

# Ten Ten Programme Content – LKS2

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

At St John Fisher, we will be following Pathway 3, which means that we will deliver the full programme over 3 terms every year. Therefore, the programme will be delivered to children in Year 3 and then again in Year 4.

## 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.

Unit 1: Religious Understanding: explores the Gospel story Jairus' daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God.

Unit 2: Me, My Body, My Health: children meet animated character, AJ, who will reappear throughout this scheme of work. In this unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God's loving plan for creation.

KEY DECISION: Puberty. A decision will be made by the teaching staff with regards to the two sessions on Puberty and Changing Bodies. The decision will be made dependent upon the current cohort and their readiness for the content of the sessions.

Unit 3: Emotional Well-Being: helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this unit, media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.

Unit 4: Life Cycles explores the miraculous nature of human conception and birth and offers an opportunity for thanksgiving. **Sexual intercourse is not discussed in this session.**

## UNIT 1 – RELIGIOUS UNDERSTANDING

Session	Year/ Term Taught	Outline of Lesson
Story Sessions	Year 3 Year 4 Autumn	<p><b>Get Up!</b></p> <p>Over five days, children will hear and experience the Gospel story of Jesus healing Jairus' daughter. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love: they were designed for this purpose, which should inform how they live.</p>
1	Year 3 Year 4 Autumn	<p><b>The Sacraments</b></p> <p>The story sessions, Kester's Adventures, provide allegorical experiences of the Sacraments of Baptism and Reconciliation; this short session unpacks them a bit further in the context of the Church. It provides the bedrock for forthcoming sessions within this Relationship Education programme. Children will understand that through prayer, the Sacraments and our friendships and relationships with others, we can have a foretaste of heaven.</p>

## UNIT 2 – ME, MY BODY, MY HEALTH

Session	Year/ Term Taught	Outline of Lesson
1	Year 3 Year 4 Autumn	<p><b>We Don't Have To Be The Same</b></p> <p>This session introduces the animated characters of AJ, who will reappear throughout the Lower Key Stage Two scheme of work. Children in class will also role-play the characters of Sophie and Aidan who have questions and dilemmas for AJ. In this session, children help Sophie and Aidan learn that similarities and differences can be celebrated and can benefit a community through working together. Pupils will also be given an opportunity to reflect on God's love as the foundation of our self-confidence.</p>
2	Year 3 Year 4 Autumn	<p><b>Respecting Our Bodies</b></p> <p>In this session, we explore the importance of respecting our bodies as a gift from God in very practical ways, such as clothing, food and physical exercise. Returning to the character of AJ (on screen) and Sophie and Aidan (played by pupils), we explore problems and solutions through role play and discussion. Children will reflect on their bodies as a gift from God that He wants us to look after and respect.</p>
3	Year 4 only	<p><b>What is Puberty? Year 4</b></p> <p>In this session, children will develop a base-level understanding of what puberty is and get a grasp on some of the terminology related to puberty, such as genitalia. This session is a precursor to the session, which will follow called "Changing Bodies" which will look specifically at some of the changes that boys and girls will face when they enter puberty. Through the role-play drama and presenter-led video, children should come out of this session</p>

		knowing that puberty is part of God's plan for our bodies and that they can embrace the changes with confidence.
4	<b>Year 4 only</b>	<b>Changing Bodies Year 4</b> In the previous session, the pupils looked at the word 'puberty' and learnt how puberty is part of God's plan to help us love others more. In this session, pupils will use the correct terminology for genitalia relating to the discussion on puberty and explore some of the specific physical and emotional changes that will take place for boys and girls over the coming years.
<b>UNIT 3 - EMOTIONAL WELLBEING</b>		
<b>Session</b>	<b>Year/ Term Taught</b>	<b>Outline of Lesson</b>
1	<b>Year 3 Year 4 Autumn</b>	<b>What Am I Feeling?</b> 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. Children will learn to examine their feelings, to try to understand them and what causes them. They will be given some techniques to scrutinise their feelings and determine whether they are a good or bad guide for taking action. Children will also spend time reflecting on their emotional well-being, and what they can do to help themselves stay emotionally healthy.
2	<b>Year 3 Year 4 Autumn/ Spring</b>	<b>What Am I Looking at?</b> Through activities and creative role play, this session encourages children to see through the fake reality that is presented to them on television, in magazines and on adverts: they will compare these representations and stereotypes to their own life experiences. This session can be particularly useful in revealing and discussing biased gender stereotypes and how children feel about them. Children will also consider how the polished 'reality' of the media can affect how people feel about themselves.
3	<b>Year 3 Year 4 Spring</b>	<b>I Am Thankful</b> In this session, children will identify behaviour that is wrong, unacceptable, unhealthy or risky, and they will be reminded that feelings and actions are different things. They will learn that particular feelings and pressures may lead us to act inappropriately, and so they will learn how to build resilience against those feelings by practising thankfulness. Children will be given an opportunity to be thankful for people and experiences in their lives.

<b>UNIT 4 – LIFE CYCLES</b>		
<b>Session</b>	<b>Year/ Term Taught</b>	<b>Outline of Lesson</b>
1	<b>Year 3 Year 4 Spring</b>	<b>Life Cycles</b> In this session, pupils will explore the miraculous nature of human conception and birth. Beginning with an allegorical story from Kester's Adventures which establishes that we were handmade by God with our parents help, children will then go on a journey to discover how life is created in the womb and learn the appropriate technical terms. The session will end with a Thanksgiving Meditation.

### **Module Two: Created to Love Others**

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

Unit 1: Religious Understanding: tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.

Unit 2: Personal Relationships: help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.

