St Patrick's Catholic Primary School- Relationship and Health Education

Life to the Full: Programme Content

(See also coloured leaflet summary and the on-line parent portal)

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

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.

At the start of each learning stage in Module One, are a series of short Story Sessions to be completed on consecutive days throughout the week.

Story Sessions
Each learning stage focuses on a different Gospel story, which is repeated in various ways over the week, giving rise to times of discussion, imaginative reflection and creative response, for example, in Key Stage One children will hear and reflect on the story of Jesus telling the little children to come to Him and through imaginative reflection will put themselves into the story to experience Jesus' call personally. In Upper Key Stage Two, the story is that of Jesus calming the storm, and is used to reflect on how whatever might come their way through puberty and beyond, Jesus is with them and will help them.

All of these Story Sessions communicate and help children know more deeply the key idea that we were created by God out of love and for love. Building on this religious understanding of the meaning and purpose of our bodies, children are then taken through a variety of age-appropriate sessions which explore body and health issues.

In these sessions, we explore:

Early Years Foundation Stage – our uniqueness in real terms, including celebrating difference and individual gifts, talents and abilities, looking after and using our bodies (including vocabulary around this topic), the necessity of when and how to say sorry in relationships, a basic exploration of Jesus's forgiveness and growing up as God's plan for us.

Key Stage One – that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

Lower Key Stage Two – understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

Upper Key Stage Two – appreciation of physical and emotional differences, a more complex understanding of physical changes in girl's and boys' bodies, body image, strong emotional feelings,

the impact of the internet and social media on emotional well-being, a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

There are 11 sessions in Module 1 of Upper Key Stage Two which are structured around our very own TV drama series, Paradise Street.

The Paradise Street sessions

Paradise Street is an original drama series for Upper Key Stage Two which follows the story of 4 friends – Finn, Leyla, Marcus and Siobhan – who have different personal and social experiences related to growing up and puberty. Each episode lasts about 10 minutes and is followed by a time of teacher-led discussion with the pupils. Each session also includes an episode of 'Delving Deeper into Paradise Street' in which two fun presenters explore the issues in the drama and provide some teaching for pupils (which also acts as guidance and support for teachers). Each concludes with a time of personal writing in a Module 1 Workbook which will help the pupils to digest and personalise the teaching.

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 heathy relationships and keeping safe.

Gospel Stories

At the start of each learning stage, we begin with a session based on a key Gospel story which provides the religious foundation for the teaching that will follow. For example, through an imaginative retelling of the Prodigal Son, children deepen their understanding of the concept of sin and the importance of forgiveness in relationships.

This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

Early Years Foundation Stage – In the Unit 'Personal Relationships', children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. They will learn to resolve conflict and the importance of asking for forgiveness when necessary.

In the Unit 'Keeping Safe', children learn about practical ways to stay safe inside and out, including medicine safety and people who help us in emergencies (a session that can be linked to the 'People Who Help Us' topic in EYFS).

Key Stage One – In the Unit 'Personal Relationships', children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.

In the Unit 'Keeping Safe', we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource the NSPCC). Children also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid and what makes a 999 emergency and what they should do if in an emergency situation.

Lower Key Stage Two – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified CBT techniques for managing thoughts, feelings and actions.

Once again, for the 'Keeping Safe' unit, we have incorporated some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories. Children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The final session of the module explores in more detail what to do in emergency situations.

Upper Key Stage Two – The sessions for UKS2 in the 'Personal Relationships' module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

Over the first three sessions in the Unit 'Keeping Safe', the programme explores the risks of sharing and chatting online at a level more appropriate to Years 5 and 6, and a more complex understanding of different forms of abuse.

The final three sessions in this Module explore how drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning, discuss how to make good choices even in pressured situations, and teach essential First Aid such as DR ABC and the recovery position.

