



Parent Session

Ten:Ten
Resources



Life to the Full

- **So what is** our school is doing? We're using a Catholic ethos Relationship Education programme that meets the government's statutory RSE guidelines as well as the dioceses guidelines
- **Why** your school is using this programme? This was recommended by the Diocese, it meets the criteria for statutory RSE and we're growing a partnership with Ten Ten
- **Who** Ten Ten is? They're an award-winning theatre, film and educational organisation working in Catholic primary schools throughout the UK
- **When** the programme will be rolled out in school: Every school year, we will carry out Relationship Education from Autumn 2 for the duration of the year.

Aims and Outcomes

- Understand why the programme is taking place
- Be inspired by the vision of **Life to the Full**
 - Develop a broad understanding of the programme content
- Know where further information about the programme content can be accessed
 - Share with you the Key Decisions, about the Programme Content, that we have chosen to follow.

- Please take some time to watch this short clip about the vision of TenTen. You will be able to access this via the parent portal too.

- <https://www.tentenresources.co.uk/videos/the-vision/>

- This film briefly outlines:
 - The Catholic vision of the human person
 - How this relates to Relationship Education in schools
 - The inclusive and pastoral nature of the programme. Click to play:
Vision Film

Programme STRUCTURE

- EYFS
- Key Stage One
- Lower Key Stage Two
- Upper Key Stage Two

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 Relationships
- Keeping Safe

Module 3 Created to Live in Community




Units:

- Religious Understanding
- Living in the Wider World

Various Sessions

Please take a look at the parent booklet and curriculum map found on our RSE page on our school website which shares further detail on the programme structure. The following slides also share more information on this.

Module I: 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.

Module I: Created and Loved by GOD

Story Sessions: Each learning stage focuses on a different Gospel story, which is repeated in various ways over the week, giving rise to times of discussion, imaginative reflection and creative response, for example, in Key Stage One children will hear and reflect on the story of Jesus telling the little children to come to Him and through imaginative reflection will put themselves into the story to experience Jesus' call personally. In Upper Key Stage Two, the story is that of Jesus calming the storm, and is used to reflect on how whatever might come their way through puberty and beyond, Jesus is with them and will help them.



Module I: Created and Loved by GOD

Early Years Foundation Stage:

- Our uniqueness in real terms
- Celebrating difference and individual gifts, talents and abilities
- Looking after and using our bodies (including vocabulary around this topic)
- The necessity of when and how to say sorry in relationships
- A basic exploration of Jesus's forgiveness and growing up as God's plan for us



Module I: Created and Loved by GOD

What makes us DIFFERENT?

Eye colour
Hair colour
Height
Body shape
Skin colour
Age
Gender
Clothes

Language/Accent
Type of family
Gifts and talents
Favourite things

Leona



I'm Leona and I'm 6 years old. I've got curly brown hair which Mum always says looks like it's been dragged through a hedge backwards. I've got two older brothers who are twins. My favourite colour is yellow like the sun. Can you guess what my favourite thing to do is?

Some of those things are cool, but my favourite thing to do in the world is climb trees with my brothers. They're taller than me so can help me up to the higher branches!

Key Stage One:

- We are uniquely made by a loving God
- We have differences and similarities
- Key information about staying physically healthy
- Understanding feelings and emotions, including strong feelings such as anger
- The cycle of life from birth to old age

The Cycle of Life



Can you help SUSIE?

What should she do? - TEETH BRUSHING

- ★ Brush your teeth twice each day, for around 2 minutes
- ★ Visit the dentist every 6 months
- ★ Brushing properly removes plaque - which can cause cavities (holes), toothache, gum disease and even our teeth to fall out!
- ★ It also gives us lovely fresh breath and stops our teeth feeling fuzzy!



