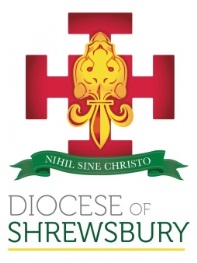
**Diocese of Shrewsbury**



**Department of Education**

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**Guidance for Primary**

**on the use of the**

**RSHE Programme**

***Life to the Full***

**March 2021**

**GUIDANCE FOR PRIMARY SCHOOLS ON THE USE OF *Life to the Full***



*Life to the Full* is a resource grounded in the Catholic tradition using the CES Primary Model Curriculum as its foundation. As a result, each phase has three modules that explore how we are created and loved by God, how we are created to love others and how we are created to live in community and each unit has a distinct religious element that promotes religious understanding (see note below).

The programme offers free teacher training endorsed by the DfE and a training tool with easy to access training on specific aspects of the resource.

In addition, the programme has become a resource for Relationships, sex **and** health education, so by using the resource you would be delivering the statutory content, which is the majority of the PSHE National Curriculum.

It also draws on other external source content, for example, from the NSPCC and the NHS.

The programme is a subscription programme which is regularly revised and updated. Many of the sessions have extension activities and some have SEN differentiation. Hopefully these two areas will be rolled out across the whole scheme.

The online programme hosts a parent portal with helpful information that can be shared with parents, plus a blended/home learning feature, which may be helpful to schools in the current situation. There is also a bespoke area for RSE Coordinators to support them with planning and training.

In addition, Ten:Ten are very approachable and welcome comments and queries so consumer support is high. They are providing a service to schools and desire for it to meet the needs of teachers, the Church and the DfE.

The programme offers a teacher plan for each session, plus prayers, appendices with worksheets, assessments, PowerPoints, and videos where appropriate.

BUT the teacher notes and guidance will need to be read very carefully by leaders in the school when making decisions about what is shared with pupils and when, AND in addition, by class teachers, who will need to check with leaders, if they are not already aware, what has been agreed to be included/omitted.

Also, careful reading of the notes will be essential as some of the content is of a sensitive nature and staff will need to be guided by these notes to be aware of how that content may be delivered/received in their own class.

**Religious Understanding**

Care will be needed for the *Religious Understanding* of Module 3, Created to live in community, within each phase. An understanding of the Trinity is introduced to children in EYFS and built upon in each subsequent phase. BUT the method used to explore the Trinity is not helpful and will lead to confusion and misunderstanding.

God is a mystery. However, when we talk about God as mystery, we need to be clear about our meaning of mystery. God is not a puzzle to be solved. God is a mystery because he is so closely interwoven into who we are. And, because of God’s closeness to us, it is impossible to understand who God is, though as educators it is our instinct to try.

All language to describe God is inadequate. God as Trinity, a loving relationship, as happens between persons, is perhaps the best and least inadequate way to talk about God. This is because we are told that *“God is love”* (1 John 4:8). God is perfect self-gift – the total giving of self to the other.

Perhaps the best approach with children then is to explore Trinity through experience. How do we experience the work of the Triune God within us?

God the Father is the Creator and the source of pure love. We can sense God’s presence and experience God’s majesty through the created world.

Jesus is the Word made flesh. We come to know who Jesus is through the Gospels and he comes to us in the Church and in the Eucharist. We can have a personal relationship with Jesus who walks alongside us. Through him we can experience the pure love of God.

The Holy Spirit is the ongoing activity of that love. The Spirit dwells within us. The Spirit inspires us, guides us, and gives us strength. The Spirit is the living source of our faith.

It is also important to explore Trinity through the liturgy. The mystery of the Trinity is revealed to us as we reflect in faith on the deepest meaning of the life, death, resurrection, and ascension of Jesus: through the mysteries of Christmas, Easter, and Pentecost. 

Providing opportunities for children to experience and encounter the love of God through the work of the Father, Son and Spirit will, we hope, enable them in return to love God with all their heart, soul, strength, and mind and love their neighbour as themselves (Greatest Commandment, Luke 10:27)

