

Our Lady of Peace Catholic Primary and Nursery School

'With Christ in our hearts, together we grow'



Relationship and Sex Education Policy

By order of the Governing Body of Our Lady of Peace Catholic Primary and Nursery School

Review Dates:	Date Reviewed: Reviewed FGB 13/07/2023	To be reviewed: Under review
Signatures:	Headteacher: Mr N Stopps	Chair of Governors: Mrs D Main

This policy has been adopted from the Catholic Education Service in accordance with their guidance.

Statutory

The school has a commitment to safeguarding and promoting the welfare of children.

COVID-19

All policies need to be considered in accordance with the School's risk assessment "Planning and Risk Assessment for opening", the Covid-19 section in the Federation Safeguarding Policy, and recent Government Guidance relating to opening schools and Early Years settings:

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

School Mission Statement

'With Christ in our Hearts together we grow'

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about Relationships and Sex Education (RSE). We set out our rationale for and approach to RSE in our school. RSE Scheme – ‘Ten:Ten, Life to the Full’.

At Our Lady of Peace, we use ‘Ten:Ten, Life to the Full’ as our programme of study. Ten Ten is an award-winning Catholic educational organisation that is well-respected and very experienced in this field of work. Life to the Full is a Relationships and Health Education curriculum programme underpinned by a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God.

Life to the Full has been approved by the Diocese of Northampton. Ten Ten work in partnership with the Catholic Education Service and Department for Education to provide training for teachers in Catholic schools on the subject of the new RSE statutory curriculum.

Defining Relationship and Sex education

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”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. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

However, the reasons for our inclusion of RSE 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 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 RSE therefore is rooted in the Catholic

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

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 a 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. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE 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 RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to 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.

Aims of RSE 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 RSE is an integral part of this education. Furthermore, our school aims state that we aim to implement education through a Catholic Christian Curriculum which is based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life. 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 encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.

³ Gravissimum Educationis 1

- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect similarities and differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To offer sex education supported by the school's wider curriculum for personal, social and health education.
- To be able to know their body, learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of their body is associated with each sense.
- To ensure that pupils are prepared for puberty and the opportunities, responsibilities and experiences that adult life will bring.
- To ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed.
- To help pupils to develop a healthier, safer lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

Inclusion/Equality and Diversity

We will ensure RSE 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.

Safeguarding Procedures

The school has procedures to deal with any sensitive issues or children thought to be vulnerable. Staff will pass on any concerns of this nature to the DSL (Designated Safeguarding Lead) in school (see Safeguarding Policy).

Broad Content of RSE

Three aspects of RSE - 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 sex curriculum.

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

- Early Years Foundation Stage is aimed at Preschool and Reception
- Key Stage One is aimed at Years 1 and 2
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

Within each learning stage, there are three Modules which are based on the Model Catholic RSE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work.

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationships Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

Within each Unit there are a number of planned sessions which are to be led in the classroom.

The programme adopts a spiral curriculum approach so that as a child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

Module One: Created and Loved by God

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Module Two: Created to Love Others

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

Module Three: Created to Live in Community

Finally, Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage.

In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

Assessment

Assessment will take place mainly through questioning and teachers will make judgements based on any written tasks completed through each section. Teachers will assess the children's prior knowledge through looking at the key vocabulary and will revisit this at the end of a unit to assess their progress. There are also assessment activities associated with each unit of work in the Life to the Full programme.

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

The Life to the Full was consulted on and shared with parents in May 2023.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher.

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

Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

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 RSE 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 RSE. 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 and sex education programme lays with the Headteacher, Religious Education Leader and RSHE Leader.

However, all staff will be involved in developing the attitudes and values aspect of the RSE 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.

Other Roles and Responsibilities Regarding RSE

Governors

- Draw up the RSE 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 RSE 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/RSE and Religious Education Leaders

The PSHE/RSE and Religious Education Leaders with the Headteacher have 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 RSE and the provision of in-service training.

All Staff

RSE 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 RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. 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 RSE 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 RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RSE 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 RSE. 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 RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 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 Young People who are at Risk

Children need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may 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 RSE 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 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 Evaluation

The RSE 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.

