

Nursery									
Module 2: Creat	Module 2: Created to love others (Autumn Term)			Module 3: Created to live in community (Spring Term)		Module 1: Created and loved by God (Summer Term)			
Religious Understanding Session: Role Model (RSE: Families and people who care for me) • We are part of God's family • Jesus cared for others and wanted them to live good lives like him • We should love other people in the same way God loves us	 Personal Relationships Session 1: Who's who? (RSE: Families and people who care for me) To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting of 'special people' and telling them is something is troubling them. 	 Keeping Safe Session 1: Safe inside and out (RSE: Being safe) About safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people. 	 Religious understanding Session 1: God is love (RSE: Families and people who care for me) That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others 	 Living in the wider world Session 1: Me, you, us (RSE: Respectful relationships) That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. 	 Religious understanding Story Sessions: Handmade with love We are created individually by God as part of His creation plan We are all God's children and are special Our bodies were created by God and are good We can give thanks to God! 	Me, my body, my health Session 1: I am me (RSE: Respectful relationships) • We are each unique, with individual gifts, talents and skills. • Whilst we all have similarities because we are made in God's image, difference is part of God's plan!	Emotional Wellbeing Session 1: 1 like, you like, we all like. (RSE; Caring friendships) • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • That it is natural for us to relate to and trust one another	Session 1: Growing up (Science) That there are natural life stages from birth to death, and what these are.	

Session 2: You've got	Session 2: My body,		Session 2: Heads,	Session 2: All the
a real friend in me	my rules	That we have a	shoulders, knees and	feelings
(RSE: Families and	(RSE: Being safe)	duty of care for	toes	(HE: Emotional well-
people who care for	(not: being sure)	others and for	(HE Physical health	being)
me)		the world we	and fitness)	0,
inc)	 To know they 	live in (charity	That their bodies	 A language to
• To identify	are entitled to	work, recycling,	are good and	describe their
	bodily privacy	etc.)	made by God	feelings
special people		,	made by God	
(e.g. parents,	• That they can	About what		• An
carers, friends)	and should be	harms and	The names of the	understanding
and what makes	open with	what improves	parts of the body	0
them special		the world in		that everyone
	'special people'	which they live		experiences
• The importance	they trust if			feelings, both
of the nuclear	anything			good and bad
family and of the	troubles them			
				• Simple
wider family	That there are			strategies for
				0
 The importance 	different people			managing
of being close to	we can trust for			feelings
and trusting of	help, especially			
'special people'	those closest to			
and telling them	us who care for			
is something is	us, including our			
troubling them	teachers and our			
	parish priest			
	parisir priese			
Session 2: Loving God,	Session 3: Feeling		Session 3: Ready	Session 3: Let's get
loving others	poorly		Teddy	real
	(HE: Drugs, alcohol		(HE Physical health	(RSE: Caring
	and tobacco)		and fitness)	friendships/ HE:
 What a 	Medicines		,	Emotional well-being)
i i i i i i i i i i i i i i i i i i i	in calonico		That our bodies	0,
community is,	should only be		are good and we	ompio
and that God	taken when a		need to look	strategies for
calls us to live in	parent or doctor		after them	managing
community with	gives them to us.			emotions and
one another				behaviour
	 Medicines are 		What	
• Some Scripture	not sweets.		constitutes a	 That we have
	We should		healthy lifestyle,	
illustrating the	always try to		including	choices and
importance of	look after our		exercise, diet,	these choices
living in a	bodies, because		sleep and	can impact how
community	Source, because			

 No matter how small our offerings, they are valuable to God and He can use them for His glory 	God created them and gifted them to us.	personal hygiene	we feel and respond. • We can say sorry and forgive like Jesus	
	 Session 4: People who help us (HE: Basic First Aid) There are lots of jobs designed to help us. Paramedics help us in a medical emergency. First Aid can be used in non- emergency situations, as well as whilst waiting for an ambulance 			

