Sacred Heart.
RC Primary School Westhoughton
More than a school. A community of love.
Love | Learn | Serve | Shine

PSHCE, RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

October 2026 | Reception–Year 6

Ut Diligatis Invicem — That you love one another

Policy owner	The subject leader, PSHCE/RSE Subject Lead
Executive accountability	Executive Headteacher
Approval	Governing Board — date to be recorded following consultation
Implementation	Following approval
Review	Autumn 2027, and sooner following significant changes
Supersedes	PSHCE Health and Well-being Policy, Autumn 2025

1. Purpose and status

This policy sets out the aims, content, delivery, safeguarding arrangements, accessibility, parental rights, governance and evaluation of Personal, Social, Health, Citizenship and Economic Education (PSHCE), Relationships Education, Health Education and additional primary Sex Education at Sacred Heart RC Primary School. It applies to all pupils from Reception to Year 6, with age-appropriate provision in the Early Years Foundation Stage (EYFS).

The school has regard to the Department for Education (DfE) statutory guidance issued July 2025 and effective from 1 September 2026; the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019; the Equality Act 2010; the National Curriculum for Science; the EYFS statutory framework; safeguarding guidance; and the Catholic Education Service (CES) model framework revised in 2026. The Diocese of Salford 2023 model informs our Catholic rationale but does not displace current statutory guidance.

Relationships Education is compulsory in primary education; Health Education is compulsory in state-funded schools. Applicable National Curriculum Science content is compulsory. Additional primary Sex Education is not compulsory, but the school intends to provide age-appropriate teaching as specified in its approved curriculum map. The school publishes this policy online and provides copies free of charge.

2. Catholic mission and rationale

“I have come that you may have life, and have it to the full.” (John 10:10). Sacred Heart’s motto, Ut Diligatis Invicem — “That you love one another” — and its commitment to being “More than a school. A community of love” frame the formation of the whole person. Every pupil is made in the image and likeness of God and possesses an inherent dignity which does not depend on ability, circumstances, belief or family background.

Our teaching is rooted in the Gospel, the Trinitarian understanding of loving relationships, Catholic Social Teaching, the common good and the Catholic vision of marriage and family life. We teach fidelity, prudence, compassion, mercy, integrity, responsibility, respect and care for creation. We explain Catholic moral teaching faithfully while teaching

scientific and legal facts accurately, distinguishing faith teaching from legal requirements and factual knowledge. All pupils and families are treated with respect and no pupil is shamed or excluded because of personal or family circumstances.

Our four commitments — Love, Learn, Serve and Shine — support pupils to practise the virtues and apply their learning in school and beyond.

3. Aims

- Enable pupils to build safe, healthy, respectful relationships and identify trusted adults.
- Develop emotional literacy, resilience, self-respect, empathy and sound judgement.
- Teach bodily autonomy, privacy, consent in age-appropriate everyday contexts, personal boundaries and how to seek help.
- Provide accurate, age-appropriate learning about physical and mental health, puberty and growing up.
- Develop safe and responsible online behaviour, including awareness of harmful content and online relationships.
- Equip pupils for responsible citizenship, economic wellbeing, stewardship and participation in the common good.
- Support pupils to recognise and challenge bullying, discrimination, exploitation and abuse.
- Work transparently and constructively with parents as their children's first educators.

4. Definitions and statutory boundaries

4.1 Relationships Education

Relationships Education teaches the building blocks of positive relationships: families and people who care for pupils; caring friendships; respectful relationships; online relationships; and being safe. This includes privacy, boundaries, the difference between appropriate and inappropriate contact, help-seeking, recognising coercion and unsafe situations, and reporting concerns.

4.2 Health Education

Health Education includes mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol, tobacco and vaping, health and prevention, personal safety, basic first aid, and the changing adolescent body. Puberty, menstruation and appropriate anatomical vocabulary may be compulsory Health Education and/or Science content; they are not automatically additional Sex Education.

4.3 National Curriculum Science

Science includes relevant teaching about the human body, growth and development, puberty and reproduction in plants and animals, as specified in the applicable programme of study. There is no parental right to withdraw from this content.

