



St George and St Teresa Catholic School Curriculum Policy for Relationships and Health Education

Approved by: Staffing and Curriculum Committee

Date: October 2024

Last reviewed on:

Next review due by: July 2025

Signed by:

Tina Willmott Chair of Staffing and Curriculum Committee

Signed by:

Louise Flanagan

Stephen Hainie

Head Teacher

Head of School

MISSION STATEMENT

We learn the teachings of Jesus and pray together, praising God, learning about Him and growing closer to Him.

We show love and care to all, living our faith, and learning together.

Faith: We live it, love it and Learn it.

***Faith
We live it,
Love it
And Learn it.***

Curriculum Intent Summary Statement

In this policy the Governors and teachers, in partnership with pupils and their parents (a consultation with parents and carers was undertaken in April 2020) have set out their rationale and curriculum intentions about the teaching of Relationships and Health Education (RHE) at St George and St Teresa Catholic Primary School, as outlined in the statutory sections of the Primary National Curriculum from September 2020.

Please note that Relationships and Sex Education is taught in secondary schools and Relationships and Health Education is taught in primary schools.

Any non-statutory material in the primary curriculum would be carefully considered in partnership with parents and carers. All content from the TenTen RHE Programme of study 'Life to the Full Plus' is carefully scrutinised to ensure the school is fully compliant with statutory requirements.

However,

Parents have the right to withdraw their children from Relationships, Sex, Health and 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. The school will provide support by providing material for parents to help the children with their learning.

For the purpose of clarity in this policy, in order to include the NC Science Orders which may be included in some teaching units of Relationships, Sex and Health Education, we will use the acronym RHE going forward through this policy.

Implementation and Review of Policy

Implementation of the policy began in the summer of 2020 after consultation with parents and carers (April 2020). The Governors of the school ratified the policy for implementation over the summer term 2020; in order that the full curriculum commence from September 2020.

This policy will be reviewed every two years by the Head teacher, RHE Co-ordinator, the Governing Body and Staff. The next review date is summer term 2024.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RHE curriculum will also be published on the school's web site – see RHE webpage in the Curriculum section of the website.

Defining Relationship and Health Education

The DFE guidance states that RHE should "enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society." [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.) This guidance is applicable to secondary and primary maintained schools.

Statutory Curriculum Requirements

In schools we are legally required to teach those aspects of RHE which are statutory parts of National Curriculum Science. (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. This does not apply to academies).

However, the reasons for our inclusion of RHE go further.

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 RHE 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. RHE, therefore, will be placed firmly within the context of a loving 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) 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 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 RHE 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 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. 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"[3] 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;
- 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;
- 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;
- age related facts about human reproduction, how love is expressed and is an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life;

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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

Equalities Obligations

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

Broad Content 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 curriculum. The school is using TenTen Resources, which fall fully **into line with this policy. The structure of the programme is outlined in the following overview:**

Programme Structure (TenTen Resources)

In 'Life to the Full Plus', we will be following a three-stage structure which is repeated across three different learning stages:

- EYFS is aimed at Nursery and Reception
- Key Stage One is aimed at Years 1 and 2*
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

Programme / Resources will include TenTen Resources which are appendices to this policy.

Appendices to this policy provide detailed information about the programme and resources for suggested use across all year groups.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings

- values clarification

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 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.

Parents must be consulted before this policy is ratified by the governors. 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 have the right to withdraw their children from RHE 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. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

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.

Responsibility for teaching the programme

Responsibility for the specific relationships education programme lays with the Headteacher and her Senior Leadership Team. The Science Coordinator will also play an integral role in the development of the curriculum and policy.

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.

External Visitors

Our school will call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. 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 'Protocol for Visitors to Catholic Schools'[4].

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.

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

Head teacher

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

PSHE/RHE Co-ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RHE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

All Staff

RHE 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 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

This RHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying Policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RHE in PSHE classes will link to/complement learning in those areas identified in the RHE audit.

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.

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.

(See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

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.

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 policy and immediately inform the designated senior member of staff responsible.

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 knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such

circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

Monitoring and evaluation

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 should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

[1] Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, 2019

[2] *ibid*

[3] *Gravissimum Educationis* 1

[4] Protocol for Visitors to Catholic Schools, CES, Feb. 2011

Appendix 1 – ‘Life to the full plus’ pathway

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

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