Whole School Curriculum Map for Relationships, Sex & Health Education



ted to love others	s (Autumn Term)			Module 1: Created and loved by God (Summer Term)				
Personal Relationships Session 1: Who's who? (RSE: Families and people who care for me) • To identify special people (e.g. parents, carers, friends) and what makes them special • The importance of the nuclear family and of the wider family • The importance of being close to and trusting of 'special people'	 Keeping Safe Session 1: Safe inside and out (RSE: Being safe) About safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people. 	 community (Spr Religious understanding Session 1: God is love (RSE: Families and people who care for me) That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others 	 Term) Living in the wider world Session 1: Me, you, us (RSE: Respectful relationships) That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community That they should help at home with practical tasks such as keeping their room tidy, 	Religious understanding Story Sessions: Handmade with love • We are created individually by God as part of His creation plan • We are all God's children and are special • Our bodies were created by God and are good • We can give thanks to God!	Me, my body, my health Session 1: I am me (RSE: Respectful relationships) • We are each unique, with individual gifts, talents and skills. • Whilst we all have similarities because we are made in God's image, difference is part of God's plan!	Emotional Wellbeing Session 1: I like, you like, we all like. (RSE; Caring friendships) • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • That it is natural for us to relate to and trust one another	 The Cycles Session 1: Growing up (Science) That there are natural life stages from birth to death, and what these are. 	
and telling them is something is troubling them. Session 2: You've got a real friend in me	Session 2: My body, my rules (RSE: Being safe)		 kitchen, etc. That we have a duty of care for others and for 		Session 2: Heads, shoulders, knees and toes	Session 2: All the feelings (HE: Emotional well-		
	Personal Relationships Session 1: Who's who? (RSE: Families and people who care for me) • To identify special people (e.g. parents, carers, friends) and what makes them special • The importance of the nuclear family and of the wider family • The importance of being close to and trusting of 'special people' and telling them is something is troubling them. Session 2: You've got	RelationshipsSession 1: Who's who?(RSE: Families and people who care for me)Session 1: Safe inside and out• To identify special people (e.g. parents, carers, friends) and what makes them special• About safe and unsafe situations indoors and outdoors, including online.• The importance of the nuclear family and of the wider family• That they can ask for help from their special people.• The importance of being close to and trusting of 'special people' and telling them is something is troubling them.Session 2: You've gotSession 2: You've gotSession 2: My body,	Personal RelationshipsKeeping SafeReligious understandingSession 1: Who's who?Session 1: Safe inside and out (RSE: Families and people who care for me)Session 1: Safe inside and out (RSE: Being safe)Session 1: God is love (RSE: Families and people who care for me)• To identify special people (e.g. parents, carers, friends) and what makes them specialSession 1: Mat they can ask for help from their special people.Session 1: God is love (RSE: Families and people who care for me)• The importance of the nuclear family and of the wider family• That they can ask for help from their special people.• That being made in His image means being called to be love and to love others• The importance of being close to and trusting of 'special people' and telling them is something is troubling them.Session 2: My body, my rulesSession 2: You've got a real friend in meSession 2: My body, my rules	Personal RelationshipsKeeping SafeReligious understandingLiving in the wider worldSession 1: Who's who?Session 1: Safe inside and out (RSE: Families and people who care for me)Session 1: Safe inside and out (RSE: Being safe)Session 1: God is love (RSE: Families and unsafe situations including online.Session 1: God is love (RSE: Families and people who care for me)Session 1: Me, you, us (RSE: Respectful relationships)• To identify special people (e.g. parents, carers, friends) and what makes them special• That they can ask for help from their special people.• That they can ask for help from their special people.• That being made in His image means being called to be love others• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.• The importance of being close to and trusting of 'special people' and telling them is something is troubling them.Session 2: My body, my rulesSession 2: My body, my rules• That we have a duty of care for others	Personal RelationshipsKeeping Safe end ut (RSE: Families and people who care for me)Religious understandingLiving in the wider worldReligious understandingSession 1: Who's who? (RSE: Families and people who care for me)Session 1: Safe inside and out (RSE: Being safe)Session 1: God is love (RSE: Families and people who care for me)Session 1: Me, you, us (RSE: Respectful relationships)Story Sessions: Handmade with love• To identify special people (e.g. parents, carers, friends) and what makes them special• That they can ask for help from their special people.• We are created in His image means being called to be love others• That they should help at home with practical tasks such as hould help at home with practical tasks such as keeping thanks to God!• We can give thanks to God!• The importance of being close to and trusting of 'special people' and telling them is something is troubling them.Session 2: My body, my rulesSession 2: My body, my rules• That we have a duty of care for others and for	Community (Spring Term)Personal RelationshipsKeeping Safe RelationshipsReligious understandingLiving in the wider worldReligious understandingMe, my body, my healthSession 1: Who's who? (RSE: Families and people who care for me)Session 1: Safe inside and out (RSE: Families and people who care for me)Session 1: Me, you, us (RSE: Respectful relationships)Story Sessions: Handmade with loveSession 1: Me, you, us (RSE: Respectful relationships)Story Sessions: Me, wou, us (RSE: Respectful relationships)Session 1: Me, you, us (RSE: Respectful relationships)Story Sessions: Me, wou, us (RSE: Respectful relationships)Session 1: Me, you, us (RSE: Respectful relationships)Story Sessions: Me, wou, ush indudors, including online.Session 1: Me, you, us (RSE: Respectful relationships)Story Sessions: Me, wou, ush indudors, including online.Session 1: Me, you, us (RSE: Respectful relationships)Story Sessions: Me, wou, ush induvidaulights, talents and skills.Session 1: Me, you, us (RSE: Respectful relationships)Story Sessions: Me, wou, ush induvidaulights, talents and skills.Session 1: Me, you, us (RSE: Respectful relationships)Story Sessions: Me, wou, ush induvidaulights, talents and skills.Session 1: Me, you, us (RSE: Respectful relationships)Session 1: Me, you, us (RSE: Respectful relationships)Session 1: Me, you, us (RSE: Respectful relationships)Session 2: Me, with induvidaulights, talents and skills.Session 2: Me, with induvidaulights, talents and skills.Session 2: Me, with induvidaulig	Personal RelationshipsKeeping Safe RelationshipsReligious understanding understanding understanding wider worldLiving in the wider world understanding understanding session 1: Wo's who? (RSE: Families and people who care for me)Eession 1: Gal is love (RSE: Respectful relationships)Religious understanding Understanding Session 1: Gal is love (RSE: Respectful relationships)Me, my body, my healthEmotional Wellesing• To identify special people (e.g. parents, carers, friends) and what makes them specialSession 1: Gal is love; relationships)Session 1: Me, you, us (RSE: Respectful relationships)Session 1: Mer you, understanding understanding such as home, such as home, such as home, school, parish, the wider local area, nation and theig obal called to be love othersImage with relationships)Me, my body, my healthSession 1: Ima me (RSE: Respectful relationships)• That is image means being called to be of the nuclear family and of the wider familyThat they can ask for help from their special people.That the pash men others• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.• We can give thanks to Gol!• We can give thanks to Gol!• That the session 2: My body, my rulesSession 2: You've got a real firend in me areal firend in meSession 2: My body, my rulesSession 2: My body, my rulesSession 2: My body, my rulesSession 2: My body, my rulesSession 2: All the feelings	

 (RSE: Families and people who care for me) To identify special people (e.g. parents, et al.) 	 To know they are entitled to bodily privacy That they can and should be open with 	live in (charity work, recycling, etc.) About what harms and what improves the world in	 (HE Physical health and fitness) That their bodies are good and made by God The names of the parts of the body 	 A language to describe their feelings An understanding that everyone
 carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting of 'special people' and telling them 	 'special people' they trust if anything troubles them That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our 	which they live		 experiences feelings, both good and bad Simple strategies for managing feelings
 is something is troubling them Session 2: Loving God, loving others (RSE: Respectful relationships) What a community is, and that God calls us to live in community with one another Some Scripture illustrating the importance of living in a community No matter how small our 	 Session 3: Feeling poorly (HE: Drugs, alcohol and tobacco) Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies, because God created them and gifted them to us. 		Session 3: Ready Teddy (HE Physical health and fitness) That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene	Session 3: Let's get real (RSE: Caring friendships/ HE: Emotional well-being) • Simple strategies for managing emotions and behaviour • That we have choices and these choices can impact how we feel and respond.

offerings, they are valuable to God and He can use them for His glory			 We can say sorry and forgive like Jesus 	
	 Session 4: People who help us (HE: Basic First Aid) There are lots of jobs designed to help us. 			
	 Paramedics help us in a medical emergency. First Aid can be 			
	 First Ald can be used in non- emergency situations, as well as whilst waiting for an ambulance 			



