

All statutory RSHE content is included within the core Life to the Full programme.

EYFS Module 1: Created and Loved by God

Unit 1: Religious Understanding

Learning Objectives	Progress Markers
Children will know that: - We are created individually by God as part of His creation plan - We are all God's children and are special - Our bodies were created by God and are good - We can give thanks to God!	All children will be able to describe aspects of the creation story (with prompts). Most children will be able to recall the story of creation, and what it teaches us about how we are created by God. Some children will insightfully contribute to class discussion times and demonstrate a personal understanding of how we were created by God out of love and for love.
Session Title	Session Overview
Story Sessions Handmade With Love	Over five days, children will be told the story of creation, engaging with it creatively through sound, movement and discussion. This session aims to provide children at the outset of the programme with the language and understanding of the fundamental principle that we were created by God out of love and for love.

Unit 2: Me, My Body, My Health

Learning Objectives	Progress Markers
Children will learn: - That we are each unique, with individual gifts, talents and skills - That whilst we all have similarities because we are made in God's image, difference is part of God's plan! - That their bodies are good and made by God - The names of the parts of the body (not genitalia) - That our bodies are good and we need to look after them - What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene	All children will have a basic understanding of what similarities and differences are; will explore a range of physical movements they can make with their bodies; and will understand the concept of being 'ready' for different things. Most children will understand that our gifts, talents and skills contribute to our uniqueness; will develop vocabulary to describe a range of different movements; and will understand and be able to articulate different ways they can look after their bodies, including diet, exercise, sleep and keeping clean. Some children will demonstrate a deeper level of understanding about how the most important thing that makes us special is that we are God's children who He loves; will, with less prompting, be able to recall movement words, describe other things their bodies can do, and name parts of the body; and will demonstrate a deeper level of understanding about why we must look after our bodies – because they are wonderful gifts from God!

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Session Title	Session Overview	
Session 1 I Am Me	This session helps children learn that they are uniquely created by God and special because they are made and loved by Him. As children explore in more detail their uniqueness and what that means in real terms, this session aims to celebrate difference as well as individual gifts, talents and abilities.	
Session 2 Heads, Shoulders, Knees and Toes	You might like to start this session in the hall, as the first part of this session requires children exploring the movements their bodies can make by taking part in a story where Freddy Teddy and Mollie the Cat take a morning walk. The rest of the session helps children realise how wonderful their unique, God-given bodies are. The session also briefly discusses, in an age-appropriate way, that privates are private.	
Session 3 Ready Teddy?	With the ultimate aim of looking after our God-given bodies, this interactive session involves children helping Freddy Teddy to make good, healthy lifestyle decisions, including about exercise, diet, sleep and personal hygiene. Note that this session is not exhaustive, and these topics will need to be revisited multiple times for children to really grasp them. This session offers spiritual reasoning for why we should look after our bodies, and consolidates on the good practice being taught in schools.	Associated Classroom Shorts
		Do you know... how to talk about your body and your health? This Classroom Shorts offers children, in EYFS and KS1, ways to talk about physical health and fitness, and signposts to appropriate support avenues.
		Do you know... how to brush your teeth? The first in a series of two Classroom Shorts that will teach children about the importance of good oral hygiene, including how to brush your teeth and the importance of visiting the dentist.
Unit 3: Emotional Well-Being		
Learning Objectives		Progress Markers
Children will: • Learn that we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • Understand that it is natural for us to relate to and trust one another • Develop a language to describe their feelings • Develop an understanding that everyone experiences feelings • Develop an understanding that feelings are neither good nor bad; they give us information about what we are experiencing • Learn simple strategies for managing feelings • Understand how feelings can affect actions, and that actions have consequences		All children will understand that we have different likes and dislikes; will understand that everyone experiences feelings; and will have a basic understanding of how feelings can affect actions, and that actions have consequences. Most children will be able to confidently articulate their own likes and dislikes, and begin to show interest in the likes/dislikes of others; will be able to name some different feelings, and describe/demonstrate how these feelings might look on different people; and will understand that we have choice over our actions, regardless of how we are feeling. Some children will show compassion and offer reassurance to Mollie the Cat during the story, demonstrating implicit understanding that what we like/dislike or are good/bad at does not define our worth; will demonstrate greater compassion when considering the
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Learning Objectives		Progress Markers
• Develop simple strategies for managing emotions and behaviour • Understand that we have choices and these choices can impact how we feel and respond. • Know that we can say sorry and forgive like Jesus		feelings of others, and deeper understanding about feelings as information about which they can be curious; and will show a deeper personal understanding of the importance of forgiveness in relationship
Session Title	Session Overview	
Session 1 I Like, You Like, We All Like!	This session builds on themes of similarities and differences from Unit 2 by helping children consider what likes and dislikes they have in common. Children will also participate in a story in which Mollie the Cat feels bad because she doesn't like catching mice, but comes to a place of self-acceptance with the help of her friends.	
Session 2 All the Feelings!	Using pictures and short stories of Freddy Teddy and his friends experiencing different feelings, children will discuss how they are feeling, what feelings can look like in their bodies and what contributes to their feelings. They will also work on empathy and how to help others experiencing difficult feelings.	
Session 3 Let's Get Real	This session moves away from Freddy Teddy and friends and looks at a real-life example of a challenging situation that pupils may face. Children will engage creatively with this story, learning that actions have consequences; that when we make mistakes, we should say sorry and ask for forgiveness. This will lead into a basic exploration of Jesus' forgiveness for us.	
Unit 4: Life Cycles		
Learning Objectives		Progress Markers
Children will learn: • That there are natural life stages from birth to death, and what these are • That change is a part of growing up • That their experiences of change will help their transition to Year 1 • That God is with them every step of the way as they grow and change		All children will be able to describe how they have grown and changed so far; be able to describe some experiences and feelings about their life at school. Most children will be able to describe the different natural life stages of a human; be able to describe changes they have already experienced and changes that are to come. Some children will understand and appreciate that growing up is part of God's plan for our lives, and that we are loved by Him at every life stage; understand and appreciate that God is with us as we change and grow.

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Session Title	Session Overview
Session 1 Growing Up	This session helps children explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God's plan for our lives, and that we are loved by Him at every life stage.
Session 2 New People, New Places	This session builds on learning from the previous session, 'Growing Up' and focuses on feelings about changes and new experiences. Children will recall their memories and feelings about their first days at school and notice how those feelings changed as they grew more familiar with their new environment. As they begin to prepare for their transition into Year 1, children will learn that change is a part of growing up and that they can feel safe and secure in the knowledge that God's love for them never changes. Associated Classroom Shorts Just You Wait This live action drama will show a young child who, following an off-hand comment from an older sibling, is daunted about growing up. Discussions will help children to learn that change happens so slowly that we often don't notice it and that as we grow older, we gain the skills to do more and different things. You Are With Me This film will help children to pray a version of St Patrick's Breastplate, a prayer to help them know that God is always with them. What Was It Like? This film will show vox pops of children reflecting on their first day at school: what went well, what was difficult, what was surprising! Through watching these accounts and reflecting on their own experience, children will develop resilience by understanding that they have already coped with change and can cope with future changes. My Classroom Being in a classroom for the first time is a big change for children - but it soon feels familiar! This film will show children giving a tour of their classroom, and inviting pupils to think about similarities and differences with their own. God Never Changes! This reflective film will help children to know that despite all the different changes in their lives, God's love is unchanging and can be relied upon.
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EYFS Module 2: Created to Love Others

Unit 1: Religious Understanding

Learning Objectives	Progress Markers
Children will learn that: • We are part of God's family • Jesus cared for others and wanted them to live good lives like Him • We should love other people in the same way God loves us	All children will know that God loves us. Most children will be able to describe ways in which we can love others. Some children will show a personal understanding of what it means to belong to God's family and be inspired by Jesus to love others
Session Title	Session Overview
Session 1 Role Model	The first part of this session helps children to understand why the Bible is so special to Christians and the second helps children to act out the Gospel account of Jesus washing His disciples' feet, showing that He loves us and is a role model for us to copy in loving one another. You might want children to complete the Day Two foot washing activity in smaller groups.

Unit 2: Personal Relationships

Learning Objectives	Progress Markers
Children will learn: • To identify special people (e.g. parents, carers, friends) and what makes them special • The importance of the nuclear family and of the wider family • The importance of being close to and trusting 'special people', and telling them when something is troubling them • How their behaviour affects other people and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative relationships • About different types of teasing and that all bullying is wrong and unacceptable • To recognise when they have been unkind to others and say sorry • That when we are unkind, we hurt God and should say sorry • To recognise when people are being unkind to them and others and how to respond • That we should forgive like Jesus forgives	All children will be able to identify their 'special people'; will be able to describe some qualities of a good friend; and will have a basic understanding of kind/unkind behaviour. Most children will be able to identify different people as family, friends or other people they know; will also be able to identify inappropriate behaviours and qualities in friendships; and will understand that to maintain friendships, they must say sorry when they make mistakes, and forgive those who hurt them. Some children will be able to articulate why they are grateful for their family/friends, and demonstrate a deeper understanding of the importance of family; will demonstrate a more nuanced, personal understanding of how their behaviour affects other people, including their friends; and will understand that when they are unkind to others, they also hurt God and should say sorry and ask for forgiveness.