Drugs, Alcohol and Tobacco
The final two* sessions in Unit 3 at each learning stage concern age appropriate teaching about drugs, alcohol and tobacco and First Aid. Through teaching from the eccentric, animated character Dr Datfa, as well as role play, discussions and activities, children will be equipped with facts and figures to help them make good choices – all underpinned by the religious understanding that we are created to love God and love others, so we should look out and care for one another and the bodies we have been given. *Three sessions in Upper Key Stage Two

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.

Key Decisions

In creating this programme, we have tried to pitch the resources at an age-appropriate level for children within each learning stage. However, the final decision on when sessions should be taught are ultimately the responsibility of the school.

There are a number of key decisions that we ask you to consider before implementing the programme.

Key Decision 1: Genitalia

Genitalia is not named in Early Years Foundation Stage, private parts are merely referred to as 'privates'. However, in Key Stage One, a decision must be made about whether to introduce names of genitalia to Years 1 and 2. Some of our advisers and dioceses have recommended that we do provide resources which discuss genitalia, some have recommended that we do not. Therefore, we have produced 2 different versions of the same resource.

The case for introducing teaching about genitalia at this age is two-fold.

The first is that this is the stage at which we talk to children about the differences between boys and girls. Here, it is important not to uphold negative gender stereotypes and, in fact, the non-physical differences between boys and girls at this age are small and difficult to define. By linking gender to biological sex, it helps children to understand the difference, equality and complementarity of boys and girls.

The second is a safeguarding issue. The argument goes that if young children are better able to confidently articulate about private body parts, they are better equipped to identify experiences of feeling uncomfortable if any form of abuse takes place.

The argument against teaching about genitalia at Key Stage One is that it could engender an interest in private body parts that may be unhelpful at this age.

We hear and respect both arguments, and so we present these decisions for schools to make in consultation with your parents and governing body, according to your RSE Policy.

Our Proposal:

We will continue to use the words 'privates' with the children in Key stage 1 but make the material available to parents if they wish to use biological names with their Year 1 and 2 children.

Key Decision 2 : Puberty

In Module 2 of Lower Key Stage One, we have provided two sessions on puberty and changing bodies. We have recommended these sessions for Year 4+ but again we recommend that a decision is made locally about the best time and place for the teaching of these sessions.

Some further information:

The NHS website says the following:

"The average age for girls to begin puberty is 11, while for boys the average age is 12. But it's different for everyone. It's completely normal for puberty to begin at any point from the ages of 8 to 14. The process can take up to 4 years."

Our Proposal:

We will continue to teach this from Year 5 and into Year 6 (supported by the school nurse) but make specific members of staff available to any child who needs access to this information earlier.

Key Decision 3: Talking About Sex

The third key area for consideration is about whether to include a session in Upper Key Stage Two which answers the question: 'Where do babies come from?'

Naturally, this question leads to a discussion about sexual intercourse and we would like to leave it to the individual school, in consultation with parents, about the inclusion of this session. Teaching about sexual intercourse to primary school children is not part of the statutory curriculum; however, a number of dioceses that we have partnered with have asked that resources are provided which deal with this topic as it is a natural progression of the conversation around the scientific understanding of how babies are made (sperm and egg).

We have therefore provided a session which can be provided in two ways:

1) A regular session as part of the Paradise Street sessions;

2) As an optional resource which parents can lead with their children at home.

What happens?

In episode 10 of "Paradise Street", one of our characters, Finn, asks his parents the direct question – how did the sperm get inside mum's body and meet the egg? The response given by his parents is honest and direct. As Christian parents, their response is rooted in God's love but they also describe what happened physically between them to create a child.

In the follow-up discussion in the episode of "Delving Deeper" after the drama, a further scientific explanation is given, involving reference to the penis entering the vagina. This teaching is provided within the context of marriage being God's plan for the place of sex within a relationship.

The session concludes with a personal writing activity in which pupils consider God's plan for relationships. It endorses that God loves and accepts them no matter what and allows space for personal responses to questions about their own families. Inspired by the presenter Nathan in Delving Deeper, there is also an opportunity for a creative writing exercise called 'A Recipe for Love'.