Module 2: Crea Term)	ted to love others	s (Autumn	Module 3: Creat community (Spr		Module 1: Created and loved by God (Summer Term)				
Religious understanding	Personal Relationships	Keeping Safe	Religious understanding	Living in the wider world	Religious understanding	Me, my body, my health	Emotional Wellbeing	Life Cycles	
 Session 1: God loves you (RSE: Caring friendships) We are part of God's family Saying sorry is important and can mend friendships Jesus cared for others and had expectations of them and how they should act We should love other people in the same way God 	 Session 1: Special People (RSE: Families and people who care for me) To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special The importance of nuclear and wider family The importance of being close to and trusting special people and telling them if something is troubling them 	 Session 1: Being safe (RSE: Online relationships/ Being safe) Actively participate in activities and 'Smartie the Penguin' story; Answer questions to know what is and isn't safe online; Know who they can go to talk about anything they feel uncomfortable about, particularly online. 	 Session 1: Three in one God is love: Father, Son and Holy Spirit Being made in His image means being called to be loved and to love others 	 Session 1: The communities we live in (RSE: Respectful relationships) That they belong to various communities such as home, school, parish, the wider local community, nation and global community That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc. 	 Story sessions: Let the children come We are created individually by God God wants us to talk to Him often through the day and treat Him as our best friend God has created us, His children, to know, love and serve Him We are created as a unity of body, mind and spirit: who we are matters and what we do 	Session 1: I am unique (RSE: Respectful relationships) Children will learn that we are unique, with individual gifts, talents and skills	 Session 1: Feelings, likes and dislikes (HE: Mental health and well-being) That it is natural for us to relate to and trust one another That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) A language to describe our feelings 	Session 1: The cycle of life (Science) • Learn and appreciate that there are natural life stages from birth to death, and what these are	
loves us	Session 2: Treat others well	Session 2: Good secrets and bad secrets	Session 2: Who is my neighbour?	• That we have a duty of care for	matters	Session 2: Girls and boys (RSE: Being Safe)	Session 2: Feeling inside out	-	

 friendships/ Respectful relationships) How their behaviour affects other people, and that there is appropriate and inappropriate behaviour The 	 friendships/ Being safe) The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them How to resist process when 	 To know what a community is, and that God calls us to live in community with one another A scripture illustrating the importance of living in community as a consequence of this Jesus' teaching on neighbours 	 others and for the world we live in (charity work, recycling etc.) About what harms and what improves the world in which we live 	We can give thanks to God in different ways	 That our bodies are good The names of our body parts (please refer to the Module Overview for important guidance on discussing genitalia) That girls and boys have been created by God to be both similar and different, together making up the richness of the human family 	 (HE: Mental health and well-being) Gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character 	
--	---	--	---	---	--	--	--

			_				
	Session 3:and say	Session 3: Physical			Session 3: Clean and	Session 3: Super Suzie	
S	orry	contact			healthy	gets angry	
					(HE: Health and	(HE: Mental health	
•	 How their 	 To know that 			prevention)	and well-being)	
	behaviour	they are			 That our 		
	affects other	entitled to			bodies are	• Simple	
	people, and that	bodily privacy;			good and we	strategies for	
	there is				need to look	managing	
	appropriate and	 That there are 			after them	feelings and	
	inappropriate	different				maintaining	
	behaviour	people we can			 What 	good behaviour	
		trust for help,			constitutes a		
•	The	especially those			healthy	 That choices 	
	characteristics	closest to us			lifestyle,	have	
	of positive and	who care for			including	consequences;	
	negative	us, including			physical	that when we	
	relationships	our parents or			activity,	make mistakes	
	relationships	carers, teachers			dental health	we are called to	
		and our parish			and healthy	receive	
•		priest			eating	forgiveness and	
	types of teasing,	priest			cating	to forgive others	
	and that all					when they make	
	bullying is wrong				• The	mistakes	
	and				importance	mistakes	
	unacceptable				of sleep, rest		
					and	That Jesus died	
					recreation for	on the cross so	
					our health	that we would	
						be forgiven	
					 How to 		
					maintain		
					personal		
					hygiene		
		Session 4: Harmful			Session 4: Clean and		
		Substances			healthy		
		(HE: Drugs, alcohol			(HE: Health and		
		and tobacco)			prevention)		
		 Medicines are 			As above		
		drugs, but not					
		all drugs are					
		good for us.					
		0					

		1	1	
 Alcohol and 				
tobacco are				
harmful				
substances.				
Substances.				
Our bodies are				
created by God,				
so we should				
take care of				
them and be				
careful about				
what we				
consume				
Session 5: Can you				
, help me?				
(HE: Basic First Aid)				
About what is				
and isn't an				
emergency				
That in an				
emergency, they				
(or an adult)				
should call 999				
and ask for				
ambulance,				
police and/or				
fire brigade				



Year 2								
Module 2: Crea Term)	ted to love others	s (Autumn	Module 3: Created to live in community (Spring Term)		Module 1: Created and loved by God (Summer Term)			
 Religious understanding Session 1: God loves you (RSE: Caring friendships) We are part of God's family Saying sorry is important and can mend friendships Jesus cared for others and had expectations of them and how they should act We should love other people in the 	 Personal Relationships Session 1: Special People (RSE: Families and people who care for me) To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special The importance of nuclear and wider family The importance of being close to and trusting special people and telling them if something is troubling them 	 Keeping Safe Session 1: Being safe (RSE: Online relationships/ Being safe) Actively participate in activities and 'Smartie the Penguin' story; Answer questions to know what is and isn't safe online; Know who they can go to talk about anything they feel uncomfortable about, particularly online. 	 Religious understanding Session 1: Three in one God is love: Father, Son and Holy Spirit Being made in His image means being called to be loved and to love others 	Living in the wider world Session 1: The communities we live in (RSE: Respectful relationships) • That they belong to various communities such as home, school, parish, the wider local community, nation and global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.	 Religious understanding Story sessions: Let the children come We are created individually by God God wants us to talk to Him often through the day and treat Him as our best friend God has created us, His children, to know, love and serve Him We are created as a unity of body, mind and spirit: who we are matters and 	Me, my body, my health Session 1: I am unique (RSE: Respectful relationships) • Children will learn that we are unique, with individual gifts, talents and skills	 Emotional Wellbeing Session 1: Feelings, likes and dislikes (HE: Mental health and well-being) That it is natural for us to relate to and trust one another That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) A language to describe our feelings 	Session 1: The cycle of life (Science) Learn and appreciate that there are natural life stages from birth to death, and what these are