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Session Title	Session Overview	
Session 1 Who's Who?	Through an animated character called Adnan who is exploring his family tree, this session helps children learn and apply names to different family/friend/other relationships, as well as discussing ‘special people’ who they can trust. The session finishes with a reminder of learning from the last unit: we are all part of God’s family!	Associated Classroom Shorts
		Do you know... how to ask for help? This Classroom Short, for use in EYFS and KS1, signposts children to appropriate emotional and safeguarding support.
Session 2 You've Got A Friend In Me	Through roleplay and story, this session discusses friendships with peers and the different qualities of positive/negative relationships. Children will expand their vocabulary around this topic and learn to look to Jesus as a role model for being a good friend.	
Session 3 Forever Friends	Through a story about Freddy Teddy struggling to share at a picnic with his friends, this session helps children consider how to resolve conflict in friendships through saying sorry and asking for/receiving forgiveness. Children will learn that when we hurt others, we also hurt Jesus – but that Jesus	
Unit 3: Life Online		
Learning Objectives		Progress Markers
Children will learn: • That the internet connects us to others • That the internet helps us in lots of ways • That only Jesus can help us with everything • About safe and unsafe situations online • That they can ask for help from their special people		All children will have a basic understanding of what the internet is; understand that they should ask an adult about anything they encounter online that they are not sure about, or which makes them feel worried or unsafe. Most children will understand that there are positive and negative aspects to using the internet; understand that the internet can be used safely if we know some rules to keep us safe. Some children will demonstrate a greater understanding of our minds and bodies as precious gifts from God that we should keep safe; demonstrate a deeper understanding that our best source of help is Jesus; demonstrate prior knowledge about how to stay safe online, and begin to understand why God wants us to keep ourselves safe too.
Session Title	Session Overview	
Session 1 What is the Internet?	Through a story about Freddy Teddy learning to use a new device, this session will serve as an introduction to the internet and how we use it – in ways that can be both positive and negative.	
Session 2 Playing Online	Following on from learning about what the internet actually is, this session introduces children to some rules to help them stay safe whilst using the internet – especially whilst playing games.	
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Unit 4: Keeping Safe	
Learning Objectives	Progress Markers
Children will learn: - About safe and unsafe situations outdoors and indoors. - That they can ask for help from their special people. - That they are entitled to bodily privacy - That they can and should be open with 'special people' they trust if anything troubles them - That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest. - That medicines should only be taken when a parent or doctor gives them to us. - That medicines are not sweets. - That we should always try to look after our bodies, because God created them and gifted them to us. - There are lots of people who do jobs to help us - That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade - That paramedics help us in a medical emergency - That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance	All children will recognise some safe and unsafe situations, inside and out; know that privates are private, and that they should talk to their special people about anything that worries them; will understand that medicines are drugs, and should only be taken when a parent or doctor gives them to us; and will have a basic understanding of the different jobs people do which help us. Most children will be able to articulate ways in which we can keep ourselves safe, inside and out; have a basic understanding about the things that contribute to us feeling safe, such as particular people and rules/boundaries; will understand about the different forms that medicines come in, and that if we take medicines when we don't need them, or if we take too much, then we can harm our bodies; and will have an understanding of the different types of emergency services, how to call them, and that they should only be called in a true emergency. Some children will demonstrate a greater understanding of our minds and bodies as precious gifts from God that we should keep safe; demonstrate a deeper understanding about what behaviours are acceptable/unacceptable and will demonstrate cognisance about what makes them feel better when they are worried; will demonstrate a deeper understanding that because God created and gifted us our bodies, we should try to look after them; and will demonstrate a greater understanding about the difference between emergency/non-emergency situations, particularly as related to First Aid.
Session Title	Session Overview
Session 1 Safe Inside and Out	Building on learning about online safety from Unit 3: Life Online, through an interactive story where children have to help Freddy Teddy stay safe in various situations, children will explore different ways they can stay safe outside and inside themselves too. All this is underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.
Session 2 My Body, My Rules	This session introduces children to the idea of bodily privacy (including the NSPCC PANTS message that 'privates are privates') and the importance of talking to their 'special people' if anything troubles them. This is all underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.
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Session Title	Session Overview
Session 3 Feeling Poorly	In this session, pupils will be introduced to the idea of medicines as drugs and learn how to be safe around them. Children will draw on their own experiences of feeling poorly and taking medicines, as well as input from an animated expert, Dr Datfa. This session is underpinned with the religious teaching that our bodies are a gift from God which we should take care of.
Session 4 People Who Help Us	This session ties in with the EYFS 'People Who Help Us' topic, enabling pupils to identify those who help us in an emergency, including police officers, firefighters and paramedics. Children will learn what an emergency is and discuss which emergency service they might need in specific scenarios. Children will also discuss the principle of emergency and non-emergency First Aid. This teaching is underpinned by the religious understanding that we are created to love God and love others, and we should therefore look out and care for one another and the bodies we have been given.
EYFS Module 3: Created to Live in Community	
Unit 1: Religious Understanding	
Learning Objectives	Progress Markers
Children will learn: • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others • What a community is, and that God calls us to live in community with one another • A Scripture illustrating the importance of living in a community • That no matter how small our offerings, they are valuable to God and He can use them for His glory.	All children will gain a basic understanding that God is three-in-one, and we call this the Holy Trinity of God; and will understand what a community is, and that we all belong to different communities Most children will understand that being made in God's image means being called to love others, and will be able to come up with practical examples of what this can look like; and will understand that God wants us to live in community with one another, which means loving one another. Some children will demonstrate a deeper sense of personal conviction to love others, rising from their knowledge of God's love for them; and will demonstrate a more nuanced understanding of the Gospel story about the feeding of the 5000, and what this means for how God can use their offerings of loving actions.
Session Title	Session Overview
Session 1 God is Love	This session introduces in a very simple way the concept of the Holy Trinity, where God is three-in-one and each person loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another too.
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Session Title	Session Overview	
Session 2 Loving God, Loving Others	Building on the previous session, where children learned that we are made to love others just like God loves us, this session helps children consider their wider communities. Through the story of Jesus feeding 5000 people with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.	
Unit 2: Living in the Wider World		
Learning Objectives		Progress Markers
Children will learn: • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. • That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) • About what harms and what improves the world in which they live • About some different types of jobs • That having a job can help us to look after each other and the world • That God has given us all strengths, gifts and talents to do His work • About strengths and interests needed to do different jobs • That money helps us buy things. • That wants and needs are different. • That God’s love and the love we share with others is freely given and our most important need.		All children will understand that they belong to various communities; be able to describe some jobs that people have; be able to recognise money and know it helps us to buy things. Most children will understand that, as part of their communities, they have a responsibility to look after other people and the planet; be able to explain what a job is and know that we can use our gifts and strengths in our work; be able to understand that money helps us to buy things, but that we don’t always need the things that we want. Some children will demonstrate excitement about the responsibilities they have/will have in the future, and a more nuanced appreciation of what harms and improves the world in which they live; understand that jobs contribute to our well-being and that of the community, and that work is part of God’s plan for us; begin to understand the value of needs and wants and be able to explain that God’s love and the love of our family and friends is more valuable than anything we can buy.
Session Title	Session Overview	
Session 1 Me, You, Us	Extending their understanding of communities from Unit 1, this session helps children to understand the responsibilities they have to people and the planet now, and increasingly as they get older.	
Session 2 When I Grow Up...	This session builds on learning about different jobs in the community found in Module 2 (EYFS _2.3.4 People Who Help Us) by broadening pupils’ understanding of jobs and work. Pupils will identify different types of jobs and through a story where Billy Bird explains his daily work, they will learn how work can contribute to a	Associated Classroom Shorts
		I Wish This live action drama will show a young child missing their parent while spending time with their childminder. Discussions will help children to
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Session Title	Session Overview
	sense of fulfilment. With thanksgiving to God, children will identify some of their strengths, gifts and talents. explore similar feelings they might have experienced and understand that the main purpose of work is to earn money to provide the things we need. What Do They Do? Sometimes it can be hard to get a sense of what adults actually do when they are 'at work'. This film will showcase some adults explaining about the work they do, and invite children to consider what they know (and don't know!) about work done by other adults they know. What Do You Want To Be? This film will show vox pops of children talking about their current ambitions for work, and provide an opportunity for children to think about what jobs/careers they are interested in. Also covered will be the idea that our ambitions grow and change with us – and that is OK! We Can Be This film will show children roleplaying (e.g. shops/doctors/families), as part of their learning about what they see around them. Also covered will be the idea that just as we imitate the people around us, we can also imitate our ultimate role model - Jesus.
Session 3 Money Doesn't Grow on Trees	Following on from the previous session EYFS_3.2.2 When I Grow Up... which explored jobs and work, this session introduces the concept of money and through a story about Mollie the Cat longing for new tap shoes, introduces the difference between 'needs' and 'wants'. Children learn that God's love and the love we share with others is the most valuable thing and our most important need. Associated Classroom Shorts Chocolate Bar This live action drama will show two different endings to a shopping trip in which a young child desperately wants a chocolate bar when their parent has already said no. Discussions will encourage pupils to consider what motivates the character's choices and help them to understand more about the difference between wants and needs. What is Money? In this film, child presenters will help Sammy the Shark to learn about money and the different forms it can take.
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Session Title	Session Overview
	Where Does Money Come From? In this film, child presenters will help Sammy the Shark to develop his understanding about money by considering where it comes from. Counting and Choosing In this short film, child presenters will help Sammy the Shark to learn how to count money and understand what we can do with money: spend it, save it, or give it. What's Worth More? Children will be asked to choose between items based on their worth in this short film. Expanding on learning about value and how it relates to money, child presenters will help pupils to understand that we are valued by God more deeply than we can imagine. The Lost Coin This film will show a re-enactment of Jesus' parable of the lost coin, in which a woman loses a coin and rejoices when she finds it. Children will hear from their peers about the importance of taking care of our money, and Fr Frankie will remind children that God loves us and values us much more than any amount of money.

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KS1 Module 1: Created and Loved by God

Unit 1: Religious Understanding

Learning Objectives	Progress Markers
Children will learn that: • We are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness • We are created as a unity of body, mind and spirit: who we are matters and what we do matters • We can give thanks to God in different ways	All children will know that they are created and loved by God. Most children will know that this means they are uniquely created individuals who Jesus wants to be friends with. Some children will demonstrate an understanding of personal faith and articulate how this makes them feel.

Session Title	Session Overview
Story Sessions Let the Children Come	Over five days, children will hear and experience the Gospel story of Jesus welcoming little children to Him in spite of others telling them to stay away. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love. These daily sessions contain teaching and time for spiritual development and emotional learning which underpins the entire Life to the Full programme, so proper time and space should be allowed for them.

Unit 2: Me, My Body, My Health

Learning Objectives	Progress Markers
Children will learn: • That we are unique, with individual gifts, talents and skills • That our bodies are good • The names of the parts of our bodies • That girls and boys have been created by God to be both similar and different and together make up the richness of the human family • That our bodies are good and we need to look after them • About what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating	All children will know that we are unique; that their bodies, created by God, are good; and that they need to take good care of their bodies. Most children will understand that part of being unique means we each have individual gifts, talents and skills; will be able to name taught body parts and describe how they can be used; and will be able to articulate various ways of keeping healthy and maintaining personal hygiene. Some children will be able to articulate what makes themselves and others unique in terms of their individual gifts, talents and skills as well as their physicality; will demonstrate foreknowledge of body parts and confidently offer opinions around gender stereotypes;

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Learning Objectives		Progress Markers
• The importance of sleep, rest and recreation for our health • How to maintain personal hygiene		and will be able to confidently reflect on aspects of their own lifestyle that are healthy/could be healthier.
Session Title	Session Overview	
Session 1 I am Unique	This session builds on the Unit 1 Gospel reflections on Jesus welcoming little children to Him, helping pupils to remember that they’re all special because they are made and loved by God. Children will be encouraged to notice similarities and celebrate differences between fictional people and each other as things that make us unique and special. They will start learning a song to reinforce learning; this song will be added to in each session of this unit.	
Session 2 Girls and Boys	This session is all about celebrating our God-given bodies and the things they enable us to do! In an age-appropriate way, children will be encouraged to notice similarities and celebrate differences between girls and boys on physical, emotional and spiritual levels. There is also an optional* section for discussing external body parts (genitalia). <i>IMPORTANT NOTE: This session involves a Key Decision. Please refer to your school’s Programme Coordinator to establish whether discussing genitalia is appropriate for the age and stage of children in your class.</i>	
Session 3 Clean and Healthy (My Body)	Building from the last session where children learned that our bodies are good, this session teaches children how to take care of their bodies. Children will meet Super Susie and help teach her how to take care of herself. They will finish learning ‘Touch Your Knees, Touch Your Toes’ and remember that their bodies are a special gift from God that they need to look after!	Associated Classroom Shorts
		Do you know... about healthy eating? This Short will teach children about the importance of a healthy diet, what makes a healthy or unhealthy diet and the risks that come with it.
		Do you know... how to talk about your body and your health? This Classroom Shorts offers children, in EYFS and KS1, ways to talk about physical health and fitness, and signposts to appropriate support avenues.
		Do you know... about the sun? This Short will teach children about how to keep themselves safe in the sun, and the risks associated with it.
		Do you know... how to be clean? The first in a series of two Classroom Shorts will teach children about the importance of personal hygiene, including how germs are spread and how to prevent them.
KEY Blue = Life to the Full Plus content Orange = Life to the Full Primary content		Do you know... about exercise? This Short will teach children about the benefits of, and how to build an active lifestyle.

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Unit 3: Emotional Well-Being	
Learning Objectives	Progress Markers
Children will learn: • That it is natural for us to relate to and trust one another • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • About language to describe our feelings • In a simple way, that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character • Simple strategies for managing feelings and for good behaviour • That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do • That Jesus died on the cross so that we would be forgiven	All children will have a basic understanding of their own feelings, likes and dislikes; will understand that feelings and actions are two different things; and will understand that choices have consequences. Most children will show respect for the likes/dislikes of others, and understand that people might experience feelings differently; will understand what it means to have choice over their actions, in spite of their feelings; and will be able to describe some simple strategies for managing feelings and maintaining good behaviour, including a basic understanding of the concept of forgiveness. Some children will demonstrate high emotional awareness through confident discussion of feelings, likes, dislikes and the needs of themselves and others; will demonstrate a nuanced understanding of the range of intensity with which feelings can be experienced and share personal examples of times when they have chosen to act differently to how they felt; will demonstrate empathy when discussing the feelings/actions of others and have a deeper level of understanding about how we can forgive others because God forgives us.
Session Title	Session Overview
Session 1 Feelings, Likes and Dislikes	In this session, children will watch a video where two presenters, Zoe and Joey, are trying to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs.
Session 2 Feeling Inside Out	In this session, film presenters Zoe and Joey continue to try to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs.
Session 3 Super Susie Gets Angry	Using the knowledge they gained from Zoe and Joey over the previous sessions, children will have to take up the mantle of the expert and help Super Susie through experiencing strong feelings for the first time. Children will reinforce previous learning by helping Susie through discussion and/or role-play (depending on teacher preference and age/stage of children). They will learn more about the consequences of choices and what to do when it all goes wrong.
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Unit 4: Life Cycles	
Learning Objectives	Progress Markers
Children will learn: • That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult • What 'death' means • About some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are grieving • That change is a part of life. • That managing our feelings about change helps to prepare us for future changes. • That God is with us as we change and grow.	All children will understand that there are different stages of life and what these are; understand what death is; understand that change happens throughout life and will be able to talk simply about some changes they have experienced. Most children will understand that these life stages from birth to death are part of God's plan for us, and be able to describe what different life stages are like; demonstrate an understanding of what the Christian faith says about death and eternal life; be able to identify feelings associated with change, acknowledge times they have managed change in the past and know how to seek support. Some children will be able to confidently reflect back on their own journey of growth and look forward to future changes; demonstrate resilience and empathy when discussing death and grief; be able to talk positively about change and demonstrate an understanding that God is always with us as we grow and change.
Session Title	Session Overview
Session 1 The Cycle of Life	This session can be split into two if preferred. It starts by referring back to the account of Jesus welcoming the little children used in Unit 1 of this Module, to show that God created us to follow the cycle of life and He loves us at every stage. We are created to grow, change and learn, not least about the love of God and how we can share it with others. There can be joy in every stage of life! The session then moves to looking at the specifics of the human life cycle, and children will be encouraged to celebrate how they have already changed and grown.
Session 2 Beginnings and Endings	The previous session in this unit considered how God created us to follow the human cycle of life, and we are loved by Him at every stage. This session builds on this foundation by introducing the beginning and ending points of the human life cycle: birth and death, the latter of which is the main focus of the session. Framed within the Christian understanding of eternal life, pupils will learn to consider and communicate about death in a direct yet gentle way, understand some of the feelings experienced when a person dies (grief) and consider ways to support themselves and others. <i>IMPORTANT NOTE Although this session is part of Key Stage 1, Year 2 or above is likely to be the best time to deliver it, and as such we haven't provided Age and Stage Differentiation. Please discuss this with your Programme Coordinator. In addition, before using this resource, it's important to read Appendix 1 – Death and Grief Tips for Staff, and to consider sending a letter home to parents using the suggested content in Appendix 2. Further details of Life to the Full content about death and grief at each Key Stage can be found in the Programme Coordinator Manual and in the Life Cycles Death and Grief Guidance document.</i>
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Session Title	Session Overview	Associated Classroom Shorts
Session 3 Change Is All Around	The previous sessions in this unit explored the cycle of life including birth and death, the beginning and end points of our lifetime on earth. Underpinned by the Christian understanding that God created us to change and grow, this session focuses on other experiences of change and feelings about change, with a reminder that God is always with us. Children are encouraged to celebrate how they already have changed and grown and how their experiences help prepare them for changes to come, including the transition to their next class.	Super Suit One of the child presenters has made a 'super suit', designed to protect them from all the change going on around them. The other presenter will help them to see that change can be good and even fun; it's OK to feel worried or uncertain, but change is easier to manage when we embrace it and talk to people we trust about it. Change and Grow This film will address the reality of our families changing, leading to the understanding that just as our family grows or changes, our capacity for love grows too. <i>Please note that this film addresses topics such as new babies, death, divorce and adoption/fostering.</i> Checklist In this live action drama, a child discovers that as they get older there are new things that they will become responsible for, with an adult offering advice on how to manage these new changes. Discussions will lead children to an understanding that change is a continuous process in life – even if it sometimes feels uncomfortable. Praying with St Patrick This film will help children to pray a version of St Patrick's Breastplate, a prayer to help them know that God is always with them.

