2 L3
		Year 2 -What jobs do people do? This will need to be covered in addition to TenTen			PSHE Year 2 Spring 1 L15,16,17 L7 L8

Programme Pathway #3 1 year cycle over 3 terms YEAR 3 & 4

Term	Module and Unit	Session Title	Session Length	PSHE Association Unit
Autumn 2 Module 1 Created and Loved by God	LKS2, Module 1, Unit 1 Religious Understanding	Story Sessions: Get Up!	5 x 15-minute sessions over 5 days	
		Session 2: The sacraments	45 minutes	
	LKS2, Module 1, Unit 2 Me, My body, My health	Session 1: We Don't Have To Be The Same	45 minutes	
		Session 2: Respecting Our Bodies	45 minutes	
		Session 3: What Is Puberty? (Year 4 only)	45 minutes	
		Session 4: Changing Bodies (Year 4 only)	45 minutes	
	Session 5: Discussion Groups (Year 4 only)	45 minutes		
Spring 1 Module 1 Created and Loved by God	LKS2, Module 1, Unit 3 Emotional Well-being	Session 1: What Am I Feeling?	45 minutes	
		Session 2: What Am I Looking At?	45 minutes	
		Session 3: I Am Thankful	45 minutes	
	LKS2, Module 1 Unit 4 Life cycles	Session 1: Life cycles	45 minutes	
Spring 2 Module 2 Created to love others	LKS2, Module 2, Unit 1 Religious understanding	Story Sessions: Jesus, My Friend	5 x 15-minute sessions over 5 days	
	LKS2, Module 2, Unit 2 Personal Relationships	Session 1: Friends, Family & Others	45 minutes	
		Session 2: When Things Feel Bad	45 minutes	
Summer 1 Module 2 Created to love others	LKS2, Module 2, Unit 3 Keeping Safe	Session 1: Sharing Online	45 minutes	
		Session 2: Chatting Online	45 minutes	
		Session 3: Physical Contact	45 minutes	
		Session 3: Safe In My Body	45 minutes	
		Session 4: Drugs, Alcohol & Tobacco	45 minutes	PSHE Year 4 Summer 2

		L 1 about recognising reasons for rules and laws is not covered in TenTen so please use PSHE materials to cover L1 as part of this topic		How can we manage risk in different places? H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1 , L5, L15
		Session 5: First Aid Heroes	45 minutes	
Summer 2 Module 3 Created to Live in Community	LKS2, Module 3, Unit 1 Religious understanding	Session 1: A Community of Love	30 minutes	
		Session 2: What is the Church?	45 minutes	
	LKS2, Module 3, Unit 2 Living in the wider world	Session 1: How Do I Love Others? L 2 3 and 10 about human rights , responsibilities and prejudice is not covered in TenTen so please use PSHE materials to cover L2 3 and 10	50 minutes	PSHE Year 4 Autumn 2 How do we treat each other with respect? R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10
		L 5 about shared responsibilities to protect the environment is not covered in TenTen so please use PSHE materials to cover L5		PSHE Year 4 Summer 1 How can our choices make a difference to others and the environment? L4, L5 , L19, R34
		L 7 and 8 about diversity and diverse communities is not covered in TenTen so please use PSHE materials to cover L7 and 8		PSHE Year 3 Spring 2 How makes a community R32, R33, L6, L7, L8

Programme Pathway #3 1 year cycle over 3 terms YEAR 5 & 6

Term	Module and Unit	Session Title	Session Length	PSHE Association Unit	
Autumn 2 Module 1 Created and Loved by God	UKS2, Module 1, Unit 1 Religious understanding	Story Sessions: Calming the storm	5 x 15-minute sessions over 5 days		
		UKS2,, Module 1, Unit 2 Me, My body, My health.	Session 1: Gifts and Talents L 25 about recognising positive things about themselves and their achievements is not covered in TenTen so please use PSHE materials to cover L25	45 -60 minutes	PSHE Year 4 Autumn 1 What strengths skills and interests do we have ? H27, H28, H29, L25
			Session 2: Girls bodies	45 -60 minutes	
			Session 3: Boys bodies	45 -60 minutes	
			Session 4: spots and sleep	45 -60 minutes	
Spring1 Module 1 Created and Loved by God	UKS2, Module 1, Unit 3 Emotional Wellbeing.	Session 1: Body image L 9 about stereotypes and how they can negatively influence behaviours and attitude is not covered in TenTen so please use PSHE materials to cover L9	45 -60 minutes	PSHE Year 5 Autumn 1 What makes up our identity? H25, H26, H27, R32, L9	
		Session 2: Funny feelings	45 -60 minutes		
		Session 3: Emotional changes	45 -60 minutes		
		Session 4: Seeing stuff online	45 -60 minutes		
	UKS2, Module 1 Unit 4 Life cycles	Session 1: Making Babies part 1	45 -60 minutes		
		Session 2: Making Babies part 2 optional see SLT –may be omitted	45 -60 minutes		
		Session 3: Menstruation	45 -60 minutes		
	Spring 2 Module 2 Created to love others	UKS2, Module 2, Unit 1 Religious Understanding	Story Sessions: Is God calling you?	45 -60 minutes	
		UKS2, Module 2, Unit 2 Personal Relationships	Session 1: Under Pressure	45 -60 minutes	
Session 2: Do you want a piece of cake?			45 -60 minutes		

		Session 3: Self talk	45 -60 minutes	
Summer 1 Module 2 Created to love others	UKS2, Module 2, Unit 3 Keeping safe	Session 1: Sharing isn't always caring	45 -60 minutes	PSHE Year 6 Spring 1 and 2 How can the media influence people? H49, R34, L11, L12, L13, L14, L15, L16 , L23
		L 12,13,14,16 sharing information online and making safe choices is not covered in TenTen so please use PSHE materials to cover L12,13,14,16		
		Session 2: Cyber bullying	45 -60 minutes	
		Session 3: Types of abuse	45 -60 minutes	
		Session 4: Impacted lifestyles	45 -60 minutes	
		Session 5: Making good choices	45 -60 minutes	
		Session 6: Giving Assistance	45 -60 minutes	
Summer 2 Module 3 Created to Live in Community	UKS2, Module 3, Unit 1 Religious Understanding	Session 1: The Trinity	45 -60 minutes	
		Session 2: Catholic Social teaching	45 -60 minutes	
	UKS2, Module 3, Unit 2 Living in the wider world	Session 1: Reaching out	45 -60 minutes	
	Year 5 and 6- This will need to be covered in addition to TenTen What decisions can people make with money?			PSHE Year 5 Autumn 2 R34, L17, L18, L20, L21, L22, L24
	Year 5 and 6- This will need to be covered in addition to TenTen What jobs would we like ?			PSHE Year 5 Summer 2 L26, L27, L28, L29, L30, L31,L32