4.4 Additional primary Sex Education

Additional primary Sex Education refers to teaching about human conception and birth beyond compulsory Relationships Education, Health Education and Science. Sacred Heart's curriculum will identify the exact lessons and learning objectives which fall into this category. Their timing and teaching materials will be communicated to parents in advance. The final Year 5/6 lesson-level classification must be confirmed against the current Ten Ten subscription before this policy is approved.

5. Curriculum design: Life to the Full and Life to the Full Plus

Diocesan requirement (Directive 24). The Bishop of Salford's Diocesan Directives, effective 1 September 2026, require Catholic schools to use only materials approved by the Diocesan Bishop for Relationships and Sex Education. Directive 24 expressly identifies Life to the Full as an approved scheme. Sacred Heart uses Ten Ten Resources' Life to the Full and Life to the Full Plus materials within its Catholic PSHCE and RSHE provision. Any other materials proposed for Relationships and Sex Education must have the requisite diocesan approval before use. The school consults parents on its policy, curriculum delivery, information-sharing and additional primary Sex Education arrangements; consultation does not remove the obligation to comply with statutory education requirements or the Bishop's Directive.

Sacred Heart uses Ten Ten Resources' Catholic programmes Life to the Full and Life to the Full Plus as the principal structured resources for Relationships Education, Health Education and the wider PSHCE curriculum. The programmes are taught progressively through EYFS, Key Stage 1 and Key Stage 2, supported by Catholic Social Teaching, Science, Religious Education, Computing, physical education and wider school life.

The established Life to the Full framework includes the themes Created and Loved by God; Created to Love Others; and Created to Live in Community. Its spiral approach addresses religious understanding, body and health, emotional wellbeing, personal relationships, keeping safe, growing and changing, community, rights and responsibilities. Life to the Full Plus supports the wider PSHE provision, including relevant health, safety and living-in-the-wider-world content. Programme labels and specific lessons will be checked against the school's live subscription and published curriculum overview.

A commercially produced programme does not itself establish compliance. The subject lead will maintain a year-by-year coverage and resource audit against the DfE 2026 primary endpoints, identifying any additional teaching required and explicitly distinguishing statutory and optional lessons. The school will not treat provider descriptions as a substitute for its own scrutiny.

5.1 Curriculum coverage

- Families and care: family diversity, secure relationships, trusted adults, family change and bereavement.
- Friendships and respect: kindness, conflict resolution, prejudice, bullying, respectful disagreement and healthy boundaries.
- Online relationships: online identities, privacy, contact with strangers, misinformation, harmful content, cyberbullying and reporting.
- Personal safety: consent and permission in everyday situations, body privacy, unsafe touch, coercion, secrets and help-seeking.
- Mental wellbeing: feelings, coping strategies, support networks, emotional regulation and when to ask for help.
- Physical health: activity, sleep, nutrition, hygiene, dental health, infection prevention, medicines and substance risks including vaping.
- Puberty and development: physical and emotional changes, menstruation, correct anatomical language and reassurance.
- Basic first aid: recognising emergencies, seeking adult assistance and age-appropriate emergency response.
- Citizenship and economic education: money, saving, budgeting, aspirations, work, environmental stewardship, rights, responsibilities and the common good.

6. Organisation, teaching and assessment

PSHCE is ordinarily taught discretely for one hour each week in all year groups, with additional teaching through themed days, cross-curricular links, school routines, pupil leadership and Catholic life. Class teachers retain responsibility for planning, teaching and assessment. Sensitive RSHE sessions are delivered by suitably prepared staff; any approved visitor supplements, but never replaces, teacher responsibility.

Teaching uses clear ground rules, correct and accessible language, stories, structured discussion, role play, scenarios, reflection and carefully selected materials. Pupils are never required to disclose personal experiences or family information. Questions are answered honestly, sensitively and proportionately to age and development. Where a question goes beyond planned primary content, staff acknowledge it without unnecessary explicit detail, consider safeguarding implications and, where appropriate, offer a private follow-up or advise parents.

Assessment is formative and criterion-referenced, based on pupils' understanding and application of taught knowledge and skills. Teachers use discussion, scenarios, reflection and suitable tasks to identify misconceptions and next steps. We do not grade pupils' moral worth, personal experiences or family circumstances. Any school reporting descriptors must be interpreted as school-defined learning expectations rather than statutory National Curriculum attainment levels for PSHCE.

