



Guidance for Programme Coordinator
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Overview

Thank you for subscribing to Ten Ten's programme in Relationship and Health Education for Catholic primary schools, **Life to the Full**. This is an ambitious, evolving programme of work that has been three years in the making which we hope and pray will have a transformative impact on the life of your school community.

By using this programme, we hope that you, your staff and your parents will deliver a fully-integrated and holistic programme in Relationship Education that truly enables children to 'live life to the full' (John 10:10).

Relationship and Health Education became statutory for all primary schools from September 2020. We have based the structure of **Life to the Full** 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 a good foundation for a programme that will be fit for purpose over the coming years.

However, we've gone beyond simply producing a series of lesson plans; instead, we have created an entire platform of creative resources that we hope will engage, inform and inspire your children, parents and staff. This includes interactive video content, story-based activities and original worship music, all whilst employing a wide range of teaching tools and an accompanying programme of classroom prayers.

In addition, we have created an online **Parent Portal**, so parents can engage with the teaching and deepen the experience for their children.

Our estimation is that you and your teaching staff will need at least 3 weeks to digest the content of the programme before reaching out to parents and teaching the lessons in the classroom. Please consider this when implementing the programme in your school.

We hope that you enjoy discovering what we have prepared for you. If you have any questions, please get in touch. Please send all enquiries to **office@tentenresources.co.uk** and it will be passed on to the relevant person.

Enjoy living life to the full!

Programme Structure

In **Life to the Full**, we follow a **four-stage structure** which is repeated across **four different learning stages**:

- **Early Years Foundation Stage** is aimed at Preschool and Reception
- **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

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 Relationships Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

Within each Unit there are **a number of planned sessions** which are to be led in the classroom.

Top Tip

We recommend that you and your staff have a printout of the Programme Overview to hand (**Appendix I**) and a shortcut link saved in your favourites to the **Online Programme Overview** as this provides links directly to the session pages on the website.

Programme Content

The programme adopts a spiral curriculum approach so that as a 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.

At the start of each learning stage in Module One, are a series of short Story Sessions to be completed on consecutive days throughout the week.

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.

All of these Story Sessions communicate and help children know more deeply the key idea that we were created by God out of love and for love. Building on this religious understanding of the meaning and purpose of our bodies, children are then taken through a variety of age-appropriate sessions which explore body and health issues.

In these sessions, we explore:

Early Years Foundation Stage – our uniqueness in real terms, including 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 .

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 (recommended for 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 (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

There are 11 sessions in Module 1 of Upper Key Stage Two which are structured around our very own TV drama series, Paradise Street.

The Paradise Street sessions	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
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Street' in which two fun 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 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 Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

Gospel Stories

At the start of each learning stage, we begin with a session based on 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.

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

Early Years Foundation Stage – In the Unit 'Personal Relationships', children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. They will learn to resolve conflict and the importance of asking for forgiveness when necessary.

In the Unit 'Keeping Safe', children learn about practical ways to stay safe inside and out, including medicine safety and people who help us in emergencies (a session that can be linked to the 'People Who Help Us' topic in EYFS).

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). Children also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid and what makes a 999 emergency and what they should do if in an emergency situation.

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 CBT techniques for managing thoughts, feelings and actions.

Once again, for the 'Keeping Safe' unit, we have incorporated some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories. Children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The final session of the module explores in more detail what to do in emergency situations.

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.

Over the first three sessions in the Unit 'Keeping Safe', the programme explores the risks of sharing and chatting online at a level more appropriate to Years 5 and 6, and a more complex understanding of different forms of abuse.

The final three sessions in this Module explore how drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning, discuss how to make good choices even in pressured situations, and teach essential First Aid such as DR ABC and the recovery position.

Drugs, Alcohol and Tobacco

The final two* sessions in Unit 3 at each learning stage concern age appropriate teaching about drugs, alcohol and tobacco and First Aid. Through teaching from the eccentric, animated character Dr Dalfia, as well as role play, discussions and activities, children will be equipped with facts and figures to help them make good choices – all underpinned by the religious understanding that we are created to love God and love others, so we should look out and care for one another and the bodies we have been given.

* Three sessions in Upper Key Stage Two

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

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.

Key Decisions

In creating this programme, we have tried 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 the school. At times, you may feel that children should be a little older for some sessions; at other times, you might feel that certain topics should be introduced sooner. We are keen to learn how you use this programme.

However, there are a number of key decisions that we ask you to consider before implementing the programme.