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KS1 Module 2: Created to Love Others

Unit 1: Religious Understanding

Learning Objectives	Progress Markers
Children will learn that: • We are part of God's family • Saying sorry is important and can mend friendships • Jesus cared for others and had expectations of them and how they should act • We should love other people in the same way God loves us	All children will understand that we are always welcome as part of God's family. Most children will understand that saying sorry is important and can mend friendships - both with those around us and with God. Some children will confidently offer ideas about how they can love other people in the same way God loves us.

Session Title	Session Overview
Session 1 God Loves You	This session tells the story of 'The Prodigal Son' to show that God loves us, and nothing we can do will stop Him from loving us. Children will listen to an adapted version of 'The Prodigal Son' story and participate in activities and discussions to help them apply this story to their own lives. <i>NB. This parable describes what God is like through the incredibly loving, forgiving Father in the story. Be aware that some children might struggle with making this comparison if their own family set ups are difficult. Ensure children know the importance of speaking out if anything about their family is upsetting them.</i>

Unit 2: Personal Relationships

Learning Objectives	Progress Markers
Children will learn: • About 'special people' (their parents, carers, friends, parish priest) and what makes them special • The importance of nuclear and wider family • The importance of being close to and trusting special people and telling them if something is troubling them • How their behaviour affects other people, and that there is appropriate and inappropriate behaviour • About the characteristics of positive and negative relationships • About different types of teasing and that all bullying is wrong and unacceptable • To recognise when they have been unkind and say sorry	All children will be All children will understand the concept of 'special people' and identify their own; will gain a basic understanding of what is appropriate and inappropriate behaviour; and will understand the importance of saying sorry and seeking forgiveness to mend friendships. Most children will understand that their 'special people' are special to them in different ways, and be able to identify who they would go to if something was troubling them; will be able to describe and strive to practise the qualities of being a good friend; will understand that when we are unkind to others, we hurt God too and so should say sorry to Him; and be able to identify times when they have been unkind. Some children will demonstrate deep emotional understanding of their own and Super Susie's 'special people', and confidently articulate what makes each of them so special;

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Learning Objectives		Progress Markers
• That when people are being unkind to them and others and how to respond • That when we are unkind to others, we hurt God also and should say sorry to Him as well • That we should forgive like Jesus forgives		will show a more nuanced understanding of good/bad relationships (friendships) and how this relates to teasing and bullying; and will demonstrate further self- awareness about their own treatment of others and how they should forgive like Jesus forgives us.
Session Title	Session Overview	
Session 1 Special People	This session will help children to identify the ‘special people’ in their lives and what makes them special. Through exploring Super Susie’s network - her Super Special Squad - children will understand the importance of the nuclear and wider family, and of being close to and trusting their special people, especially their parents. They will also learn that it is important to talk to their special people about things that are troubling them. Children will be given opportunities to reflect on their own network of special people and to remember that their relationship with God is the most special of all. <i>NB Be sensitive to the various family setups in your class and make sure every child feels accepted.</i>	Associated Classroom Shorts
		Do you know... how to ask for help? This Classroom Short, for use in EYFS and KS1, signposts children to appropriate emotional and safeguarding support.
Session 2 Treat Others Well...	Building on the session ‘Feeling Inside Out’ in Module 1 where children learnt that their feelings and actions are different things, this session investigates how their behaviour can affect other people. Children will interact with a film to help them to identify appropriate and inappropriate behaviours and the effects that they can have.	
Session 3 ...and Say Sorry	Children will watch interviews with the characters in the film from the last session to see how they felt about what had happened, and the significance of saying sorry. Children will learn that our behaviour can not only upset other people, but it can hurt God too. They will be given an opportunity to reflect on their own experiences and to give and receive forgiveness.	
Unit 3: Life Online		
Learning Objectives		Progress Markers
Children will learn: • That the internet connects us to others and helps us in lots of ways. • Our feelings matter – both online and offline. • That Jesus cares about our feelings and gives us peace.		All children will have All children will understand what the internet is and be able to describe ways in which they like to use it; understand that they should ask an adult about anything they encounter online that they are not sure about, or which makes them feel worried or unsafe.
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Learning Objectives		Progress Markers
• To understand what situations are safe and unsafe, including online. • To ask for adult help with anything that worries them or makes them feel unsafe.		Most children will understand and be able to describe feelings which might arise on and offline; understand that the internet can be used safely if we know some rules to keep us safe. Some children will understand that our online activity is also ‘real life’, and have a growing understanding of how this means we should behave online; demonstrate prior knowledge about how to stay safe online, and have a sense of the peace that God gives to us.
Session Title	Session Overview	
Session 1 Real Life Online	Some people might consider life online to be ‘non-real’ – a ‘virtual’ reality. However, this session will help children understand that just like we can feel joy and feel upset in the different places we go physically, we can feel joy and feel upset in the different places we go to digitally too. This session introduces the internet for KS1: how they use it, what they love, what they find difficult – and that we need to establish some rules to keep us safe.	
Session 2 Rules to Help Us	Building on learning from the previous session about the similarities and differences between ‘real’ and ‘online’ life, this session helps children to recognise safe and unsafe situations in both. Through activities and the story of Smartie the Penguin, children will understand that being safe is not just about physical precautions, they also need to feel safe on the inside. This resource embeds the resource ‘Smartie the Penguin’ by Childnet International within the Life to the Full programme.	
Unit 4: Keeping Safe		
Learning Objectives		Progress Markers
Children will learn: • The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them • How to resist pressure when feeling unsafe • That they are entitled to bodily privacy • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest • That medicines are drugs, but not all drugs are good for us • That alcohol and tobacco are harmful substances • That our bodies are created by God, so we should take care of them and be careful about what we consume • About what is and isn’t an emergency		All children will understand that there are good secrets and bad secrets; understand that privates are private; that medicines are drugs, but not all drugs are good for us; understand what is and isn’t an emergency; and will have a sense about what is and isn’t a medical emergency, and how to call 999 for help. Most children will be able to describe and give examples of good/bad secrets, and understand that they should be open and honest with ‘special people’ if anything troubles them; demonstrate an emerging understanding about different kinds of touch, and when these are appropriate or inappropriate; will understand that alcohol and tobacco are harmful substances that are illegal for children to access; will understand that in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade; and will understand that First Aid can be used in many situations where an ambulance is not required, Progression of Knowledge and Skills Key Stage One and demonstrate understanding of basic First Aid.
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Learning Objectives		Progress Markers
• That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade • That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999 • Some basic principles of First Aid		Some children will demonstrate deeper empathy and understanding of the feelings involved with good/bad secrets, and how to resist pressure when feeling unsafe; demonstrate a more nuanced understanding or personal belief that their body is a gift from God which deserves respect; will show a nuanced understanding that, because our bodies are created by God, we should take care of them and be careful about what we consume; will demonstrate confidence, emotional maturity and strong communication skills when role playing 999 phone calls; and will confidently demonstrate knowledge of First Aid, and be curious about First Aid that can be used whilst waiting for an ambulance.
Session Title	Session Overview	
Session 1 Good and Bad Secrets	In this session, children will learn the difference between good secrets that are safe to keep, and bad secrets that are unsafe to keep. They will help Super Susie to decide whether some secrets she is asked to keep are good or bad, and what to do about it. Through activities and teaching, children will learn how to resist pressure when feeling unsafe.	
Session 2 Physical Contact	This session incorporates (with kind permission) the PANTS resources from the NSPCC that teach children: • Privates are private. • Always remember your body belongs to you. • No means no. • Talk about secrets that upset you. • Speak up, someone can help. There is also an *optional section which briefly mentions the illegal practice of Female Genital Mutilation (FGM) and reinforces the key teaching that privates are private. The whole session is framed in the core belief that our bodies are made by God and given to us as wonderful gifts that deserve the respect of ourselves and others. <i>* As this session involves Key Decision #6, teachers should refer to their Programme Coordinator to establish whether discussing FGM is appropriate for the age and stage of children in their class. You can find further details of Life to the Full content about FGM at each Key Stage can be found in the Programme Coordinator Manual and in the FGM Guidance document.</i>	
Session 3 Harmful Substances	In this session, pupils will relate their prior knowledge of medicines and the need to be safe around them to new learning about harmful substances. Children will receive input from an animated expert, Dr Datfa, on the harm substances such as alcohol and tobacco can have on our bodies. This session is underpinned with the religious teaching that our bodies are a gift from God which we should take care of. <i>NB. Be mindful in this session that many pupils will have family members that smoke/drink.</i>	
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Session Title	Session Overview
Session 4 Can You Help Me? (Part 1)	Underpinned by the religious understanding that we are created to love God and love others, and we should therefore look out for and care for one another, this session explores what makes a situation a 999 emergency through animated teaching, role play and discussions. The next session, Part 2, introduces children to the principles of basic First Aid. <i>NB. Be mindful of pupils with negative experiences of emergencies.</i>
Session 5 Can You Help Me? (Part 2)	Underpinned by the religious understanding that we are created to love God and love others, and we should therefore look out for and care for one another, this session introduces children to the principles of basic First Aid through animated teaching, role play and discussions. The last session, Part 1, explored what makes a situation a 999 emergency. <i>NB. Be mindful of pupils with negative experiences of emergencies.</i>
KS1 Module 3: Created to Live in Community	
Unit 1: Religious Understanding	
Learning Objectives	Progress Markers
Children will learn: - That God is love: Father, Son and Holy Spirit - That being made in His image means being called to be loved and to love others - What a community is, and that God calls us to live in community with one another - A scripture illustrating the importance of living in community as a consequence of this - Jesus' teaching on who is my neighbour	All children will understand that God loves us and wants us to love others; and will understand that everyone is our neighbour. Most children will understand that God is three in one: Father, Son and Holy Spirit; and will understand that Jesus calls us to love our neighbour even if we've never met them/ don't like them. Some children will demonstrate a more nuanced understanding of the Holy Trinity and what it means for us to be made in God's image - to love and be loved; and show a deeper understanding of the Holy Trinity as a community of love, and how being made in God's image means we are made to live in community too.
Session Title	Session Overview
Session 1 Three In One	At the heart of this session is a story about Lucy and her family, which you may wish to watch during a carpet time session. Through the story, pupils will be introduced to the concept of the Holy Trinity and think about what the Holy Trinity means for them. This is a simple teaching that will be returned to with more complexity in later years.
Session 2 Who is My Neighbour?	Through the story of The Good Samaritan, children will learn who their neighbour is – everyone! They will have an opportunity to reflect on what this means for them and their communities.
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Unit 2: Living in the Wider World		
Learning Objectives	Progress Markers	
Children will learn: • That they belong to various communities such as home, school, parish, the wider local community, nation and global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc • That we have a duty of care for others and for the world we live in (charity work, recycling etc.) • What harms and what improves the world in which we live in simple terms • About some different types of jobs in the community • About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls • That work is a part of our purpose (vocation) • That God has given us all strengths, gifts and talents to do His work • That money is valuable and is used as an exchange for needs and wants. • That wants and needs are different. • About spending and saving choices. • That God's love and the love we share with others is more valuable than anything.	All children will understand that they belong to different communities; understand that a job is a way to earn money to pay for things; recognise money and simply understand the difference between needs and wants. Most children will understand that their actions/inactions can help/harm the communities they are part of; understand that we can use our unique gifts, strengths and talents in our chosen work and that a job can give satisfaction and fulfilment, as well as money; understand the value of money, some spending and saving choices and know that some needs and wants are freely given. Some children will demonstrate a deeper understanding of their roles and responsibilities in different communities, and show a duty of care for the world in which we live; show a greater understanding that our gifts come from God and He wants us to use our gifts to look after each other and the world; demonstrate a greater understanding of how money choices impact on our lives and the lives of others, and that God's love and the love of family and friends is more valuable than any amount of money.	
Session Title	Session Overview	
Session 1 The Communities We Live In	In this session, children will learn about the different communities that they are part of, both local and global. They will think about what it means to belong to a community and the rights and responsibilities that come with it. Children will also learn that how they act can help or harm their communities.	
Session 2 Who Will I Be?	This session builds on previous EYFS learning by recognising jobs in the community and different types of work. Pupils will explore the skills, strengths and qualities needed for different jobs, and consider some of their own strengths and interests. They will explore simply the concepts of vocation with the assurance that God gives us all the gifts and strengths needed to answer His call to love Him and love others.	Associated Classroom Shorts Dress Up In this live action drama two friends are picking out a costume for a dress up day at school, which brings up and challenges beliefs about what genders can have certain jobs. Discussions will reinforce learning that boys and girls/ men and women can do any job.
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Session Title	Session Overview	
		Associated Classroom Shorts If You Could Be Anything... In this film, children will see their peers talk about what they want to do in the future. Discussions will provide an opportunity for children to think about what jobs/careers they are interested in. Apply Yourself Through watching their peers matching strengths and weaknesses to jobs, children will gain an understanding of how strengths and weaknesses might correlate to different types of work. Discussions will provide an opportunity for children to identify and practise speaking about their own strengths and weaknesses. Use our appendices to help your class engage with this Classroom Short. How Will I Be...Today? It's easy to think about the future as being far away, but this film will help children to understand that how we choose to be today can shape who we become in the future. Children will be enthused to practise their skills and develop their character by looking for opportunities to be kind, patient, generous etc. God Knows In this film, Fr Frankie will share about how he was called to his vocation as a priest. Fr Frankie will reassure children that even though we might not know what we want to do yet, God gives us a special job to do now - love Him and love others!
Session 3 Needs and Wants	This session builds on previous learning about jobs and work in KS1_3.2.3 What Will I Be to take a closer look at the importance of money. Pupils will explore the concept of 'needs' and 'wants' and consider some choices when deciding how to spend or save our money. Pupils will learn that money is something to be valued	Associated Classroom Shorts Because In this live action drama a child asks for something they really want, but their parent/carer says no. This leads to an honest conversation about what their

