

Long term PSHE and relationship curriculum objectives.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	10:10 strategy
Autumn Term 1	ELG Develop positive and respectful relationships. Manage feelings Develop appropriate behaviour. Confidence to try new activities. Manage feelings and behaviour.	Preparing to play an active roles as citizens. (see below) School rules School values School council votes/ debate Responsibilities/ choices Black history month – OCT	Preparing to play an active roles as citizens. (see below) School rules School values School council votes/ debate Responsibilities/ choices Black history month – OCT	Preparing to play an active roles as citizens. (see below) School rules School values School council votes/ debate Responsibilities/ choices Black history month – OCT	Preparing to play an active roles as citizens. (see below) School rules School values School council votes/ debate Responsibilities/ choices Black history month – OCT			• Prepare and share a meal together with friends. • Make regular visits to the library. • Experience the joy of a live theatrical production. • The opportunity to learn a musical instrument. • Engage in daily physical activity and sport. • Be part of a school based group. • Visit an art gallery and museum. • Organise and raise money for a charity of your choice. • Come together as a community in a
Autumn Term 2	EYFS, Module 1, Unit 1 Story Sessions: Handmade With Love 5 x 15-minute sessions over 5 days EYFS, Module 1, Unit 2 Session 1: I Am Me 1 Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy?	<u>Ten:Ten Relationships Module 1: unit 1.</u> –1. Story session – handmade with love. Session1 . Unit 2 1.I am unique(me) , 2. Girls and boys body. 3. Clean and healthy (my health) Anti-Bullying Week: 16–20 November 2026 (Odd Socks Day: Monday 16 November) [Anti-Bullying Alliance] UK Parliament Week: 23–29 November 2026 [ukparliamentweek.org], Road Safety Week (Brake): 15–21 November 2026	<u>Ten:Ten Relationships Module 1 unit 1.</u> Story sessions. Get up. 1. The Sacraments 2. We don't have to be the same. 3. Respecting our bodies YEAR 4 ONLY what is puberty? YEAR 4 ONLY changing bodies Anti-Bullying Week: 16–20 November 2026 (Odd Socks Day: Monday 16 November) [Anti-Bully...g Alliance] UK Parliament Week: 23–29 November 2026 [ukparliamentweek.org], Road Safety Week (Brake): 15–21 November 2026	<u>Ten:Ten RelationshipsModule 1 unit 1&2</u> 1. Calming the storm 1. gifts and talents, 2. girls bodies, 3. boys bodies, 4. spots and sleep Anti-Bullying Week: 16–20 November 2026 (Odd Socks Day: Monday 16 November) [Anti-Bully...g Alliance] UK Parliament Week: 23–29 November 2026 [ukparliamentweek.org], Road Safety Week (Brake): 15–21 November 2026				

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Spring Term 1	Module 1, Unit 3 Emotional well being Session 1: I like you like we like. Session 2: All the feelings, bad feelings Session 3 Lets get real Module 1 unit 4: session 1 Growing up. Module 2 unit 1: session 1: Role model Modules 2 unit 2: session 1 Whos who Session 2: you've got a friend in me Session 3: Forever friends.	Developing a healthy safer lifestyle Book chartwells Healthy eating Physical health and fitness <u>Ten:Ten Relationships; Module 1 unit 3.</u> 1. Feelings, likes and dislikes. 2. Feeling (#inside out) 3. Super Susie gets angry Unit 4 1. The life cycle 2. Beginnings and endings 3: <u>Change Is All Around</u> +	Developing a healthy safer lifestyle Book chartwells Healthy eating Physical health and fitness <u>Ten:Ten Relationships Module 1 unit 3</u> 1. What am I feeling 2 What am I looking at? 3. I am thankful. <u>Ten:Ten Relationships; Module 1 unit 4.</u> 4. Life cycles 5. A Time For Everything 6.Big Changes, Little Changes	Developing a healthy safer lifestyle Book chartwells Healthy eating Physical health and fitness <u>Ten: ten Relationships Module 1 unit 3</u> 1. Body image. 2. Funny feelings. 3. Emotional changes. 4. Seeing stuff online Module 1 unit 4 1. Making babies. 2. Menstruation 3. Hope beyond death 4. <u>Coping with Change</u>	range of school social events. • Enjoy a curriculum that extends beyond the classroom environment.
Spring Term 2	<u>New People, New Places</u>	Module 2 unit 1: 1.God love you. Module 2 unit 2: 1..Special people. 2. Treat others well 3. and say sorry. <u>Module 2, Unit 3</u> 1: <u>Real Life Online Rules To Help Us</u>	Ten:Ten Relationships Module 2 unit 1&2 – 1. Jesus my friend , story sessions. 1. Family friend and others. 2.When things feel bad. Ten Ten Relationships module 2 unit 3 1. Sharing online. 2 Chatting online.	Module 2 unit 1 Is God calling you. Module 2 unit 2 1 .Under pressure. 2. Do you want a piece of cake. 3. Self talk. 4.Build others up year 6 only	
Summer Term 1	EYFS, Module 2, Unit 3 Session 1:What is the Internet? 2:Playing Online Module 2 unit 4:	Developing confidence and responsibility and making the most of abilities Likes and dislikes, opinions, feelings, goals	Developing confidence and responsibility and making the most of abilities Opinions, choices, money	Developing confidence and responsibility and making the most of abilities Opinions, choices, money	