Unit 3: Keeping Safe: incorporates some of the excellent NSPCC Share Aware resources, as well as teaching on bullying and physical, emotional and sexual abuse through a series of animated stories.

<b>UNIT 1 – RELIGIOUS UNDERSTANDING</b>		
<b>Session</b>	<b>Year/ Term Taught</b>	<b>Outline of Lesson</b>
1	<b>Year 3 Year 4 Spring</b>	<b>Jesus my friend</b> This session is split into 4 daily sessions, and revisits Jesus' parable of The Prodigal Son; if they followed this programme in previous years, children will have first heard a simplified version of the parable in Key Stage One. This parable shows that God loves us, and nothing we can do will stop him from loving us. Through the story of the two brothers, children will learn about different types of sin, and the importance of forgiveness in relationships

## UNIT 2 – PERSONAL RELATIONSHIPS

Session	Year/ Term Taught	Outline of Lesson
1	Year 3 Year 4 Spring	<p><b>Friends, Family and Others</b></p> <p>This session will help children to identify more complex relationships in their lives, including family, friends and other people; they will explore how to relate to people within these different relationships. Children will also discuss what it means to be a good friend, and learn some strategies to use when relationships become difficult.</p>
2	Year 3 Year 4 Spring	<p><b>When Things Feel Bad</b></p> <p>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. This session includes physical bullying and emotional online bullying. Children will take part in role-playing activities to consider how bullying affects people, and strategies to develop resilience and resist pressure. You may choose to run these role-playing activities at a different time in order to give all of the activities plenty of time and space.</p>
3	Year 3 Year 4 Spring	<p><b>When Things Change</b></p> <p>Awaiting content</p>

## UNIT 3 – KEEPING SAFE

Session	Year/ Term Taught	Outline of Lesson
1	Year 3 Year 4 Summer	<p><b>Sharing Online</b></p> <p>Integrating the <i>NSPCC Share Aware</i> programme, this session introduces the digital world as one that children need to take steps to stay safe in, just like the real world. This session focuses on how quickly things can be shared around the world online, including photos, passwords and other personal information. Children will discuss how this can be damaging and dangerous, and will learn steps they can use to keep themselves safe.</p>
2	Year 3 Year 4 Summer	<p><b>Chatting Online</b></p> <p>Integrating the <i>NSPCC Share Aware</i> programme, this session continues discussing steps children need to take to stay safe online. This session focuses particularly on chatting and cyberbullying; it helps children to know how they can report and get help if they encounter inappropriate messages or material.</p>
3	Year 3 Year 4 Summer	<p><b>Safe in my body</b></p> <p>This session follows on from the previous two internet safety sessions, by moving into the real world and considering what physical contact is appropriate and inappropriate. Children will be introduced to the term 'abuse'</p>

		and discuss different kinds of abuse, including sexual abuse, here referred to as 'abuse of private parts'. Children will be asked to think of trusted adults that they can talk to about any issues they may face.
4	<b>Year 3</b> <b>Year 4</b> <b>Summer</b>	<b>Drugs, alcohol, tobacco</b> In this session, pupils will learn some key information and facts about drugs, alcohol and tobacco, with input from animated expert Dr Datfa. The teaching is underpinned with the religious understanding that consuming these substances is harmful to our bodies, and therefore God's creation. Pupils will consider a range of scenarios in order to learn about making the right choices when it comes to substances.
5	<b>Year 3</b> <b>Year 4</b> <b>Summer</b>	<b>First Aid Heroes</b> In this session, pupils will learn how First Aid, quick reactions and staying calm during an emergency can make the difference between life and death. Pupils will role play some 'Pride of Britain' style scenarios in which children save lives, with Dr Datfa featuring as host. Children will learn that they don't need to feel daunted, because God holds us up and gives us strength.  NB. Teaching staff will be mindful of pupils who have experienced emergency situations.

### **Module Three: 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.

**Unit 1:** Religious Understanding: explores in greater detail the world of Trinity House (first introduced in Key Stage One), where children will hear and discuss an allegorical story for the three part community of love, the Trinity. Children will learn that as they are made in God's image, they too are created to live in community.

**Unit 2:** Living in the Wider World, children will learn some of the principles of Catholic Social Teaching from Together for the Common Good, which will help them to live in communities in the way God intends. Teaching includes the common good, the human person, social relationships and stewardship.

<b>UNIT 1 – RELIGIOUS UNDERSTANDING</b>		
<b>Session</b>	<b>Year/ Term Taught</b>	<b>Outline of Lesson</b>

1	<b>Year 3</b> <b>Year 4</b> <b>Summer</b>	<b>Trinity House - A Community of Love</b> At the heart of this session is a story to be read by the teacher called "Trinity House" which is a beautiful, age-appropriate allegory for the Trinity. You may wish to lead this session during your regular story-reading time. After the reading, children will apply the allegory of the story to God, Jesus and the Holy Spirit and think about what the Trinity means for them and their communities.
2	<b>Year 3</b> <b>Year 4</b> <b>Summer</b>	<b>What is the Church?</b> In this session, children will learn about the wider church and its mission to reflect the Holy Trinity in its love for others. This session will also introduce the principles of Catholic Social Teaching (from Together For The Common Good), which will be explored further in the next unit.
<b>UNIT 2 – LIVING IN THE WIDER WORLD</b>		
<b>Session</b>	<b>Year/ Term Taught</b>	<b>Outline of Lesson</b>
1	<b>Year 3</b> <b>Year 4</b> <b>Summer</b>	<b>How do I Love Others?</b> This lesson explores how we can put love into action in the communities we live in. We look at how the Church has grown out of God's love for us, and how it can be an example and a means of loving and caring for others.