SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

Mission Statement: To live, love and learn in the footprints of Jesus.

RELATIONSHIPS AND SEX EDUCATION POLICY

UN Convention on the Rights of the Child

As a Rights Respecting School, we acknowledge our role as 'duty bearers' in promoting and protecting children's rights.

In this policy the governors and teachers, in partnership with the Diocesan Education Service, the Catholic Multi-Academy Trust, pupils and their parents, set out their intentions and rationale for our approach to relationships and sex education in the school.

We have consulted with the following stakeholders regarding RSHE:

- Staff
- Parents
- Governors
- School Council

IMPLEMENTATION AND REVIEW OF POLICY

Implementation of the policy takes place after consultation with the local governing body. This policy will be reviewed every year by the headteacher, RSE Co-ordinator, the local governing body and staff.

DISSEMINATION

The policy will be provided to all members of the local governing body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents. Details of the content of the RSE curriculum will also be published on the school's website.

DEFINING RELATIONSHIPS AND SEX EDUCATION

The DfE guidance states that 'children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships'. High-quality RSE does this by promoting their 'moral, social, mental and physical development' and cultivating positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness'.[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 skills and knowledge that form the building blocks of all of positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe'.[2] This would include the topics

[1] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers, July 2025, page 2.
[2] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers, July 2025, page 7.

of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe. In secondary schools RSE should 'provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds … by supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex'.[3]

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. (This does not apply to academies and primary schools). 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'
(John 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 centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

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

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 God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RSE AND THE MISSION STATEMENT

Our 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, 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.

[3] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers, July 2025, page 11.
[4] *Gravissimum Educationis* 1

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;
- how to keep themselves safe by assessing risks and managing behaviours 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.

OUTCOMES

INCLUSION AND ADAPTIVE TEACHING AND 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.

EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, 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 education curriculum.

PROGRAMME / RESOURCES

Appendix 1 to this policy provides further information about the programme. Additional information is made available to parents via the Ten:Ten Resources 'Life to the Full' Parent Portal.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) 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 will be consulted before this policy is updated and subsequently ratified by the local governing body. They will be consulted regarding the RSE programme and will be able to view the resources used by the school. 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 their 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, July 2025, page 6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Promoting Catholic values and virtues and teaching in accordance with Church teaching, 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 delivery of our relationships and sex education programme resides with Class Teachers, whilst overall responsibility rests with the 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 thus also contribute to the development of pupils' personal and social skills.

EXTERNAL VISITORS

Our school may occasionally call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement our chosen 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, the *Checklist for External Speakers to Schools*.[5]

[5] CES Checklist for External Speakers to Schools, 2016.

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

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

GOVERNORS

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Christian beliefs;
- ensure that the policy meets statutory requirements;
- 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 local governing body, parents, the Diocesan Education Service and the Catholic Multi-Academy Trust, 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 member of staff with responsibility for child protection).*

ALL STAFF

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

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc.).

Pupils with specific challenges, whether of a physical or intellectual nature will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. 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 RSE audit.

CHILDREN'S QUESTIONS

The local 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 matters of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

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

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

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

CONFIDENTIALITY AND ADVICE

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

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

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

MONITORING AND EVALUATION

The RSE Co-ordinator (Headteacher) will monitor the provision of the various dimensions of the programme at regular intervals. Governors will consider all evaluation and suggestions before subsequently amending the policy. The local governing body remains ultimately responsible for the policy.

Policy updated: September 2026

Appendix 1

SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

Mission Statement: To live, love and learn in the footprints of Jesus.