Long term PSHE and relationship curriculum objectives.

	1.Safe inside and out 2.My body my rules 3. Feeling poorly 4. : People who help us.	Module 2 unit 4: 1. Good and bad secrets 2. Physical contact 3. Harmful substances. Module 2 unit 4: 1. Can you help me. Part 1 2. Can you help me Part 2 Multicultural day –	<u>Ten:Ten Relationships; Module 2 unit 4</u> <u>1Safe in my body</u> <u>2 Drugs alcohol and tobacco</u> <u>3 First aid heroes</u> <u>4: Rights and Responsibilities</u> Multicultural day – Wednesday 21st MAY	Ten: Ten Relationships Module 2 unit 3 1. Sharing isn't always caring. 2 Cyberbullying Module 2 unit 4 1. Types of abuse 2. Impacted lifestyles 3. Making good choices. 4. 4 Giving assistance Multicultural day – Wednesday 21st MAY	
Summer Term 2	Module 3 unit 1 Session 1 God is love Session 2 Loving God loving others. Module 3 unit 2 Session 1 Me, you, us 'Money Doesn't Grow On Trees'	Developing good relationships and respecting differences of people Basic first aid Being safe Changes/ Transition Ten:Ten Relationships Module 3 unit 1&2 – 1.trinity house. 2.Who is my neighbour, 3. Communities we live in. Session 2: Who Will I Be? Session 3: Needs and Wants	Developing good relationships and respecting differences of people Basic first aid Changes/ transition Ten: ten relationships: Module 3 unit 1&2: 1. A community of love 2. What is Church? 3. How do I love others? 2: Working Together Money Matters	Developing good relationships and respecting differences of people Basic first aid Drugs, alcohol and tobacco Changes/ Transition Module 2 unit 4 1. Giving assistance Ten: ten relationships module 2 unit 1&2 1. Trinity 2. Catholic social teaching. 1. Reaching out The World of Work Money and Me	

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Deliver programme on a 1 year cycle over 3 terms (approx. 20 sessions per year)

Primary PSHE Framework: Learning Outcomes Knowledge, skills and understanding KS1 1. Developing confidence and responsibility and making the most of their abilities Pupils should be taught: - to recognise what they like and dislike, what is fair and unfair, and what is right and wrong. - to share their opinions on things that matter to them and explain their views. - to recognise, name and deal with their feelings in a positive way - to think about themselves, learn from their experiences and recognise what they are good at - how to set simple goals. 2. Preparing to play an active role as citizens Pupils should be taught: - to take part in discussions with one other person and the whole class. - to take part in a simple debate about topical issues. - to recognise choices they can make, and recognise the difference between right and wrong. - to agree and follow rules for their group and classroom, and understand how rules help them. - to realise that people and other living things have needs, and that they have responsibilities to e. meet them - that they belong to various groups and communities, such as family and school.	4. Developing good relationships and respecting the differences between people Pupils should be taught: - to recognise how their behaviour affects other people. - to listen to other people, and play and work cooperatively. - to identify and respect the differences and similarities between people. - that family and friends should care for each other. - that there are different types of teasing and bullying, that bullying is wrong, and how to get help to e. deal with bullying. 5. Breadth of Opportunities During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to: - take and share responsibility [for example, for their own behaviour; by helping to make classroom a. rules and following them; by looking after pets well] - feel positive about themselves [for example, by having their achievements recognised and by b. being given positive feedback about themselves] - take part in discussions [for example, talking about topics of school, local, national, European, c. Commonwealth and global concern, such as 'where our food and raw materials for industry come from'] - make real choices [for example, between healthy options in school meals, what to watch on d. television, what games to play, how to spend and save money sensibly] - meet and talk with people [for example, with outside visitors such as religious leaders, police e. officers, the school nurse] - develop relationships through work and play [for example, by sharing equipment with other pupils f. or their friends in a group task]
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Long term PSHE and relationship curriculum objectives.