loves us	 Session 2: Treat others well (RSE: Caring friendships/ Respectful relationships) How their behaviour affects other people, and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships About different types of teasing, and that all bullying is wrong and unacceptable 	 Session 2: Good secrets and bad secrets (RSE: Caring friendships/ Being safe) The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them How to resist pressure when feeling unsafe 	 Session 2: Who is my neighbour? To know what a community is, and that God calls us to live in community with one another A scripture illustrating the importance of living in community as a consequence of this Jesus' teaching on neighbours 	 That we have a duty of care for others and for the world we live in (charity work, recycling etc.) About what harms and what improves the world in which we live 	•	what we do matters We can give thanks to God in different ways	 Session 2: Girls and boys (RSE: Being Safe) That our bodies are good The names of our body parts (please refer to the Module Overview for important guidance on discussing genitalia) That girls and boys have been created by God to be both similar and different, together making up the richness of the human family 	 Session 2: Feeling inside out (HE: Mental health and well-being) Gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character 	
----------	--	---	---	---	---	--	--	--	--

			_				
	Session 3:and say	Session 3: Physical			Session 3: Clean and	Session 3: Super Suzie	
S	orry	contact			healthy	gets angry	
					(HE: Health and	(HE: Mental health	
•	 How their 	 To know that 			prevention)	and well-being)	
	behaviour	they are			 That our 		
	affects other	entitled to			bodies are	• Simple	
	people, and that	bodily privacy;			good and we	strategies for	
	there is				need to look	managing	
	appropriate and	 That there are 			after them	feelings and	
	inappropriate	different				maintaining	
	behaviour	people we can			 What 	good behaviour	
		trust for help,			constitutes a		
•	The	especially those			healthy	 That choices 	
	characteristics	closest to us			lifestyle,	have	
	of positive and	who care for			including	consequences;	
	negative	us, including			physical	that when we	
	relationships	our parents or			activity,	make mistakes	
	relationships	carers, teachers			dental health	we are called to	
		and our parish			and healthy	receive	
•		priest			eating	forgiveness and	
	types of teasing,	priest			cating	to forgive others	
	and that all					when they make	
	bullying is wrong				• The	mistakes	
	and				importance	mistakes	
	unacceptable				of sleep, rest		
					and	That Jesus died	
					recreation for	on the cross so	
					our health	that we would	
						be forgiven	
					 How to 		
					maintain		
					personal		
					hygiene		
		Session 4: Harmful			Session 4: Clean and		
		Substances			healthy		
		(HE: Drugs, alcohol			(HE: Health and		
		and tobacco)			prevention)		
		 Medicines are 			As above		
		drugs, but not					
		all drugs are					
		good for us.					
		0					

		1	1	
 Alcohol and 				
tobacco are				
harmful				
substances.				
Substances.				
Our bodies are				
created by God,				
so we should				
take care of				
them and be				
careful about				
what we				
consume				
Session 5: Can you				
, help me?				
(HE: Basic First Aid)				
About what is				
and isn't an				
emergency				
That in an				
emergency, they				
(or an adult)				
should call 999				
and ask for				
ambulance,				
police and/or				
fire brigade				

Whole School Curriculum Map for Relationships, Sex & Health Education



Year 3 Module 2: Crea	ted to love others	(Autumn Term)	Module 3: Creat	ted to live in	Module 1: Crea	ted and loved by	God (Summer Ter	m)
Module 2: Created to love others (Autumn Term)		community (Spr		WOULLE I. CIEd	ted and loved by	Gou (Summer Ter	111)	
Religious understanding	Personal Relationships	Keeping Safe	Religious understanding	Living in the wider world	Religious understanding	Me, my body, my health	Emotional Wellbeing	Life Cycles
 Story Sessions: Jesus my friend (RSE: Respectful relationships) That God loves, embraces, guides and forgives us; He reconciles us with Him and one another. The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. That relationships take time and effort to sustain. We reflect God's image in our relationships 	 Session 1: Friends, family and others (RSE: Caring friendships) Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong That there are different types of relationships including those between acquaintances, friends, family and relatives That good friendship is when both persons enjoy 	 Session 1: Sharing online (RSE: Online relationships/ Being safe/ HE: Internet safety and harms) To recognise that their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or 	 Session 1: A community of love (RSE: Families and people who care for me) God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship. The human family reflects the Holy Trinity in mutual charity and generosity. We are made in the image of God, which means we are made to love God and others, 	 Session 1: How do I love others (RSE: Caring friendships) That God wants His Church to love and care for others. To devise practical ways of loving and caring for others 	 Session 1: Get up! (RSE: Respectful relationships) We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) Every human life is precious from the beginning of life 	 Session 1: We don't have to be the same. (RSE: Respectful relationships) Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community Self-confidence arises from being loved by God (not status, etc) 	 Session 1: What am I feeling? (HE Mental well-being) That emotions change as they grow up (including hormonal effects) About the range and intensity of their feelings and that 'feelings' are not good guides for action That feelings are not good guides for action That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act 	

with others: this	each other's	bad for us and	and be loved by	(conception)	to	What
is intrinsic to	company and	others	God and others.	natural deat		what 'emotional well-
who we are and		others	Gou and others.	natural death		being' means
to our	also want what					and that
	is truly best for	 How to report 		Personal and		
happiness.	the other	and get help if		communal		positive actions
		they encounter		prayer and		and talking to
	 The difference 	inappropriate		worship are		trusted people
	between a	materials or				enhance
	group of friends	messages		necessary wa	·	emotional well-
	and a 'clique'			of growing in		being
	and a singlet			our relations	nip	
				with God		
	Session 2: When this	Session 2: Chatting	Session 2: What is the	Session 2: The	Session 2: Respecting	Session 2: What am I
	feel bad	online	Church?	Sacraments	our bodies	looking at?
	(HE: Mental Well-	(RSE: Online	(RSE: Families and	(Religious Education	n) (RSE: Respectful	(RSE Online
	being)	relationships/ HE:	people who care for		relationships)	relationships/ HE
	 Develop a 	Internet safety and	me)	• In Baptism G	bd	Internet safety and
	greater	harms)	• The human	makes us His		harms)
	awareness of	 How to use 	family reflects	adopted	to respect and	
	bullying	technology	'	the second se	look after their	• To recognise
	(including cyber-	07	the Holy Trinity	children and		that images in
	bullying), that all	safely	in charity and	'receivers' of	0	0
	bullying is		generosity	love	from God	the media do
	. –	 That bad 			through what	not always
	wrong, and how	language and	The Church	• By regularly	they wear, what	reflect reality
	to respond to	bad behaviour	family comprises	receiving the	they eat and	and can affect
	bullying	are	of home, school	_		how people
			and parish	Sacrament o	بالمناح المناح	feel about
	 Learn about 	inappropriate	(which is part of	Reconciliatio	5	themselves.
	harassment and		the diocese	we grow in g	bod	themselves.
	exploitation in		the diocese	deeds (huma	n	
	relationships,	 That just as what 		virtue)		 That God made
	including	we eat can make				us and loves us
	physical and	us healthy or		a the instance where		as we are
	emotional abuse	make us ill, so		It is importar		
	and how to	,		make a night	·	
	respond	what we watch,		examination	of	
		hear, say or do		conscience.		
		can be good or				
		bad for us and		Receiving the		
		others		Sacraments		
				helps them t		
		 How to report 		develop heal	hy	
		non to report		relationships		
		and get help if		with others		
		they encounter				