Appendix 1: Programme Overview

EYFS

Preschool

Term	Module and Unit	Session Title	Session Length
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 15-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

Reception

Term	Module and Unit	Session Title	Session Length
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 15-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

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	45 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

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)	40 minutes (2 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	30 minutes
	KS1, Module 2, Unit 3	Session 1: Real Life Online	30 minutes
		Session 2: Rules To Help Us	30 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

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	45 minutes
	LKS2 Module 2, Unit 1	Story Sessions: Jesus, My Friend	5 x 15-minute sessions over 5 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	45 minutes
		Session 2: Chatting Online + Classroom Shorts	45 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	45 minutes
Summer I or II	LKS2 Module 3, Unit 1	Session 1: A Community of Love	30 minutes
		Session 2: What is the Church?	45 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	50 minutes
		Session 2: Working Together + Classroom Shorts	45 minutes

Year 4

Term	Module and Unit	Session Title	Session Length
Autumn I	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	45 minutes
		Session 2: Respecting our Bodies	45 minutes
		Session 3: What is Puberty?	45 minutes
		Session 4: Changing Bodies	45 minutes
		Session 5: Male/Female Discussion Groups (optional)	45 minutes
Spring II	LKS2 Module 1, Unit 3	Session 1: What Am I Feeling?	45 minutes
		Session 2: What Am I Looking At?	45 minutes
		Session 3: I Am Thankful	45 minutes
Summer I	LKS2 Module 1, Unit 4	Session 1: Life Cycles	45 minutes
		Session 2: A Time For Everything	45 minutes
		Session 3: Big Changes, Little Changes + Classroom Shorts	45 minutes
Summer I or II	LKS2 Module 3, Unit 1	Session 1: A Community of Love	30 minutes
		Session 2: What is the Church?	45 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	50 minutes
		Session 3: Money Matters + Classroom Shorts	45 minutes

UKS2

Year 5

Term	Module and Unit	Session Title	Session Length
Autumn I	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	45-60 minutes
Spring I	UKS2 Module 2, Unit 2	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
	UKS2 Module 2, Unit 3	Session 1: Sharing Isn't Always Caring	45-60 minutes
		Session 2: Cyberbullying + Classroom Shorts	45-60 minutes
Spring II	UKS2 Module 2, Unit 4	Session 1: Types of Abuse + Classroom Shorts	45-60 minutes
		Session 2: Impacted Lifestyles + Classroom Shorts	45-60 minutes
		Session 3: Making Good Choices	45-60 minutes
		Session 4: Giving Assistance	45-60 minutes
Summer I or II	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity	45-60 minutes
		Session 2: Catholic Social Teaching	45-60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	45-60 minutes
		Session 2: The World of Work + Classroom Shorts	60 minutes

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
		Session 1: Gifts and Talents	45-60 minutes
	UKS2 Module 1, Unit 2	Session 2: Girls' Bodies	45-60 minutes
		Session 3: Boys' Bodies	45-60 minutes
		Session 4: Spots and Sleep	45-60 minutes
Spring I	UKS2 Module 1, Unit 3	Session 1: Body Image	45-60 minutes
		Session 2: Peculiar Feelings	45-60 minutes
		Session 3: Emotional Changes	45-60 minutes
		Session 4: Seeing Stuff Online	45-60 minutes
Spring II	UKS2 Module 1, Unit 4	Session 1: Making Babies (Part 1)	45-60 minutes
		Session 2: Making Babies (Part 2) May be omitted or may be set as a homework task with parents.	45-60 minutes
		Session 3: Menstruation	45-60 minutes
		Session 4: Hope Beyond Death	60 minutes
		Session 5: Coping with Change + Classroom Shorts	60 minutes
	UKS2 Module 2, Unit 2	Session 4: Build Others Up + Classroom Shorts	60 minutes
Summer I or II	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity	45-60 minutes
		Session 2: Catholic Social Teaching	45-60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	45-60 minutes
		Session 3: Money and Me + Classroom Shorts	60 minutes