



St. Chad's Catholic Primary School



ARCHDIOCESE OF BIRMINGHAM

Hospital Street, Newtown, Birmingham B19 3XD

Headteacher: Mr M Tehan

Tel: 0121 464 6554

“At St Chad’s, we grow in the light of Christ, to share His love and reflect the Gospel values”

Dear Parents,

We are delighted to announce that our school is participating in a brand new Relationship Education programme for Catholic primary schools, titled **Life to the Full**. You may hear your child coming home talking about this and we want to give you a brief overview of this new and ambitious programme.

As you may be aware, Relationship Education becomes statutory for all primary schools from May 2021. The **Life to the Full** programme is based on ‘A Model Catholic RSE Curriculum’ by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education. Therefore, we have confidence that the programme will be fit for purpose in supporting the growth and development of your child.

Life to the Full is much more than a series of lessons. It is an entire platform of creative resources that will engage, inform and inspire our children and, indeed, you as parents. This includes interactive video content, story-based activities, employing a wide range of teaching tools, original worship music and an accompanying programme of classroom prayers.

In addition there will be an online parent platform so that you, as parent and carers, can engage with the teaching and deepen the experience for your child. To access the online parent platform please visit:

www.tentenresources.co.uk/parent-portal and

<https://www.tentenresources.co.uk/relationship-education-subscribers/parent-consultation-tool/>

Username: st-chad-b19
Password: saucer27-b19

When you have visited the site and have viewed all of the content, please complete the attached questionnaire and return it to school.

Questionnaires need to be returned to school by Friday 16th October.

If you have any questions, concerns or queries these need to be raised with myself or a member of SLT by Friday 16th October as we are planning to start teaching the programme after the October half term.

Programme Content

The programme adopts a spiral curriculum approach so that as your child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

Module One: Created and Loved by God

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

In these sessions, we explore:

Key Stage One – that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

Lower Key Stage Two – understanding differences, respecting our bodies, puberty and changing bodies (this will be taught in Year 4) strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

Upper Key Stage Two – appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional well-being, a more nuanced and scientific understanding of life in the womb and menstruation.

Module Two: Created to Love Others

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

Key Stage One – In the Unit 'Personal Relationships', children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit 'Keeping Safe', we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource the NSPCC).

Lower Key Stage Two – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught

simplified Cognitive Behavioral Therapy (CBT) techniques for managing thoughts, feelings and actions.

Once again, for the 'Keeping Safe' unit, there are some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.

Upper Key Stage Two – The sessions for UKS2 in the 'Personal Relationships' module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

Module Three: Created to Live in Community

Finally, Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity.

In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

Programme Structure

In Life to the Full, we will be following a three-stage structure which is repeated across three different learning stages:

- Key Stage One is aimed at Years 1 and 2
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6
- EYFS to follow in the future

Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work.

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationship Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

Life to the Full is intended to be partnership between home, school and church. We know that you already do a fantastic job and we see our new programme, Life to the Full, as a means to further develop, support and enrich the partnership between home, school and church so that your child is fully supported.

If you have any concerns or questions please do not hesitate to contact me.

Mrs. Ashford.
(RE and RSHE Lead).

Parent Consultation Survey Questions – St Chad’s R.C Primary School.

Name of parent(s)/carer	
Name of child(ren)	

Select an answer for each of the following questions. If you have any further comments to add, use the comment box beneath each question.

After reading the information in the Parent Consultation Tool about the content of ‘Life to the Full’:				
I understand what my child will be taught and when.				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I am comfortable with the Catholic ethos of the programme.				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I trust my school’s judgment in delivering this programme.				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I feel that my child will need additional support in understanding some of this content.				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

I understand and accept that my role is as the 'first educator' of my child on matters related to teaching human sexuality.

Strongly agree Agree Undecided Disagree Strongly disagree

I would value further support from school about how to talk to my child about sensitive issues.

Strongly agree Agree Undecided Disagree Strongly disagree

The option to teach some elements of the programme is left to the discretion of schools in consultation with parents. These areas are called 'Key Decisions' and cover the discussion of genitalia (KS1), puberty (LKS2) and sexual intimacy (UKS2).

I approve of my child learning the names of external genitalia in KS1.

Strongly agree Agree Undecided Disagree Strongly disagree

I think Year 4 is a good time to start learning about physical changes during puberty.

Strongly agree Agree Undecided Disagree Strongly disagree

I am happy for my child to be taught about sexual intimacy in Year 6, in a way that is respectful of Catholic beliefs.

Strongly agree Agree Undecided Disagree Strongly disagree

I think it is important that pornography is covered from an internet safety perspective.

Strongly agree Agree Undecided Disagree Strongly disagree

I think it is important that pornography is discussed as a way in which people are 'used'.

Strongly agree Agree Undecided Disagree Strongly disagree

I would like further details regarding the optional content around these 'Key Decisions'.

Strongly agree Agree Undecided Disagree Strongly disagree

In the box below, write any further comments or queries that you have:

COMMENT BOX