

## POLICY –

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| Date of Adoption: |  | Date of Review:                   | RECOMMENDED ANNUALLY |
| Author:           |  | Committee responsible for Review: | FGB                  |
| Version:          |  | Date approved:                    |                      |

Office use only:

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## SCHOOL MISSION STATEMENT

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about Relationships, Health and Sex Education (RHSE). We set out our rationale for, and approach to, relationships and sex education in the school.

This policy has been written following a process of consultation with parents, pupils, school governors and relevant staff and is closely based upon Diocesan guidelines.

## Implementation and Review of Policy

Implementation of the policy will take place in the autumn term of the academic year 2026-27 and will be reviewed every year. The next review date is July 2027.

## Dissemination

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff via the school's website / the shared drive. Copies of the document will be available to all parents through the school's website and a paper copy is available on request. Broad details of the content of the RHSE curriculum will also be published on the school's website.

## DEFINING RELATIONSHIP 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 RHSE 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”. It is about the development of the pupil's knowledge and understanding of 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 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.” This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

## **STATUTORY CURRICULUM REQUIREMENTS**

We are legally required to teach those aspects of RHSE which are statutory parts of National Curriculum Science.

However, the reasons for our inclusion of RHSE go further.

## **RATIONALE**

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.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 RHSE 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. RHSE, 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) RHSE 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 RHSE 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, and support will be provided to help pupils deal with different sets of values.

## **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 the God’s call to love others with a proper respect for their dignity and the dignity of the human body.

## **AIM OF RHSE 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 RHSE is an integral part of this education. Furthermore, as a school we 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” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

## **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 identity and respecting others;
- celebrating the value of loving, caring relationships;
- recognising the importance of marriage and family life;
- fidelity in friendships (trustworthiness and loyalty).

To develop the following **personal and social skills**:

- making good choices and showing integrity;
- loving and being loved, and the ability to form friendships and respectful relationships free from bullying;
- beginning to recognise and manage emotions;
- 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;
- understanding boundaries, patience and healthy friendships;
- how to keep themselves safe and recognise risk.

**To know and understand:**

- the Church's teaching on relationships and family;
- the Church's teaching on marriage and family life;
- virtues such as honesty, kindness and respect;
- the physical and emotional changes that accompany puberty;
- basic facts about human reproduction.

**Outcomes****INCLUSION AND ADAPTIVE TEACHING AND LEARNING**

We will ensure RHSE 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, family circumstances, 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, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

**BROAD CONTENT OF RHSE**

Three aspects of RHSE - 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 curriculum.

**PROGRAMME / RESOURCES**

The school uses the Ten:Ten 'Life to the Full' programme and resources, which fall fully into line with this policy. **Appendix A** provides detailed information about units which are explored in each Key Stage across the school. A range of teaching and assessment strategies will be used.

Relationships, Health and Sex Education consists of three elements:

## Relationships Education

Relationships Education teaches pupils about healthy, respectful relationships, different types of families, kindness, respect, online relationships and how to recognise and report concerns. Its aim is to help children develop positive relationships, understand the importance of respect and consent in age-appropriate ways, and know how to keep themselves and others safe.

## Health Education

Health Education enables pupils to understand how to maintain their physical and mental wellbeing. It includes learning about healthy lifestyles, mental wellbeing, physical health and fitness, healthy eating, hygiene, sleep, medicines, internet safety and the changing adolescent body, including puberty.

## Sex Education

Sex Education is not compulsory in primary schools, except for the statutory content included in the National Curriculum for Science. The DfE guidance from September 2026, does though state that: 'we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.' From September 2026, we will include the following lessons in our curriculum:

UKS2 Lesson: Making Babies Part 2 This lesson in Upper Key Stage Two would be considered part of the 'Sex Education' curriculum. In this lesson, children are taught about how pregnancy is the product of sexual union between a married Christian couple. The subject is sensitively handled for children in Year 5 or 6. This would follow Making Babies Part 1, which explores how a baby grows in the womb.

UKS2 Lesson: Seeing Stuff Online In Upper Key Stage Two, there is another lesson called "Seeing Stuff Online" which 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 curriculum guidance of Online safety and awareness and Wellbeing Online. However, some schools and parents may also consider this to fall under the non-statutory Sex Education curriculum.

**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. Parents will be informed by Parentmail when sex education will be taught and should email the school office to inform the Headteacher if they do not want their child to take part.** The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

## **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 by giving them access to the Ten:Ten Parent Portals to help parents/carers to find out more. **Parents/ carers will be informed by Parentmail 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 must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RHSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RHSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHSE programme to meet their child's needs.

## **BALANCED CURRICULUM**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RHSE 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 RHSE. 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 relationships and sex education programme resides with the Headteacher and Senior Leadership Team. However, all staff will be involved in developing the attitudes and values aspect of the RHSE programme. They will be role models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

## **External Visitors**

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RHSE. Such visits will always complement the current 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 'Checklist for External Speakers to Schools'

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 RHSE**

### **Governors**

- draw up the RHSE 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., SEN, 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 RHSE within PSHE.