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Session Title	Session Overview
	family can afford. Classroom discussions will help children understand that sometimes we have to wait for the things we really want. How Do You Look After Money? Child presenters help Sammy the Shark to discover what looking after money really means. The film will share practical tips about looking after money, and introduce the concept of balance with regards to spending and saving. Want or Need? Children will see their peers discussing the difference between wants and needs in this short film, and how we choose between the two. The Widow's Last Pennies Children will learn more about value through Jesus' parable of the widow's last pennies and their peers' response to the story. God's Love Makes Me Glad This musical film explores how money relates to feelings, and how finding our value in God's love makes us feel better than any amount of money.

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LKS2 Module 1: Created and Loved by God

Unit 1: Religious Understanding

Learning Objectives	Progress Markers
Children will learn that: • We are created individually by God who is Love, designed in His own image and likeness • God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God • In Baptism God makes us His adopted children and ‘receivers’ of His love • By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue) • It is important to make a nightly examination of conscience • Receiving the Sacraments helps them to develop healthy relationships with others	All children will understand that they are created by God who loves them; and will have a basic understanding of the Sacraments of Baptism and Reconciliation, and how they make the invisible visible. Most children will understand that God designed them with a purpose: to be loved, to love and to make a difference; and will understand the importance of saying sorry and seeking forgiveness in relationships with others and God. Some children will demonstrate a more nuanced understanding of the Gospel and a clear sense of their personal journey of faith; and of their God given purpose and how the sacraments can help them to develop healthy relationships with others.
Session Title	Session Overview
Story Sessions Get Up!	Over five days, children will hear and experience the Gospel story of Jesus healing Jairus’ daughter. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love: they were designed for this purpose, which should inform how they live. <i>NB. These daily sessions contain teaching and time for spiritual development and emotional learning which underpins the entire Life to the Full programme, so proper time and space should be allowed for them. Approximately 15 minutes should be put aside for each daily session, but you might wish to spend longer on some days.</i>
Session 2 The Sacraments	Building on the reflective sessions on the account of the raising of Jairus’ daughter, this session unpacks the Sacraments of Baptism and Reconciliation. Children will understand that through prayer, the Sacraments and our friendships and relationships with others, we can have a foretaste of heaven. <i>NB. Although this session could link to RE Schemes of Work which focus on the Sacraments, this particular session explores relationships through the lens of the Sacraments and is an important stage in this Relationship Education programme.</i>

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Unit 2: Me, My Body, My Health	
Learning Objectives	Progress Markers
Children will learn that: • Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community • Self-confidence arises from being loved by God (not status, etc) • They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do If teaching Key Decision #2 (Yr 4+) content, children will learn: • What the term 'puberty' means • When they can expect puberty to take place • That puberty is part of God's plan for our bodies • Correct naming of genitalia • What changes will happen to boys during puberty • What changes will happen to girls during puberty	All children will understand that our similarities and differences should be celebrated; understand some basic ways of taking care of their bodies. Most children will understand that we should find our self-confidence in God, who loves us and calls us His children; and will understand that our bodies are a gift from God and how to respect them in various ways through what we wear, eat and do. Some children will demonstrate a more nuanced understanding of why being different can feel difficult, and show resilience when considering how reasons for confidence might be changeable; will demonstrate a more nuanced understanding of how we should respect our bodies as temples of the Holy Spirit and show prior knowledge of ways in which we can look after ourselves. All children will understand what the term puberty means; and will understand what to expect during puberty. Most children will understand that puberty is part of God's plan for our bodies and when they can expect it to take place; will know what they can expect to happen; and will be able to correctly name genitalia. Some children will confidently identify key moments of change and growth in their lives so far, and demonstrate maturity and/or prior knowledge about puberty; will demonstrate particular maturity in dealing with these topics, and confidently show a deeper understanding about their own upcoming journey of puberty and God's role in it.
Session Title	Session Overview
Session 1 We Don't Have to Be the Same	In this session, children will recognise that people are unique and that our similarities and differences should be celebrated. Pupils will also be given an opportunity to reflect on God's love as the foundation of our self-confidence. In this session, we meet for the first time the animated character of AJ and the characters Sophie and Aidan, who will be played by different pupils in each session. They enable pupils to engage with the topics through drama exercises such as hot-seating and roleplay.

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Session Title	Session Overview
Session 2 Respecting Our Bodies	In this session, we explore the importance of respecting our bodies as a gift from God in very practical ways, such as clothing, food and physical exercise. Returning to the character of AJ (on screen) and Sophie and Aidan (played by pupils), children will explore problems and solutions through roleplay and discussion. Children will reflect on their bodies as a gift from God that He wants us to look after and respect. <i>NB. As there are a lot of different ways in which we should take care of our bodies, this session does not cover everything. Appendix 3 contains further topics for discussion, which you can use to extend this session or to discuss at a later date.</i>
	Associated Classroom Shorts Do you know... about food 'needs' and 'wants'? This Short will explore the difference between food needs and wants, and support pupils to develop a healthy, balanced relationship with food. Do you know... how to talk about your body and your health? This Classroom Shorts offers children, in LKS2, ways to talk about physical health and fitness, and signposts to appropriate support avenues. Do you know... about dental hygiene? The second in a series of two Classroom Shorts that will teach children about the importance of good oral hygiene, including how to brush your teeth and the importance of visiting the dentist. Do you know ... about germs? The second in a series of two Classroom Shorts will teach children about the importance of personal hygiene, including how germs are spread and how to prevent them. Do you know ... how exercise impacts your body? This Short will teach children about the benefits of, and how to build an active lifestyle, as well as the risks associated with inactivity.
Session 3 What is Puberty	In this session, children will develop a base-level understanding of what puberty is and why we go through it. This session is a precursor to the session which will follow called 'Changing Bodies' which will look specifically at some of the changes that boys and girls will face when they enter puberty. Through the roleplay drama and presenter-led video, children should come out of this session knowing that puberty is part of God's plan for our bodies and that they can embrace the changes with confidence. <i>IMPORTANT NOTE: Although this session is part of Lower Key Stage 2, Year 4 or above is likely to be the best time to deliver it, and as such we haven't provided Age and Stage Differentiation. Please discuss this with your Programme Coordinator.</i>

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Session Title	Session Overview
Session 4 Changing Bodies	In the previous session, the pupils looked at the word 'puberty' and learnt how puberty is part of God's plan to help us love others more. In this session, pupils will use the correct terminology for genitalia relating to the discussion on puberty and explore some of the specific physical and emotional changes that will take place for boys and girls over the coming years. <i>IMPORTANT NOTE: Although this session is part of Lower Key Stage 2, Year 4 or above is likely to be the best time to deliver it, and as such we haven't provided Age and Stage Differentiation. Please discuss this with your Programme Coordinator.</i>
Session 5 Male/ Female Discussion Groups (optional)	Depending on the response of your children and the RSE Policy in your school, it may be appropriate to have a more informal meeting with children in single-sex groups to allow for any discussions or questions that may have arisen through the previous sessions on puberty. This document for this session provides some guidance on some prompt questions that you might find useful. These questions mirror those that many boys and girls might secretly wonder about, with the aim of providing a safe space for discussion about changes they will face throughout puberty and how these changes might make them feel. This informal session should empower young men and women about their own journeys, and sensitively address some of the worries they may feel. Alternatively, you could ask children to write down their own questions on slips of paper and put them in a bowl in the middle, for you to 'lucky dip' the questions. In order to prepare for any tricky questions, you might find the following pages about puberty from Childline* useful: Puberty for Boys Puberty for Girls <i>Please note that whilst the factual question and answer sections are useful here, some of the information on the same pages (e.g. masturbation) does not conform to Catholic teaching and values. If you are uncertain about anything, please talk to your Programme Coordinator.</i> <i>NB. Although this session is part of Lower Key Stage 2, Year 4 or above is likely to be the best time to deliver it, and as such we haven't provided Age and Stage Differentiation. Please discuss this with your Programme Coordinator. In addition, this is not a mandatory classroom session, but an optional, discussion-based session. As such, there are not specific Learning Objectives, Success Criteria, Progress Markers, Extension Activities etc. attached to this session.</i>
Unit 3: Emotional Well-Being	
Learning Objectives	Progress Markers
Children will learn: • That emotions change as they grow up (including hormonal effects) • To understand the range and intensity of their feelings more deeply; that 'feelings' alone	All children will learn that we each experience a range of feelings, but these are not always good guides for action; will understand what is meant by 'the media'; and will learn that some behaviour is wrong, unacceptable, unhealthy and/or risky.

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Learning Objectives		Progress Markers
are not good guides for action • That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act • What emotional well-being means and that positive actions help emotional well-being • That talking to trusted people helps emotional well-being (e.g. parents/carer/teacher/parish priest) • That images in the media do not always reflect reality and can affect how people feel about themselves • That God made us and loves us as we are. • That some behaviour is wrong, unacceptable, unhealthy and risky • That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media		Most children will understand the concept of 'emotional well-being' and how we can take positive actions to enhance this; will understand that images in the media do not always reflect reality and can affect how people feel about themselves; and will understand that feelings are not always good guides for action, and that resilience helps us to consider our feelings within a wider context in order to make good choices and choose thankfulness. Some children will demonstrate a clearer understanding that feelings are neither good nor bad, but information about what we are experiencing that helps us consider how to act; will demonstrate a deeper emotional awareness of the impact the media/social media can have on thoughts, feelings and choices, and how knowing we are made and loved by God can help us withstand this pressure; and will demonstrate deeper emotional understanding when discussing the feelings of themselves and others.
Session Title	Session Overview	
Session 1 What Am I Feeling?	This session introduces emotions and feelings as complex and changeable things that we sometimes find difficult to understand or explain - especially when hormones are involved! Children will learn to examine their feelings, and try to understand them and what causes them. They will be given some techniques to scrutinise their feelings and determine whether they are a good guide for taking action. Children will also spend time reflecting on their emotional well-being, and what they can do to help themselves stay emotionally healthy. <i>NB. There are two versions of the Online Presentation, one which doesn't mention hormones and one which does. We advise that Year 3 classes (who haven't completed LKS2_1.2.3 and LKS2_1.2.4) use Version 1 which doesn't mention hormones, and that Year 4 classes, who have completed the sessions listed above, use Version 2 which does mention hormones.</i>	Associated Classroom Shorts Loneliness This Short will address loneliness, help pupils recognise that feeling lonely is common, and encourage them to talk to trusted adults when they need support.