Key Decision #1: Genitalia

Genitalia is not named in Early Years Foundation Stage, private parts are merely referred to as 'privates'. However, in Key Stage One, a decision must be made about whether to introduce names of genitalia to Years 1 and 2. Some of our advisers and dioceses have recommended that we do provide resources which discuss genitalia, some have recommended that we do not. Therefore, we have produced 2 different versions of the same resource.

Top Tip | Review the two versions of:
Key Stage One
Module 1
Unit 2
Session 3: Girls and Boys

The case for introducing teaching about genitalia at this age is two-fold.

The first is that this is the stage at which we talk to children about the differences between boys and girls. Here, it is important not to uphold negative gender stereotypes and, in fact, the non-physical differences between boys and girls at this age are small and difficult to define. By linking gender to biological sex, it helps children to understand the difference, equality and complementarity of boys and girls.

The second is a safeguarding issue. The argument goes that if young children are better able to confidently articulate about private body parts, they are better equipped to identify experiences of feeling uncomfortable if any form of abuse takes place.

The argument against teaching about genitalia at Key Stage One is that it could engender an interest in private body parts that may be unhelpful at this age.

We hear and respect both arguments, and so we present these decisions for you to make in consultation with your parents and governing body, according to your RSE Policy.

Key Decision #2: Puberty

In Module 2 of Lower Key Stage One, we have provided two sessions on puberty and changing bodies. We have recommended these sessions for Year 4+ but again we recommend that a decision is made locally about the best time and place for the teaching of these sessions.

The NHS website says the following:

A bit of
info

"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."

Key Decision #3: Talking About Sex

The third key area for consideration is about whether to include a session in Upper Key Stage Two which answers the question: 'Where do babies come from?'

Naturally, this question leads to a discussion about sexual intercourse and we would like to leave it to the individual school, in consultation with parents, about the inclusion of this session. Teaching about sexual intercourse to primary school children is

not part of the statutory curriculum; however, a number of dioceses that we have partnered with have asked that resources are provided which deal with this topic as it is a natural progression of the conversation around the scientific understanding of how babies are made (sperm and egg).

We have therefore provided a session which can be provided in two ways:

- 1) A regular session as part of the **Paradise Street** sessions;
- 2) As an optional resource which parents can lead with their children at home.

What happens?

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'.

There are some important, delicate decisions to be made here about this session.

Firstly, this session can be completely omitted. The rest of the programme will run perfectly fine without it.

Secondly, a school can opt to give the sessions to parents to lead at home (the full video content will be made available through the Online Parent Portal). Parents, of course, can choose to opt out of showing their children the video and talking about it.

However, we 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.

Key Decision #4: Talking About Pornography

The final key decision concerns talking about pornography. One of the sessions in Upper Key Stage Two addresses the risks that children face from seeing pornographic images and videos online. On the one hand, this is very much a lesson about 'internet safety' and therefore falls under the statutory Health Education curriculum.

However, some schools and parents may also consider that this falls under the non-statutory Sex Education curriculum. We encourage schools and their parents to make their own decision about this.

We appreciate the delicate nature of these decisions and know that different schools and dioceses will have different opinions on the most appropriate approach. We will always try to keep you updated with the latest thinking on these matters.

Other Content

We have created other content to run alongside the classroom sessions which are very important to the overall impact and engagement with the programme.

Prayer

Building on the wealth of experience we have gathered through our **Collective Worship** programme, each **Unit** has been given its own unique classroom prayer. Sometimes, these are simple prayers to be prayed collectively, at other times they might be more traditional prayers or adopt a variety of prayer styles.

Although these prayers can be said before the session begins or at the end of it, we would also like to encourage your classroom teachers to incorporate them into daily collective worship. For example, if you are running a particular Unit over a period of 1-3 weeks, we encourage you to build in time at the start or the end of each day during this period to engage in these times of prayer. In this way, our hope is that children's hearts and minds will be aligned with the faithful vision of the programme throughout the period of time they are working on it.

Top Tip | Prayers for each Unit can be found on the *Module page* of the website.

Music

We're also delighted to be working in partnership with One Life Music, a Catholic music ministry for primary schools based in the Birmingham Diocese.

With One Life Music, we have licensed some of their most popular songs, and commissioned new songs, to align with every Module in the programmes.

The Album! | These 9 songs are like the 'soundtrack' of **Life to the Full**. They are pitched age-appropriately and either relate directly to the sessions for the module, or provide a Spirit-filled focus, which is particularly helpful when teaching some of the heavier or more sensitive topics.