what improves and harms their local, natural and built environments and about some of the ways g. people look after them to contribute to the life of the class and school. to realise that money comes from different sources and can be used for different purposes.. 3. Developing a healthy, safer lifestyle Pupils should be taught: how to make simple choices that improve their health and wellbeing. to maintain personal hygiene. how some diseases spread and can be controlled. about the process of growing from young to old and how people's needs changed. the names of the main parts of the body. that all household products, including medicines, can be harmful if not used properly. rules for, and ways of, keeping safe, including basic road safety, and about people who can help g. them to stay safe.	consider social and moral dilemmas that they come across in everyday life [for example, g. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues] ask for help [for example, from family and friends, midday supervisors, older pupils, the police
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Long term PSHE and relationship curriculum objectives.

Long term PSHE and relationship curriculum objectives.

Knowledge, skills and understanding KS2

1. Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and a. society
- to recognise their worth as individuals by identifying positive things about themselves and their b. achievements, seeing their mistakes, making amends and setting personal goals
- to face new challenges positively by collecting information, looking for help, making responsible c. choices, and taking action
- to recognise, as they approach puberty, how people's emotions change at that time and how to d. deal with their feelings towards themselves, their family and others in a positive way
- about the range of jobs carried out by people they know, and to understand how they can develop e. skills to make their own contribution in the future
- to look after their money and realise that future wants and needs may be met through saving.

2. Preparing to play an active role as citizens

Pupils should be taught:

- to research, discuss and debate topical issues, problems and events.
- why and how rules and laws are made and enforced, why different rules are needed in different b. situations and how to take part in making and changing rules
- to realise the consequences of anti-social and aggressive behaviours, such as bullying and c. racism, on individuals and communities
- that there are different kinds of responsibilities, rights and duties at home, at school and in the d. community, and that these can sometimes conflict with each other
- to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other e. people's experiences

4. Developing good relationships and respecting the differences between people

Pupils should be taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to a. see things from their points of view
- to think about the lives of people living in other places and times, and people with different values b. and customs
- to be aware of different types of relationship, including marriage and those between friends and c. families, and to develop the skills to be effective in relationships
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, d. and how to respond to them and ask for help
- to recognise and challenge stereotypes.
- that differences and similarities between people arise from a number of factors, including cultural, f. ethnic, racial and religious diversity, gender and disability
- where individuals, families and groups can get help and support..

5. Breadth of Opportunities

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- take responsibility [for example, for planning and looking after the school environment; for the a. needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
- feel positive about themselves [for example, by producing personal diaries, profiles and portfolios b. of achievements; by having opportunities to show what they can do and how much responsibility they can take]
- participate [for example, in the school's decision-making process, relating it to democratic c. structures and processes such as councils, parliaments, government and voting]
- make real choices and decisions [for example, about issues affecting their health and well-being d. such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]

Long term PSHE and relationship curriculum objectives.

to resolve differences by looking at alternatives, making decisions and explaining choices. what democracy is, and about the basic institutions that support it locally and nationally. to recognise the role of voluntary, community and pressure groups. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. that resources can be allocated in different ways and that these economic choices affect j. individuals, communities and the sustainability of the environment to explore how the media present information. . 3. Developing a healthy, safer lifestyle Pupils should be taught: what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects a. mental health, and how to make informed choices that bacteria and viruses can affect health and that following simple, safe routines can reduce their b. spread about how the body changes as they approach puberty. which commonly available substances and drugs are legal and illegal, their effects and risks. to recognise the different risks in different situations and then decide how to behave responsibly, e. including sensible road use, and judging what kind of physical contact is acceptable or unacceptable that pressure to behave in an unacceptable or risky way can come from a variety of sources, f. including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong school rules about health and safety, basic emergency aid procedures and where to get help.	meet and talk with people [for example, people who contribute to society through environmental e. pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers] develop relationships through work and play [for example, taking part in activities with groups that f. have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters] consider social and moral dilemmas that they come across in life [for example, encouraging g. respect and understanding between different races and dealing with harassment] find information and advice [for example, through helplines; by understanding about welfare h. systems in society] prepare for change [for example, transferring to secondary school].i.
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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

Programme Pathway

Guidance for schools with Mixed Year Groups

Ten:Ten
Resources



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	Session 2: Girls and Boys	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	Session 3: What is Puberty?	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	Session 4: Changing Bodies	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	Session 5: Discussion Groups	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	Session 1: What Am I Feeling?	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.

Long term PSHE and relationship curriculum objectives.

Programme Pathway

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Lower Key Stage 2, Module 1, Unit 4	<u>Session 1: 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: When Things Feel 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 4	<u>Session 2: Making Babies (Part 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.