7. Equality, SEND and accessibility

Teaching complies with the Equality Act 2010 and applicable public sector equality duties. Staff challenge bullying, prejudice, harassment and stereotypes, including prejudice related to disability, race, religion or belief, sex, sexual orientation and other protected characteristics. Families may include married or unmarried parents, single parents, same-sex parents, adoptive and foster carers, kinship carers, grandparents and other caring arrangements. The school teaches the Catholic understanding of marriage while respecting every pupil's family and legal rights.

RSHE is planned for pupils with SEND through adaptive teaching, reasonable adjustments, accessible communication, visual supports, repetition, pre-teaching and individual planning where appropriate. Teachers work with the SENCOs, Mr M. Stubbs and Miss M. Fairhurst, under the strategic oversight of the Head of School. Support is designed to enable pupils to participate alongside peers, not routinely to separate them from the curriculum. The needs and heightened safeguarding vulnerabilities of some pupils are considered without reducing expectations of safety knowledge.

Sensitive matters, including sex, gender identity and sexual orientation, will be addressed in accordance with current law and DfE guidance, with age-appropriate factual teaching, respect for all pupils and no presentation of contested beliefs as established fact. Staff do not invite pupils to disclose intimate personal information in class.

8. Safeguarding and sensitive questions

RSHE is an important protective part of safeguarding. Pupils learn how to identify abuse, inappropriate contact, coercion, harmful behaviour and unsafe online experiences; how to say no where possible; and how to seek help, including where an adult or peer is responsible. Staff must not promise confidentiality. Any disclosure or concern is handled under the school's safeguarding and child protection procedures, recorded appropriately and referred promptly to the Designated Safeguarding Lead, Mrs Paula Cox, or a deputy DSL. Urgent risks are escalated immediately.

Teaching must not imply that responsibility for abuse rests with a child who was unable to prevent it. Staff consider potential trauma, avoid sensationalised or explicit material, use safeguarding-informed language and signpost pastoral support. Any visitor is briefed on disclosure and reporting arrangements.

9. Parents, consultation, materials and withdrawal

9.1 Partnership and transparency

Parents and carers are the first educators of their children. Sacred Heart will consult them proactively when developing or reviewing this policy, seek age-appropriate pupil views, engage staff and governors, and consider diocesan guidance. The consultation method, dates and resulting amendments will be recorded before formal approval. The school will provide curriculum overviews and advance notice of sensitive teaching, especially additional Sex Education.

Parents may inspect all RSHE curriculum materials, including commercial or visitor-produced materials, on request. The school will make practical viewing arrangements, including reasonable accessibility arrangements; copyright will not be used to deny inspection. Representative materials may also be shared proactively, subject to lawful licensing arrangements.

9.2 Right to withdraw

Parents and carers may request in writing to the Executive Headteacher that their child be withdrawn from some or all additional primary Sex Education, including the specifically identified elements in Appendix B. The Executive Headteacher will automatically grant the request; no reason or exceptional circumstance is required. A meeting will be offered to clarify content and consider the benefits and implications, but is not a condition of granting withdrawal. The school will record the request, confirm the precise teaching affected, provide purposeful alternative education, preserve confidentiality and allow the request to be withdrawn later. There is no right to withdraw from statutory Relationships Education, Health Education or National Curriculum Science, including compulsory puberty content. Teaching about same-sex families, protected characteristics, equality and prevention of bullying is not automatically additional Sex Education.

If a pupil asks a question about content from which they have been withdrawn, staff will respond safely and appropriately, respecting the parent's request while meeting safeguarding obligations. A parental request cannot prevent the school from providing necessary protective information or responding to a safeguarding concern.

10. External agencies and resources

Any external provider, visitor or workshop is approved in advance by school leaders. Staff check credentials, intended outcomes, scripts, presentations, handouts, factual accuracy, age-appropriateness, Catholic ethos, equality, safeguarding, data protection and accessibility. Parents are told when visitors will contribute to RSHE and can inspect the materials. A school employee remains present and accountable for teaching and safeguarding. Unapproved material will not be introduced by a visitor.

11. Leadership, governance, monitoring and review

The Governing Board approves this policy following consultation; assures itself of compliance, the appropriateness of materials and the curriculum's Catholic character; and receives monitoring reports. The Executive Headteacher has overall accountability. The Head of School supports implementation and inclusion. the subject leader, as PSHCE/RSE Subject Lead, maintains the curriculum map, resource audit, training records, parent communications and subject monitoring. Class teachers plan, teach, adapt, assess and report concerns. The DSL oversees safeguarding responses and staff training links.