Happy



Sad



Angry



Scared



Bored



Sleepy



Disgust



Calm

Module 1: Created and Loved by GOD

Lower Key Stage Two:

- Understanding differences
- Respecting our bodies
- Puberty and changing bodies
- Strategies to support emotional wellbeing including practicing thankfulness
- The development of pupils' understanding of life before birth



Module I: Created and Loved by GOD

Making BABIES



Peculiar FEELINGS



Menstruation



Gifts and TALENTS



Spots AND Sleep



Upper Key Stage Two:


- Appreciation of physical and emotional differences
- A more complex understanding of physical changes in girls' 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 how babies are made
- Menstruation

Module 1: Created and Loved by GOD

Paradise Street is an original drama series for Upper Key Stage Two which follows the story of 4 friends – Finn, Leyla, Marcus and Siobhan – who have different personal and social experiences related to growing up and puberty. Each episode lasts about 10 minutes and is followed by a time of teacher-led discussion with the pupils. Each session also includes an episode of **Delving Deeper into Paradise Street** in which two presenters explore the issues in the drama and provide some teaching for pupils (which also acts as guidance and support for teachers). Each concludes with a time of personal writing in a Module 1 Workbook which will help the pupils to digest and personalise the teaching.



Module 2: Created to Love OTHERS

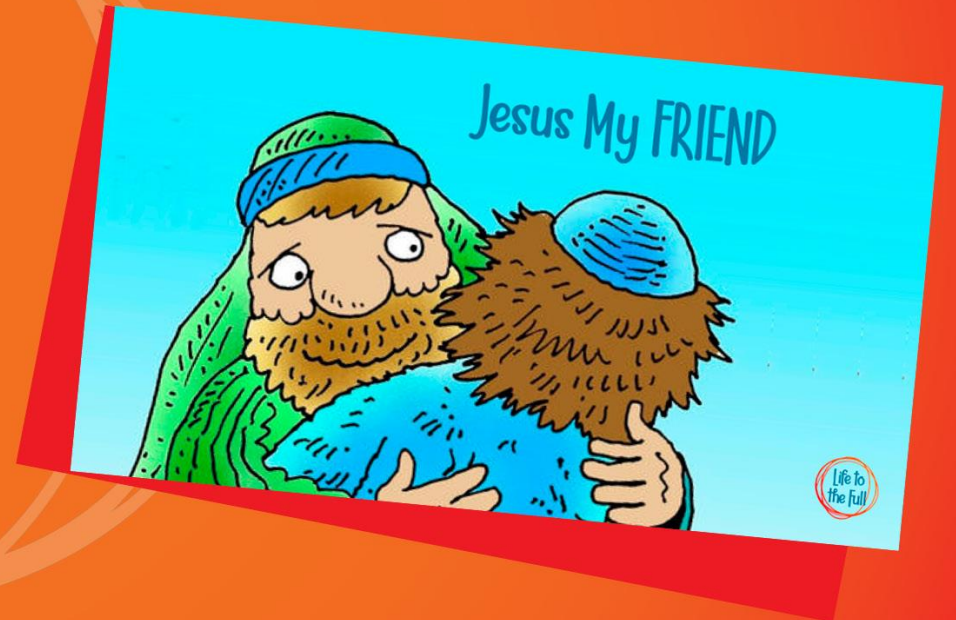


Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing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

Module 2: Created to Love OTHERS

Gospel Stories

At the start of each learning stage, we begin with a key Gospel story which provides the religious foundation for the teaching that will follow. For example, through an imaginative retelling of the Prodigal Son, children deepen their understanding of the concept of sin and the importance of forgiveness in relationships.



Module 2: Created to Love OTHERS

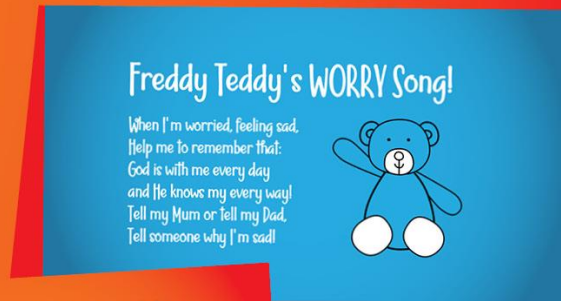
Early Years Foundation Stage:

Unit 2: Personal Relationships

- Vocabulary to identify different family/friend relationships
- The features of positive/negative behaviour in relationships
- The importance of resolving conflict and asking for forgiveness where necessary

Unit 3: Keeping Safe

- Practical ways to stay safe inside and out
- Staying safe around medicines
- People who help us in emergencies



Module 2: Created to Love OTHERS

GOOD Secrets

- Any secret that has a specific point in time when it will be revealed.
- Good secrets are always temporary.