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Session Title	Session Overview
Session 2 What Am I Looking At?	Through activities and creative role play, this session encourages children to see through the fake reality that is presented to them on television, in magazines and on adverts: they will compare these representations and stereotypes to their own life experiences. This session can be particularly useful in revealing and discussing biased gender stereotypes and how children feel about them. Children will also consider how the polished 'reality' of the media can affect how people feel about themselves.
Session 3 I am Thankful	In this session, children will identify behaviour that is wrong, unacceptable, unhealthy or risky, and they will be reminded that feelings and actions are different things. They will learn that particular feelings and pressures may make us want to act inappropriately, and so they will learn how to build resilience in various ways, including choosing to be thankful. <i>Please note that this session would work well in a large space, like a hall or playground. You can manage without the online presentation if you wish.</i>
Unit 4: Life Cycles	
Learning Objectives	Progress Markers
Children will learn: • What 'death' means • About some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are grieving • That change is a part of life and that there are different kinds of change. • About some feelings often associated with change. • That God is always with us as we change and grow. • Some coping strategies to support themselves and others. If teaching Key Decision #3 content, children will learn: • That they were handmade by God with the help of their parents • How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception • How conception and life in the womb fits into the cycle of life	All children will understand what death is; be able to identify different changes and know some of the emotions associated with change. Most children will demonstrate an understanding of what the Christian faith says about death and eternal life; be able to empathise with different emotions associated with change and identify simple coping strategies. Some children will demonstrate resilience and empathy when discussing grief, and show an emerging personal belief about life beyond death; demonstrate an understanding that faith in God can help and support them during times of change. All children will learn that they were made by God with the help of their parents. Most children will understand how a baby grows and develops in its mother's womb and be able to name many of the stages of this. Some children will demonstrate a greater appreciation for the miracle that is conception and how this contributes to their own uniqueness.

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Session Title	Session Overview	
Session 1 Life Cycles	In this session, pupils will explore the miraculous nature of human conception and birth. With the underpinning knowledge that we were handmade by God with our parents' help, children will go on a journey to discover how life is created in the womb. It is worth noting that sexual intercourse is not discussed in this session. The session ends with a thanksgiving meditation. <i>IMPORTANT NOTE: This session involves a Key Decision. Please refer to your school's Programme Coordinator to establish whether discussing human reproduction is appropriate for the age and stage of children in your class.</i>	
Session 2 A Time for Everything	The previous session in this unit explored birth and life before it; this session discusses death and life after it. Framed within the Christian understanding of eternal life, this session helps pupils to consider and communicate about death in a direct yet gentle way, reflect compassionately on the complexities of grief and consider ways to support themselves and others. <i>IMPORTANT NOTE Although this session is part of Lower Key Stage 2, Year 4 or above is likely to be the best time to deliver it, and as such we haven't provided Age and Stage Differentiation. Please discuss this with your Programme Coordinator. In addition, before using this resource, it's important to read Appendix 1 – Death and Grief Tips for Staff, and to consider sending a letter home to parents using the suggested content in Appendix 2. Further details of Life to the Full content about death and grief at each Key Stage can be found in the Programme Coordinator Manual and in the Life Cycles Death and Grief Guidance document.</i>	
Session 3 Big Changes, Little Changes	Continuing from previous learning about change, (KS1_1.4.3 Change Is All Around!), in this session children will reflect on their experiences of change now they are older. Further discussion on feelings around big changes will feature, and children will learn some coping strategies and explore how to prepare for new changes, including relying on the constancy of God.	Associated Classroom Shorts First Day This live action drama sees a child who has had to move schools nervously arriving on their first day and being befriended by a fellow student. Discussion will help children identify feelings around similar situations and our role in supporting others. Be Present In this film, child presenters will give tips on how to bring our focus back to the present whenever we go through times of change and it feels like our thoughts and/or feelings are racing. This will help children to prevent overwhelm and find healthy ways to cope with change. Christ Within Me Coming back to St Patrick's Breastplate prayer, in this film Fr Paschal will recap teaching about the constancy of Jesus, why it's worth coming back to this prayer and his personal experience of knowing God's closeness through times of change.
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Session Title	Session Overview	
		Pause Based on the Examen Prayer, children will be guided by Fr Frankie to spend meditative prayer time in stillness, silence and reflection with a view to helping them to be more present and self-aware. Children will practise and understand the importance of inviting the Holy Spirit to be with us and guide us through our daily lives.
LKS2 Module 2: Created to Love Others		
Unit 1: Religious Understanding		
Learning Objectives	Progress Markers	
Children will learn: - That God loves, embraces, guides, forgives and reconciles us with him and one another - The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness - That relationships take time and effort to sustain - That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness	All children will understand that God loves us and wants what is best for us. Most children will understand that when we do wrong things, we hurt God and others, but when we say sorry, God forgives us. Some children will show greater emotional maturity when discussing characters in the parable, and demonstrate a deeper understanding of the importance of forgiveness and reconciliation, both in our relationships with others and with God.	
Session Title	Session Overview	
Story Session Jesus, My Friend	This session revisits Jesus' parable of The Prodigal Son, which children will have first heard a simplified version of in Key Stage One. This parable shows that God loves us, and nothing we can do will stop Him from loving us. Through the story of the two brothers, children will learn about different types of sin, and the importance of forgiveness in relationships. <i>NB. This session is designed to be split up over 4 days, but you can complete it as one session if you prefer.</i>	

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Unit 2: Personal Relationships		
Learning Objectives	Progress Markers	
Children will learn: • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong • That there are different types of relationships including those between acquaintances, friends, family and relatives • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other • The difference between a group of friends and a 'clique' • To increase their awareness of bullying (including cyber bullying), that all bullying is wrong, and how to respond to bullying • About harassment and exploitation in relationships, including physical and emotional abuse and how to respond	All children will learn that there are different types of relationships, including family, friends and others; and will develop a greater awareness of bullying (physical and emotional), and understand that all bullying is wrong. Most children will be able to describe some qualities of friendship and strategies to use when relationships go wrong; and will understand the meaning of 'pressure' and 'resilience', and the importance of seeking support from trusted adults. Some children will demonstrate a more nuanced understanding of relationships, including the complexity of feelings involved when relationships are difficult; and will demonstrate emotional maturity and empathy in discussion/roleplay activities and confidently give examples of how to resist pressure by practising resilience.	
Session Title	Session Overview	
Session 1 Friends, Family and Others...	This session will help children to identify more complex relationships in their lives, including family, friends and other people, and explore how to relate to people within these different relationships. Children will also discuss what it means to be a good friend and learn some strategies to use when relationships become difficult. <i>*You might like to split this session into two, so that discussions around when relationships go wrong do not become rushed. The suggested break point is marked on Slide 14*</i>	Associated Classroom Shorts Do you know... how to ask for help? This Classroom Short, for use in KS2, signposts children to appropriate emotional and safeguarding support.
Session 2 When Things Feel Bad	In this session, children will learn how to recognise bullying and abuse (including physical bullying and emotional bullying online). Children will take part in discussions and roleplay activities to consider how bullying affects people, and what strategies can be employed to resist pressure and practise resilience. To allow more time and space for them, you may choose to run the roleplay activities at a different time. <i>Please note that sexual abuse will be covered in Module 2, Unit 3 Keeping Safe, Session 3 – Physical Contact, but is referred to in LKS2 as 'abuse of private parts'.</i>	

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Session Title	Session Overview	
Session 3 Balancing Needs	This session will help pupils understand how to balance their own needs with the needs of others — and why this can sometimes be challenging.	
Unit 3: Life Online		
Learning Objectives		Progress Markers
Children will learn: • That their increasing independence brings increased responsibility to keep themselves and others safe • How to use technology safely • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • That bad language and bad behaviour are inappropriate		All children will learn how to use technology safely, what is good and not good to share online, that bad language and bad behaviour online is inappropriate, and understand how they can stay safe and get help from a trusted adult. Most children will learn how quickly things can be shared online, how to spot the danger signs of inappropriate online behaviour and steps they can take to keep themselves and others safe. Some children will be able to articulate their responsibility to keep themselves safe online and ways to do so. They will understand the impact of cyberbullying, understand ways people can cause harm online and know how to report inappropriate messages and content.
Session Title	Session Overview	
Session 1 Sharing Online	Integrating the NSPCC Share Aware programme, this session introduces the digital world as one that children need to take steps to stay safe in, just like the real world. This session focuses on how quickly things can be shared around the world online, including photos, passwords and other personal information. Children will discuss how this can be damaging and/or dangerous, and will learn steps to keep themselves safe.	
Session 2 Chatting Online	Integrating the NSPCC Share Aware programme, this session continues discussing steps children need to take to stay safe online. This session focuses particularly on chatting and cyberbullying; it helps children to know how they can report and get help if they encounter inappropriate messages or material.	Associated Classroom Shorts
		Critical Thinking This film will introduce why and how we should think critically about the content we consume in the media and online. Child presenters will deliver teaching about targeted marketing, and real life scenarios will be explored.

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Unit 4: Keeping Safe	
Learning Objectives	Progress Markers
Children will learn: - To judge well what kind of physical contact is acceptable or unacceptable and how to respond - About different kinds of abuse, including 'abuse of private parts' - That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest - Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body - That our bodies are created by God, so we should take care of them and be careful about what we consume - That in an emergency, it is important to remain calm - That quick reactions in an emergency can save a life - How to help in an emergency using their First Aid knowledge - It is our responsibility to follow the rules at home, school and in our country. - Some of our rules and laws are based on our rights. - Rights protect us and ensure everyone is treated equally. - Rules and rights are based on our values as a community. - Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God.	All children will know that if they feel unsafe, they can and should seek out a trusted adult for help and support; learn about the effects that a range of substances including drugs, alcohol and tobacco can have on the body; and that in emergency situations they should remain calm and call 999. They will be able to identify different rules at home, school and in the community and understand some of the values and rights they uphold. Most children will be able to describe what is appropriate and inappropriate physical contact and name the different types of abuse; demonstrate some prior knowledge around this topic and be able to identify and record facts throughout the session; and with prompting, demonstrate understanding of how First Aid knowledge can be applied in real-life situations. They will know some basic human rights, understand how rules and laws protect our rights and be able to reflect on their own responsibilities to treat people with fairness, dignity and respect. Some children will demonstrate a greater depth of understanding and compassion when discussing abuse scenarios; demonstrate a personal understanding and belief that because our bodies are created by God, we should take care of them and be careful about what we consume; will demonstrate confident independent thinking and greater awareness of the emotional impact of emergency situations. They will demonstrate a deeper understanding of the values underpinning our rights and responsibilities as Christians and be able to articulate the value that diversity brings to the Body of Christ.
Session Title	Session Overview
Session 1 Safe in My Body	This session follows on from the previous two internet safety sessions, by moving into the real world and considering what physical contact is appropriate and inappropriate. Children will be introduced to the term 'abuse' and discuss different kinds of abuse, including sexual abuse, here referred to as 'abuse of private parts'. Children will be asked to think of trusted adults that they can talk to about any issues they may face. There is also an **optional section which briefly explores another kind of abuse of private parts: Female Genital Mutilation (FGM). <i>*This session encourages teachers to confidently use terminology previously discussed in LKS2_1.2.4 'Changing Bodies' and so it is recommended that that session takes place before this one.</i> <i>** As this session involves Key Decision #6, teachers should refer to their Programme Coordinator to establish whether discussing FGM is appropriate for the age and stage of children in their class. You can find further details of Life to the Full content about FGM at each Key Stage can be found in the Programme Coordinator Manual and in the FGM Guidance document.</i>
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Session Title	Session Overview	Associated Classroom Shorts
Session 2 Recognising Risk	This session will use roleplay to help children understand the importance of recognising and reducing risks to do with roads, railways, water and fire. Children will learn the relevant safety rules for each of these, as well as the importance of acting responsibly to ensure the safety of themselves and others.	Out and About: Railways The first in a mini-series about safety 'out and about', this film will demonstrate good rail safety, with input from child presenters and pauses for discussion.
		Out and About: Water The second in a mini-series about safety 'out and about', this film will demonstrate good safety by the sea, rivers, lakes, pools and other water sources, with input from child presenters and pauses for discussion.
		Out and About: Roads The third in a mini-series about safety 'out and about', this film will demonstrate good road safety, with input from child presenters and pauses for discussion.
		Out and About: Fireworks The fourth in a mini-series about safety 'out and about', this film will demonstrate good safety with fireworks, sparklers and bonfires, with input from child presenters and pauses for discussion.
		Out and About: Digital The fifth and final film in a mini-series about safety 'out and about', this film will demonstrate good safety when using our devices outside and for finding directions, with input from child presenters and pauses for discussion.
		Out and About: Fire This Short will help pupils recognise common fire risks in everyday settings and understand simple steps they can take to reduce risk and stay safe.

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Session Title	Session Overview	
Session 3 Drugs, Alcohol and Tobacco	In this session, pupils will learn some key information and facts about drugs, alcohol and tobacco, with input from animated expert Dr Datfa. The teaching is underpinned with the religious understanding that consuming these substances is harmful to our bodies, and therefore God’s creation. Pupils will consider a range of scenarios in order to learn about making the right choices when it comes to substances. <i>Note that Appendix 3 offers the opportunity to extend children’s learning about how the body reacts to outside influences, particularly concerning the immune system and vaccination.</i>	
Session 4 First Aid Heroes	In this session, pupils will learn how First Aid, quick reactions and staying calm during an emergency can make the difference between life and death. Pupils will role play some ‘Child of Courage’ style scenarios in which children save lives, with Dr Datfa featuring as host. Children will learn that they don’t need to feel afraid, because God holds us up and gives us strength. <i>NB. Be mindful of pupils who have experienced emergency situations.</i>	
Session 5 Rights and Responsibilities	This session will identify legal rights, discuss scenarios where these are compromised, and offer an opportunity for pupils to consider how their own responsibilities relate to rights. The session will celebrate diversity and how we all play a part in the Body of Christ.	Associated Classroom Shorts
		It’s Not Your Fault! In this live action drama, a child discovers the challenge of taking responsibility in their community. Discussions help children to consider how our action/ inaction impacts the world around us, why we often find it difficult to do the things we know we ought to do, and why we should do them anyway.
		We’re Not The Same... This film helps children to imagine how boring it would be if we were all the same! Child presenters will challenge children to celebrate diversity by finding out more about others
		...We’re All Different! This film will showcase and celebrate a diversity of culture, character, religion and tradition – and encourage children to do the same.
		Right to Vote This film introduces the concept of democracy as compared to other political models, and gives a brief history of the right to vote in the UK. Children will be invited to discuss how adults vote and why it’s important - our right AND our responsibility.