We provide you with **singalong videos**, **instrumental videos** and **sheet music**, and we really encourage you to integrate these songs as part of the delivery of the programme.

Assessment Activities

Each Unit of work also has an Assessment Activity associated with it.

Not only will it be important for you to assess whether the outcomes of the programme are being achieved, you will also want to demonstrate evidence of this. As Relationship Education becomes statutory, thorough evidence of assessment will become even more important.

We have assigned one simple Assessment Activity to each Unit of sessions. The activities take into account the Learning Objectives of the sessions within the unit and provide before and after evidence that learning has taken place.

How? | Quite simply, you run the activity **BEFORE** you undertake the lessons, and then you run the activity **AFTER** the series of lessons to assess whether learning has taken place. You will be given simple criteria to assess successful learning.

Like the prayers for each Unit, the Assessment Activities can be found on the Module page of the website.

Programme Pathways

No two schools will roll out the Life to the Full programme in the same way. Every school should make an independent decision about when and how the lessons should be taught. This is dependent on:

- The age and stage of the children in the classroom;
- What children have or haven't been taught previously;
- What the governing body, in consultation with parents and SLT, choose to teach and when.

At Ten Ten, we have provided you with a comprehensive and fully-resourced Scheme of Work in statutory Relationship Education within a Catholic context. However, it would do the programme and the pupils a disservice to simply take it 'off the shelf' and deliver the programme from A to Z. What works for one class will not work for another and so we encourage you to engage your governors, parents, SLT and classroom staff in a dialogue the best way to deliver the programme.

Top Tip | Review our proposed Programme Pathways on the Ten Ten website in the section for the 'Programme Coordinator'.

How Programme Pathways work

Ten Ten have provided a number of **Programme Pathways** which will help you to structure the lessons within your annual timetable. These Pathways provide broad guidance on various ways the scheme of work can be scheduled. However, they are only a guide through which you can make specific decisions on the best way to introduce the programme. For example:

If your RSE provision has previously been minimal, you might like to introduce Year 5/6 to the material intended for Year 3/4 first, if you think it is appropriate, so they are well-prepared for the more advanced lessons intended for Upper Key Stage 2.

Alternatively, you might like to introduce some content intended for older years to younger years (e.g. some schools choose to

introduce the Upper Key Stage Two lesson on menstruation to girls in Year 4, then return to it again as they get older).

Food for
thought

Life to the Full is not an RE Programme; it is a programme in Relationship Education. However, as it is a Relationship Education specifically designed for Catholic schools, there are some elements which you may find crossover with your current RE Scheme of Work. Therefore, you might prefer to schedule certain lessons from **Life to the Full** into your current RE Scheme of Work timetable.

If all of this seems a little overwhelming at this stage, we would simply suggest that you follow one of the given Programme Pathways in the first year, and use this year to evaluate how you can best integrate **Life to the Full** in your timetable in future years.

Timings

On each lesson plan, we provide guide timings for how long each session will take. Based on feedback from schools, we found that some schools found the timings in certain sessions to be accurate and some felt that more time was needed. Again, this is an example of the fact that different class teachers will approach the lessons in different ways.

We have retained the same timings, however, we also recommend that you allow time in your teaching timetable for some sessions to stretch across two lessons, or to make use of the Extended Activities. It is particularly helpful to allow more time so that you can address specific issues that might arise or engage pupils in longer discussions which may be helpful to them.

Extended Activities

Extended Activities can be found on each session page. Sometimes, these Extended Activities provide suggestions for activities to undertake which can increase learning (this might be particularly useful for Year 2, Year 4 and Year 6). At other times, they point to external websites which may provide further resources related to the lesson. Although Ten Ten have checked and vetted each site, we are not ultimately responsible for their

content and therefore we ask you to use these sites and resources with prudence. If any content arises which you find inappropriate, please let us know.

EYFS

The Early Years Foundation Stage scheme of work is a fully integrated part of **Life to the Full**. The sessions themselves are fairly short with the expectation that the Extended Activities will be utilised to extend and consolidate learning.

Create Your Own Programme Pathway

If you would like to create your own Programme Pathway based on this information, we have provided you with a basic tool which you can use to plan your programme, with direct links to session pages. This document can then be distributed to your staff so they have easy access to each session page. You can add your own notes and guidance to this document.

Teacher Training

We believe that our vision for Catholic RSHE is exciting and new, and we want you and your staff to also become excited by the potential for this programme.