The YOUCAT for Kids states,

*“There is only one God,*

*one God in three persons.*

*God is not lonely,*

*he has communion in himself:*

*Father, Son and Holy Spirit.*

*We call this mystery the Trinity.*

*Only through Jesus do we know that*

*God is a triune God.*

*Jesus Christ himself is man and God.*

*And he still spoke to God, his father.*

*He did not talk to himself then.*

*And he promised us*

*the coming of the Holy Spirit*

*who is God like the Father and the Son.”*

**The Sessions**

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| **EYFS** |  |  |
| Module 1, Unit 2, Session 2 | Read the teacher notes carefully. They ask teachers to briefly discuss in an age-appropriate way that privates are private. | You will need to have made a decision beforehand what is *age-appropriate* in your context. |
| Module 1, Unit 3, Session 2 | There is the use of the word *‘hangry’* here, meaning the character becomes angry when hungry, but stops being angry when something is eaten. | Take care if using this term. Although this term is now in common usage, is this necessarily a healthy connection to make between emotions and eating? There is *some* scientific evidence for being hangry, but perhaps the point should not be laboured. |
| Module 2, Unit 3, Session 2 | This session uses the NSPCC PANTS resource that *pants are private.*  It should be noted, the NSPCC resource is only briefly referred to within the context of knowing your body, how to be safe with/around others and how your emotions may make you feel physically. | Again, you will need to have decided beforehand if you wish to include this in your context at this time. |
| **KS1** |  |  |
| Module 1, Unit 1, Session 1 | Kester’s Story is offered as an alternative resource | The Diocese raised concerns with Ten:Ten with regards to this story and so do not recommend it is used. |
| Module 1, Unit 1, Session 2 | This session is about celebrating our God-given bodies. | Teachers will need to refer to their policies to see whether names for genitalia are being shared at this time. There is optionality within the scheme to include these names or not. |
| Module 2, Unit 1, Session 1 | This session begins with asking a child to come to the front and pretend to be a very naughty person. The class are asked to come up with suggestions as to what ‘naughty things’ they may have done. | Caution will be needed here in selection of a pupil if this approach is used. It may be more objective and less personal to use a soft toy or a picture of a cartoon character. |
| Module 2, Unit 1, Session 1 | This session has a *Trigger Warning* in the teacher notes, which is good, and underscores the importance of reading the notes carefully before each session is delivered. Included in the notes is the importance of every child feeling accepted, which state… | …that it may be appropriate to say that some children live with two mums or with two dads. |
| Module 2, Unit 3 Session 2 | This session explores good secrets and bad secrets. There are scenarios suggested for children to decide which are good are which are bad secrets. | BUT caution may be needed as it may be that as a school you deem some of them inappropriate for your context, which will require other scenarios being included. In addition, two of the scenarios include a TA and a midday assistant behaving negatively. These may be unhelpful or divisive scenarios to share. |
| Module 2, Unit 3, Session 3: | This session revisits the NSPCC PANTS resources in more detail and recommends referring to the school’s RSE policy for best practice, which is positive. | BUT only at the bottom of the teacher notes on slide 8 it states *avoid any discussions about abuse*. This underscores the importance of leaders in school knowing the resource well and teachers reading all notes carefully prior to delivery of the lesson to avoid straying into content that is not age appropriate. |
| Module 2, Unit 3 Session 4 | This session states that is illegal to buy cigarettes under the age of 18. | The Law states it is illegal to *sell* cigarettes to anyone under the age of 18. |
| **LKS2** |  |  |
| Module 1, Unit 2, Sessions 3-5 | These sessions are advised to be delivered in Year 4 as they begin to explore puberty BUT | You will have already made the decision whether to explore puberty here or whether to wait until UKS2. If using the material here, you may decide that saying the womb is *the special name for the part of the mum’s tummy where babies grow* is confusing as it isn’t biologically correct. |
| Module 1, Unit 2, Session 4 | The sessions in this unit are based around a script that requires the teacher to choose a boy and a girl each time to narrate the characters, Sophie, and Aidan. In this session the characters state that talking about parts of the body is *embarrassing*  and *rude*. | Teachers will need to take care when selecting pupils to narrate the characters as some pupils may not like words put in their mouths in this way. |
| Module 1, Unit 3, Session 1 | This session explores feelings and emotional wellbeing. The teacher notes state, *There are two versions of the Online Presentation, one which mentions hormones and one which doesn’t. If you have run Module 1, Unit 2 sessions with the class then use Version 1. If you haven’t, or if teaching on hormones isn’t appropriate for the age and stage of your class, use Version 2.* | Teachers will need to check if the school is teaching about hormones here. |
| Module 1, Unit 3, Session 2 | Zoya’s story here is about a girl’s difficulty accepting her hair. | This subject has had a great deal of publicity of late. Care and sensitivity may be needed when sharing the story and follow up with individuals may be necessary. It may be helpful to invite someone from the school community to share their story instead. |
| Module 1, Unit 4, Session 1 | This session is advised to be delivered in Year 4 as they begin to explore puberty. | BUT you will have already made the decision whether to explore puberty here or whether to wait until UKS2. |
| Module 2, Unit 2, Session 2 | This session covers physical and emotional bullying through two different cartoon characters.  This session is looking at the effects of these two types of bullying, offering sensible solutions to the problem. | There is a note for teachers that abuse will be covered in Unit 3 |
