Life to the Full Primary
RSHE Statutory Updates 2026

Update: December 2025

The updated RSHE guidance becomes statutory in September 2026. We know that schools are eager to hear about what we have planned in response to the changes. This article aims to share with you our latest plans and developments, offering reassurance about what is changing — and crucially what is not — and to set some expectations around the timeline for when material will become available.

First, some context. Some of the 2026 guidance content is unchanged from the 2019 guidance, some expanded, and some new. The updates to the guidance are manifold, and highly nuanced. As you will imagine, this means we need to make tweaks, changes and additions to our curriculum programmes. We are working carefully and systematically through every requirement, ensuring that Life to the Full continues to offer a clear, confident and authentically Catholic approach to RSHE (RSE in Wales). Our desire is for schools to feel confident, supported and reassured: whilst we have a lot to do in ensuring the programme meets the updated criteria, the core structure and vision of the programme remain firmly in place.

Life to the Full is a Relationships and Health Education (RHE)* curriculum programme underpinned by a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God.

*Relationship and Sexuality Education (RSE) in Wales

What are the tweaks and amendments?

A number of existing sessions within *Life to the Full* require **tweaks and amendments** to fulfil the nuance of new and expanded guidance. These are refinements rather than structural changes, and they ensure the programme continues to align with the expanded expectations of the new guidance. They relate to themes such as:

- **Families and People Who Care For Me** — emphasising that families should be places of safety and security for children as they grow up.
- **Caring Friendships** — practical skills for being caring and kind in friendships, and emphasising the importance of generosity and trust in friendships.
- **Respectful, Kind Relationships and Being Safe** — more information about who children can turn to when they are in need, especially when they are not sure who they can trust. There is also an emphasis on persisting when children feel like they are not being heard.
- **General Wellbeing** — normalising feelings of worry and feeling down, the importance of asking for help, and the benefits of helping others.
- **Physical Health and Fitness** — sharing ideas for daily exercise and also emphasising the need for children to know who they can talk to if they are concerned about their health.
- **Drugs, Alcohol, Smoking and Vaping** — more information about vaping and nicotine pouches.
- **Health Protection and Prevention** — including recommended hours of sleep by age, avoiding screens in bedrooms, and the impact of sleep on weight, mood and learning. Also sharing information about vaccinations to coincide with the time children are likely to receive the vaccinations. It also includes the importance of children cleaning between their teeth.
- **Basic First Aid** — emphasising the importance of not filming incidents, and sharing basic information with children about head injuries.
- **Developing Bodies** — the addition of ‘nipples’ to key terminology and explicitly connecting this to privacy, and a renewed emphasis on children expressing boundaries in relation to their bodies.

These tweaks and adjustments typically involve strengthened language, updated examples or added clarity within existing teaching and activities. They are important nuances in the guidance to reflect, but they **do not** alter the overall structure, design, theological or pedagogical foundations of the programme.

What are the changes?

If 'tweaks' were small adjustments and amendments, what we are referring to as 'changes' are bigger in delivery impact — but crucially, they still do not change the structure, design, theological or pedagogical methodology.

When reviewing the new guidance, we were keen not to take a piecemeal approach, where we tagged on bits of new content to tick boxes without proper integration. That would, we felt, be frustrating for teachers and pupils alike and risk the integrity of the spiral curriculum via erratic revisiting of content.

Instead, we have taken the updated guidance as an opportunity to review the whole *Life to the Full* curriculum programme, taking a holistic approach to implementing the statutory changes in tandem with updating creative content.

The following are still in the planning phase and as such are subject to further development, but we want to share with you now our plans for the following changes to the core *Life to the Full* programme:

Module 2, Unit 3: Life Online

Across the programme, there are 8 sessions within Module 2 Unit 3, Life Online - two sessions per Key Stage.

We intend to revisit the Life Online unit across all Key Stages, which will involve updated teaching outcomes and activities, as well as

significant content and creative development. The guidance offers a lot of new and expanded directives under the remit of Online Safety and Awareness, and also Wellbeing Online, and it is these that will inform our approach and decision making.

Throughout their time in primary school, this updated session content will prepare children to navigate some of the pressures they will come across in the ever developing online world, which as the guidance states is now 'an integral part of life.'

UKS2, Module 1: Delving Deeper

In Module 1 of UKS2, 'Delving Deeper' is a presenter led series of videos which unpack the themes in each episode of 'Paradise Street', our original live action drama series which follows the story of four friends — Finn, Leyla, Marcus and Siobhan — who have different personal and social experiences related to growing up and puberty.

'Paradise Street' is not changing, but we will be recreating 'Delving Deeper'.

Through reviewing and updating these videos, we will absorb some of the nuances and emphases from the new guidance, for example, updated information on period products for girls. It will also allow us to further express the beauty of the human life cycle (and puberty within that) as part of God's amazing plan for humanity.

We do not anticipate that any Key Decisions will be impacted as part of this change.

Further Creative Redevelopment

Over the longer term, we are intending to redevelop a number of key videos, including but not limited to *Super Susie* (KS1), *Dr Datfa* (all Key Stages), and *AJ Presents* (LKS2). These changes are not related to the statutory guidelines, but are part of a longer-term plan to reflect our commitment to creative excellence. These changes will not impact the surrounding sessions or the core *Life to the Full* programme structure.