There are some important, delicate decisions to be made here about this session.

Firstly, this session can be completely omitted. The rest of the programme will run perfectly fine without it.

Secondly, a school can opt to give the sessions to parents to lead at home (the full video content will be made available through the Online Parent Portal). Parents, of course, can choose to opt out of showing their children the video and talking about it.

However, we have tried to create a session with delicacy and care and we believe that it provides powerful teaching in an age-appropriate way on love, intimacy and marriage.

Our Proposal:

We would like to continue to teach puberty and human lifecycles in Science only but we will provide this additional sex education content for parents to use at their own discretion.

Key Decision 4: Talking About Pornography

The final key decision concerns talking about pornography. One of the sessions in Upper Key Stage Two addresses the risks that children face from seeing pornographic images and videos online. On the one hand, this is very much a lesson about 'internet safety' and therefore falls under the statutory Health Education curriculum.

However, some schools and parents may also consider that this falls under the non-statutory Sex Education curriculum. We encourage schools and their parents to make their own decision about this.

We appreciate the delicate nature of these decisions and know that different schools and dioceses will have different opinions on the most appropriate approach. We will always try to keep you

Our Proposal:

We will teach internet safety and use the word 'inappropriate' to describe content- we will not use the term 'pornography'.

LGBT Content

This teaching is in line with the statutory guidance from the Department of Education and Welsh Government.

Many schools, teachers and parents are keen to know what LGBT content is in the programme, Life to the Full. The following notes should help you to understand and articulate the position that the programme takes on this subject:

Life to the Full is inclusive of all children, families and teaching staff.

From the very start, the programme acknowledges that families are made up differently (including single-parent families, blended families, step-parents, carers, etc) and it celebrates the family unit in whatever form it takes.

Individual schools can build on this teaching, depending on the cohort, to ensure that every child is assured, and their family background is affirmed.

In Upper Key Stage Two, the presenters on film say that some children have 'two mums and two dads' as part of a list of different family set-ups – this is the only explicit reference to same-sex relationships in the programme.

The programme emphasises very strongly the dignity of every person as being created and loved by God – it examines difference and bullying, but does not explicitly highlight LGBT people within this context, which is a decision for the local school to make.

The only reference to sexual intimacy is in the optional UKS2 session 'Making Babies: Part 2', as discussed in the section of this document, 'Key Decisions'. In this session, sexual intimacy is discussed within the context of a heterosexual marriage, and the Catholic-Christian point of view is clearly stated.

UKS2 session, 'Build Others Up' is an anti-bullying resource framed by the protected characteristics. The protected characteristics of sex, sexual orientation and gender reassignment are not explicitly named within the session's film. Later in the session, children are presented with a number of scenarios to discuss and sort. Some of the scenarios (H, I and L) concern discrimination / bullying of the protected characteristics of sex and/or sexual orientation. See Key Decision #7 for more information.

Life to the Full Plus LGBT Content

In addition to the lesson outlined in the previous section, schools who subscribe to Life to the Full Plus will also have access to three Classroom Short videos (that can be viewed via the Online Parent Portal).

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1. Recognise
   In this film, children will consolidate and develop learning from the session by learning to recognise prejudice and discriminatory behaviours in themselves and others. In the context of hearing various descriptions of prejudiced actions, children learn in this video that homophobia is being prejudiced against someone because they are attracted to someone of the same sex.

2. Attraction
   In this live action drama, rumours in school about crushes cause upset between friends. Within their class teaching, the characters learn what attraction is and that someone can be attracted to someone of the same or the opposite sex. Discussion will give children the opportunity to consolidate learning about attraction and consider how attraction fits within healthy, loving relationships.

3. Stereotypes
   This informative video explores the concept of gender stereotypes and how these stereotypes might make us feel. Clarity on gender identity being separate from sexual orientation will be made. Children will be encouraged to celebrate God's creation by valuing the uniqueness of each and every person.