### **Head teacher**

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service, Academy Trustees (where appropriate) and the Local Education Authority.

### **PSHE/RHSE Subject Lead**

The subject lead, with the head teacher, 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 RHSE and the provision of in-service training. *(They may be supported by other staff).*

### **All Staff**

RHSE 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 RHSE in accordance with the Catholic Ethos of the

school. Appropriate training will be made available for all staff teaching RHSE. Teachers have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

#### **RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

This RHSE policy is to be delivered as part of the PSHE framework. It is compatible with the school's other policy documents (for example, Behaviour 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.

#### **CHILDREN'S QUESTIONS**

The governors want to promote a healthy, positive atmosphere in which RHSE 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 RHSE. These may be a matter 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 RHSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40 for more detail)

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 hints at abuse, is deliberately tendentious or is of a personal nature.

#### **SUPPORTING CHILDREN WHO ARE AT RISK**

Children will also need to feel safe and secure in the environment in which RHSE takes place. Effective RHSE 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 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 RHSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, 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, head teacher, but that the pupils would always be informed first that such action was going to be taken.

## **MONITORING AND EVALUATION**

The RHSE Subject Lead will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

APPENDIX A – TEN:TEN OVERVIEW



# Programme Overview

2026

All statutory RSHE content is included within the core Life to the Full programme.

| Stage       | Module 1<br>Created and Loved by God                                          |                                                                                                                                                                      |                                                                                                                                                               |                                                                  | Module 2<br>Created to Love Others                               |                                                                                                                                                                     |                                                                                                                |                                                                                                                                                                                           | Module 3<br>Created to Live in Community                                                                        |                                                                   |
|-------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Topic       | Unit 1<br>Religious Understanding                                             | Unit 2<br>Me, My Body, My Health                                                                                                                                     | Unit 3<br>Emotional Well-Being                                                                                                                                | Unit 4<br>Life Cycles                                            | Unit 1<br>Religious Understanding                                | Unit 2<br>Personal Relationships                                                                                                                                    | Unit 3<br>Life Online                                                                                          | Unit 4<br>Keeping Safe                                                                                                                                                                    | Unit 1<br>Religious Understanding                                                                               | Unit 2<br>Living in the Wider World                               |
| <b>EYFS</b> | Unit Prayer & Assessment Activity<br><br>Story Sessions<br>Handmade With Love | Unit Prayer & Assessment Activity<br><br>Session 1<br>I Am Me<br><br>Session 2<br>Heads, Shoulders, Knees and Toes<br><br>Session 3<br>Ready Teddy? Classroom Shorts | Unit Prayer & Assessment Activity<br><br>Session 1<br>I Like, You Like, We All Like!<br><br>Session 2<br>All the Feelings!<br><br>Session 3<br>Let's Get Real | Unit Prayer & Assessment Activity<br><br>Session 1<br>Growing Up | Unit Prayer & Assessment Activity<br><br>Session 1<br>Role Model | Unit Prayer & Assessment Activity<br><br>Session 1<br>Who's Who? Classroom Shorts<br><br>Session 2<br>You've Got A Friend In Me<br><br>Session 3<br>Forever Friends | Unit Prayer & Assessment Activity<br><br>Session 1<br>What is the Internet?<br><br>Session 2<br>Playing Online | Unit Prayer & Assessment Activity<br><br>Session 1<br>Safe Inside and Out<br><br>Session 2<br>My Body, My Rules<br><br>Session 3<br>Feeling Poorly<br><br>Session 4<br>People Who Help Us | Unit Prayer & Assessment Activity<br><br>Session 1<br>God is Love<br><br>Session 2<br>Loving God, Loving Others | Unit Prayer & Assessment Activity<br><br>Session 1<br>Me, You, Us |

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St Paul's whole school community (all staff, governors, parents and volunteers working in the school) are committed to safeguarding and promoting the welfare of our children. At St Paul's we recognize our duties under the Equality Act 2010. Everyone has the right to be treated with dignity and respect.



