

ST AMBROSE PREPARATORY SCHOOL



POLICY ON RELATIONSHIP AND HEALTH EDUCATION (RHE)

September 2025

Review: September 2026

This policy has been written in consultation with staff and governors of St. Ambrose Preparatory School and with due regard to the school's mission statement:

At St Ambrose we aim to provide an independent Catholic education for boys and girls of all faiths aged 3 to 11; St Ambrose is an inclusive school where the Gospel teachings and our school values are at the centre of everything that happens in our school family. At St Ambrose we strive to develop happy, fulfilled, well educated, confident and caring children who know and understand the love, joy and peace of Jesus; and to show our Faith by the way we live, showing care and consideration for each other, those around us and the environment.

Our Vision

Our Vision is to be an exemplar Edmund Rice School, with an enviable reputation amongst our peers, both as an organisation and for the services and facilities we provide, making us first choice for parents and pupils in our geographic area.

Our Ethos & Values

At St Ambrose we provide a Catholic school community in which pupils feel welcome, safe, recognised for their individuality – supported by a community of love, and affection. We strive to live the Gospel in all aspects of school life and policy, following Blessed Edmund's footsteps.

St Ambrose Preparatory School

Relationships and Health Education Policy (RHE)

Mission Statement

At St Ambrose Preparatory School
we are joyful learners and are inspired to always do our best.
We nurture the many gifts we have been given and seek to use them wisely for the benefit of
ourselves and others.

We put love into action each day so we are advocates of change in the world,
Living the Gospel and the Catholic faith and Celebrating the values of Blessed Edmund Rice,
With our family and the whole Ambrosian community.

'Have courage, the good seed will grow up in the children's hearts'
Blessed Edmund Rice

Policy Development

This policy pays due regard to the statutory guidance DfE: Relationships Education, Relationships and Sex Education (RSE) Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2021).

It also conforms with the requirements of The Education (Independent School Standards) Regulations (2014).

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about Relationships and Health Education (RHE). We set out our rationale for and approach to Relationships and Health Education in St. Ambrose.

Defining Relationship and Health Education

The DFE guidance defines RHE 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”¹. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”². (The Welsh Assembly Government envisages that effective school RHE 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.)

¹ Sex and Relationship Education Guidance, DfEE, 2000

² ibid

Statutory Curriculum Requirements

The Department for Education states that ‘The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.’ However, the reasons for our inclusion of RHE go further.

Rational

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

We teach relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RHE is therefore 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. RHE, 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, RHE 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 RHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

Values and Virtues

Our programme (Ten:Ten - Life to the Full) enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aim of RHE

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHE 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.

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 relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction.

Outcomes

Inclusion and Differentiated Learning

We will ensure RHE 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.

Equality

The governing body understands its wider responsibilities under the Equalities Act 2010 and will ensure that the school strives to achieve the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion, sexual orientation or whether they are looked after children.

Broad Context of RHE

Three aspects of RHE - 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 health curriculum.

PROGRAMME

'Life to the Full' is the recommended programme of study for Catholic schools for Relationship and Sex Education, and has been written as a progressive scheme of work that supports the Religious Education, PSHE and Science curricula taught within the school. This programme of RHE (Relationship and Health Education) in primary schools is a tool for equipping children to live life to the full. It is a programme that has been supported by the Diocese of Southwark. The framework of the Life to the Full programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice. As children progress through school, they discover more and more about themselves and the wider world. This thirst for learning new things in all aspects of life is fostered by the school, who attempt to create a safe, stimulating environment for learning; supporting all children in their development. The content is age appropriate and is taught with sensitivity, taking into account the children's level of maturity in regard to the delivery of the lessons. As with all aspects of learning, children are naturally curious and many will have questions related to their lessons. Opportunities to discuss questions form part of the lessons and, again, these are treated with care and understanding. In Life to the Full Plus, there is a three stage structure, which is repeated across three different learning stages: EYFS (Nursery and Reception), KS1 (Years 1 and 2), Lower KS2 (Years 3 and 4), Upper KS2 (Years 5 and 6). Within each learning stage, there are three modules which are based on the Model RSE Catholic Curriculum:

- Created and loved by God
- Created to love others
- Created to live in community

Each topic within the programme will draw on key virtues that sit at the heart of Catholic education; virtues such as respect, appreciation, patience, forgiveness, justice, service and commitment. These virtues are the pillars around which the entire teaching and learning will be based.