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Session Title	Session Overview
	British Values In 2014, the British Government outlined 5 'British values' to be promoted in schools: 'democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.' This film helps children to understand what these British values are, and how they relate to the rights and responsibilities they have learnt about through this session and associated Classroom Shorts. The film also likens them to the Gospel values cultivated throughout the Life to the Full programme. Hear Our Prayer This short film will show people praying in different languages – to encourage children that God hears all our prayers, no matter who we are or where we come from.

LKS2 Module 3: Created to Live in Community

Unit 1: Religious Understanding

Learning Objectives	Progress Markers
Children will learn that: • God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' • The human family reflects the Holy Trinity in charity and generosity • We are made in the image of God, which means we are made to love God and others, and be loved by God and others • The Church family comprises home, school and parish (which is part of the diocese)	All children will learn that the Holy Trinity is a community of love, and that the human family goes some way to helping us understand this; and will understand that the Church is not a building, but all the people around the world who believe in Jesus. Most children will understand that being made in the image of God means we are made to love God and others, and be loved by God and others; and will understand that we the Church are called to love others as God loves us, and will be able to come up with some practical examples of how they can do this. Some children will seek to understand the mystery of the Holy Trinity at a deeper level, and will demonstrate personal faith and self-awareness when considering what being made in the image of God means for how they should live; and will demonstrate a deeper personal conviction of and excitement for their own role within the Church.

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Session Title	Session Overview
Session 1 A Community of Love	At the heart of this session is a short film about Lucy and her family, who children have encountered before in KS1. After the film, children will apply Lucy's story to their developing understanding of the community aspect of the Holy Trinity and be encouraged to think about what the Holy Trinity means for them and their communities. <i>Note that this session briefly discusses marriage and likens the love of a family to the love between the Holy Trinity. Be sensitive around this topic, as some children's experience of family will not be such a loving one.</i>
Session 2 What is the Church?	In this session, children will learn about the wider Church and its mission to reflect the Holy Trinity through love for others. This session will also introduce the principles of Catholic Social Teaching (from 'Together For The Common Good'), which will be explored further in the next unit.
Unit 2: Living in the Wider World	
Learning Objectives	Progress Markers
Children will learn: • That God wants His Church to love and care for others • Practical ways of loving and caring for others • That there are many different jobs and types of work. • Some of the factors that influence people's choice of work. • To explore their own interests, skills and gifts in relation to their job aspirations. • That God calls us to work together to share His love and care for each other and the world. • That all forms of money have advantages and disadvantages. • That our attitude to money and choices about spending, saving and giving impacts on ourselves and others. • That budgeting helps to keep track of spending and saving. • How our faith guides our values and reminds us of the importance of love for God and others.	All children will be able to recognise actions which make them feel loved or cared for; be able to identify different types of work and some of the skills, strengths and gifts required for these; understand some choices about managing money and some advantages and disadvantages of different payment methods. Most children will be able to devise practical ways of loving and caring for others; know some of the factors and values that influence job choices, confidently explore their own job aspirations, and begin to understand the idea of vocation; have a more developed understanding of budgeting and understand that our choices around spending, saving and giving are linked to our attitudes. Some children will demonstrate a more nuanced understanding of how the way we feel loved and cared for can help us know how to love and care for others, and the role of God's plan for the Church as part of this; demonstrate a deeper understanding of God's call for us to work together by reflecting His love and caring for each other and will understand that our values, job choices, and way of life are part of our vocation; demonstrate an understanding of how our faith guides our attitudes and God calls us to make responsible choices with money.
Session Title	Session Overview
Session 1 How Do I Love Others?	This session explores how we can put love into action in the communities we live in. Pupils will look at how the Church has grown out of God's love for us and how it can be an example and a means of loving and caring for others.
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Session Title	Session Overview	Associated Classroom Shorts
Session 2 Working Together	This session builds on previous learning about jobs and work to consider why people do different jobs and the factors that influence job choices. Pupils will explore their own job aspirations and identify interests, skills and gifts that could influence their future decisions. Pupils will learn how nurturing our values can lead us to realise our God-given vocation to love and care for others, a calling that starts right now.	We Are Called In this reflective film, children will consider the dignity of work and the concept of being called. This will be explored through the jobs of people in the Bible, including Jesus' trade as a carpenter as well as His ministry.
		I Don't Know In this live action drama, a child has an honest conversation with an adult concerning their uncertainty about what they want to do in the future. Discussions will help children understand that work is important, but that a person's job will likely change throughout their life.
		Same Job, Different Pay... This short film will introduce and explain the concept of the gender pay gap – and that it is not OK.
		My Inspiration We all have people who have inspired us. This short film will show children talking about their own inspirations – particularly those which relate to their ideas about future work.
		Vocation, Vocation, Vocation This film will introduce the concept of Christian vocation. Primarily, the call to love God and love others, but then more specifically how people are called to live out their vocation through marriage, priesthood, the single or religious life. The film will feature interviews, and will help children to see the value in all vocational paths, and have the opportunity to consider their own call to live life with and for God.

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Session Title	Session Overview	Associated Classroom Shorts
Session 3 Money Matters	This session reinforces previous learning about money and explains some practicalities of managing money including different payment methods, budgeting and keeping track of spending and how our choices can impact on our lives and the lives of others. Pupils will reflect on different attitudes towards money and how our faith guides and influences our values including our attitude towards money and that love of God and our neighbour is more important than anything.	Spend or Save? In this live action drama, two siblings receive a cash gift and have different ideas about what to do with their money. Discussions will help children to explore the choices we have around money, and some pros and cons of these.
		Good Value In this film, child presenters will discuss how our emotions and influences inform our spending habits. To this end, they ask the question, 'how do you know if something is good value?' Playing a game comparing shopping deals, the presenters will invite children to consider if something is of good value and why.
		Make a Difference This film will help children to understand how our spending habits are impacting the world, both people and planet. Child presenters will guide pupils in considering how we can make a difference for the better though how we use money.
		Real Risks This informative film will introduce some risks to do with money and explore how we can keep money safe. A light introduction to debt is included.
		Lazarus and the Rich Man Through the parable of Lazarus and the Rich Man, children will hear from their peers about how 'happiness' brought by money does not last. Fr Paschal will remind children that God loves us and He asks us to love others well too.

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UKS2 Module 1: Created and Loved by God

Unit 1: Religious Understanding

Learning Objectives	Progress Markers
Children will learn that that: • We were created individually by God who cares for us and wants us to put our faith in Him • Physically becoming an adult is a natural phase of life • Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!	All children will learn that we were created individually by God who cares for us. Most children will understand that God wants us to put our faith in Him, which means putting our confidence and hope in Him even though we can't see Him. Some children will demonstrate a more nuanced understanding of how having faith in Jesus can help them through the changes and 'storms' of life.
Session Title	Session Overview
Story Sessions Calming the Storm	Over five days, children will hear and experience the Gospel story of Jesus calming the storm. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God who cares for us and wants us to put our faith in Him. Approximately 15 minutes should be put aside for each daily session, but you might wish to spend longer on some days. These daily sessions contain teaching and time for spiritual, emotional learning which underpins the entire Life to the Full programme, so proper time and space should be allowed for them.

Unit 2: Me, My Body, My Health

Learning Objectives	Progress Markers
Children will learn about: • How similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community • How there are many different types of family set up • How self-confidence arises from being loved by God (not status, etc) • How human beings are different to other animals • The unique growth and development of humans, and the changes that girls and boys will experience during puberty • The need to respect their bodies as a gift from God to be looked after well, and treated appropriately • The need for modesty and appropriate boundaries	All children will understand that we are all unique, with different family set-ups, gifts and talents; will know that the body changes which occur during puberty are necessary for a girl to become an adult woman; will know that the body changes which occur during puberty are necessary for a boy to become an adult man; and will know that the choices we make regarding sleep, exercise, personal hygiene and electronic entertainment can impact on our health. Most children will demonstrate some emotional intelligence when considering the 'Paradise Street' film, and begin to infer and articulate the feelings of the characters involved; will understand and be able to recall some of the changes which girls experience during puberty; will understand and be able to recall some of the changes which boys experience during puberty; and will be able to discern whether certain choices will have a good or bad impact on our health.

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Learning Objectives		Progress Markers
How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc		Some children will demonstrate a personal understanding of how our value and self-confidence can arise from knowing that we are loved by God and called His children; will demonstrate prior knowledge about changes girls experience during puberty, and readily articulate respectful boundaries, e.g. privates are private; demonstrate prior knowledge about changes boys experience during puberty, and readily articulate respectful boundaries, e.g. privates are private; and will demonstrate empathy in relation to the characters in the film, and be able to articulate how choices regarding health also impact on our feeling and well-being.
Session Title	Session Overview	
Session 1 Gifts and Talents	In the first episode of the 'Paradise Street' series, we are introduced to the four main characters and see their similarities and differences. There is friction over competition and rivalry, with the characters learning that difference - whether physical or skills based - should be celebrated as enriching to a community. One of the characters, Finn, discusses his feelings of insecurity with his Mum and she teaches him to be more deeply aware of his value and that his self-confidence should arise from being loved by God. <i>Note that this session is the first in the 'Paradise Street' series, so please ensure you have read the Module Overview on how to lead these sessions.</i>	
Session 2 Girls' Bodies	This second episode of 'Paradise Street' starts with a lesson talking about the physical changes that boys and girls experience during puberty; to which the children respond with degrees of embarrassment and confusion. The film then focuses on the girls' perspective through the character of Leyla. Through the film, follow-up discussion, teaching and personal activity, pupils will learn about the physical changes that take place for girls through puberty. <i>Note that: Although menstruation is touched upon in this session, it will be explored in more detail in Module 1, Unit 4, Session 3: Menstruation. Internal genitals (vagina and uterus) are mentioned here in the context of the changes which take place during puberty.</i> <i>Session 3 focuses on Boys' Bodies.</i> <i>This session features an episode of Paradise Street and looks at the development of girls' bodies. The content is presented in a sensitive, appropriate way, yet it is still natural for there to be some embarrassment and awkwardness for pupils, as is experienced by the characters on screen. In some school settings and contexts, it may be appropriate for some or all of this session to be facilitated in single-sex groups. Consider what would work best for your class, seeking guidance from the Programme Coordinator as necessary.</i>	