Life to the Full is a wide-ranging programme of resources that is intended to be taught by multiple classroom teachers from Early Years through to Year 6. In most cases, we assume that it is unlikely that one single teacher will teach all of the lessons. Therefore, it is important that all members of staff understand the wider vision and the part that they have to play in implementing this vision.

We have provided you with the following Teacher Training resources:

- An **E-Learning Course** on the RSHE statutory curriculum, produced in partnership with the **Catholic Education Service** and the **Department for Education**.
- A short follow-up **Teacher Training Tool** for class teachers and SLT leading **Life to the Full**.
- **3 Teacher Training Sessions** to be led by the Programme Coordinator explaining the vision of the programme and practicalities on how to lead it.
- The option to book a **Twilight Training Session** lead by a member of the Ten Ten team.

In the future | In the future, we also plan to add other features to the Teacher Training aspect of the programme, including links to useful articles, answers to key questions and possibly a teacher forum.

E-Learning Course

Over 10,000 teachers working in Catholic education in the UK have signed up to our E-Learning Course which we created in partnership with the CES, supported by the DFE.

If you and your staff have not yet undertaken this course, you can do so here:

E-LEARNING COURSE

Teacher Training Tool

As a follow-up to the E-Learning Course, our Teacher Training Tool provides some practical guidance for class teachers on how to implement and use **Life to the Full** in their school. Review the course here:

TEACHER TRAINING TOOL

3 Training Sessions

We have provided you with the resources to run 3 x 30-minute after-school training sessions with your staff. The training sessions are based on the content contained within this document. As there is quite a lot of information, you might like to spread these training sessions out over 3 weeks but they can also be combined if you would like to do it all in one fell swoop!

Session 1: The Vision

The first session gives you the opportunity to communicate to your staff the exciting vision of **Life to the Full**. It includes a fun, 12-minute video which explains the unique vision of Catholic RSE, followed by a description of the Programme structure and content as outlined above. The session concludes with some technical advice on what staff need to do to access the content.

Top Tip | Watch our 12-minute Vision video which we have created for the Teacher Training and Parent sessions.

Session 2: The Practicalities

In this session, communicate to your staff the following:

- The sessions that they are going to run during the Programme.

- The importance of using the prayer, music and assessment activity resources as part of the programme.
- How to navigate the website including accessing PDF session notes and appendices, playing videos and using the online presentations (see 'Important Technical Info' later in this document).
- Your advice to them on Key Decisions about the content, based on the discussion above.

At the end this session, staff should be equipped to review the sessions that they are going to lead with their children. Ask the staff to contact you with any questions that they have before Session 3 so you will be prepared to bring responses to the forum.

Session 3: The Forum

This final training session is less structured as it provides you and staff with an opportunity to discuss, share and problem-solve any questions or issues that have come up since they reviewed the programme.

Top Tip | We hope that answers to most questions can be found from amongst the group but if you don't know the answers, please feel free to contact us to ask if we can help!

Every session page includes a '**Contact Ten Ten**' form. Please encourage your staff to fill this in on a session-by-session basis whenever they:

3 TEACHER TRAINING SESSIONS

Twilight Training Sessions

Ten Ten can lead a 90-minute Twilight Training Session in your school on the subject of RSHE and how to implement **Life to the Full** in your school.

This training session is intended for schools who have subscribed to the Life to the Full programme. As we provide a trainer to work with you online or in your school, there is an additional cost.

Content	<p>Standard session content includes:</p> <ul style="list-style-type: none">• Key features of the new Statutory PSHE Curriculum• Foundations of good Catholic RSHE• How to implement Ten Ten's Life To The Full, including practical input on how to navigate the website etc.• Pre-session conversation with our trainer to discuss what point you have reached with implementing the programme in order to pitch the Standard Content appropriately.
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There are three options to choose from:

- **Zoom Online Training** – Standard Session Content
- **In Person Training** – Standard Session Content
- **Bespoke Training** – Your school may have specific needs that aren't addressed by the core training session so do get in touch with us for a conversation about how we might be able to help you.

TWILIGHT TRAINING SESSION

Parents

Life to the Full is intended to be a partnership between home, school and church. We know that Catholic schools already do fantastic partnership work with parents and their local Church, so this programme is intended to fit in with and support those partnerships.

There are 3 ways we support your communication with parents.

#Parent Consultation Tool

As part of the new statutory RSHE curriculum, schools are required by law to consult with parents about programme content and choice of resources.