Monitoring includes planning scrutiny, pupil voice, work and assessment review, staff discussion, safeguarding themes, parental feedback and checks against the latest DfE guidance. The policy will be reviewed annually, next in Autumn 2027, or earlier following statutory, diocesan or material curriculum changes. Approval and consultation records will be retained.

Appendix A. Primary statutory coverage assurance

This curriculum coverage matrix maps the 2026 Ten Ten Life to the Full Plus programme overview to the principal primary statutory headings. It identifies indicative sessions, not proof that every individual DfE endpoint is fully taught. The subject leader checks the actual scripts, activities, year-group sequence and supplementary provision annually. The school's long-term plan, rather than this policy, sets teaching terms. Speak Truth to Power is ordinarily delivered in Autumn 2.

Curriculum requirement	Sacred Heart / Ten Ten provision and assurance
Families and people who care for me	EYFS: Who's Who?; New People, New Places. KS1: Special People; The Communities We Live In. LKS2: Friends, Family and Others… UKS2: Build Others Up. Assurance: Mapped to relationships and family diversity; check lesson materials for marriage, stability and seeking help.
Caring friendships	EYFS: You've Got a Friend in Me; Forever Friends. KS1: Treat Others Well…; …and Say Sorry. LKS2: Friends, Family and Others…; When Things Feel Bad; Balancing Needs. UKS2: Under Pressure; Build Others Up. Assurance: Mapped; verify coverage of trust, conflict, loneliness and friendship repair.
Respectful relationships	EYFS: I Like, You Like, We All Like!; All the Feelings! KS1: Girls and Boys; Treat Others Well… LKS2: We Don't Have to Be the Same; Respecting Our Bodies; When Things Feel Bad. UKS2: Under Pressure; Build Others Up; Confidence vs Control. Assurance: Mapped; verify explicit coverage of courtesy, stereotypes, protected characteristics and reporting bullying.
Online relationships	EYFS: What is the Internet?; Playing Online. KS1: Real Life Online; Rules to Help Us. LKS2: Sharing Online; Chatting Online. UKS2: Sharing Isn't Always Caring; Cyberbullying. Assurance: Mapped; verify privacy, contacts, risks of sharing, harmful interactions and trusted adults.
Being safe	EYFS: My Body, My Rules; Safe Inside and Out. KS1: Good and Bad Secrets; Physical Contact; Can You Help

