



St Joseph's Catholic Primary School, Guildford
The Way, The Truth, The Life



Xavier Relationships and Sex Education (RSE) Policy

**This Relationships and Sex Education Policy has
been approved and adopted by the Xavier
Catholic Education Trust
To be reviewed in October 2026.**

**Committee Responsible: Audit and Risk
Committee**

Xavier Catholic Education Trust Mission Statement

Our mission is to provide an outstanding Catholic education for all the children in our schools. We will follow the example and teachings of Christ and everything we do will be inspired by gospel values. We will strive for excellence in all areas of our work and cherish every child in our care.

St Joseph's Mission:

I am the Way, the Truth and the Life (John 14:6)

Our mission at St. Joseph's is to offer the community an encounter with the living God - Jesus Christ: The Way, The Truth, The Life. Our vision is to capture hearts to follow His way, enlighten minds to seek His truth and awaken souls to embrace His life. We believe in an education for the whole child - heart, mind and soul.

At St Joseph's, in order to ensure that are in regular contact with parents and pupils as part of our consultation, please see below provided:

- Online consultation with parents through Google Forms – July 2025
- Pupil Voice activities with pupils – December 2025
- Consultation process to begin in Summer term 2025 and parent meeting scheduled in Summer 2026
- Review of RSE curriculum content with staff and pupils as part of monitoring cycle - termly
- Consultation with school governors during LGC meetings – Spring 2026

Implementation and Review of the policy

Implementation of the policy will take place after consultation has been completed in autumn term 2025. The policy will be reviewed every 2 years by the Xavier Trust Board, Headteacher, RSE Co-ordinator and Staff.

Dissemination

The policy will be given to all members of the Xavier Trust Board, Local Governing Committee, and all members of staff. Copies of the document will be available to all parents upon request, the school website, the Xavier Trust's website and a copy is available in the school office.

Defining Relationship and Sex Education

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"¹. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE should "give young people the information they need to help them develop healthy, nurturing

relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”³

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers, Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers, Page 19

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

However, the reasons for our inclusion of RSE go further.

Rationale

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity: Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE therefore, will be placed firmly within the context of relationship, as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centered on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values. It will also prepare pupils for life in modern Britain.

Values and Virtues

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

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

Aim of Relationship and Sex Education and the Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
 - the Church's teaching on marriage and the importance of marriage and family life;
 - the centrality and importance of virtue in guiding human living and loving;
 - the physical and psychological changes that accompany puberty;
 - the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
 - how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
 - how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.
- ⁴ Gravissimum Educationis 1

Outcomes

Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy).

Equalities Obligations

The Board of Directors have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Broad Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension, a cross-curricular dimension and a specific relationships and sex curriculum.

Programme/Resources

Appendices to this policy provide further information about the programme and resources for suggested use (please see appendix I and appendix II)

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

Monitoring and Evaluation

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work every term. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and/or by discussion with pupils, staff and parents.

The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Xavier Directors will consider all such evaluations and suggestions before amending the policy. Xavier Catholic Education Trust's Board of Directors remains ultimately responsible for the policy.

Parents and Carers

We recognise that parents and carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is formally adopted by the school. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have the **right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance, page 17, for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with Tom Collins(Headteacher) and Sue Hua(Deputy Headteacher). However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.⁵

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities regarding RSE

Directors

- Draw up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other policies, eg, SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Ensure that the policy provides proper and adequate coverage of relevant National

Local Governing Committees

- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Xavier Trust Board of Directors, Local Governing Committee, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-ordinator

The co-ordinator, with the headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the curriculum deputy and the Designated Safeguarding Lead).

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All

⁵ CES Checklist for External Speakers to Schools, 2016

staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Relationship to other Policies and Curriculum Subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other related policy documents for Child Protection and Safeguarding.

Pupils with additional needs will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the

Children's questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best-educated and protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also DFE Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail).

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, for example where a child or young person's questions hints at abuse, are deliberately tendentious, or are of a personal nature.

Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's child protection and safeguarding policy and immediately inform the designated safeguarding lead.

Confidentiality and Advice

All Directors, all governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes, which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, for instance in matters that are illegal or abusive. Teachers will explain that in such circumstance they would have to inform others, e.g. parents, Designated Safeguarding Lead or headteacher, but that the pupils would always be informed first that such action was going to be taken.