BAD Secrets

- Any secret that you are expected to keep for a long time or forever.
- Nearly all bad secrets keep something hidden that is bad.



What makes a GOOD or a BAD friend?



The Adventures of Smartie the PENGUIN



My SUPER SPECIAL Squad

WHO is in your special squad?
WHAT makes them special to you?



Key Stage One:

Unit 2: Personal Relationships

- ‘Special people’ in their lives who they love and can trust
- Coping with various social situations and dilemmas
- The importance of saying sorry and asking for forgiveness within relationships

Unit 3: Keeping Safe

- The risks of being online (incorporating Smartie the Penguin from Childnet)
- The difference between good and bad secrets
- Teaching on physical boundaries (incorporating the PANTS resource from the NSPCC)
- The effects of harmful substances (including alcohol and tobacco)
- Some basic First Aid and what they should do in an emergency

Module 2: Created to Love OTHERS

Lower Key Stage Two:

Unit 2: Personal Relationships

- A more complex appreciation of different family structures
- Activities and strategies to help them develop healthy relationships with family and friends
- Techniques for managing thoughts, feelings and actions

Unit 3: Keeping Safe

- Incorporates some NSPCC resources around online safety
- Teaching on bullying and abuse through a series of animated stories
- The effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older
- The crucial role of First Aid in emergency situations



Module 2: Created to Love OTHERS

Under PRESSURE



Knowing the RULES: 4 Types of Abuse



Neglect
Physical Abuse
Emotional Abuse
Sexual Abuse

To SHARE... Or NOT to Share?



CONSENT

Consent means that you give PERMISSION for something to happen.



Positive VS Negative Self-Talk



Upper Key Stage Two:

Unit 2: Personal Relationships

- Equip children with strategies for more complex experiences of relationships and conflict
- Identify and understand how to respond to spoken and unspoken pressure
- The concept of consent
- Further teaching on how our thoughts and feelings have an impact on how we act

Unit 3: Keeping Safe

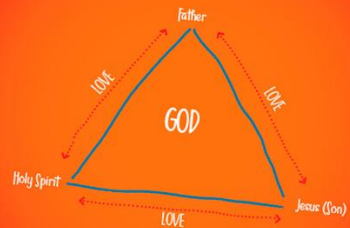
- Risks of sharing and chatting online
- A more complex understanding of different forms of abuse
- How drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning
- Essential First Aid such as DR ABC and the recovery position

Module 3: Created to Live in COMMUNITY

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 sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage.

Module 3: Created to Live in COMMUNITY



The Communities we LIVE in



WHO is my Neighbour?



Community



Subsequent sessions:

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



Life to
the Full



KEY Decisions

Ten ten have created this 'Life to the full' RSE programme and with that they have aimed to pitch the resources at an age-appropriate level for children within each learning stage.

However, the final decision on when sessions should be taught are ultimately the responsibility of our school. Therefore, we are consulting with parents so that they are fully informed of the programme content.



Key Decision #1: Genitalia



Genitalia is not named in Early Years Foundation Stage, private parts are merely referred to as 'privates'.

However, as a school, we have chosen to introduce names of genitalia to KS1 and KS2.

Introducing teaching about genitalia at a young age also helps to remove any shame or embarrassment surrounding these body parts, promoting body positivity and a healthy attitude towards it. We believe it is important to use appropriate language and teach children about consent and boundaries in a sensitive and age-appropriate way.

Teaching about genitalia at a young age helps to promote gender equality, safeguard children against abuse, and foster a positive relationship with their own bodies. It is important for both parents and educators to approach this topic with care and sensitivity, but not to shy away from it altogether.



Key Decision #2: Puberty

In Module 2 of Lower Key Stage One, Ten Ten have provided two sessions on puberty and changing bodies.

These sessions are recommended for Year 4+ but again it is advised that a decision is made about the best time and place for the teaching of these sessions.

“The average age for girls to begin puberty is 11, while for boys the average age is 12. But it's different for everyone. It's completely normal for puberty to begin at any point from the ages of 8 to 14. The process can take up to 4 years.” NHS .