	Me? Parts 1–2. LKS2: Safe in My Body; Recognising Risk. UKS2: Types of Abuse; Giving Assistance. Assurance: Mapped; verify boundaries, permission, secrets, reporting and safeguarding disclosures.
Mental wellbeing	EYFS: All the Feelings! KS1: Feeling Inside Out; Super Susie Gets Angry. LKS2: What Am I Feeling?; What Am I Looking At? UKS2: Body Image; Peculiar Feelings; Emotional Changes; Self-Talk. Assurance: Mapped; verify recognising mental ill-health, seeking help and online influences.
Internet safety and harms	EYFS: What is the Internet?; Playing Online. KS1: Real Life Online; Rules to Help Us. LKS2: Sharing Online; Chatting Online. UKS2: Seeing Stuff Online; Cyberbullying; Sharing Isn't Always Caring. Assurance: Mapped; ensure statutory protective teaching is retained even when additional sex education is withdrawn.
Physical health and fitness	EYFS: Heads, Shoulders, Knees and Toes; Ready Teddy? KS1: Clean and Healthy (My Body). LKS2: Respecting Our Bodies. UKS2: Spots and Sleep. Assurance: Partial from overview: explicitly verify exercise, activity and inactivity in PE/other planning.
Healthy eating	EYFS: Ready Teddy? KS1: Clean and Healthy (My Body). LKS2: Respecting Our Bodies. Assurance: Not demonstrably evidenced by session titles: verify explicit balanced diet, nutrition and food choices in PSHCE/science planning.
Drugs, alcohol, tobacco and vaping	KS1: Harmful Substances. LKS2: Drugs, Alcohol and Tobacco. UKS2: Making Good Choices. Assurance: Mapped for substances; verify explicit vaping and associated health risks in current materials or supplementary provision.
Health and prevention	EYFS: Feeling Poorly; My Body, My Rules. KS1: Clean and Healthy (My Body). LKS2: Respecting Our Bodies. UKS2: Spots and Sleep; Menstruation. Assurance: Partial from overview: verify sleep, dental health, hygiene, immunisation and infection prevention in lesson plans.
Basic first aid	EYFS: People Who Help Us. LKS2: First Aid Heroes. UKS2: Giving Assistance. Assurance: Mapped; verify practical emergency response and how to summon help, including emergency services.
Changing adolescent body	LKS2: What is Puberty; Changing Bodies; Male/Female Discussion Groups (optional). UKS2: Girls' Bodies; Boys' Bodies; Menstruation; Emotional Changes. Assurance: Mapped; compulsory puberty and menstruation content is not withdrawable.
Personal safety and protective learning	EYFS: Safe Inside and Out; My Body, My Rules. KS1: Good and Bad Secrets; Physical Contact; Can You Help Me? LKS2: Safe in My Body; Recognising Risk. UKS2: Types of Abuse; Under Pressure; Confidence vs Control. Assurance: Mapped across Relationships/Health Education; verify all specific statutory outcomes against scripts.
National Curriculum Science (cross-curricular)	KS1: Girls and Boys (My Body), alongside Year 1 Science. LKS2: Life Cycles; What is Puberty. UKS2: Making Babies (Part 1); Menstruation, alongside Science. Assurance: Science statutory content must be audited separately; no parental withdrawal from National Curriculum Science.
Additional primary Sex Education (not statutory)	LKS2: The Cycle of Life (additional conception/pregnancy content). UKS2: Making Babies (Part 2); separable additional elements of Seeing Stuff Online and Build Others Up / Attraction. Assurance: School teaches optional content; parents may withdraw from additional Sex Education only. See Appendix B.
Wider PSHCE and Catholic formation	Module 3: The Communities We Live In; Needs and Wants; Money Matters; Catholic Social Teaching; Reaching Out; The World of Work; Money and Me. Speak Truth to Power taught separately in Autumn 2. Assurance: Wider curriculum enrichment; term

	information included here only to identify the separate school programme, not to fix Ten Ten delivery terms.

Appendix B. Sex Education content and parental withdrawal schedule

Sacred Heart teaches the optional Ten Ten lessons as well as the core programme. The following is the school's published classification of content, subject to the teacher's review of the actual video, script and activity before delivery. Where a session combines compulsory and additional content, withdrawal applies only to the additional Sex Education element. The school will give parents advance notice, identify the specific content and make resources available to view. The PSHCE lead maintains a dated, lesson-level teaching and withdrawal record.

Stage / Ten Ten lesson	Classification and school provision	Parental withdrawal
KS1 – Girls & Boys (My Body)	Correct anatomical names including genitalia; safeguarding and Year 1 Science connections.	No withdrawal from Science or compulsory protective teaching.
Lower KS2 – The Cycle of Life	Human reproduction, conception and pregnancy explained simply; additional Sex Education where beyond Science.	Yes, from the additional conception/pregnancy explanation, not compulsory Science.
Upper KS2 – Seeing Stuff Online	Age-appropriate material about pornography alongside compulsory online safety, harmful content and reporting.	Yes, from any separable additional Sex Education explanation; not from statutory online safety and protective learning.
Upper KS2 – Making Babies (Part 2)	Explanation of sexual intercourse and human conception in the context of Catholic teaching.	Yes, from this additional Sex Education lesson, excluding any independently required Science content.
Upper KS2 – Build Others Up / optional scenarios / Attraction	Protected characteristics, prejudice, homophobia, attraction and bullying; includes additional discussion of sexual behaviour.	Yes, only from genuinely additional Sex Education on sexual behaviour; not from compulsory equality, family diversity, respectful relationships or anti-bullying teaching.
Upper KS2 – Recognise / Stereotypes	Prejudice, homophobia, gender stereotypes, dignity and respect.	No general withdrawal right from equality, relationships and anti-bullying education.
Upper KS2 – puberty, menstruation and bodies	Health Education and Science, including menstruation and bodily changes.	No withdrawal from statutory Health Education or Science.