See Appendix one for more in-depth curriculum coverage.

Assessment, Recording and Reporting

St. Ambrose will have the same high expectations of the quality of pupils' work in this subject as for other curriculum areas. The RHE curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Through effective organisation and delivery of the subject, we will ensure that teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

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 when the more sensitive aspects of RHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

They will be consulted at every stage of the development of the RHE 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 RHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE programme to meet their child's needs.

Parents' Right to withdraw

'There is no right to withdraw from Relationships and Health Education or Health Education.' (DfE, June 2019) or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum. The National Curriculum for science also 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.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, **we do not teach pupils sex education** beyond what is required of the science curriculum.

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RHE 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 RHE. 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. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with the Headteacher along with the subject co-ordinators for science, religious education, physical education, RHE and PSHE.

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

Roles and Responsibilities Regarding RHE

Governors

- Draw up the RHE 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., SEND, 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 RHE within PSHE.

Head teacher

The Headteacher takes overall delegated responsibility for the points listed above and for the implementation of this policy in liaison with the Governing Body, parents, the Diocesan Schools' Service, the Local Education Authority and other appropriate agencies.

RHE Co-ordinator

The co-ordinator with the headteacher has a departmental 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 RHE and the provision of in-service training.

All Staff

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

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty; this remains statutory. Religious education links to Relationships and Health Education by looking at family, values and morals, and the celebration of marriage in different traditions. Health education makes up part of Relationships and Health Education and includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty. The content of Relationships and Health Education is supported by the following policies; Child Protection Policy, Safeguarding Policy, Anti-bullying Policy, Equality Policy and RE Policy.

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RHE 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. Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the Relationships and Health Education co-ordinator for more guidance if needed. Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private e.g. post it notes/question boxes will be provided
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RHE. 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. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RHE programme. The

use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. 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. Teaching methods take account of the differences in pupils' knowledge and maturity and the potential for discussion on a one-to-one basis or in small groups.

Supporting Children and Young People Who Are At Risk

Children will also need to feel safe and secure in the environment in which RHE takes place. Effective RHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's Safeguarding Children Policy and immediately inform the Designated Safeguarding Lead.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the RHE programme, will have the best interests of pupils at heart, enabling them to grow in the knowledge and understanding of relationships, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's Child Protection Policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others e.g. parents, headteacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and Review

The RHE Co-ordinator 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. The programme will be evaluated biannually by means of questionnaires / response sheets/needs

assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation will be reported to the Head and Governors and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending and approving the policy.

Date policy written:		Mrs. M. Cooke
Review Date:		

Pathway #2: 2-year cycle over 3 terms

Life to the Full Plus

Ten:Ten
Resources

EYFS

Preschool

Term	Module and Unit	Session Title	Session Length
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 5-10 minute sessions over 5 days
Spring I	EYFS, Module 2, Unit 1	Session 1: Role Model	2 x 15-minute sessions
Spring II	EYFS, Module 2, Unit 2	Session 1: Who's Who?	20 minutes
		Session 2: You've Got A Friend in Me	20 minutes
		Session 3: Forever Friends	20 minutes
Summer I	EYFS, Module 2, Unit 3	Session 1: What is the Internet?	20 minutes
		Session 2: Playing Online	20 minutes
	EYFS, Module 2, Unit 4	Session 1: Safe Inside and Out	20 minutes
		Session 2: My Body, My Rules	20 minutes
		Session 3: Feeling Poorly	20 minutes
		Session 4: People Who Help Us	20 minutes
Summer I or II	EYFS, Module 3, Unit 1	Session 1: God is Love	20 minutes
		Session 2: Loving God, Loving Others	20 minutes
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us	20 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Plus

