

# St Joseph's Catholic Primary School, Wallasey



## RSE Policy

### Mission Statement:

*"Love one another as I have loved you"*

### School Values:

<i>Service</i>
<i>Justice</i>
<i>Love</i>

### School Vision:

We seek to build a welcoming, caring community of faith, where we love and serve our children to support them to gain all the necessary spiritual, academic, personal and social skills to succeed in our local and global community.

Adopted by Governors: March 2023

To be reviewed: March 2024

## **"Together in faith we nurture, encourage and inspire each other to achieve excellence and become all that Jesus calls us to be"**

In this policy the governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE), which became a statutory part of the primary school curriculum during the 2020/2021 academic year.

### **Consultation that has taken place:**

- pupil focus groups / school council
- consultation period with families on the use of the Ten Ten resources. The scheme was shared with parents and carers. The consultation enabled all families to view all the materials and questionnaire sent out virtually. See here - <https://forms.gle/bjDbPHAT61d63j8F8>
- review of RSE curriculum content with staff
- questionnaires to staff regarding school's key decisions. See here - <https://forms.gle/UnXuDumuJYe7dquV7>
- consultation with school governors, policy and subject discussed in FGB, 23.03.21 and Assets committee, 23.02.21. Questionnaire sent out. See here - <https://forms.gle/2A9cTY3Yvf78ZyBX9>
- Written letter to parents with formal closure of the consultation for the programme to begin in the summer term

### **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the governors in the spring term 2021.

This policy will be reviewed 2 years by the Head teacher, RSE Co-ordinator, the governing body and staff. The next review date is March 2023.

### **Dissemination**

The 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 RSE curriculum will also be published on the school's website.

## **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"<sup>1</sup>. 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

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<sup>1</sup> 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

with adults.”<sup>2</sup> This would include the topics of families and the people 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 the national curriculum subject, science. There is an optional unit - in Year 6 that teaches about “making babies”. The school will contact parents in Year 6 for them to decide if they would like to do this unit at home with school support or for school to deliver. 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 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. 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, 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.

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<sup>2</sup> 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

<sup>3</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

## VALUES AND VIRTUES

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

## AIM OF RSE AND THE MISSION STATEMENT

Our school 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 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"<sup>4</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

### Objectives of RSE curriculum:

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;

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<sup>4</sup> *Gravissimum Educationis* 1

- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

**To know and understand:**

- the Church’s teaching on relationships and the nature and meaning of sexual love;
- the Church’s teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;

**Outcomes**

**INCLUSION AND DIFFERENTIATED LEARNING**

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. This will be in line with 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, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

**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.

Our programme will cover...

**PROGRAMME / RESOURCES**

Appendices follow this policy to provide further information about the programme and resources for suggested use.

Teaching strategies will include: establishing ground rules; distancing techniques; whole class and small group discussion; project learning; prayer and reflection; experiential; active and outdoors; brainstorming; use of film & video; role-play; trigger drawings, and values clarification

## RSE ASSESSMENT

We will be using the assessment, which runs alongside the Ten ten resources. Whilst the idea of assessing pupils might feel counterintuitive, or too intrusive for a Relationships Education programme, it is important to assess whether the outcomes of the programme are being achieved and demonstrate evidence of this. Each unit of sessions has one simple assessment activity associated with it. These activities take into account the learning objectives of the sessions within the unit and provide before and after evidence that learning has taken place.

Baseline assessments will help teachers to spot any gaps in knowledge and understanding, enabling them to deliver the sessions in a more targeted way. Similarly, children's endpoint assessment will provide an opportunity to consolidate learning and will show teachers if there is a need to revisit any areas which pupils are unclear about.

## PARENTS AND CARERS

We recognise that parents and carers 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 and 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 have been consulted before this policy was ratified by the governors in March 2021. 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 Ten ten 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 Ten ten RSE programme to meet their child's needs.

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. 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. 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 following curriculum staff; Daniel Broughton – science leader, Rosaleen Lyon - religious education leader, Martin McGovern - physical education leader, Jenny Turner - RSE and PSHE 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.

### External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. 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 'Checklist for External Speakers to Schools'<sup>5</sup>.

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 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; our link governor is Nick Brown.
- 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.

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<sup>5</sup> CES Checklist for External Speakers to Schools, 2016

### **PSHE/RSE 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 RSE and the provision of in-service training. They will be supported by the curriculum leader and the members of staff with responsibility for child protection.

### **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 has been completed by all staff, who teach 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 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.

## **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. Staff will use different strategies in class to support asking sensitive questions e.g. question boxes.

### **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 CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK**

Children will also 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 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 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, head teacher, 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 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 Rationale



### Life to the Full – Overview

**St Joseph’s uses Life to the Full as a scheme of work.**

Ten Ten’s new programme for Catholic primary schools, **Life to the Full**, will teach Relationships Education and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

The framework of our programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

**Life to the Full** is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum.

Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Appendix 2 – One Page Overview: Curriculum Overview