As children enter their Key Stage 2 years, it becomes important to start discussing puberty and the changes that are happening within their bodies. As a school, we have decided to follow TenTen who recommended teaching puberty to Year 4 up. Recent research has revealed that children are entering puberty earlier than in previous generations, making the need to understand these changes critical. Boys and girls are taught about puberty together to ensure that all children hear the same correct information, regardless of gender. This approach also allows children the chance to speak openly and honestly in a safe environment with trusted adults. By providing the right support and guidance, children in these year groups can gain a better understanding of their bodies and the changes that are occurring, leading to stronger self-esteem and better mental health outcomes.



Key Decision #3: Life Cycles

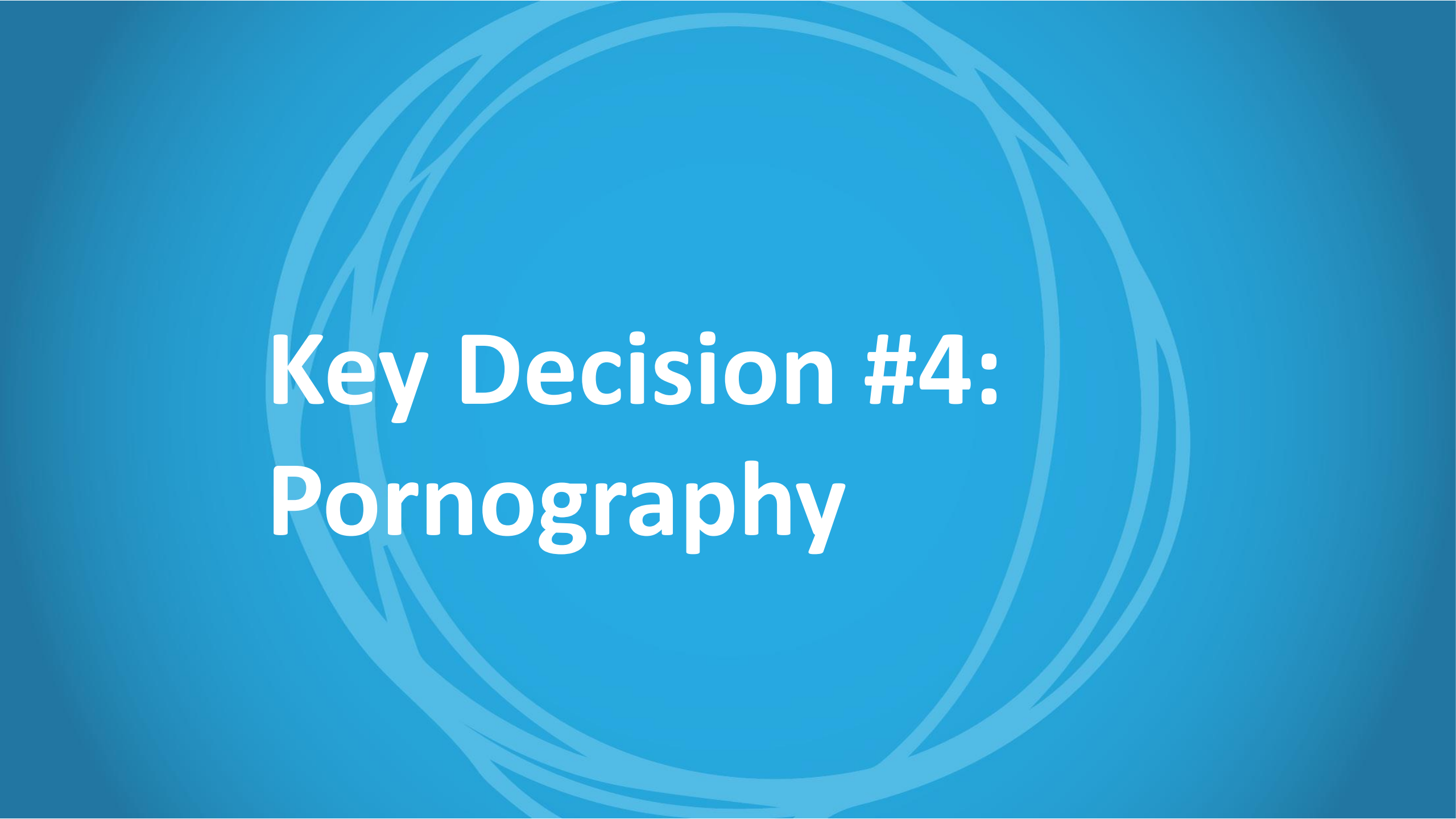
In Lower Key Stage Two, Module One, Unit 4, there is a session called 'Life Cycles' in which children learn about the human reproductive system. However, it does not discuss sexual intercourse.