Appendix C. Consultation and adoption record

Governance record to complete after consultation: consultation launch and close dates; parents/carers, pupils and staff consulted; summary of responses and any changes; diocesan engagement where applicable; Governing Board approval date; website publication date; next review Autumn 2027. This document is the final policy text proposed for consultation and approval, not a claim that those steps have already occurred. Planned consultation: 9–23 November 2026; Full Governing Board consideration: 2 December 2026 (subject to the consultation outcome).

Appendix D. Linked school policies and authoritative documents

- Safeguarding and Child Protection Policy; Online Safety Policy; Behaviour Policy; Anti-Bullying Policy.
- SEND Policy and School Offer; SEN Information Report; Accessibility Plan; Equality objectives and Protected Characteristics information.
- Science Curriculum; Religious Education Curriculum; Complaints Policy; curriculum information and the school's Life to the Full webpage.
- DfE: Relationships Education, Relationships and Sex Education and Health Education statutory guidance (effective 1 September 2026).
- CES: Relationships and Sex Education Model Framework Policy to Support Schools (revised 2026).
- • Diocese of Salford: Diocesan Directives for the General Regulation of Catholic Schools (effective 1 September 2026), Directive 24: approved Relationships and Sex Education materials.
- Diocese of Salford: RSHE Model Primary Policy (2023), used for Catholic contextual guidance subject to the 2026 framework.

Appendix E. Ten Ten Life to the Full Plus programme overview (2026)

The school teaches the core and optional sessions within the Ten Ten Life to the Full / Life to the Full Plus programme, organised across EYFS, KS1, Lower KS2 and Upper KS2 in three modules: Created and Loved by God; Created to Love Others; Created to Live in Community. The provider's four-page "Programme Overview 2026" is reproduced on the following four pages for internal policy review; publication or distribution of the provider material is subject to Ten Ten licence permissions. Its blue text identifies Life to the Full Plus material. Individual sessions are allocated to school year groups through the school's detailed curriculum map; a Key Stage band alone does not prove a particular Year 5 or Year 6 allocation.

Ten:Ten Resources | Life to the Full Plus!

Programme Overview
2026

Life to the Full Plus content in blue

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
EYFS	Unit Prayer & Assessment Activity Story Sessions Handmade With Love	Unit Prayer & Assessment Activity Session 1 I Am Me Session 2 Heads, Shoulders, Knees and Toes Session 3 Ready Teddy? Classroom Shorts	Unit Prayer & Assessment Activity Session 1 I Like, You Like, We All Like! Session 2 All the Feelings! Session 3 Let's Get Real	Unit Prayer & Assessment Activity Session 1 Growing Up Session 2 New People, New Places Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Role Model	Unit Prayer & Assessment Activity Session 1 Who's Who? Classroom Short Session 2 You've Got A Friend In Me Session 3 Forever Friends	Unit Prayer & Assessment Activity Session 1 What is the Internet? Session 2 Playing Online	Unit Prayer & Assessment Activity Session 1 Safe Inside and Out Session 2 My Body, My Rules Session 3 Feeling Poorly Session 4 People Who Help Us	Unit Prayer & Assessment Activity Session 1 God is Love Session 2 Loving God, Loving Others	Unit Prayer & Assessment Activity Session 1 Me, You, Us Session 2 When I Grow Up... Classroom Shorts Session 3 'Money Doesn't Grow On Trees' Classroom Shorts

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Programme Overview
2026

Life to the Full Plus content in blue

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
Key Stage 1	Unit Prayer & Assessment Activity Story Sessions Let the Children Come	Unit Prayer & Assessment Activity Session 1 I Am Unique Session 2 Girls and Boys Session 3 Clean and Healthy (My Body) Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Feelings, Likes and Dislikes Session 2 Feeling Inside Out Session 3 Super Susie Gets Angry	Unit Prayer & Assessment Activity Session 1 The Cycle of Life Session 2 Beginnings and Endings Session 3: Change Is All Around Classroom Shorts	Unit Prayer & Assessment Activity Session 1 God Loves You	Unit Prayer & Assessment Activity Session 1 Special People Classroom Short Session 2 Treat Others Well… Session 3 …and Say Sorry	Unit Prayer & Assessment Activity Session 1 Real Life Online Session 2 Rules to Help Us	Unit Prayer & Assessment Activity Session 1 Good and Bad Secrets Session 2 Physical Contact Session 3 Harmful Substances Session 4 Can You Help Me? (Part 1) Session 5 Can You Help Me? (Part 2)	Unit Prayer & Assessment Activity Session 1 Three in One Session 2 Who is My Neighbour?	Unit Prayer & Assessment Activity Session 1 The Communities We Live In Session 2 Who Will I Be? Classroom Shorts Session 3 Needs and Wants Classroom Shorts