Appendix I: TenTen Life to the Full Plus Curriculum Overview

EYFS

Preschool & Reception

Term	Module and Unit	Session Title	Session Length
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 5-10 minute sessions over 5 days
	EYFS, Module 1, Unit 2	Session 1: I Am Me	20 minutes
		Session 2: Heads, Shoulders, Knees and Toes	20 minutes
		Session 3: Ready Teddy?	20 minutes
Spring I	EYFS, Module 1, Unit 3	Session 1: I Like, You Like, We All Like!	20 minutes
		Session 2: All The Feelings!	20 minutes
		Session 3: Let's Get Real	20 minutes
	EYFS, Module 1, Unit 4	Session 1: Growing Up	20 minutes
		Session 2: New People, New Places + Classroom Shorts	20 minutes
Spring II and Summer I	EYFS, Module 2, Unit 1	Session 1: Role Model	2 x 15-minute sessions
	EYFS, Module 2, Unit 2	Session 1: Who's Who?	20 minutes
		Session 2: You've Got A Friend in Me	20 minutes
		Session 3: Forever Friends	20 minutes
	EYFS, Module 2, Unit 3	Session 1: What is the Internet?	20 minutes
		Session 2: Playing Online	20 minutes

Term	Module and Unit	Session Title	Session Length
Summer I	EYFS, Module 2, Unit 4	Session 1: Safe Inside and Out	20 minutes
		Session 2: My Body, My Rules	20 minutes
		Session 3: Feeling Poorly	20 minutes
		Session 4: People Who Help Us	20 minutes
Summer II	EYFS, Module 3, Unit 1	Session 1: God is Love	20 minutes
		Session 2: Loving God, Loving Others	20 minutes
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us	20 minutes
		Session 2: When I Grow Up... + Classroom Shorts	20 minutes
		Session 3: 'Money Doesn't Grow On Trees' + Classroom Shorts	20 minutes

KS1

Year 1 & Year 2

Term	Module and Unit	Session Title	Session Length
Autumn II	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
	KS1, Module 1, Unit 2	Session 1: I Am Unique	30 minutes
		Session 2: Girls and Boys	30-40 minutes
		Session 3&4: Clean and Healthy (My Body)	75 minutes (to be split over two sessions)
Spring I	KS1 Module 1, Unit 3	Session 1: Feelings, Likes and Dislikes	40 minutes
		Session 2: Feeling Inside Out	30 minutes
		Session 3: Super Susie Gets Angry	40 minutes
	KS1 Module 1 Unit 4	Session 1: The Cycle of Life	30 minutes
		Session 2: Beginnings and Endings	40 minutes
		Session 3: Change Is All Around + Classroom Shorts	40 minutes
Spring II	KS1, Module 2, Unit 1	Session 1: God Loves You	40 minutes
	KS1, Module 2, Unit 2	Session 1: Special People	40 minutes
		Session 2: Treat Others Well...	35 minutes
		Session 3: ...and Say Sorry	30 minutes
	KS1, Module 2, Unit 3	Session 1: Real Life Online	40 minutes

Term	Module and Unit	Session Title	Session Length
		Session 2: Rules To Help Us	35 minutes
Summer I	KS1, Module 2, Unit 4	Session 1: Good and Bad Secrets	35 minutes
		Session 2: Physical Contact	40 minutes (or 2 x 25 minutes)
		Session 3: Harmful Substances	30 minutes
		Session 4: Can You Help Me? (Part 1)	35 minutes
		Session 5: Can You Help Me? (Part 2)	35 minutes
Summer II	KS1, Module 3, Unit 1	Session 1: Three In One	25 minutes
		Session 2: Who is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes
		Session 2: Who Will I Be? + Classroom Shorts	30 minutes
		Session 3: Needs and Wants + Classroom Shorts	30 minutes