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|--------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Topic              | Unit 1<br>Religious Understanding                                                | Unit 2<br>Me, My Body, My Health                                                                                                                                      | Unit 3<br>Emotional Well-Being                                                                                                                                       | Unit 4<br>Life Cycles                                                                                              | Unit 1<br>Religious Understanding                                   | Unit 2<br>Personal Relationships                                                                                                                                    | Unit 3<br>Life Online                                                                                       | Unit 4<br>Keeping Safe                                                                                                                                                                                                                             | Unit 1<br>Religious Understanding                                                                           | Unit 2<br>Living in the Wider World                                              |
| <b>Key Stage 1</b> | Unit Prayer & Assessment Activity<br><br>Story Sessions<br>Let the Children Come | Unit Prayer & Assessment Activity<br><br>Session 1<br>I Am Unique<br><br>Session 2<br>Girls and Boys<br><br>Session 3<br>Clean and Healthy (My Body) Classroom Shorts | Unit Prayer & Assessment Activity<br><br>Session 1<br>Feelings, Likes and Dislikes<br><br>Session 2<br>Feeling Inside Out<br><br>Session 3<br>Super Susie Gets Angry | Unit Prayer & Assessment Activity<br><br>Session 1<br>The Cycle of Life<br><br>Session 2<br>Beginnings and Endings | Unit Prayer & Assessment Activity<br><br>Session 1<br>God Loves You | Unit Prayer & Assessment Activity<br><br>Session 1<br>Special People Classroom Shorts<br><br>Session 2<br>Treat Others Well...<br><br>Session 3<br>...and Say Sorry | Unit Prayer & Assessment Activity<br><br>Session 1<br>Real Life Online<br><br>Session 2<br>Rules to Help Us | Unit Prayer & Assessment Activity<br><br>Session 1<br>Good and Bad Secrets<br><br>Session 2<br>Physical Contact<br><br>Session 3<br>Harmful Substances<br><br>Session 4<br>Can You Help Me? (Part 1)<br><br>Session 5<br>Can You Help Me? (Part 2) | Unit Prayer & Assessment Activity<br><br>Session 1<br>Three in One<br><br>Session 2<br>Who is My Neighbour? | Unit Prayer & Assessment Activity<br><br>Session 1<br>The Communities We Live In |

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2026

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| <b>Lower Key Stage 2</b> | Unit Prayer & Assessment Activity<br><br>Story Sessions Get Up!<br><br>Session 2 Sacraments | Unit Prayer & Assessment Activity<br><br>Session 1 We Don't Have to Be the Same<br><br>Session 2 Respecting Our Bodies Classroom Shorts<br><br>Session 3 What is Puberty<br><br>Session 4 Changing Bodies<br><br>Session 5 Male/Female Discussion Groups (optional) | Unit Prayer & Assessment Activity<br><br>Session 1 What Am I Feeling? Classroom Short<br><br>Session 2 What Am I Looking At?<br><br>Session 3 I am Thankful | Unit Prayer & Assessment Activity<br><br>Session 1 Life Cycles<br><br>Session 2 A Time for Everything | Unit Prayer & Assessment Activity<br><br>Story Sessions Jesus, My Friend | Unit Prayer & Assessment Activity<br><br>Session 1 Friends, Family and Others... Classroom Short<br><br>Session 2 When Things Feel Bad<br><br>Session 3 Balancing Needs | Unit Prayer & Assessment Activity<br><br>Session 1 Sharing Online<br><br>Session 2 Chatting Online | Unit Prayer & Assessment Activity<br><br>Session 1 Safe in My Body<br><br>Session 2 Recognising Risk<br><br>Session 3 Drugs, Alcohol and Tobacco<br><br>Session 4 First Aid Heroes | Unit Prayer & Assessment Activity<br><br>Session 1 A Community of Love<br><br>Session 2 What is the Church? | Unit Prayer & Assessment Activity<br><br>Session 1 How Do I Love Others? |

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| <b>Upper Key Stage 2</b> | Unit Prayer & Assessment Activity<br><br>Story Sessions Calming the Storm | Unit Prayer & Assessment Activity<br><br>Session 1 Gifts and Talents<br><br>Session 2 Girls' Bodies<br><br>Session 3 Boys' Bodies<br><br>Session 4 Spots and Sleep Classroom Shorts | Unit Prayer & Assessment Activity<br><br>Session 1 Body Image<br><br>Session 2 Peculiar Feelings<br><br>Session 3 Emotional Changes<br><br>Session 4 Seeing Stuff Online | Unit Prayer & Assessment Activity<br><br>Session 1 Making Babies (Part 1)<br><br>Session 2 Making Babies (Part 2)<br><br>Session 3 Menstruation<br><br>Session 4 Hope Beyond Death | Unit Prayer & Assessment Activity<br><br>Session 1 God is Calling You | Unit Prayer & Assessment Activity<br><br>Session 1 Under Pressure Classroom Short<br><br>Session 2 Do You Want a Piece of Cake?<br><br>Session 3 Self-Talk<br><br>Session 4 Confidence vs Control<br><br>Session 5 Build Others Up | Unit Prayer & Assessment Activity<br><br>Session 1 Sharing Isn't Always Caring<br><br>Session 2 Cyberbullying | Unit Prayer & Assessment Activity<br><br>Session 1 Types of Abuse<br><br>Session 2 Impacted Lifestyles<br><br>Session 3 Making Good Choices<br><br>Session 4 Giving Assistance | Unit Prayer & Assessment Activity<br><br>Session 1 The Holy Trinity<br><br>Session 2 Catholic Social Teaching | Unit Prayer & Assessment Activity<br><br>Session 1 Reaching Out |