Our **Parent Consultation Tool** aims to provide parents and carers with a full and honest appraisal of the Life to the Full programme, and it provides you with the means to open up consultation

As part of this tool, we provide you with three resources:

1. **Draft text for a letter** to be sent home. You can edit and change this to suit your needs.
2. **The Parent Consultation Tool**. Please send the following link to your parents. This is a short E-Learning Course for parents to follow at home.
3. **Draft text for a consultation questionnaire**. You can edit and change this to suit your needs. Please see below for suggestions of how might distribute this.

To review, access and share the Parent Consultation Tool, go to:

[PARENT CONSULTATION TOOL](#)

#2 Parent Session

We have provided you with the materials to lead a session in school with parents to introduce the programme, **Life to the Full**. In planning and preparing for this session, you will need to decide how much you need to consult with parents about the programme content; on the one hand, as a Catholic RSHE programme, parents should have the power to make key decisions on content; on the other hand, you may have consulted with parents in the past and formed your RSHE Policy based on this, so the key decisions will be based on this consultation process already undertaken.

We have provided a PowerPoint and script for your Parent Session but please spend a little time adapting it to your own needs before leading the session.

#3 Online Parent Portal

Our Online Parent Portal is the essential tool to ensure that parents can stay fully engaged with their child's progress on the course. Moreover, the portal provides content, links and suggestions for home activities. We hope that this will become a wonderful resource for families of children who are taking part in the **Life to the Full** programme.

How to access		Every school will be given a unique login and password which they can pass on to their parents.
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To see the Online Parent Portal, follow this link:

[ONLINE PARENT PORTAL](#)

To help class teachers communicate with parents about progress, we provide template letters which you can adapt and use to send to your parents ahead of the start of the programme.

LGBT Content

Many schools, teachers and parents are keen to know what LGBT content is in the programme, **Life to the Full**. The following notes should help you to understand and articulate the position that the programme takes on this subject:

- **Life to the Full** is inclusive of all children, families and teaching staff.
- From the very start, the programme acknowledges that families are made up differently (including single-parent families, blended families, step-parents, carers, etc) and it celebrates the family unit in whatever form it takes.
- Individual schools can build on this teaching, depending on the cohort, to ensure that every child is assured, and their family background is affirmed.
- In Upper Key Stage Two, the presenters on film say that some children have ‘two mums and two dads’ as part of a list of different family set-ups – this is the only explicit reference to same-sex relationships in the programme.
- The programme does not explicitly refer to transgenderism.
- The programme emphasises very strongly the dignity of every person as being created and loved by God - it examines difference and bullying, but does not explicitly highlight LGBT people within this context, which is a decision for the local school to make.
- The only reference to sexual intimacy is in the optional UKS2 session ‘Making Babies: Part 2’, as discussed in the section of this document, ‘Key Decisions’. In this session, sexual intimacy is discussed within the context of a heterosexual marriage, and the Catholic-Christian point of view is clearly stated.

This teaching is in line with the statutory guidance from the Department of Education. For further information about how **Life to the Full** reflects the DFE guidance within a Catholic context, please refer to our **Teacher Training** resources.

Technical

Life to the Full is an ambitious programme full of media-rich content to engage pupils, staff and parents.

We have invested heavily in technology which will hopefully make it easy-to-use within a school environment and protect the content for the subscription model.

Top Tip | If technology isn't your 'thing', feel free to pass this section on to your IT technician or someone else in your school.

Presentation and Video Content

If you have used Ten Ten Resources in the past, you will be used to us delivering presentation content via PowerPoint. However, for this programme we are embedding all presentation content on the Ten Ten website via **Google Slides** and video will be hosted on platforms provided by **vimeo.com**.

In order to ensure that you and your staff can access all of the content, your IT Support should **whitelist** a number of servers – this means that your network will allow the content to be delivered in school.

We have provided a list of all of the content that needs to be whitelisted on this page of our website:

TECHNICAL INFORMATION

Top Tip | If your staff want to change, edit or add content, just open up your own PowerPoint or Google Slide and move between our presentation and your own presentation.

IT Support

It's probably worth mentioning that although we have put a lot of time, money and thought into this new technology, and received expert advice, Ten Ten doesn't have professional IT Support on-

site (as we are actually a very small organisation!). We will, of course, try our best to help you if you are stuck, but most of the time we find that problems can be resolved in-house.

You may experience little stumbling blocks along the way as you implement the new system but please be patient – it will be worth it in the end!

Feedback

This is an exciting and ambitious programme of work that we hope will engage your staff as much as your children and parents. We warmly welcome your feedback to help us make the programme as rich, effective and life-enhancing as it can possibly be. Don't hesitate to get in touch with us to let us know how you're getting on.