Our RSHE Curriculum

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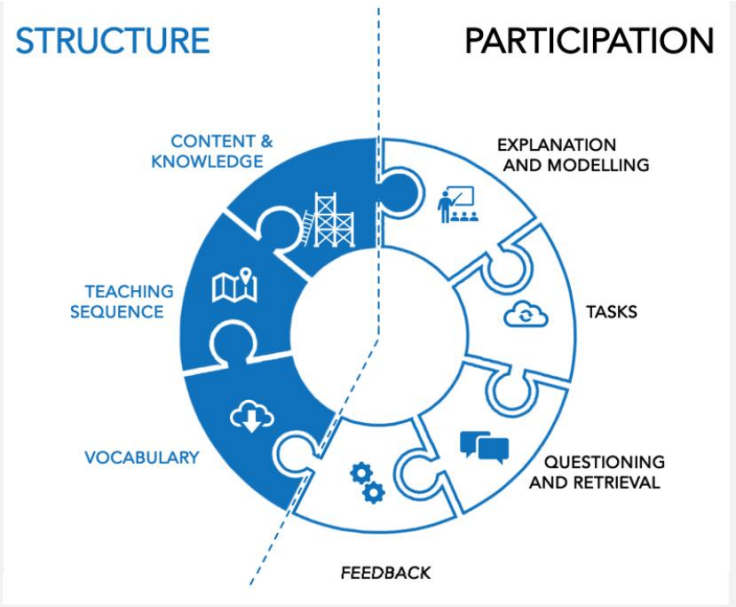

Saint Norbert's Catholic Voluntary Academy

ANNUAL SEQUENCE

Contents:

Reception

Year 1/2

Year 3/4

Year 5/6

Classes 1 / 2 : EYFS

Annual R(S)HE curriculum sequence on a page

Autumn I			Spring I			Summer I		
Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length
			EYFS Module 1, Unit 3	Session 1: I Like, You Like, We All Like! Session 2: All The Feelings! Session 3: Let's Get Real!	20 minutes 20 minutes 20 minutes	EYFS Module 2, Unit 3	Session 1: What is the Internet? Session 2: Playing Online	20 minutes 20 minutes
			EYFS Module 1, Unit 4	Session 1: Growing Up Session 2: New People, New Places	20 minutes 20 minutes	EYFS Module 2, Unit 4	Session 1: Safe Inside And Out Session 2: My Body, My Rules Session 3: Feeling Poorly Session 4: People Who Help Us	20 minutes 20 minutes 20 minutes 20 minutes
Autumn II			**Spring II**			**Summer II**		
Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length
EYFS Module 1, Unit 1	Story Sessions: Handmade with Love	5 x 5-10 minute sessions over 5 days	EYFS Module 2, Unit 1	Session 1: Role Model	2 x 15-minute sessions	EYFS Module 3, Unit 1	Session 1: God is Love Session 2: Loving God, Loving Others	20 minutes 20 minutes
EYFS Module 1, Unit 2	Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy?	20 minutes 20 minutes 20 minutes	EYFS Module 2, Unit 2	Session 1: Who's Who? Session 2: You've Got A Friend in Me Session 3: Forever Friends	20 minutes 20 minutes 20 minutes	EYFS Module 3, Unit 2	Session 1: Me, You, Us Session 2: When I Grow Up Session 3: 'Money Doesn't Grow On Trees'	20 minutes 20 minutes 20 minutes

Class 3: Years 1/2

Annual R(S)HE curriculum sequence on a page

Autumn I			Spring I			Summer I		
Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length
			KS1 Module 1, Unit 3	Session 1: Feelings, Likes and Dislikes	40 minutes	KS1 Module 2, Unit 4	Session 1: Good and Bad Secrets	35 minutes
				Session 2: Feeling Inside Out	30 minutes		Session 2: Physical Contact	40 minutes
				Session 3: Super Susie Gets Angry	40 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
			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	40 minutes			

Autumn II			Spring II			Summer II		
Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length
KS1 Module 1, Unit 1	Story Sessions: Let The Children Come	5 x 5-10 minute sessions over 5 days	KS1 Module 2, Unit 1	Session 1: God Loves You	40 minutes	KS1 Module 3, Unit 1	Session 1: Three In One	25 minutes
							Session 2: Who is My Neighbour?	30 minutes
KS1 Module 1, Unit 2	Session 1: I Am Unique	30 minutes	KS1 Module 2, Unit 2	Session 1: Special People	40 minutes	KS1 Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes
	Session 2: Girls and Boys	30-40 minutes		Session 2: Treat Others Well…	35 minutes		Session 2: Who Will I Be?	30 minutes
	Sessions 3&4: Clean and Healthy	75 minutes (split over two sessions)		Session 3: …and Say Sorry	30 minutes		Session 3: Needs and Wants	30 minutes
			KS1 Module 2, Unit 3	Session 1: Real Life Online	40 minutes			