Reception

Term	Module and Unit	Session Title	Session Length
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 5-10 minute sessions over 5 days
Spring I	EYFS, Module 1, Unit 2	Session 1: I Am Me	20 minutes
		Session 2: Heads, Shoulders, Knees and Toes	20 minutes
		Session 3: Ready Teddy?	20 minutes
Spring II	EYFS, Module 1, Unit 3	Session 1: I Like, You Like, We All Like!	20 minutes
		Session 2: All The Feelings!	20 minutes
		Session 3: Let's Get Real	20 minutes
Summer I	EYFS, Module 1, Unit 4	Session 1: Growing Up	20 minutes
		Session 2: New People, New Places + Classroom Shorts	20 minutes
Summer I or II	EYFS, Module 3, Unit 1	Session 1: God is Love	20 minutes
		Session 2: Loving God, Loving Others	20 minutes
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us	20 minutes
		Session 2: When I Grow Up... + Classroom Shorts	20 minutes
		Session 3: 'Money Doesn't Grow On Trees' + Classroom Shorts	20 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Plus

KS1

Year 1

Term	Module and Unit	Session Title	Session Length
Autumn II	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
	KS1, Module 2, Unit 1	Session 1: God Loves You	40 minutes
Spring I	KS1, Module 2, Unit 2	Session 1: Special People	30 minutes
		Session 2: Treat Others Well...	35 minutes
		Session 3: ...and Say Sorry	30 minutes
Spring II	KS1, Module 2, Unit 4	Session 1: Good and Bad Secrets	35 minutes
		Session 2: Physical Contact	40 minutes (or 2 x 25 minutes)
		Session 3: Harmful Substances	30 minutes
		Session 4: Can You Help Me? (Part 1)	35 minutes
		Session 5: Can You Help Me? (Part 2)	35 minutes
Summer I or II	KS1, Module 3, Unit 1	Session 1: Three In One	25 minutes
		Session 2: Who is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes
		Session 2: Who Will I Be? + Classroom Shorts	30 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Plus

Year 2

Term	Module and Unit	Session Title	Session Length
Autumn II	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
Spring I	KS1, Module 1, Unit 2	Session 1: I Am Unique	30 minutes
		Session 2: Girls and Boys	30-40 minutes
		Session 3&4: Clean and Healthy (My Body)	75 minutes (to be split over two sessions)
Spring II	KS1 Module 1, Unit 3	Session 1: Feelings, Likes and Dislikes	40 minutes
		Session 2: Feeling Inside Out	30 minutes
		Session 3: Super Susie Gets Angry	40 minutes
Summer I	KS1 Module 1 Unit 4	Session 1: The Cycle of Life	30 minutes
		Session 2: Beginnings and Endings	40 minutes
		Session 3: Change Is All Around + Classroom Shorts	40 minutes
	KS1, Module 2, Unit 3	Session 1: Real Life Online	40 minutes
		Session 2: Rules To Help Us	35 minutes
Summer I or II	KS1, Module 3, Unit 1	Session 1: Three In One	25 minutes
		Session 2: Who is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes
		Session 3: Needs and Wants + Classroom Shorts	30 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Plus

LKS2

Year 3

Term	Module and Unit	Session Title	Session Length
Autumn II	LKS2 Module 1, Unit 1	Story Sessions: Get Up!	5 x 15-minute sessions over 5 days
		Session 2: The Sacraments	40 minutes
	LKS2 Module 2, Unit 1	Story Sessions: Jesus, My Friend	4 x 15-minute sessions over 4 days
Spring I	LKS2 Module 2, Unit 2	Session 1: Family, Friends and Others...	45 minutes
		Session 2: When Things Feel Bad	45 minutes
	LKS2 Module 2, Unit 3	Session 1: Sharing Online	35 minutes
		Session 2: Chatting Online + Classroom Shorts	35 minutes
Spring II	LKS2 Module 2, Unit 4	Session 1: Safe In My Body + Classroom Shorts	45 minutes
		Session 2: Drugs, Alcohol and Tobacco	45 minutes
		Session 3: First Aid Heroes	45 minutes
		Session 4: Rights and Responsibilities + Classroom Shorts	40 minutes
Summer I or II	LKS2 Module 3, Unit 1	Session 1: A Community of Love	40 minutes
		Session 2: What is the Church?	35 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	45 minutes
		Session 2: Working Together + Classroom Shorts	40 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Plus