inappropriate			
materials or			
messages			
Session 3: Safe in my		Session 3: I am	
body		thankful	
(RSE: Being safe)			
 To judge well 		(RSE Respectful	
what kind of		relationships)	
physical contact			
is acceptable or		 Some 	
unacceptable		behaviour is	
and how to		wrong,	
respond		unacceptable,	
		unhealthy	
That there are		and/or risky.	
different people		,	
we can trust for			
help, especially		Thankfulness	
those who care		builds	
for us, including		resilience	
our teachers and		against	
parish priest		feelings of	
		envy,	
Session 4: Drugs		inadequacy,	
alcohol and tobacco		and	
(HE Drugs, alcohol		insecurity,	
and tobacco)		and against	
 Understand the 		pressure from	
effect that a		peers and the	
range of		media	
substances			
including drugs,			
alcohol and			
tobacco can			
have on the			
body.			
bouy.			
Know that our			
bodies are			
created by God,			
so we should			
take care of			
them and be			

careful about what we consume.		
Session 5: First Aid Heroes. (HE: Basic first aid)		
 In an emergency, it is important to remain calm. 		
• Quick reactions in an emergency can save a life.		
 Children can help in an emergency using their First Aid knowledge 		

Whole School Curriculum Map for Relationships, Sex & Health Education



Year 4								
Module 2: Created to love others (Autumn Term)		Module 3: Creat community (Spr	ing Term)		ted and loved by		•	
	Personal Relationships	Keeping Safe	Religious understanding	Living in the wider world	Religious understanding	Me, my body, my health	Emotional Wellbeing	Life Cycles
 Story Sessions: Jesus my friend (RSE: Respectful relationships) That God loves, embraces, guides and forgives us; He reconciles us with Him and one another. The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. That relationships take time and effort to sustain. We reflect God's image in our relationships 	 Session 1: Friends, family and others (RSE: Caring friendships) Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong That there are different types of relationships including those between acquaintances, friends, family and relatives That good friendship is when both persons enjoy 	 Session 1: Sharing online (RSE: Online relationships/ Being safe/ HE: Internet safety and harms) To recognise that their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or 	 Session 1: A community of love (RSE: Families and people who care for me) God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship. The human family reflects the Holy Trinity in mutual charity and generosity. We are made in the image of God, which means we are made to love God and others, 	 Session 1: How do I love others (RSE: Caring friendships) That God wants His Church to love and care for others. To devise practical ways of loving and caring for others 	 Session 1: Get up! (RSE: Respectful relationships) We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) Every human life is precious from the beginning of life 	 Session 1: We don't have to be the same. (RSE: Respectful relationships) Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community Self-confidence arises from being loved by God (not status, etc) 	 Session 1: What am I feeling? (HE Mental well-being) That emotions change as they grow up (including hormonal effects) About the range and intensity of their feelings' are not good guides for action That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act 	 Session 1: Life Cycles (Yr4) (Sex Education) That they were handmade by God with the help of their parents. How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception. How conception and life in the womb fits into the cycle of life.

with others: this	each other's	bad for us and	and be loved by	(conception) t		What
is intrinsic to	company and	others	God and others.	natural death		what 'emotional well-
who we are and		others	Gou and others.	natural death		being' means
to our	also want what					and that
	is truly best for	 How to report 		Personal and		
happiness.	the other	and get help if		communal		positive actions
		they encounter		prayer and		and talking to
	 The difference 	inappropriate		worship are		trusted people
	between a	materials or			-	enhance
	group of friends	messages		necessary way	5	emotional well-
	and a 'clique'			of growing in		being
	and a singlet			our relationsh	р	
				with God		
	Session 2: When this	Session 2: Chatting	Session 2: What is the	Session 2: The	Session 2: Respecting	Session 2: What am I
	feel bad	online	Church?	Sacraments	our bodies	looking at?
	(HE: Mental Well-	(RSE: Online	(RSE: Families and	(Religious Education) (RSE: Respectful	(RSE Online
	being)	relationships/ HE:	people who care for		relationships)	relationships/ HE
	 Develop a 	Internet safety and	me)	In Baptism Go		Internet safety and
	greater	harms)	• The human	makes us His	 About the need 	harms)
	awareness of	 How to use 	family reflects	adopted	to respect and	
	bullying	technology	'		look after their	• To recognise
	(including cyber-	07	the Holy Trinity	children and		that images in
	bullying), that all	safely	in charity and	'receivers' of H		3
	bullying is		generosity	love	from God	the media do
	. –	 That bad 			through what	not always
	wrong, and how	language and	The Church	• By regularly	they wear, what	reflect reality
	to respond to	bad behaviour	family comprises	receiving the	they eat and	and can affect
	bullying	are	of home, school		what they	how people
			and parish	Sacrament of	in her set and the set of a	feel about
	 Learn about 	inappropriate	(which is part of	Reconciliation		themselves.
	harassment and		the diocese	we grow in go	od	themselves.
	exploitation in		the diocese	deeds (humar		
	relationships,	 That just as what 		virtue)		 That God made
	including	we eat can make				us and loves us
	physical and	us healthy or		• It is income the set		as we are
	emotional abuse	make us ill, so		It is important		
	and how to	,		make a nightly		
	respond	what we watch,		examination o		
		hear, say or do		conscience.		
		can be good or				
		bad for us and		• Receiving the		
		others		Sacraments		
				helps them to		
		 How to report 		develop healt	У	
		non to report		relationships		
		and get help if		with others		
		they encounter				