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Session Title	Session Overview	
Session 3 Boys’ Bodies	This third episode of ‘Paradise Street’ starts with a lesson talking about the physical changes that boys and girls experience during puberty; to which the children respond with degrees of embarrassment and confusion. The film then focuses on the boys’ perspective through the characters of Marcus and Finn. Through the film, follow-up discussion, teaching and personal activity, pupils will learn about the physical changes that take place for girls through puberty. <i>Please note, the previous session, Session 2, focuses on Girls’ Bodies</i> <i>This session features an episode of Paradise Street and looks at the development of boys’ bodies. The content is presented in a sensitive, appropriate way, yet it is still natural for there to be some embarrassment and awkwardness for pupils, as is experienced by the characters on screen. In some school settings and contexts, it may be appropriate for some or all of this session to be facilitated in single-sex groups. Consider what would work best for your class, seeking guidance from the Programme Coordinator as necessary.</i>	
Session 4 Spots and Sleep	This session discusses how children can respect their bodies as gifts from God by looking after them appropriately. They will learn that good choices regarding rest, sleep, exercise, personal hygiene and diet will have a positive impact on their health. <i>Note that as there are a lot of different ways in which we should take care of our bodies, this session does not cover everything. Appendix 2 contains further topics for discussion, which you can use to extend this session or to hold another at a later date.</i>	Associated Classroom Shorts
		Do you know ... about sleep? This Short will teach children about the importance of good quality sleep, and the impact of poor sleep.
		Do you know ... about vaccinations? This Short will teach children about the facts regarding vaccinations and immunisation.
Unit 3: Emotional Well-Being		
Learning Objectives		Progress Markers
Children will learn: • That images in the media do not always reflect reality and can affect how people feel about themselves • That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media • A deeper understanding of the range and intensity of their feelings; that ‘feelings’ are not the only good guides for action • That some behaviour is wrong, unacceptable, unhealthy or risky		All children will understand that images in the media do not always reflect reality; will understand that some behaviour is wrong, unacceptable, unhealthy or risky; and will understand that emotions change as they grow up. Most children will understand that the pressures we face, e.g. from the media, can affect how people feel about themselves; will understand how thoughts, feelings and actions relate to one another and that feelings are not good guides for action; and will be able to describe a variety of techniques to help them manage their thoughts, feelings and actions. Some children will understand the link between practising thankfulness and building resilience
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Learning Objectives		Progress Markers
• That emotions change as they grow up (including hormonal effects) • That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being • That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.		against pressure, and demonstrate prior experience of employing this practice themselves; will demonstrate deeper understanding of the range and intensity of their own feelings and the feelings of others, and be curious as to the causes of these; and will clearly understand the importance of openness with trusted adults when feeling worried and that beauty and art can contribute to our sense of emotional well-being.
Session Title	Session Overview	
Session 1 Body Image	Episode 5 of ‘Paradise Street’ investigates some of the pressures pubescent young people can face from others, their own expectations and the media. Leyla feels pressure to look grown up after her Mum shares a photo of her on social media with a caption ‘my baby’, and Finn feels weak and inadequate and so tries to build muscle too quickly. Through exploring these and other pressures that they may experience, children will develop ideas of how to build resilience through thankfulness.	
Session 2 Peculiar Feelings	In Episode 6 of ‘Paradise Street’, Marcus imitates inappropriate behaviour that he sees at home from his Mum’s boyfriend. He learns that some behaviours are always wrong, no matter what feelings accompany them, and learns that he has to take responsibility for his actions. Meanwhile, Siobhan and Leyla fall victim to a miscommunication which ruptures their friendship. In this session, through films and activities pupils will consider how people behave and react to their feelings and emotions, and how these feelings can change quickly. <i>Note that the information in Appendix 2 – Guidance for Teaching Staff will give you confidence to better communicate about thoughts, feelings and actions and as such is worth reading before facilitating this session.</i>	
Session 3 Emotional Changes	In Episode 7 of ‘Paradise Street’, Leyla has a crush on an older boy and gets a bit carried away. Meanwhile, following recent events in Marcus’ personal life, Miss Nichols gives him a creative outlet for the powerful emotions he has been experiencing. This session provides plenty of opportunity for discussion and reflection, including how to manage feelings that can seem uncontrollable. <i>Pupils will develop a greater understanding of things that help their emotional well-being. At the end of this session, pupils should be given information about pastoral facilities within the school that they can use if they are not feeling emotionally well.</i>	
Session 4 Seeing Stuff Online	This session explores the emotional and mental impact that videos and images of an adult nature can have on children and young people, particularly pornography*. In Episode 8 of ‘Paradise Street’ we explore the relationship that the characters have with online devices. Leyla and Siobhan rave about a vlogger they have discovered, whilst Finn secretly discovers a pornographic website. Initially shocked and scared by what he has seen, he becomes more and more drawn to it. When his Dad discovers what Finn has been looking at, he sits down with him for a chat to explain the effect that these videos and images will have on his young brain. <i>Important note: This session concerns Key Decision#4: Pornography. This session should only be run if it has been approved for use in your school. Please check with your Programme Coordinator.</i>	
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Unit 4: Life Cycles	
Learning Objectives	Progress Markers
Children will learn: • How a baby grows and develops in its mother's womb • That pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us. • About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life • Some practical ways to manage the onset of menstruation If using Key Decision #5 content, children will learn: • Basic scientific facts about sexual intercourse between a man and woman • The physical, emotional, moral and spiritual implications of sexual intercourse • The Christian viewpoint that sexual intercourse should be saved for marriage Children will learn: • What 'death' means • About some feelings often connected with grief • What the Christian faith says about death and eternal life • Some ways to support themselves and others when they are grieving • That there are many emotions and feelings connected with change. • That gratitude and positivity help build resilience. • Some coping strategies to manage changes. • That God is always with them.	All children will know that a baby grows and develops in its mother's womb; and will understand that girls start having periods during puberty. Most children will be able to describe how a baby grows and develops in the womb, and demonstrate some wonder and curiosity about this; and will understand some facts about periods and the menstrual cycle, including period hygiene. Some children will, with gratitude and a sense of the profound, understand that pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us; and will demonstrate understanding of the role of menstruation in the fertility cycle, and that fertility is involved in the start of life. All children will know basic facts about sexual intercourse between a man and a woman. Most children will understand something of the physical, emotional, moral and spiritual implications of sexual intercourse. Some children will understand the Christian viewpoint that sexual intercourse should be saved for marriage. All children will understand what death is and some of the feelings that are often associated with grief; understand that they might experience different feelings when moving to their next class/secondary school. Most children will demonstrate an understanding of what the Christian faith says about death and eternal life, and understand how this can help when grieving; demonstrate an understanding of strategies to help them cope in times of change. Some children will demonstrate greater resilience and empathy when discussing both conceptual and observed grief, and show an emerging personal belief about life beyond death; demonstrate an understanding that God has helped them through times of change before and will continue to help them in the future.

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Session Title	Session Overview
Session 1 Making Babies (Part 1)	This session explores how a baby grows in the womb, building on and developing the teaching at Lower Key Stage Two. In this episode of 'Paradise Street', Finn learns that his Mum is going to have a baby. He discusses it with his friends, who don't know much about where babies come from. Finn learns from his Mum about the miraculous process of human life and how it is conceived and developed in the womb. Finn also has his worries alleviated about being 'replaced' or not loved so much when the new baby comes along.
Session 2 Making Babies (Part 2)	Previously in 'Paradise Street', Finn and Leyla asked questions about how babies are made and they learned about the different stages of life in the womb. At the end of the episode, Finn disarms his Dad with the question, "How did your sperm actually get inside Mum's body?" In this session, pupils will learn some key information and facts about sexual intercourse, underpinned with the religious understanding that sexual intercourse is intended for married couples and has been designed by God. <i>Important note: This session concerns Key Decision #5: Talking About Sex. This session should only be run if it has been approved for use in your school. Please check with your Programme Coordinator.</i> <i>The content is presented in a sensitive, appropriate way, yet it is still natural for there to be some embarrassment and awkwardness for pupils, as is experienced by the characters on screen. In some school settings and contexts, it may be appropriate for some or all of this session to be facilitated in single-sex groups. Consider what would work best for your class, seeking guidance from the Programme Coordinator as necessary.</i>
Session 3 Menstruation	In the final episode of 'Paradise Street', we see Siobhan get her first period and feeling uncertain about what to do. She is sad that her Mum, who died a number of years ago, isn't there to show her the ropes, but she is helped by her teacher and her Dad to become confident going forwards. Through this session, pupils will learn about how girls manage their periods (menstruation), and understand some of their possible side effects (including PMS). They will learn why periods happen, that fertility is necessary to bring a child into the world, and how the menstrual cycle is part of God's plan for creation.
Session 4 Hope Beyond Death	Throughout the 'Paradise Street' series, pupils have seen Siobhan and her Dad navigating life following the death of their Mum/wife. A look back over their experiences is the springboard for this session's discussion of death and grief. Framed within the Christian understanding of eternal life, this session helps pupils to consider and communicate about death in a direct yet gentle way, reflect compassionately on the complexities of grief and consider ways to support themselves and others. <i>IMPORTANT NOTE Although this session is part of Upper Key Stage 2, Year 6 is likely to be the best time to deliver it, and as such we haven't provided Age and Stage Differentiation. Please discuss this with your Programme Coordinator.</i> <i>In addition, before using this resource, it's important to read Appendix 1 – Death and Grief Tips for Staff, and to consider sending a letter home to parents using the suggested content in Appendix 2. Further details of Life to the Full content about death and grief at each Key Stage can be found in the Programme Coordinator Manual and in the Life Cycles Death and Grief Guidance document.</i>

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Session Title	Session Overview	
Session 5 Coping with Change	This session reflects and celebrates the journey of change that pupils have been on throughout primary school, and looks forward to upcoming changes. Children will explore their feelings about moving to secondary school and strategies that will help them with this transition, with a particular focus on resilience and gratitude. Pupils will have an opportunity to reflect on God's presence with us throughout our lives, and how this helps us to cope with change.	Associated Classroom Shorts
		Dear Diary In this live action drama, a child records a vlog before and after their first day at secondary school, recording their expectations, feelings and apprehensions. Discussions will make space for children to identify feelings they may have, as well as useful advice to take on board.
		Naming Feelings Through observing roleplay, children will discover the importance of identifying and naming the feelings we are experiencing. The film will demonstrate an activity that teachers might want to recreate in the classroom.
		Starting Secondary School This voxpop film will explore what someone should do if they are feeling nervous about starting secondary school, plus other advice for the transition from primary to secondary.
		Peace Under Pressure Child presenters will explore feelings children might be experiencing while preparing for SATS, and Fr Frankie will remind children of the power and peace Jesus can bring us, even when we feel under pressure.
		St Patrick's Breastplate In this film, Fr Paschal emphasises the importance of prayer as a tool to help us in every moment of our lives. Children will be invited to pray St Patrick's Breastplate prayer for their present circumstances. Then after further reflection from Fr Paschal, children will be invited to pray St Patrick's Breastplate prayer again reflecting on their whole journey through primary school.

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UKS2 Module 2: Created to Love Others

Unit 1: Religious Understanding

Learning Objectives	Progress Markers
Children will learn: - That God calls us to love others - About ways in which we can participate in God's call for us to love others	All children will learn that God calls us to love others. Most children will appreciate that we all have something we can offer in terms of loving others. Some children will demonstrate a deeper understanding and passion for participating in God's call for us to love others.
Session Title	Session Overview
Session 1 God Is Calling You	In this session, pupils will look at the nature of God's call to love others. Children will study and imaginatively consider the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives.

Unit 2: Personal Relationships

Learning Objectives	Progress Markers
Children will learn: - That pressure comes in different forms, and what some of those different forms are - That there are strategies that they can adopt to resist pressure - What consent and bodily autonomy means - About different scenarios in which it is right to say 'no' • How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships - About prejudice, bullying and discrimination: what they mean and how to challenge them. - About protected characteristics from the Equality Act 2010 such as race, age and disability. - That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.	All children will learn that pressure comes in different forms, and what some of those different forms are; will gain a basic understanding of consent and bodily autonomy; and will understand that how we think can affect our feelings and in turn our actions, and that we call this 'self-talk'; learn that bullying is always wrong. Most children will be able to describe some strategies they can adopt to resist pressure; will be able to discern situations in which it would be appropriate and right to say 'no'; and will understand how positive self-talk can impact our feelings, actions and relationships for the better; understand what prejudice and discrimination are, and how they relate to the protected characteristics. Some children will demonstrate a more nuanced and applied understanding of different pressure scenarios, including the feelings of the pressured child in the context of thoughts, feelings and actions; will demonstrate a deeper understanding and will to uphold consent as related to respecting the dignity of our precious God-given bodies; and will demonstrate a deeper understanding of both positive and negative self-talk, and how it helps us to balance our expectations so that we feel confident to try new things at the same time as assessing the consequences realistically; have a deeper empathy for victims of bullying and discrimination, and eagerly approach the challenge to build others up through their words and actions.
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Session Title	Session Overview	
Session 1 Under Pressure	The first step to coping with pressure is to identify the many guises it can take. In this session, children will learn about spoken and unspoken pressure that they might experience, particularly from their peers. Then, in small groups, children will rehearse and present role-play scenarios, so that children can identify different ways in which people can experience pressure and strategies to resist it. <i>NB. If you wish to give more time to the roleplay scenarios, you could choose to complete the Slide 5 – 6 activities at a different time. Simply skip over these activities and pick up with Slide 7 onwards.</i>	Associated Classroom Shorts
		Do you know... how to ask for help? This Classroom Short, for use in KS2, signposts children to appropriate emotional and safeguarding support.
Session 2 Do You Want A Piece of Cake?	The previous session in this unit considered different ways in which children might feel pressured by those around them, particularly their peers. This session discusses the issue of consent and bodily autonomy, and equips children with the ability and confidence to say 'no'. <i>Note that in a later session (Module 2, Unit 3, Session 3: Types of Abuse) we will explore the topic of abuse.</i>	
Session 3 Self-Talk	So far in this unit, we have explored the pressures that children can feel from peers and adults, and how to cope with and resist these pressures. But some of the strongest pressures that young people can experience come from themselves, and these have a huge effect on how they relate to the world and the people around them. <i>Building on the CBT exercise of Thoughts-Feelings-Actions which was introduced in the previous module*, this session applies the approach of 'self-talk' to consider how our thoughts and feelings not only impact on our well-being, but also our friendships and relationships with others.</i> <i>*Pupils do not need to have completed Module 1 before engaging in this session.</i>	
Session 4 Confidence vs Control	This session will help pupils understand the difference between being confident and being controlling in relationships, and the importance of respecting our own and others' needs and boundaries.	
Session 5 Build Others Up	Building on previous learning about personal relationships, this session addresses the concepts of fairness, bullying, prejudice and discrimination, with reference to the protected characteristics as determined by the Equality Act 2010. Through activities and discussion, pupils will consider what bullying, prejudice and discrimination are, who they affect, how they might make people feel and what pupils can do about it: all within the Christian belief that everyone is made in the image and likeness of God, is loved unconditionally by Him, has equal dignity and is deserving of equal	Associated Classroom Shorts
		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. Use our appendices to help your class engage with this Classroom Short. <i>*Requires Key Decision</i>

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Session Title	Session Overview	Associated Classroom Shorts
	respect. This resource is intended for use in Year 6, and so does not contain any Age and Stage Differentiation. *The Appendix 3 scenario activity in this session involves Key Decision #7. Teachers should refer to their Programme Coordinator to establish whether discussing certain protected characteristics has been agreed with parents and governors. You can find further details of Life to the Full concerning Key Decision #7 in the Programme Coordinator Manual, which also links to Guidance on Protected Characteristics.	Respond In this film, children will consider how to respond when they witness or experience prejudice and discrimination, and who to go to for help. 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. *Requires Key Decision Stereotypes This informative video explores how gender stereotypes can have a negative impact on people's sense of self. It also explains what is meant by sexual orientation and how this is different from gender expression. Children will learn that instead of being stereotyped, every person should be valued in their uniqueness as someone created in God's image. *Requires Key Decision Differences In this film, the idea of gender identity is introduced with a clear explanation of what it means to experience gender dysphoria. The film also clarifies that this is something different from gender expression. It promotes kindness and sensitivity towards anyone struggling with their gender identity. *Requires Key Decision. NB. This video - which involves a key decision - will be updated when the new guidelines are published.