Only work that is directly impacted by the changes to the statutory guidelines will be completed before September 2026, but whilst sharing about programme updates, we wanted to share this aspect of our longer-term plan.

What is the new content?

Alongside these small tweaks and bigger changes, we will also be creating **new content** where the updated RSHE guidance introduces material not currently covered in full. This will involve some structural changes to the curriculum programme.

We know curriculum time is tight in schools, and so we have been mindful about the amount of new content to be introduced. Therefore, alongside **two new sessions**, we have also decided to introduce a new content format to the core *Life to the Full* programme: **Classroom Shorts**, as previously exclusively featured in *Life to the Full Plus*. These new short films and follow-on discussion questions will offer an easy, flexible way to integrate some of the new content into school timetables.

We will provide full mapping in a later update, but please see below the following high-level overview of what new content will be developed, alongside the updated RSHE guidelines that it aims to fulfil:

Lower Key Stage Two			
Module	**Unit**	**New Content**	**RSHE Curriculum reference***
Created to Love Others	Personal Relationships	New Session: Balancing Needs This session will help pupils understand how to balance their own needs with the needs of others — and why this can sometimes be challenging.	RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
Created and Loved by God	Me, My Body, My Health	New Classroom Short: Food Needs and Wants This Short will explore the difference between food needs and wants, and support pupils to develop a healthy, balanced relationship with food.	HE 2: Understanding the importance of a healthy relationship with food.
Created and Loved by God	Emotional Wellbeing	New Classroom Short: Loneliness This Short will address loneliness, help pupils recognise that feeling lonely is common, and encourage them to talk to trusted adults when they need support.	CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.

Created to Love Others	Keeping Safe	New Classroom Short: Out and About: Fire This Short will help pupils recognise common fire risks in everyday settings and understand simple steps they can take to reduce risk and stay safe.	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
Upper Key Stage Two			
Module	**Unit**	**New Content**	**RSHE Curriculum reference**
Created to Love Others	Personal Relationships	New Session: Confidence vs Control This session will help pupils understand the difference between being confident and being controlling in relationships, and the importance of respecting our own and others' needs and boundaries.	RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

*KEY RSHE Guidance Term / Ten Ten Abbreviation			
Relationships and Sex Education		**Health and Wellbeing**	
Families and People Who Care for Me	**F**	General Wellbeing	**GW**
Caring Friendships	**CF**	Wellbeing Online	**WO**
Respectful, Kind Relationships	**RKR**	Physical Health and Fitness	**PHF**
Online Safety and Awareness	**OSA**	Healthy Eating	**HE**
Being Safe	**BS**	Drugs, Alcohol, Tobacco and Vaping	**DATV**
		Health Protection and Prevention	**HP**
		Personal Safety	**PS**
		Basic First Aid	**BFA**
		Developing Bodies	**DB**

The role of ‘Life to the Full Plus’

Our fully resourced PSHE add-on, *Life to the Full Plus,* will play a part in fulfilling the new statutory curriculum. The topic of **Personal Safety**, which previously sat within the non-statutory elements of PSHE, now forms part of the statutory RSHE curriculum. As this is currently part of our *Plus* programme, we have decided to keep it within that resource.

Moreover, *Life to the Full Plus* will be expanded to include a series of Classroom Shorts reflecting the expanded requirements for Health Protection and Prevention.

This decision to house certain content within *Life to the Full Plus* reflects several important considerations:

- **Responding fairly to the government’s changes** — the scope of RSHE has broadened, and we want to respond transparently by giving certain expanded content a clear and appropriate home.

- **Protecting the clarity of the core spiral curriculum** — keeping Life to the Full focused on specifically Catholic RSHE preserves its integrity and developmental coherence.

- **Supporting schools’ existing practice** — almost half of all schools using Life to the Full already integrate Plus in their curriculum, whilst some schools supplement Personal Safety and Health, Protection and Prevention content with other providers, so maintaining flexibility is both realistic and helpful.

- **Honouring statutory, diocesan and school expectations first** — this approach allows us to prioritise delivering high-quality specifically Catholic RSHE, and then integrate the wider Personal Safety, additional

Health, Prevention and Protection, and existing PSHE-related content through a Plus add-on that applies a Catholic lens.

Options for schools

There will be **5 Classroom Shorts** that pertain to Personal Safety, which are part of *Life to the Full Plus*. In order to be fully compliant with the new statutory curriculum, schools will need to teach this content.

We will also provide **expanded Health Protection and Prevention content** that will enhance your statutory RSHE curriculum (RSE in Wales).

Our hope is that schools will use this as an opportunity to implement the fully integrated Ten Ten PSHE programme, *Life to the Full Plus,* in their curriculum planning. Already used by nearly 50% of all schools that have adopted *Life to the Full,* our Plus package includes a wide range of PSHE topics, including Transitions, Rights and Responsibilities, Careers and Money — all rooted in our Catholic ethos.

If, however, a school chooses not to integrate *Plus* into their curriculum planning, external resources can be utilised to implement the Personal Safety and expanded Health Protection and Prevention elements, which will not be part of the core *Life to the Full* programme.

What can you expect next?

We are in full production mode, planning to share a full and updated Scheme of Work no later than March 2026, and aim to be uploading content from that point onwards. Schools will be kept fully informed as and when new content becomes available.