inappropriate materials or materials or messages Session 3: Safe in my Session 3: Safe in my body (RSE: Being safe) (RSE: Being safe) • To judge well (HE: Changing what kind of physical contact is acceptable or is acceptable or unacceptable • Some	
messages Session 3: Safe in my body Session 3: Safe in my body (RSE: Being safe) (RSE: Being safe) (HE: Changing • To judge well adolescent body) (RSE Respectful what kind of relationships) relationships) physical contact is acceptable or Some	
Session 3: Safe in my body Session 3 What is puberty? (YR4) Session 3: I am puberty? (YR4) (RSE: Being safe) (HE: Changing adolescent body) (RSE Respectful relationships) • To judge well what kind of physical contact is acceptable or • Some	
body puberty? (YR4) thankful (RSE: Being safe) (HE: Changing adolescent body) (RSE Respectful • To judge well what kind of • Learn what the physical contact tis acceptable or means. Some	
(RSE: Being safe) (HE: Changing adolescent body) (RSE Respectful relationships) • To judge well what kind of physical contact is acceptable or • Learn what the term 'puberty' relationships) • Some • Some	
 To judge well what kind of physical contact is acceptable or To judge well Adolescent body) Learn what the term 'puberty' Some 	
what kind of • Learn what the relationships) physical contact is acceptable or means. Some	
physical contact term 'puberty' is acceptable or means.	
is acceptable or means. • Some	,
is acceptable of	ļ
unacceptable • Learn when they behaviour is	ļ
and how to can expect wrong,	ļ
respond puberty to take unacceptable,	
That there are place. unhealthy	
different people • Understand that and/or risky.	
puberty is part	
ol God s plan lor	
those who care our bodies.	
for us, including resilience	ļ
our teachers and against	
parish priest feelings of	
envy,	
Session 4: Drugs Session 4: Changing inadequacy,	
alcohol and tobacco bodies (Yr4) and	
(HE Drugs, alcohol (HE: Changing insecurity,	
and tobacco) adolescent body/ Sex and against	ļ
Understand the	
effect that a	
range of \bullet Learn correct media	
substances naming of	
including drugs, genitalia	ļ
	ļ
changes with	
	ļ
body. during puberty	ļ
Learn what	ļ
Know that our changes will	ļ
bodies are happen to girls	
created by God, during puberty	
so we should	
take care of	
them and be	ļ

careful about what we consume. Session 5: First Aid Heroes. (HE: Basic first aid) In an emergency, it is important to remain calm.		Session 5: Male and female discussion groups (Yr4) (HE: Changing adolescent body)	
 Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge 			



Module 2: Created to love others (Autumn Term)		Module 3: Created to live in community (Spring Term) Module 1		Module 1: Crea	Created and loved by God (Summer Term)			
Religious understanding Session 1: Is God	Personal Relationships Session 1: Under	Keeping Safe Session 1: Sharing is	Religious understanding Session 1: The Trinity	Living in the wider world Session 1: Reaching	Religious understanding Story sessions;	Me, my body, my health Session 1: Gifts and	Emotional Wellbeing Session 1: Body image	Life Cycles Session 1: Making
 calling you? (RSE: Caring friendships/ Respectful relationships) That God calls us to love others About ways in which we can participate in God's call for us to love others 	 pressure (RSE: Being safe) Pressure comes in different forms, and what some of those different forms are There are strategies that they can adopt to resist pressure 	 always caring (RSE: Online relationships/ HE: Internet safety and harms) To recognise that their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely That just as what we eat can make us healthy or make us ill, so 	 God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. The Holy Spirit works through us to share God's love and goodness with others 	 Apply the principles of Catholic Social Teaching to current issues. Find ways in which they can spread God's love in their community. 	 Calming the storm (HE: Changing adolescent body) We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan – and the 	 talents (RSE: Caring friendships) Similarities and differences between people arise as they grow and mature By living and working together ('teamwork') we create community. There are many different types of family set up Self-confidence arises from being loved by God (not status, etc.) 	 (HE: Mental well-being) To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media 	 How a baby grows and develops in its mother's womb Pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us

	· · · · · ·			ľ
	what we	results will be		
	watch, hear,	worth it		
	say or do can			
	be good or bad			
	for us and			
	others			
•	How to report			
	and get help if			
	they encounter			
	inappropriate			
	materials or			
	messages			
	sion 2: Cyber- Session 2: Catholic		Session 2: Girls bodies	Session 2: Peculiar feelings
want a piece of bully			(HE: Changing	(HE: Mental well-being)
	E: Online		adolescent body)	Deepen their
	tionships/ HE: • The principles			understanding of the
	ntal well-being/ of Catholic			range and intensity of
What consent	rnet safety and Social Teaching		 That human 	their feelings; that
and bodily harm	-		beings are	'feelings' are not good
autonomy	That God		different to	guides for action
means	What the term formed them		other animals	guides for action
	cyberbullying out of love, to			
a .	means and know and share		 About the 	Learn that some
reflect on	examples of it His love with		7100040110	behaviour is wrong,
different	others		unique	unacceptable,
scenarios	What		growth and	unhealthy or risky
where it is	cyberbullying		development	
	feels like for		of humans,	
	the victim		and the	
			changes that	
			girls will	
•	How to get		experience	
	help if they		during	
	experience		puberty	
	cyberbullying		. ,	
			 About the 	
			 About the need to 	
			respect their	
			bodies as a	
			gift from God	
			to be looked	