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Unit 3: Life Online		
Learning Objectives		Progress Markers
Children will learn: - To recognise that their increasing independence brings increased responsibility to keep themselves and others safe - How to use technology safely - That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others - How to report and get help if they encounter inappropriate materials or messages - What the term cyberbullying means and examples of it - What cyberbullying feels like for the victim - How to get help if they experience cyberbullying		All children will have a broad understanding of different ways we use the internet, know what cyberbullying means, know safety rules about chatting online and ways they can stay safe online and know how to seek help from a trusted adult. Most children will be able to make safe and sensible decisions about sharing online and understand that it is important to use the internet responsibly, understand that online messages can be misinterpreted, recognise the difference between banter and bullying and the steps to take if they or someone they know experience cyberbullying. Some children will be able to articulate how their growing independence can lead to situations where they will need to make their own responsible decisions about online safety, be able to articulate the long term effects of cyberbullying, their personal responsibility to behave considerately towards others and how to model good online behaviour.
Session Title	Session Overview	
Session 1 Sharing Isn't Always Caring	Continuing from the NSPCC resources used in LKS2, this session presents the digital world as one that children need to take steps to stay safe in, just like the real world. This session focuses children on making safe and sensible decisions about what content to share or not share, including photos, passwords and other personal information. Children will discuss how this can be damaging and dangerous, and will devise rules to remember to keep themselves safe.	
Session 2 Cyberbullying	Building on the NSPCC Share Aware programme which pupils covered in Lower Key Stage 2, this session investigates cyberbullying. It explores how children can chat safely, the impact cyberbullying can have, and what behaviour is acceptable and unacceptable online. Children will also learn how they can report and get help if they	Associated Classroom Shorts Content Consumers Building from the LKS2 Classroom Short 'Critical Thinking', this film dives deeper into why and how we should think critically about the content we consume.

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Unit 4: Keeping Safe		
Learning Objectives	Progress Markers	
Children will learn: - To judge well what kind of physical contact is acceptable or unacceptable and how to respond - That abuse violates the rights of children - That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests - About the effect that a range of substances including drugs, tobacco and alcohol can have on the body. - How to make good choices about substances that would have an impact on their health. - That our bodies are created by God, so we should take care of them and be careful about what we consume. - Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco - Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies - The recovery position can be used when a person is unconscious but breathing - DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance	All children will know that if they feel unsafe, they can and should seek out a trusted adult for help and support; will learn about the effect that a range of substances including drugs, tobacco and alcohol can have on the body; will understand that as they get older they may come under pressure when it comes to drugs, alcohol and tobacco; and will understand that, amongst other things, the job of a First Aider is to keep themselves and the casualty safe. Most children will understand that some physical contact is appropriate and some is inappropriate, and be able to describe some examples of these; will understand the impact that these substances can have on people’s lifestyles, and how we can all make better choices to benefit our health and well-being; will be able to come up with ‘for’ and ‘against’ arguments for giving into pressure, and practise making good choices; and will, with prompts, have a degree of confidence in performing the DR ABC primary survey, as well putting someone in the recovery position. Some children will demonstrate greater empathy throughout the activities and a deeper understanding that because God made us to love and be loved, we should respect one another’s bodily privacy and autonomy; will understand that our bodies are created by God, and we can honour Him by taking care of them and being careful about what we consume; demonstrate understanding that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies; and will confidently demonstrate the DR ABC primary survey and understand the importance of following this in order to prioritise potentially life- threatening conditions.	
Session Title	Session Overview	
Session 1 Types of Abuse	This session follows on from the previous two internet safety sessions, by moving into the real world and considering what physical contact is appropriate and inappropriate. Through 4 fictional stories, children will be introduced to the term ‘abuse’ and discuss the different kinds of abuse, including sexual (which in LKS2 was described as ‘abuse of private parts’). Children will be introduced to the concept of rights, and how abuse violates their rights. They will be asked to think of trusted adults that they can talk to about any issues	Associated Classroom Shorts Against the Law In an age appropriate way, this film will explore practices that are against British law, including honour based violence and human trafficking.
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Session Title	Session Overview	
	they may face. There is also an optional* section to discuss the rights violation that is Female Genital Mutilation (FGM). <i>*As this session involves Key Decision #6, teachers should refer to their Programme Coordinator to establish whether discussing FGM is appropriate for the age and stage of children in their class. You can find further details of Life to the Full content about FGM at each Key Stage in the Programme Coordinator Manual and in the FGM Guidance document.</i>	Associated Classroom Shorts Marriage Can't Be Forced This film focuses on forced marriage - what it is, why it is illegal in the UK and some of the good news stories and developments towards protecting young people from forced marriage. There will be some input about God's plan and purpose for marriage, and how this is not compatible with forced marriage.
Session 2 Impacted Lifestyles	In this first of two UKS2 sessions on drugs, alcohol and tobacco, pupils will build on their existing knowledge through learning facts and taking part in activities to demonstrate how using these substances can impact on people's lifestyles and inhibit the body's natural functioning. The teaching of this session is underpinned with the religious understanding that consuming these substances is harmful to our bodies, and therefore God's creation.	Associated Classroom Shorts What We Know Now This film documents how media and popular conceptions of smoking have changed over time. Child presenters explore how mixed messages in the media divided opinions on smoking, and emphasise the facts that we know now. Passive Smoking, Vaping and Quitting Following on from the previous film and now firmly in the present, this film explores the dangers of passive smoking and vaping, and highlights what support is available for people who want to stop smoking.
Session 3 Making Good Choices	In this second UKS2 session on drugs, alcohol and tobacco, pupils will consider scenarios where people feel pressured to use them. Children will be encouraged to use their scientific knowledge and religious understanding to cope with pressurising situations and make good choices. The teaching is underpinned with the religious understanding that consuming certain substances is harmful to our bodies, and therefore God's creation. <i>Note that this session builds on content from the previous unit. It is not essential to complete Unit 2 before facilitating this session, but if you have completed it already, be sure to support children in recalling their prior learning.</i>	
Session 4 Giving Assistance	The animated Dr Datfa features in this session to equip children with some basic First Aid knowledge, including the recovery position and the DR ABC primary survey. This involves a roleplay activity so children can practise DR ABC, so you might want to clear tables and chairs or use the hall for this session. This is underpinned with the religious teaching that God created us to love Him and to love others, so we should look out for and care for one another. <i>NB. Please be mindful of any pupils with experience of medical emergencies.</i>	

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UKS2 Module 3: Created to Live in Community

Unit 1: Religious Understanding

Learning Objectives	Progress Markers
Children will learn: • That God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. • That the Holy Spirit works through us to bring God's love and goodness to others • The principles of Catholic Social Teaching • That God formed them out of love, to know and share His love with others	All children will understand that God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity; and will learn what the seven principles of Catholic Social Teaching are. Most children will understand that the Holy Spirit works through us to share God's love and goodness with others; and will know that God loves them and wants them to love others, and be able to come up with examples of how Catholic Social Teaching principles can be practised. Some children will demonstrate a more nuanced and personal understanding of what it means for the Holy Spirit to live inside us and how this helps us to share God's love in the world; and will demonstrate a greater sense of conviction and motivation to incorporate Catholic Social Teaching principles in their daily lives and will be able to identify injustices in the world where change could be affected.
Session Title	Session Overview
Session 1 The Holy Trinity	In both KS1 and LKS2, children learnt about the Holy Trinity through films about Lucy and her family. This session returns to Lucy one last time, and helps pupils increase their understanding of the Holy Trinity using Scripture activities and prayer. Children will also consider how they can allow the Holy Spirit to work through them to share God's love in the world.
Session 2 Catholic Social Teaching	This session introduces the concept of Catholic Social Teaching (CST). Through examples of God's love in action throughout Scripture, children will learn how God wants us to live in society with each other. They will learn the principles of CST, how we can apply these to daily life.

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Unit 2: Living in the World		
Learning Objectives	Progress Markers	
Children will learn: • How to apply the principles of Catholic Social Teaching to current issues • About ways in which they can spread God's love in their community • Learn about the process of getting a job and consider factors that influence job choices. • Understand how stereotyping can affect work aspirations and learn to challenge such attitudes. • Consider jobs in different sectors, learning pathways to work and their own job aspirations. • There are a wide variety of payment options. • The importance of budgeting and tracking spending and saving. • About the hierarchy of needs and other influences on spending choices. • Some people have more money than others. • God asks us to be good stewards of our money and resources.	All children will have a basic understanding of how to apply the principles of Catholic Social Teaching to current issues; be able to identify different types of work, understand some of the factors that influence job choices and recognise the harmful effects of stereotyping; understand that tracking our money and budgeting is part of good money management. Most children will understand how Catholic Social Teaching principles can help them to judge not only whether something is wrong, but why it is wrong; understand some of the benefits of working, understand the process of getting a job, consider some positive and negative influences on job choices and aspirations and will be able to reflect on types of work that fit with their own interests, skills and values; know factors that influence spending and saving choices and show an understanding of the unequal wealth in the world and their community. Some children will show great aptitude when categorising articles, and demonstrate compassion and motivation to challenge issues of injustice; demonstrate a deeper understanding of how their values, gifts and strengths, and understand that God calls us to our vocation; demonstrate an understanding of stewardship and the Christian perspective on donating money to the Church and other charities.	
Session Title	Session Overview	
Session 1 Reaching Out	Building on pupils' learning in the previous session about Catholic Social Teaching (CST), this session recaps the principles and shows how they are relevant day to day. Children will look at current news stories, applying Catholic Social Teaching to analyse the issues and come up with ways of reaching out to others and spreading God's love in their communities. <i>Note that this session complements the previous session (UKS2_3.1.2), but doesn't require you to have taught it. If you haven't, you might like to spend a little longer familiarising yourself and pupils with the 7 principles of CST on Slides 2 – 3.</i>	
Session 2 The World of Work	This session considers many aspects of the world of work including the process of getting and changing jobs, the factors that influence job choices, and the challenges of gender stereotyping and unemployment. Pupils will consider the benefits of work, some of the learning pathways to work and their own job aspirations. They will	Associated Classroom Shorts Project Persevere In this live action drama a child asks their older sibling to help them with a project for school, but their help doesn't come and the child has a choice to
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	learn how personal values, attitudes and life skills contribute to our future and make us who we are – uniquely made and loved by God who calls us and has a plan for each one of us. make. Through discussion, children will discover that perseverance is a key skill that can help us in all areas, including work. Always Learning This short film explores in more detail how people get jobs, and gain skills for jobs (including further training or education). Being SMART Child presenters will help children to understand what a SMART goal is, and how using these can support their aspirations. Beyond School In this film, child presenters will help pupils to uncover character qualities that will help them not only in life, but also in the world of work. Working in Me In this film Fr Frankie helps pupils explore the fruits of the Holy Spirit, and how these can inform our character development.
Session 3 Money and Me	This session follows on from LKS2 learning, building on payment methods, budgeting and money tracking techniques. Using the principle of the hierarchy of needs, pupils will discuss what influences money habits. Pupils will consider financial inequalities in the UK and overseas and the support that is available through governments and charities. God calls us to live generously and pupils will explore tithing as a form of charitable giving, and learn through the parable of the talents, how we can use our ambition and gifts to make a positive contribution. Associated Classroom Shorts It's Not Fair! This live action drama shows a child who is jealous of their friend's new shoes, but learns that choosing gratitude can help us when we feel we are missing out. Discussion will allow children to explore how some people have more than others and what faith in God tells us about comparison. Let's Talk About Tax Child presenters will explore the who, what, where, when and why of tax. You Bet! A group of pupils will go head-to-head in a quiz about gambling. Use our appendices to help your class engage with this Classroom Short.

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	Gaming, Gambling and More Children will understand the premise of betting alongside different forms of gambling and their risks. They will learn about support that is available for those who find gambling to be a problem. Money Makes the World Go Around In this film, children will be introduced to currencies around the world and the comparable value between currencies. This will link to teaching from Fr Frankie about how no matter who we are, where we come from or what we have - we are all loved and valued by God. Parable of the Talents This film features Jesus' Parable of the Talents, a story roleplayed by peers. Children will learn from the story, performers' responses and input from Fr Paschal, that God wants us to use our money and our talents well. This means we can use our ambition and gifts for good.

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