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Programme Overview
2026

Life to the Full Plus content in blue

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
Lower Key Stage 2	Unit Prayer & Assessment Activity Story Sessions Get Up! Session 2 Sacraments	Unit Prayer & Assessment Activity Session 1 We Don't Have to Be the Same Session 2 Respecting Our Bodies Classroom Shorts Session 3 What is Puberty Session 4 Changing Bodies Session 5 Male/Female Discussion Groups (optional)	Unit Prayer & Assessment Activity Session 1 What Am I Feeling? Classroom Short Session 2 What Am I Looking At? Session 3 I am Thankful	Unit Prayer & Assessment Activity Session 1 Life Cycles Session 2 A Time for Everything Session 3 Big Changes, Little Changes Classroom Shorts	Unit Prayer & Assessment Activity Story Sessions Jesus, My Friend	Unit Prayer & Assessment Activity Session 1 Friends, Family and Others… Classroom Short Session 2 When Things Feel Bad Session 3 Balancing Needs	Unit Prayer & Assessment Activity Session 1 Sharing Onlline Session 2 Chatting Online Classroom Short	Unit Prayer & Assessment Activity Session 1 Safe in My Body Session 2 Recognising Risk Classroom Shorts Session 3 Drugs, Alcohol and Tobacco Session 4 First Aid Heroes Session 5 Rights & Re-sponsibilities Classroom Shorts	Unit Prayer & Assessment Activity Session 1 A Community of Love Session 2 What is the Church?	Unit Prayer & Assessment Activity Session 1 How Do I Love Others? Session 2 Working Together Classroom Shorts Session 3 Money Matters Classroom Shorts

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Programme Overview

2026

Life to the Full Plus content in blue

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
Upper Key Stage 2	Unit Prayer & Assessment Activity Story Sessions Calming the Storm	Unit Prayer & Assessment Activity Session 1 Gifts and Talents Session 2 Girls' Bodies Session 3 Boys' Bodies Session 4 Spots and Sleep Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Body Image Session 2 Peculiar Feelings Session 3 Emotional Changes Session 4 Seeing Stuff Online	Unit Prayer & Assessment Activity Session 1 Making Babies (Part 1) Session 2 Making Babies (Part 2) Session 3 Menstruation Session 4 Hope Beyond Death Session 5 Coping with Change Classroom Shorts	Unit Prayer & Assessment Activity Session 1 God is Calling You	Unit Prayer & Assessment Activity Session 1 Under Pressure Classroom Short Session 2 Do You Want a Piece of Cake? Session 3 Self-Talk Session 4 Confidence vs Control Session 5 Build Others Up Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Sharing Isn't Always Caring Session 2 Cyberbullying Classroom Short	Unit Prayer & Assessment Activity Session 1 Types of Abuse Classroom Shorts Session 2 Impacted Lifestyles Classroom Shorts Session 3 Making Good Choices Session 4 Giving Assistance	Unit Prayer & Assessment Activity Session 1 The Holy Trinity Session 2 Catholic Social Teaching	Unit Prayer & Assessment Activity Session 1 Reaching Out Session 2 The World of Work Classroom Shorts Session 3 Money and Me Classroom Shorts

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Appendix F. Catholic framework and diocesan continuity

This policy retains the diocesan model's understanding of RSE as education of the whole person, rooted in the unique dignity of the human person made in the image and likeness of God, in the loving communion of the Trinity and in a positive framework of Christian ideals. It reflects the Catholic Education Service's March 2026 model policy and primary framework through its focus on human dignity, virtue, conscience, loving relationships, parents as first educators, partnership with the Church, safeguarding and the common good. The older diocesan model is used for its theological and pastoral language, not for superseded statements about statutory requirements.

In planning and teaching, staff distinguish the Catholic vision of marriage and sexuality from the accurate presentation of scientific facts and the law. Every child and family is treated with equal dignity. No child is made to feel that their family background or personal circumstances reduce their place in the school community.