		<u> </u>	 	-ft	
				after well, and	
				dressed	
				appropriately	
				• The need for	
				modesty and	
				appropriate	
				boundaries	
				boundaries	
Session 3: Self-talk	Session 3: Types of			Session 3: Boys bodies	Session 3: Emotional changes
(RSE: Caring	abuse			(HE: Changing	(HE: Mental well-being)
friendships/	(RSE: Being safe)			adolescent body)	
Respectful	• To judge well			• That human	
relationships/ HE:	what kind of			beings are	• That emotions change
Mental well-being)	physical			different to	as they grow up
	contact is			other animals	(including hormonal
 Learn about 	acceptable or				
how thoughts	unacceptable			 About the 	effects)
and feelings	and how to			unique	 To deepen their
impact on	respond			growth and	understanding of the
actions, and				development	range and intensity of
develop	 That there are 			of humans,	their feelings; that
strategies that	different			and the	feelings are not good
will positively	people we can			changes that	guides for action
impact their	trust for help,			girls will	-
	especially			experience	That openness with
actions	those closest			during	trusted
 Apply this 	to us who care			puberty	parents/carers/teachers
approach to	for us,				when worried helps
personal	including			 About the 	with healthy emotional
friendships and	parents,			need to	well-being.
relationships	teachers and			respect their	• That beauty, art, etc.
				bodies as a	can lift the spirit and
	priests			gift from God	also contribute to our
				to be looked	sense of well-being.
				after well, and	sense of weil-being.
				dressed	
				appropriately	
	Session 4: Impacted				Session 4: Seeing stuff online
	lifestyles				(RSE: Online relationships/
	(HE Drugs, alcohol			• The need for	HE: Mental well-being/
	and tobacco)			 The need for modesty and 	Internet safety and harms)
	 About the 			appropriate	
	effect that a			boundaries	
	chrote charta			poundaries	

range of		The difference between
substances		harmful and harmless
including		videos and images
drugs, tobacco		videos and images
and alcohol can		
have on the		 The impact that
body.		harmful videos and
		images can have on
• How to make		young minds
good choices		, o ang minao
about		
substances that		 Ways to combat and
		deal with viewing
would have an		harmful videos and
impact on their		images
health.		
 That our bodies 		
are created by		
God, so we		
should take		
care of them		
and be careful		
about what we		
consume.		
consumer		
Session 5: Making	Session 4: Spots and	
good choices	sleep	
(HE Drugs, alcohol	(HE: Health and	
and tobacco)	prevention))	
	 How to make 	
• Consider how,	good choices	
as they get	that have an	
older, they may	impact on their	
come under	health: rest	
pressure when	and sleep,	
it comes to		
drugs, alcohol	exercise,	
and tobacco	personal	
• Learn that they	hygiene,	
are entitled to	avoiding the	
say "no" for all	overuse of	
	electronic	
sorts of	entertainment,	
reasons, but	etc.	
not least in	eic.	
order to		

protect their God-given bodies		
Session 6: Giving assistance (HE: Basic first aid)		
 The recovery position can be used when a person is unconscious but breathing 		
 DR ABC is a primary survey to find out how to treat life- threatening conditions in order of importance 		



Year 6								
Module 2: Created to love others (Autumn Term)		Module 3: Created to live in community (Spring Term)		Module 1: Created and loved by God (Summer Term)				
Term) Religious understanding Session 1: Is God calling you? (RSE: Caring friendships/ Respectful relationships) • That God calls us to love others • About ways in which we can participate in God's call for us to love others	 Personal Relationships Session 1: Under pressure (RSE: Being safe) Pressure comes in different forms, and what some of those different forms are There are strategies that they can adopt to resist pressure 	Keeping Safe Session 1: Sharing is always caring (RSE: Online relationships/ HE: Internet safety and harms) • To recognise that their increasing independence brings increased responsibility to keep themselves			Religious understanding Story sessions; Calming the storm (HE: Changing adolescent body) • We were created individually by God who cares for us and wants us to put our faith in Him. • Physically becoming an adult is a natural phase of life.	Me, my body, my health Session 1: Gifts and talents (RSE: Caring friendships) • Similarities and differences between people arise as they grow and mature • By living and working together ('teamwork') we create community. • There are many	Emotional Wellbeing Session 1: Body image (HE: Mental well-being) • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves • That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the	 Session 1: Making babies (Part 1) How a baby grows and develops in its mother's womb Pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts
		 and others safe How to use technology safely That just as what we eat can make us 		community.	 Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan 	 different types of family set up Self-confidence arises from being loved by God (not status, etc.) 	media	parents with the job of making us

Г			1.1		1	I
	healthy or		- and the results			
	make us ill, so		will be worth it			
	what we					
	watch, hear,					
	say or do can					
	be good or bad					
	for us and					
	others					
	 How to report 					
	and get help if					
	they encounter					
	, inappropriate					
	materials or					
	messages					
Session 2: Do you	Session 2: Cyber-	Session 2: Catholic		Session 2: Girls bodies	Session 2: Peculiar feelings	Session 2: Making
want a piece of	bullying	Social Teaching		(HE: Changing	(HE: Mental well-being)	babies (Part2) (Yr6)
cake?	(RSE: Online	0		adolescent body)	 Deepen their 	
(RSE: Being safe)	relationships/ HE:	• The principles of			understanding of the	Basic scientific
Understand	Mental well-being/	Catholic Social			range and intensity of	facts about
what consent	Internet safety and	Teaching		 That human 	their feelings; that	sexual
and bodily	harms)			beings are	'feelings' are not good	intercourse
autonomy		• That God		different to		between a
means	What the term	formed them		other animals	guides for action	man and
	cyberbullying	out of love, to				woman
Discuss and	means and	know and share			Learn that some	
reflect on	examples of it	His love with		About the	behaviour is wrong,	• The physical,
different		others		unique	unacceptable,	emotional,
scenarios	 What 			growth and	unhealthy or risky	moral and
where it is right	cyberbullying			development		spiritual
to say 'no'	feels like for			of humans,		implications of
	the victim			and the		sexual
				changes that		intercourse
				girls will		
	 How to get 			experience		• The Christian
	help if they			during		viewpoint that
	experience			puberty		sexual
	cyberbullying					intercourse
				 About the 		should be
				need to		saved for
				respect their		marriage
				bodies as a		

Session 3: Self-talk (RSE: Caring friendships/ Respectful relationships/ HE: Mental well-being) • Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions • Apply this approach to personal friendships and relationships	Session 3: Types of abuse (RSE: Being safe) • To judge well what kind of physical contact is acceptable or unacceptable and how to respond • That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests		 gift from God to be looked after well, and dressed appropriately The need for modesty and appropriate boundaries Session 3: Boys bodies (HE: Changing adolescent body) That human beings are different to other animals About the unique growth and development of humans, and the changes that girls will experience during puberty About the need to respect their bodies as a gift from God to be looked after well, and 	 Session 3: Emotional changes (HE: Mental well-being) That emotions change as they grow up (including hormonal effects) To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being. That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being. 	Session 3: Menstruation (HE: Changing adolescent body) (Yr 6) • About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life • Some practical ways to manage the onset of menstruation
---	---	--	--	---	---