This teaching is given in the context of being created, chosen and loved by God; the session concludes with a meditation, giving children the opportunity to reflect on how they have been wonderfully made and to understand that they are formed of body and soul.

Teaching about the reproductive system is not explicitly requested as part of the statutory RHSE curriculum. The DFE guidance says that primary schools "brings an understanding – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." – More information to follow when sharing Key decision #5

Life Cycles

- Years 3 and 4
- Age-appropriate. Each year, the content builds on previous learning.
- It links to the Science Curriculum.
- The key message – Pupils will explore the miraculous nature of human conception and birth. This unit focuses on how the baby develops in its mother's womb.
- Sexual intercourse is not discussed.

The background is a solid blue color with a large, faint, light-blue circular graphic in the center. This graphic consists of several concentric, slightly irregular circles or rings, creating a sense of depth and focus on the central text.

Key Decision #4: Pornography

The next key decision concerns talking about pornography. One of the sessions in Upper Key Stage Two addresses the risks that children face from seeing explicit images and videos online.

This is very much a lesson about 'online safety' and therefore falls under the statutory

'Keeping Children Safe in Education' guidance.

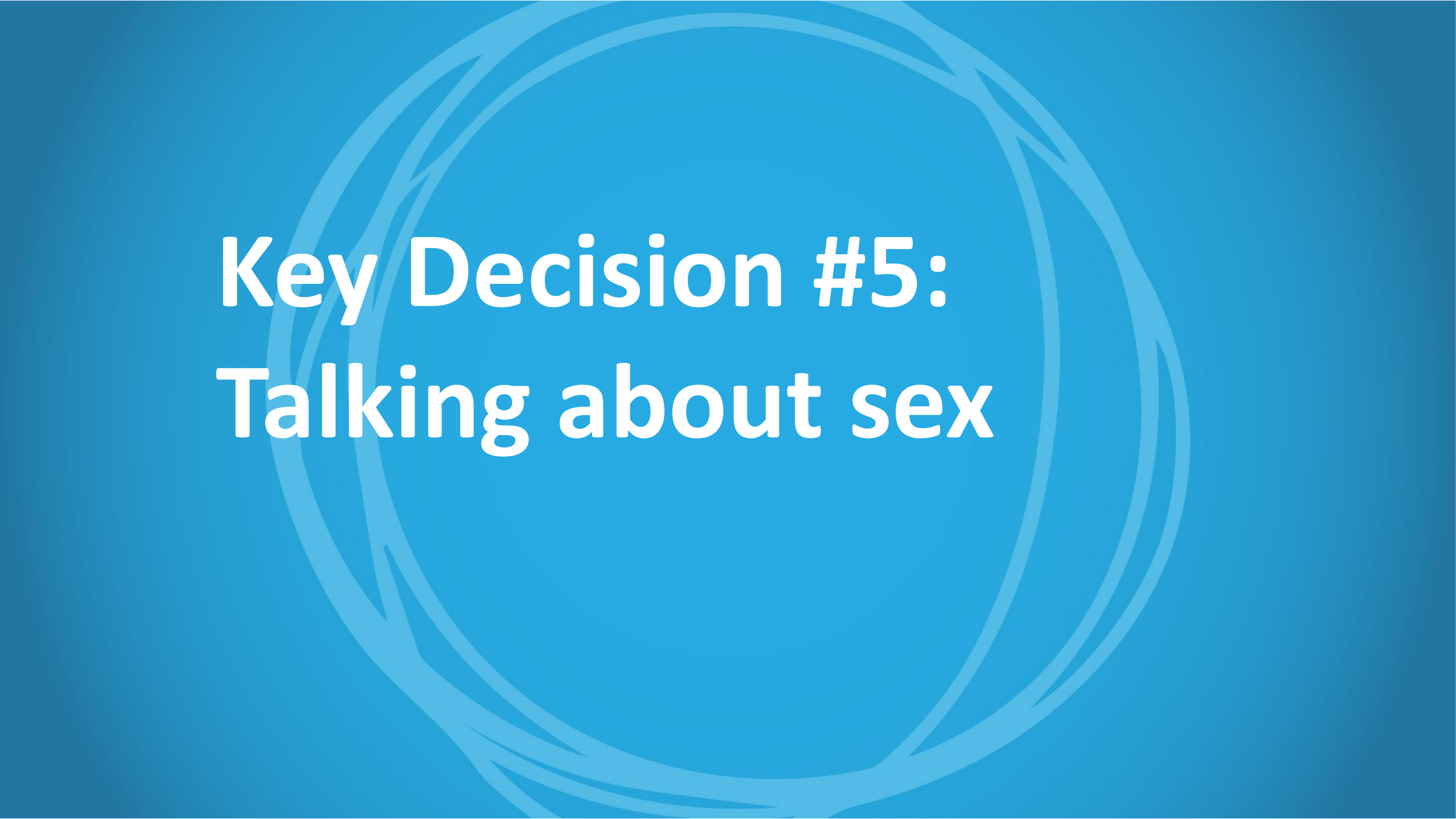
The term pornography is not used, 'inappropriate material' is used.