| Module 2, Unit 3, Session 1 | This session explores sharing online incorporating the NSPCC Share Aware resources. | Alex’s story is a cartoon about a boy called Alex who shares a picture of his private parts, it is screen grabbed then shared widely. This may be an unsuitable clip to show, and that will be a decision you will need to make at a leadership level. It may be enough for the lesson to tell the story of what happened, then proceed with the Q and A. |
| Module 2, Unit 3, Session 2 | This session explores the potential hazards of chatting online. | There is a video from the NSPCC Share Aware highlighted in the ppt, but it is currently unavailable on the site. However, the follow up slides mention someone online wanting to view the girl’s pants. Schools would have to carefully consider if this were appropriate for their context. |
| Module 2, Unit 3, Session 3 | This session begins by exploring what is needed for children to feel safe, but then explores how some children do not even feel safe when there are adults around. The term *abuse* is introduced. | Schools will need to view this content very carefully and decide whether it is appropriate to use it in the format presented. The first story highlights physical abuse and does so in an accessible, relatable way. Schools would have to decide if they would present this within the explanations of physical abuse also offered. The second story highlights emotional abuse and the note above is the same for this story. The third story is about sexual abuse, but it is billed as ‘*abuse of private parts*’ so it is more child friendly. Again, schools would have to carefully consider how this is shared with children, if at all. Teachers may need extra training and/or support if delivering these sessions, and sensitivity and care will be needed with teachers needing to be aware of any potential safeguarding issues. |
| Module 2, Unit 3, Session 4 | This session explores legal and illegal drugs. The video clip focuses on alcohol its effects and the rest of the ppt explores legal and illegal drugs (e.g. Calpol and weed), and tobacco. The scenarios in Appendix 3 explore all three areas indicated above. | Schools will need to decide if they are covering illegal drugs at this time and update teachers accordingly. |
| **UKS2** |  | |
| The UKS2 programme uses a workbook per module for pupil work and responses from the sessions in each module. | | |
| Overview to the UKS2 sessions | The Overview clearly states that key decisions need to be made in terms of delivery of content as *Talking about pornography* a session in Unit 3 and *Talking about sex* is a session in Unit 4. | Schools will have already made the decision about whether such content is appropriate for their context. If it is used, as with any sex education content, parents will need to be informed so they can exercise their right to withdraw should they so wish. |
| Module 1, Unit 2, Session 1 | References different kinds of families, including same sex parents. |  |
| Module 1, Unit 2, Sessions 3 and 4 | These sessions cover changes in puberty, first with girls (Session 3) then with boys (Session 4). These are detailed sessions that explore the physical and emotional changes that happen. | Teachers may need extra training and/or support when delivering these sessions. |
| Module 1, Unit 3, Session 2 and 3 | These sessions feature an abusive relationship in the family of one of the *Paradise Street* characters. | Sensitivity and care will be needed when delivering the sessions and teachers will need to be aware of any potential safeguarding issues. |
| Module 1, Unit 3, Session 4 | This session has a note to discuss with the RSE Coordinator whether the pornography session should be covered in class. | Teachers will need to know what the school policy states on this. |
| Module 2, Unit 3, Session 1 | This session on sharing online provides several scenarios exploring whether it is kind or safe to share, or not to share. | It should be noted that one of the scenarios, though mild in nature, is actually about sexting. Schools will need to have decided beforehand if this is something they wish to explore or omit. Such a decision may need to be revisited annually to consider the needs of the cohort. Some individuals may be more susceptible than others to being groomed in this way. However, this must be a decision taken at leadership level, with Headteachers, Governors and the RSE Leads, in consultation with parents, not at class teacher level. |
| Module 2, Unit 3, Session 2 | This session is about cyberbullying and has an accompanying worksheet entitled *Bullying or Banter*.  The worksheet also includes a scenario about a 10-year-old posting on their elder sibling’s Facebook page without their knowledge and consent. The scenario uses the slang term of *Fraping*. | The term *banter* is an unhelpful term as it implies harmless ‘ribbing’ between friends. However, the term is now often used as an excuse for bullying behaviour with the claim that said behaviour is between friends. This behaviour is reliant on one person having a position of power over another, such that the other person feels too intimidated to challenge the assertion they are friends, that the behaviour is *banter*, and anything other than friendly and harmless.  However, the term *fraping* is problematic as it has a reductive impact on understanding the seriousness and extreme violation of an incidence of rape. |
| Module 2, Unit 3, Session 3 | This session explores types of abuse. | As a result, this session will need to be led very sensitively with guidance from the RSE Lead and due care and attention to safeguarding as the sensitive nature of the session may directly impact children in the cohort.  NB: The Appendix 2 scenarios are challenging and will need to be presented to children with care. |
| Module 3, Unit 3, Session 3 | This session calls for the use of newspapers for children to browse and select stories. | Teachers will need to take care with their selection of newspapers and edit them before they are shared with the class, removing any inappropriate material. |