LKS2

Year 3 & Year 4

Term	Module and Unit	Session Title	Session Length
Autumn II	LKS2 Module 1, Unit 1	Story Sessions: Get Up!	5 x 15-minute sessions over 5 days
		Session 2: The Sacraments	40 minutes
	LKS2 Module 1, Unit 2	Session 1: We Don't Have to be the Same	40 minutes
		Session 2: Respecting our Bodies	40 minutes
		Session 3: What is Puberty?	40 minutes
		Session 4: Changing Bodies Year 4 only	40 minutes
Spring I	LKS2 Module 1, Unit 3	Session 1: What Am I Feeling?	40 minutes
		Session 2: What Am I Looking At?	35 minutes
		Session 3: I Am Thankful	40 minutes
	LKS2 Module 1, Unit 4	Session 1: Life Cycles	40 minutes
		Session 2: A Time For Everything	45 minutes
		Session 3: Big Changes, Little Changes + Classroom Shorts	40 minutes
Spring II	LKS2 Module 2, Unit 1	Story Sessions: Jesus, My Friend	4 x 15-minute sessions over 4 days
	LKS2 Module 2, Unit 2	Session 1: Family, Friends and Others...	45 minutes

Term	Module and Unit	Session Title	Session Length
		Session 2: When Things Feel Bad	45 minutes
		Session 1: Sharing Online	35 minutes
	LKS2 Module 2, Unit 3	Session 2: Chatting Online + Classroom Shorts	35 minutes
Summer I	LKS2 Module 2, Unit 4	Session 1: Safe In My Body + Classroom Shorts	45 minutes
		Session 2: Drugs, Alcohol and Tobacco	45 minutes
		Session 3: First Aid Heroes	45 minutes
		Session 4: Rights and Responsibilities + Classroom Shorts	40 minutes
Summer II	LKS2 Module 3, Unit 1	Session 1: A Community of Love	40 minutes
		Session 2: What is the Church?	35 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	45 minutes
		Session 2: Working Together + Classroom Shorts	40 minutes
		Session 3: Money Matters + Classroom Shorts	40 minutes

UKS2

Year 5 & Year 6

Term	Module and Unit	Session Title	Session Length
Autumn II	UKS2 Module 1, Unit 1	Story Sessions: Calming the Storm	5 x 15-minute sessions over 5 days
	UKS2 Module 1, Unit 2	Session 1: Gifts and Talents	60 minutes
		Session 2: Girls' Bodies	60 minutes
		Session 3: Boys' Bodies	60 minutes
		Session 4: Spots and Sleep	60 minutes
Spring I	UKS2 Module 1, Unit 3	Session 1: Body Image	60 minutes
		Session 2: Peculiar Feelings	60 minutes
		Session 3: Emotional Changes	60 minutes
		Session 4: Seeing Stuff Online	60 minutes
	UKS2 Module 1, Unit 4	Session 1: Making Babies (Part 1)	60 minutes
		Session 2: Making Babies (Part 2) May be omitted or may be set as a homework task with parents.	60 minutes
		Session 3: Menstruation	60 minutes
Spring II	UKS2 Module 1, Unit 4	Session 4: Hope Beyond Death	60 minutes
		Session 5: Coping with Change + Classroom Shorts	60 minutes
	UKS2 Module 2, Unit 1	Session 1: God Is Calling You	60 minutes

Term	Module and Unit	Session Title	Session Length
Summer I	UKS2 Module 2, Unit 2	Session 1: Under Pressure	60 minutes
		Session 2: Do You Want A Piece of Cake?	60 minutes
		Session 3: Self-Talk	60 minutes
		Session 4: Build Others Up + Classroom Shorts	60 minutes
	UKS2 Module 2, Unit 3	Session 1: Sharing Isn't Always Caring	60 minutes
		Session 2: Cyberbullying + Classroom Shorts	60 minutes
	UKS2 Module 2, Unit 4	Session 1: Types of Abuse + Classroom Shorts	60 minutes
		Session 2: Impacted Lifestyles + Classroom Shorts	60 minutes
		Session 3: Making Good Choices	60 minutes
		Session 4: Giving Assistance	60 minutes
Summer II	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity	60 minutes
		Session 2: Catholic Social Teaching	60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	60 minutes
		Session 2: The World of Work + Classroom Shorts	60 minutes
		Session 3: Money and Me + Classroom Shorts	60 minutes

Appendix II : TenTen Life to the Full Plus Parent Portal

TenTen Life to Full Plus useful link for parents

- Parent Portal: <https://www.tentenresources.co.uk/parent-portal/life-to-the-full-plus/>
- User details to access the portal for St Joseph's Catholic Primary School
 - Username: parents-st-josephs-catholic-primary-school
 - Password: StJoseph2025