Children will not be viewing any disturbing content.

- Rationale for including this – ‘One in 10 children have watched pornography by the time they are 9 years old,’ according to disturbing research by the Children’s Commissioner for England.

January 2023

- The report also showed that much of the material being viewed by children and young people features violence.
- We have a duty of care to prepare our children for the future and to educate them about how they can keep themselves safe.
- It is best if they hear these messages from trusted adults in a safe environment.
- Please view this video clip:
- https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/uks2/m-1/uks2_1_created-and-loved-by-god/u-3/uks2_1-3_emotional-well-being/s-4/seeing-stuff-online/



Key Decision #5: Talking about sex

A session in Upper Key Stage Two answers the question:
'Where do babies come from?'

Naturally, this question leads to a discussion about sexual intercourse.

Teaching about sexual intercourse to primary school children is not part of the statutory curriculum; however, resources by Ten Ten have been provided which deal with this topic because it is a natural progression of the conversation around the scientific understanding of how babies are made (sperm and egg).

In episode 10 of “Paradise Street”, one of our characters, Finn, asks his parents the direct question – how did the sperm get inside mum’s body and meet the egg? The response given by his parents is honest and direct. As Christian parents, their response is rooted in God’s love but they also describe what happened physically between them to create a child.

In the follow-up discussion in the episode of “Delving Deeper” after the drama, a further scientific explanation is given, involving reference to the penis entering the vagina. This teaching is provided within the context of marriage being God’s plan for the place of sex within a relationship.

The session concludes with a personal writing activity in which pupils consider God’s plan for relationships. It endorses that God loves and accepts them no matter what and allows space for personal responses to questions about their own families.

Inspired by the presenter Nathan in Delving Deeper, there is also an opportunity for a creative writing exercise called ‘A Recipe for Love’.

TenTen have tried to create a session with delicacy and care and we believe that it provides powerful teaching in an age- appropriate way on love, intimacy and marriage.

A stylized graphic of a globe with latitude and longitude lines, rendered in a lighter shade of blue than the background. It is centered behind the text.

Key Decision #6: Female Genital Mutilation

Though not statutory for primary schools, the National FGM Centre advises that girls are at most risk at primary school age, and therefore recommends that primary schools teach about FGM where possible.

The Life to the Full programme offers schools the opportunity to include teaching on FGM at KS1, LKS2 and UKS2, as part of Unit 3: Keeping Safe which is part of Module 2: Created to Love Others.

At each Key Stage where there is optional FGM teaching content, teachers are also signposted to this guidance and also resource provision higher up in the curriculum, so that teaching can be tailored carefully for the age, stage and risk level of the children in your care.

We're now going to look at an outline of what is taught in each phase.

<https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/page/guidance-on-fgm/>

EYFS

EYFS 2.4.2 'My Body, My Rules' does not mention FGM, but 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.



The KS1_2.4.2 'Physical Contact', session incorporates the PANTS resources from the NSPCC.