CORE THEME	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 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS ... NEW for 2020 ...	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Story Sessions: <a href="#">Handmade with Love</a> "NEW"	Session 1 <a href="#">I Am Me</a> "NEW"  Session 2 <a href="#">Heads, Shoulders, Knees and Toes</a> "NEW"  Session 3 <a href="#">Ready Teddy?</a> "NEW"	Session 1 <a href="#">I Like You Like, We All Like!</a> "NEW"  Session 2 <a href="#">Good Feelings, Bad Feelings</a> "NEW"  Session 3 <a href="#">Let's Get Real</a> "NEW"	Session 1 <a href="#">Growing Up</a> "NEW"	Session 1 <a href="#">Role Model</a> "NEW"	Session 1 <a href="#">Who's Who?</a> "NEW"  Session 2 <a href="#">You've Got a Friend in Me</a> "NEW"  Session 3 <a href="#">Forever Friends</a> "NEW"	Session 1 <a href="#">Safe Inside and Out</a> "NEW"  Session 2 <a href="#">My Body, My Rules</a> "NEW"  Session 3 <a href="#">Feeling Poorly</a> "NEW"  Session 4: <a href="#">People Who Help Us</a> "NEW"	Session 1 <a href="#">God is Love</a> "NEW"  Session 2 <a href="#">Loving God, Loving Others</a> "NEW"	Session 1 <a href="#">Me, You, Us</a> "NEW"
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
KEY STAGE ONE	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Story Sessions: <a href="#">Let the Children Come</a> "NEW"	Session 1: <a href="#">I am Unique</a>  Session 2: <a href="#">Girls and Boys</a>  Session 3 & 4 (two sessions): <a href="#">Clean &amp; Healthy</a> "Updated"	Session 1: <a href="#">Feelings, Likes and Dislikes</a>  Session 2: <a href="#">Feeling Inside Out</a>  Session 3: <a href="#">Super Susie Gets Angry</a>	Session 1: <a href="#">The Cycle of Life</a> "Updated"	Session 1: <a href="#">God Loves You</a>	Session 1: <a href="#">Special People</a>  Session 2: <a href="#">Treat Others Well...</a>  Session 3: <a href="#">...and Say Sorry</a>	Session 1: <a href="#">Being Safe</a>  Session 2: <a href="#">Good Secrets &amp; Bad Secrets</a>  Session 3: <a href="#">Physical Contact</a>  Session 4: <a href="#">Harmful Substances</a> "NEW"  Session 5: <a href="#">Can You Help Me?</a> (can be split into 2)	Session 1: <a href="#">Three in One</a> "Updated"  Session 2: <a href="#">Who Is My Neighbour?</a>	Session 1: <a href="#">The Communities We Live In</a>
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
LOWER KEY STAGE TWO	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity
	Session 1: <a href="#">Get Up!</a> "NEW"  Session 2: <a href="#">The Sacraments</a> "Updated"	Session 1: <a href="#">We Don't Have To Be The Same</a>  Session 2: <a href="#">Respecting Our Bodies</a>  Session 3 (Yr4+) <a href="#">What is Puberty?</a>  Session 4 (Yr4+) <a href="#">Changing Bodies</a>  Session 5 (Yr4+) <a href="#">Discussion Groups - optional</a>	Session 1: <a href="#">What Am I Feeling?</a>  Session 2: <a href="#">What Am I Looking At?</a>  Session 3: <a href="#">I Am Thankful!</a>	Session 1 (Yr4+): <a href="#">Life Cycles</a>	Story Sessions: <a href="#">Jesus, My Friend</a>	Session 1: <a href="#">Friends, Family and Others</a>  Session 2: <a href="#">When Things Feel Bad</a>	Session 1: <a href="#">Sharing Online</a>  Session 2: <a href="#">Chatting Online</a>  Session 3: <a href="#">Safe in My Body</a>  Session 4: <a href="#">Drugs, Alcohol and Tobacco</a> "NEW"  Session 5: <a href="#">First Aid Heroes</a> "NEW"	Session 1: <a href="#">A Community of Love</a> "Updated"  Session 2: <a href="#">What is the Church?</a>	Session 1: <a href="#">How Do I Love Others?</a>
TOPIC	Module 1 Unit 1	Module 1 Unit 2	Module 1 Unit 3	Module 1 Unit 4	Module 2 Unit 1	Module 2 Unit 2	Module 2 Unit 3	Module 3 Unit 1	Module 3 Unit 2
UPPER KEY STAGE TWO	Unit Prayer	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Unit Prayer Assessment Activity		Unit Prayer Assessment Activity	Unit Prayer Assessment Activity	Assessment Activity	Assessment Activity
	Story Sessions: <a href="#">Calming the Storm</a> "NEW"	Session 1: <a href="#">Gifts and Talents</a>  Session 2: <a href="#">Girls' Bodies</a>  Session 3: <a href="#">Boys' Bodies</a>  Session 4: <a href="#">Spots and Sleep</a>	Session 1: <a href="#">Body Image</a>  Session 2: <a href="#">Peculiar Feelings</a>  Session 3: <a href="#">Emotional Changes</a>  Session 4: <a href="#">Seeing Stuff Online</a>	Session 1: <a href="#">Making Babies (P1)</a>  Session 2: <a href="#">Making Babies (P2)</a> "Optional. See your Programme Coordinator"  Session 3: <a href="#">Menstruation</a>	Session 1: <a href="#">Is God Calling You?</a>	Session 1: <a href="#">Under Pressure</a>  Session 2: <a href="#">Do You Want a Piece of Cake?</a>  Session 3: <a href="#">Self-Talk</a>	Session 1: <a href="#">Sharing Isn't Always Caring</a>  Session 2: <a href="#">Cyberbullying</a>  Session 3: <a href="#">Types of Abuse</a>  Session 4: <a href="#">Impacted Lifestyles</a>  Session 5: <a href="#">Making Good Choices</a> "NEW"  Session 6: <a href="#">Giving Assistance</a>	Session 1: <a href="#">The Trinity</a> "Updated"  Session 2: <a href="#">Catholic Social Teaching</a>	Session 1: <a href="#">Reaching Out</a>