Year 4

Term	Module and Unit	Session Title	Session Length
Autumn II	LKS2 Module 1, Unit 1	Story Sessions: Get Up!	5 x 15-minute sessions over 5 days
Spring I	LKS2 Module 1, Unit 2	Session 1: We Don't Have to be the Same	40 minutes
		Session 2: Respecting our Bodies	40 minutes
		Session 3: What is Puberty?	40 minutes
		Session 4: Changing Bodies	40 minutes
		Session 5: Male/Female Discussion Groups (optional)	45 minutes
Spring II	LKS2 Module 1, Unit 3	Session 1: What Am I Feeling?	40 minutes
		Session 2: What Am I Looking At?	35 minutes
		Session 3: I Am Thankful	40 minutes
Summer I	LKS2 Module 1, Unit 4	Session 1: Life Cycles	40 minutes
		Session 2: A Time For Everything	45 minutes
		Session 3: Big Changes, Little Changes + Classroom Shorts	40 minutes
Summer I or II	LKS2 Module 3, Unit 1	Session 1: A Community of Love	40 minutes
		Session 2: What is the Church?	35 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	45 minutes
		Session 3: Money Matters + Classroom Shorts	40 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Plus

UKS2

Year 5

Term	Module and Unit	Session Title	Session Length
Autumn II	UKS2 Module 1, Unit 1	Story Sessions: Calming the Storm	5 x 15-minute sessions over 5 days
	UKS2 Module 2, Unit 1	Session 1: God Is Calling You	60 minutes
Spring I	UKS2 Module 2, Unit 2	Session 1: Under Pressure	60 minutes
		Session 2: Do You Want A Piece of Cake?	60 minutes
		Session 3: Self-Talk	60 minutes
	UKS2 Module 2, Unit 3	Session 1: Sharing Isn't Always Caring	60 minutes
		Session 2: Cyberbullying + Classroom Shorts	60 minutes
Spring II	UKS2 Module 2, Unit 4	Session 1: Types of Abuse + Classroom Shorts	60-90 minutes
		Session 2: Impacted Lifestyles + Classroom Shorts	60 minutes
		Session 3: Making Good Choices	60 minutes
		Session 4: Giving Assistance	60 minutes
Summer I or II	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity	60 minutes
		Session 2: Catholic Social Teaching	60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	60 minutes
		Session 2: The World of Work + Classroom Shorts	60 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Plus

Year 6

Term	Module and Unit	Session Title	Session Length
Autumn II	UKS2 Module 1, Unit 1	Story Sessions: Calming the Storm	5 x 15-minute sessions over 5 days
	UKS2 Module 1, Unit 2	Session 1: Gifts and Talents	60 minutes
		Session 2: Girls' Bodies	60 minutes
		Session 3: Boys' Bodies	60 minutes
		Session 4: Spots and Sleep	60 minutes
Spring I	UKS2 Module 1, Unit 3	Session 1: Body Image	60 minutes
		Session 2: Peculiar Feelings	60 minutes
		Session 3: Emotional Changes	60 minutes
		Session 4: Seeing Stuff Online	60 minutes
Spring II	UKS2 Module 1, Unit 4	Session 1: Making Babies (Part 1)	60 minutes
		Session 2: Making Babies (Part 2) May be omitted or may be set as a homework task with parents.	60 minutes
		Session 3: Menstruation	60 minutes
		Session 4: Hope Beyond Death	60 minutes
		Session 5: Coping with Change + Classroom Shorts	60 minutes
Summer I or II	UKS2 Module 2, Unit 2	Session 4: Build Others Up + Classroom Shorts	60 minutes
	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity	60 minutes
		Session 2: Catholic Social Teaching	60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	60 minutes
		Session 3: Money and Me + Classroom Shorts	60 minutes