Children discuss the way different kinds of touch can make them feel. They gain a basic understanding of when touch is appropriate or inappropriate, and the importance of talking to trusted adults about anything concerning them.

There is an optional section which briefly mentions the illegal practice of Female Genital Mutilation (FGM) and reinforces the key teaching that privates are private. FGM is not named explicitly, but described in the following terms:

‘You might want to mention that in some cultures people want to harm girls’ private parts, and that is not OK. Reinforce and expand upon the PANTS rules: privates are private and should stay the same as when a girl was born.’

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.

LKS2_2.4.3 'Safe In My Body' builds on KS1 learning to consider more deeply what physical contact is appropriate and inappropriate. Children are introduced to the term 'abuse' and discuss different kinds of abuse, including sexual abuse, here referred to as 'abuse of private parts'. Children are invited 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).

Here is an overview of the key knowledge for teaching staff that would be shared with your children:

- **FGM is when the outside part of a girl's genitalia (private parts) are changed or harmed**, not because the girl is ill and needs medical treatment, but for other reasons (see below).
- **FGM is practised in at least 28 countries in Africa, parts of the Middle East and Asia.** Some people from those countries continue to practice FGM among their communities when they come to the UK to live. These communities believe that cutting or changing and harming a girl's genitalia will uphold family honour, preserve tradition or ensure a girl's cleanliness and readiness for marriage.
- These are myths; **FGM can have serious consequences for a woman's health and in some instances can lead to death.** It is not a religious requirement and world religious leaders have spoken out against it.
- **Female bodies change during puberty, and some of these changes affect the vulva (a girl's external genitalia), but otherwise the vulva needs to stay the same as when a girl was born** – no one else should change it for them, unless for medical reasons that are very clearly explained by a doctor in the UK.
- **FGM is considered to be child abuse in the UK and it is illegal (not allowed).** Anyone who involved in carrying out FGM faces up to 14 years in prison, and anyone found guilty of failing to protect a girl from FGM faces up to 7 years in prison.
- **If anyone is worried about FGM they should never stay silent** – there are lots of support services available. Any teacher, or trusted adults in or out of school can help. Childline, run by the NSPCC, also has a free telephone help line for anyone in the UK worried about FGM happening to them or someone they know, which can be found by searching 'FGM help'.
- **In an emergency situation, 999 should always be called.** It's always OK to seek support – there will always be someone who can help.

The session finishes by discussing appropriate touch that makes us feel positive, and a reflection on how much God loves us and wants us to stay safe.

