



Programme Pathway

Guidance for schools with Mixed Year Groups

Just as no two schools with regular year groups will roll out the Life to the Full programme in the same way, no two schools with mixed year groups will either. Schools with mixed year groups have the further challenge however, of being largely unique in their set-up and division of classes/ages/spaces. This means that **each school will have to make an independent decision** on how best to roll out the programme in a way that best meets the needs of their pupils. In this document, we provide some guidance on how you might approach your planning.

Life to the Full is a spiral curriculum. This means that the teaching returns to the same Modules and Units year after year. In fact, we use the same Module and Unit headings in our secondary schools' programme. This does not mean that the content is the same; instead it means that the teaching is appropriate to the age and stage of the children. For example, what you teach Year 1 children in the unit "Emotional Well-Being" will be quite different from what you teach Year 6 in the same unit.

Your decision on what content to include and omit within the pathway that you choose will be based on:

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

When planning your curriculum, we advise that you should not resist repetition. Instead, you should review year-on-year what learning has taken place (using our unit **Assessment Activities** will be a helpful marker for this) and then based on your assessment the previous year, and your pre-assessment in the current year, you can pitch the content of your lesson appropriately when you return to the same unit (using our **Extended Activities** will help you plan your lessons in this way).



Choosing a Programme Pathway

Given all of the above, we have not produced a separate Programme Pathway for each year group.

Instead, we propose that you:

1. Pick one of the three existing Programme Pathways to use in the first year and use this as the basis for planning your curriculum.
2. Plan to differentiate lessons and/or use Extended Activities to extend learning. We have provided some more detail on which lessons might need particular differentiation.

The rest of this document goes into further detail on this guidance, which we hope you will find helpful.



Pathway #1 - 2 year cycle over 1 term

This Programme Pathway is designed for schools wanting to kickstart the programme over one term (usually the Summer term) and evaluate how it can best be implemented in future years. However, we don't recommend this pathway as a long-term strategy for teaching Relationship Education. Relationship Education is best taught over a sustained period of time, with the option to return to certain lessons or exercises throughout the year as the need arises.

How could Pathway #1 work well in a mixed year group setting?

- As the delivery of lessons falls within one half term, teaching could be directed to specific year groups while the remainder of the class work independently on projects or receive sports instruction.
- In schools where the mixed year groups fall within key stages (e.g. EYFS - Reception, Year 1-2, Year 3-4, Year 5-6), pupils will receive the full curriculum over two years.
- Alternatively, mixed year groups could be taught together and repeat content in their second year with age-appropriate differentiation to reinforce learning.

Pathway #1 can be accessed on this page:

www.tentenresources.co.uk/relationship-education-subscribers/programme-pathways

Pathway #2 - 2 year cycle over 3 terms

In this Programme Pathway, each of the key stages (KS1, LKS2 and UKS2) are spread over two years.

How could Pathway #2 work well in a mixed year group setting?

- In schools where the mixed year groups fall within key stages (e.g. Year 1-2, Year 3-4, Year 5-6), pupils will receive the full curriculum over two years with no repetition.
- However, this pathway was designed so that pupils are older when they deal with certain topics, (e.g. Year 4 sessions on puberty). Using this model, in alternate years pupils would receive this teaching in Year 3 instead, so you would need to consider whether this is appropriate for your cohort (see the section '**Differentiation**' below for further guidance).

Pathway #2 can be accessed on this page:

www.tentenresources.co.uk/relationship-education-subscribers/programme-pathways



Pathway #3 - 1 year cycle over 3 terms ****recommended****

This Programme Pathway delivers the full programme over 3 terms each year. This means that the full learning stages are run twice (e.g. the full KS1 programme is run with Year 1 and then repeated with Year 2).

How could Pathway #3 work well in a mixed year group setting?

- Children change and grow; their level of engagement will increase as they develop their social, moral, cultural and spiritual understanding. Therefore, repeating the curriculum is not a wasted exercise, but an opportunity to embed learning and for children to benefit from the differing knowledge levels of the older/younger pupils around them.
- Our **Suggested Extended Activities** will be particularly helpful to class teachers who can plan and deliver original sessions using the resources provided in the programme.
- The whole class can focus on the same learning outcomes, but in different ways. For example, everyone watches the same video content, but then younger pupils who are completing the programme for the first time can continue with the planned session, while older pupils are given Extended Activities to complete.
- Older pupils can be utilised in demonstrating activities and supporting or nurturing younger children in their learning.
- For schools with cross key stage classes, it is important that they receive the programme content by the end of primary school - and it is up to your school to decide when and how these lessons should be taught.