Class 4: Years 3/4

Annual R(S)HE curriculum sequence on a page

Autumn I			Spring I			Summer I		
Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length
			LKS2 Module 1, Unit 3	Session 1: What Am I Feeling? (omit teaching on hormones for Y3) Session 2: What Am I Looking At? Session 3: I Am Thankful	40 minutes 35 minutes 40 minutes	LKS2 Module 2, Unit 4	Session 1: Safe In My Body Session 2: Drugs, Alcohol and Tobacco Session 3: First Aid Heroes Session 4: Rights and Responsibilities	45 minutes 45 minutes 45 minutes 40 minutes
			LKS2 Module 1, Unit 4	Session 1: Life Cycles (Y4 only) Session 2: A Time For Everything Session 3: Big Changes, Little Changes	40 minutes 45 minutes 40 minutes			
Autumn II			**Spring II**			**Summer II**		
Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length
LKS2 Module 1, Unit 1	Story Sessions: Get Up!	5 x 15-minute sessions over 5 days	LKS2 Module 2, Unit 1	Story Sessions: Jesus, My Friend	4 x 15-minute sessions over 4 days	LKS2 Module 3, Unit 1	Session 1: A Community of Love Session 2: What is the Church?	40 minutes 35 minutes
LKS2 Module 1, Unit 2	Session 1: We Don't Have to be the Same Session 2: Respecting our Bodies Session 3: What is Puberty? (Y4 only) Session 4: Changing Bodies (Y4 only)	40 minutes 40 minutes 40 minutes 40 minutes	LKS2 Module 2, Unit 2	Session 1: Family, Friends and Others… Session 2: When Things Feel Bad	45 minutes 45 minutes	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others? Session 2: Working Together Session 3: Money Matters	45 minutes 40 minutes 40 minutes
			LKS2 Module 2, Unit 3	Session 1: Sharing Online Session 2: Chatting Online	35 minutes 35 minutes			

Class 5: Years 5/6

Annual R(S)HE curriculum sequence on a page

Autumn I			Spring I			Summer I		
Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length
			UKS2 Module 1, Unit 3	Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff Online	60 minutes 60 minutes 60 minutes 60 minutes	UKS2 Module 2, Unit 3	Session 1: Sharing Isn't Always Caring Session 2: Cyberbullying	60 minutes 60 minutes
			UKS2 Module 1, Unit 4	Identical content taught in separate boy/girl groups: Session 1: Making Babies (Part 1) Session 2: Making Babies (Part 2) – (Y6 only) Session 3: Menstruation	 60 minutes 60 minutes 60 minutes	UKS2 Module 2, Unit 4	Session 1: Types of Abuse Session 2: Impacted Lifestyles Session 3: Making Good Choices Session 4: Giving Assistance	60 minutes 60 minutes 60 minutes 60 minutes

Autumn II			Spring II			Summer II		
Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length	Module and Unit	Session Title	Session Length
UKS2 Module 1, Unit 1	Story Sessions: Calming the Storm	5 x 15-minute sessions over 5 days	UKS2 Module 1, Unit 4	Session 4: Hope Beyond Death Session 5: Coping with Change	60 minutes 60 minutes	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity Session 2: Catholic Social Teaching	60 minutes 60 minutes
UKS2 Module 1, Unit 2	Session 1: Gifts and Talents Identical content taught in separate boy/girl groups: Session 2: Girls' Bodies Session 3: Boys' Bodies Class regroup: Session 4: Spots and Sleep	60 minutes 60 minutes 60 minutes	UKS2 Module 2, Unit 1	Session 1: God Is Calling You	60 minutes	UKS2 Module 3, Unit 2	Session 1: Reaching Out Session 2: The World of Work Session 3: Money and Me	60 minutes 60 minutes 60 minutes
			UKS2 Module 2, Unit 2	Session 1: Under Pressure Session 2: Do You Want A Piece of Cake? Session 3: Self-Talk Session 4: Build Others Up	60 minutes 60 minutes 60 minutes 60 minutes			