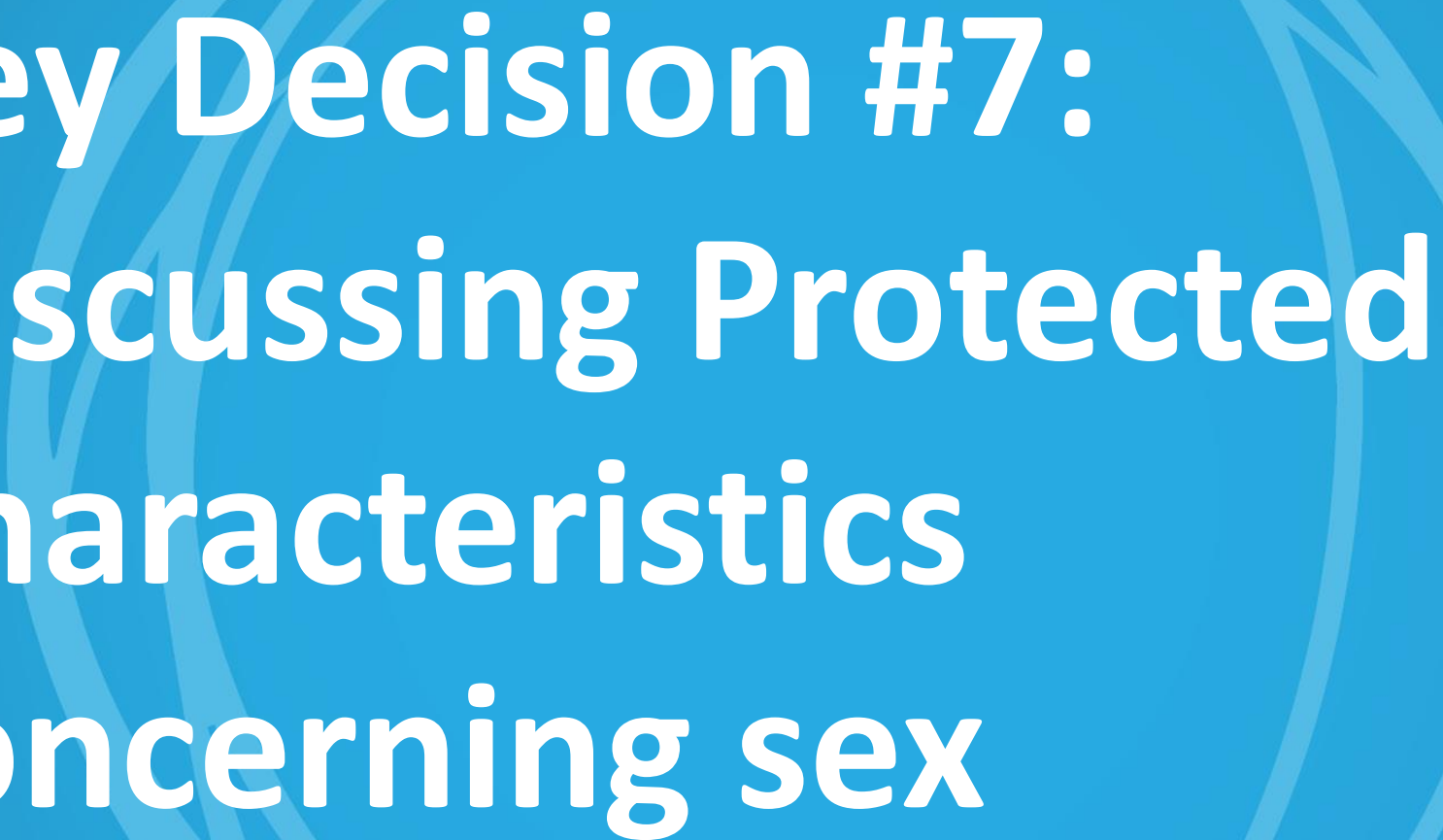
UKS2

Through 4 fictional stories, the UKS2_2.4.1 'Types of Abuse' session further deepens awareness of different kinds of abuse, including sexual (*which in LKS2 was described as 'abuse of private parts'*). Children are introduced to the concept of rights (including the United Nations Convention on the Rights of the Child) and how abuse violates their rights. They are asked to think of trusted adults that they can talk to about any issues they may face.

There is also an optional section which explains that children have the right to be safe and to be in control of their bodies, so that they need to be aware of a practice which violates these rights: Female Genital Mutilation (FGM). Children watch a film which goes beyond LKS2 learning by answering the following questions:

- What is FGM?
- How does FGM affect health?
- Who is at risk?
- Why does it happen?
- How are people trying to stop it?
- Who can I tell?

There is then a selection of reflections, activities and tasks for teachers to choose from to help children respond to their learning about FGM. The session finishes by discussing how, although bad things happen, that is not God's plan for us: He designed us, made us, loves us and wants us to love others too.

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Key Decision #7: Discussing Protected Characteristics concerning sex

The final area concerning a Key Decision is linked to the UKS2 session in Module 2, Unit 2, titled, “Build Others Up”. This resource is intended for use in Year 6 only.

At the beginning of the session, children are invited to watch the film ‘Imagine a world...’ which introduces children to the terms

fairness, bullying, prejudice, and discrimination, and the protected characteristics of age, disability, marriage and civil partnership, pregnancy and maternity, race, and religion or belief.

- This fits in with our school ethos of inclusion, diversity and equality, acceptance of others, celebrating difference.
- Links to Catholic Social Teaching
- Links to Anti-Bullying Week

Online PARENT Portal

The log in details for TenTen's parent portal are:

Username: StMarysW42DF

Password: rainbow

- Further information
- Activities for home learning
- Links to family prayers

www.tentenresources.co.uk/parent-portal

Parent Survey

- We are kindly asking for general feedback based on this consult
- <https://forms.office.com/e/9szGMXnC1T>
- Deadline: Tuesday 10th October 2023