Pathway #3 can be accessed on this page:

www.tentenresources.co.uk/relationship-education-subscribers/programme-pathways

Differentiation

If teaching mixed year groups simultaneously rather than splitting into groups, it's important to plan to differentiate - much as teachers of mixed year groups have to do on a daily basis anyway. Within 'Life to the Full' there are already lots of extension exercises/discussion points, then there is also our list of **Suggested Extension Activities** for teachers to utilise. Decisions regarding differentiation are best made before each lesson by individual teachers, as they know the specific requirements of their classes.

However, listed below are lessons which - owing to their content - you might want to give more careful consideration to:

Location	Title	Content	Differentiation
Key Stage 1, Module 1, Unit 2	<u>Session 2: Girls and Boys</u>	This session discusses the differences between girls and boys on physical, emotional and spiritual levels. There is optional teaching on the naming of genitalia.	Depending on the guidance of governors and parents, teaching on naming the genitalia could be omitted in Year 1 but taught in Year 2.
Lower Key Stage 2, Module 1, Unit 2	<u>Session 3: What is Puberty?</u>	As a precursor to a session about specific bodily changes during puberty, this session aims to develop a base-level understanding of what puberty is and get a grasp on some of the terminology related to puberty, such as genitalia.	Although this is part of the LKS2 programme, Year 4 or above is likely to be the best time to deliver it. This will depend largely on the age and stage of your pupils.
Lower Key Stage 2, Module 1, Unit 2	<u>Session 4: Changing Bodies</u>	This session explores some of the specific physical and emotional changes that will take place for boys and girls during puberty.	Much like above, depending on the age and stage of your pupils, Year 4 or above is likely to be the best time to deliver this session.
Lower Key Stage 2, Module 1, Unit 1	<u>Session 5: Discussion Groups</u>	This session follows on from the previous two, allowing space for girls and boys to separate and discuss their thoughts on what they have learned.	This session needs to follow on from the previous two sessions.
Lower Key Stage 2, Module 1, Unit 3	<u>Session 1: What Am I Feeling?</u>	This session introduces feelings and emotions as complex and changeable things that we sometimes can't quite understand or explain, especially when hormones are involved.	Omit teaching on hormones if the Unit 2 sessions above have not been delivered.



Lower Key Stage 2, Module 1, Unit 4	<u>Session 1:</u> <u>Life Cycles</u>	In this session, pupils will explore the miraculous nature of human conception and birth.	Although this is part of the LKS2 programme, Year 4 or above is likely to be the best time to deliver it. This will depend largely on the age and stage of your pupils.
Lower Key Stage 2, Module 2, Unit 2	<u>Session 2:</u> <u>When</u> <u>Things Feel</u> <u>Bad</u>	In this session, children will discuss the nature and consequences of discrimination and teasing, and learn how to recognise bullying and abuse in all its forms. It involves some imagining some scenarios to role play.	Be mindful that older pupils might create 'harder' role-play scenarios which might not be beneficial to show younger pupils. Perhaps prepare to showcase 'softer' options, or separately if there is capacity for that.
Upper Key Stage 2, Module 1, Unit 3	<u>Session 4:</u> <u>Seeing Stuff</u> <u>Online</u>	In this session, pupils will learn about the risks of 'seeing stuff online', namely pornography, and the risks to emotional health that are attached to this.	This is essentially a lesson about internet safety but it may prompt further discussion about pornography and sexualised images. These are important issues to discuss, but you may prefer to leave this session until Year 6.
Upper Key Stage 2, Module 1, Unit 4	<u>Session 2:</u> <u>Making</u> <u>Babies (Part</u> <u>2)</u>	In this session, pupils will learn some key information and facts about sexual intercourse; the teaching is underpinned with the religious understanding that sexual intercourse is intended for married couples and has been designed by God.	This is an optional session anyway, but perhaps - even with the permission of governors and parents - one that is best saved for Year 6.