Iffestyles appropriately (KSE: Colline relationships/ (HE hougs, alcohol and tobacco) • About the effect that a renge of substances including drugs, tobacco and alcohol can have on the body. • The need for appropriately boundaries • The inspact that harmful and harms. • How to make good choices about about • The inspact that harmful and harms. • The inspact that harmful videos and images can have on young minds • How to make good choices about • How to make good choices about • Ways to combat and deal with rewring harmful videos and images. • Ways to combat and deal with rewring harmful videos and images. • Ways to combat and deal with rewring harmful videos and images. • Ways to combat and deal with rewring harmful videos and images. • Ways to combat and deal with rewring harmful videos and images. • Ways to combat and deal with rewring harmful videos and images. • Ways to combat and deal with rewring harmful videos and images. • Ways to combat and deal with rewring harmful videos and images. • Ways to combat and deal with rewring harmful videos and images. • Ways to combat images. • • • •<		I		
IHE Drugs, alcohol and tobacco) • About the effect that a range of subtances including drugs, tobacco and alcohol can have on the body. • The read for modery and appropriate boundaries • The difference boween harmful and harmless widcos and images • How to make about • How to make about • The impact that mages • The impact that mages • How to make about • How to make about • Ways to combat and deal with viewing harmful wides and images • Ways to combat and deal with viewing harmful wides and images • That aur bodies are created by God, so we should take care of them and becareful about what we consume. • Sesion 4: Spots and sleep IHE: Health and prevention) • How to make go of choices • Consider how, • Consider how, • How to make go of choices • Heise state and prevention	Session 4: Impacted		dressed	Session 4: Seeing stuff online
Image of backbook Interest safety and harms) effect that a range of subtances including drugs, tobacco and lachal can back on the body. Image of the difference bulk weam harmful videos and images wideos and images including drugs, tobacco and including drugs, tobacco a			appropriately	
About the defect that a range of subtances including drugs tobacco and alcohol con have on the body. How to make good choices about the body. How to make good choices about the body. That curre bodies are consume. That curre bodies are consume. Session 4: Spots and experimental and provinces of them and provinces of the defect of them and provinces of the defect of the defec				
effect that a modefyty and appropriate boundaries • The difference between harmful and harmless videos and images drags, tobacco and alcohol can have on the body. • The impact that harmful videos and images can have on young minds • The impact that harmful videos and images can have on young minds • How to make good choices about substances that would base an pare an impact on their health. • Ways to combat and deal with viewing harmful videos and images • That our bodies are created by God, so we should take care of them and be careful about what we consume. • Session 4: Spots and sleep (HE Drugs, alcohol and tobacco) • Consider how, • Consider how, • How to make good choices				Internet safety and harms)
range of subtances including drugs, tobacco and alcohol can have on the body. - The impact that harmful videos and images can have on young mids • How to make good choices about subtances that would have an impact on their health. - How to make good choices about subtances - Ways to combat and del with viewing harmful videos and images. • That our bodies are created by God, so we should take care of them and be careful about what we consume. - Session 4: Spots and sleep (HE: Health and prevention) ere entain) - Ways to combat and images. • Session 5: Making good choices (HE Drugs, alcohol and bbacco) - Session 4: Spots and sleep (HE: Health and prevention) - How to make good choices				
substances boundaries videos and images drugs; tobacco and alcohol and have on images and have on and alcohol and have on the boundaries Images and have on end bound end have on the boundaries Images and have on end bound end have on the boundaries Images and have on end bound end have on the boundaries Images and have on good choices about substances Images and have on about substances about Images and have on that would have an impact on their health. Images end that would for that our bodies are Images bodies are erested by God, so we should take care of them and be careful about what we images consume. end tabaccol images images end tabaccol end tabaccol images images end tabaccol images images images end tabaccol images images images end tabaccol				 The difference between
including including the body. How to make good choices and images can have on young minds How to make good choices about substances that would that are created by Gody So we should take care of them and be careful about what we consume. Session 5: Making good choices Consider how, C				harmful and harmless
drugs, tobacco and alcohol and alcohol can have on the body. How to make good choices about substances that would have an impact on their health. • That cur badies are created by created by God, so we should take should take session 4: Spots and about what we good choices (HE) Urgs, alcohol alcohoices (HE) Urgs, alcohol and tobacco) • Consider how, How to make			boundaries	videos and images
 and alcohol can have on the body. How to make good choices about substances that would have an impact on their health. That our bodies are created by God, so we should take care of them and be careful about what we consume. Session 4: Spots and sleep (HE: Health and prevention)) Konsider how, 				
 An adduition on the body. How to make good choices about substances that would have an impact on their health. That our bodies are created by God, so we should take care of them and be careful about what we consume. Session 5: Making good choices (HE Drugs, alcohol and tobacco) Consider how, 				The impact that
 Chi bady. How to make good choices about substances that would have an impact on their health. That our bodies are created by God, so we should take care of them and be careful about what we consume. Session 5: Making good choices (HE Drugs, alcohol and tobacco) Consider how, 				
 How to make good choices about substances that would have an impact on their health. That our bodies are created by God, so we should take care of them and be careful about what we consume. Session 4: Spots and sleep (HE Drugs, alcohol and tobacco) Consider how, 				
 How to make good choices about substances that would have an impact on their health. That our bodies are created by God, so we should take care of them and be careful about what we consume. Session 5: Making good choices (HE Drugs, Sachol and tobacco) Consider how, 	the body.			
good choices about substances that would have an impact on their health. • Ways to combat and deal with viewing harmful videos and images • That our bodies are created by God, so we should take care of them and be careful about what we consume. • That our bodies are created by God, so we should take care of them and be careful about what we consume. • Session 4: Spots and sleep (HE Drugs, alcohol and tobacco) • Consider how, • Consider how, • How to make good choices				young minas
about about <td< td=""><td></td><td></td><td></td><td></td></td<>				
substances that would harmful videos and images • That our bodies are created by God, so we should take care of them and be careful about what we consume. Session 5: Making good choices (HE Drugs, alcohol and tobacco) • Consider how,	good choices			 Ways to combat and
that would have an impact on their health. • That our bodies are created by God, so we should take care of them and be careful about what we consume. Session 5: Making good choices (HE Drugs, alcohol and tobacco) • Consider how, • Consider how, b Consider how, c Consider how,	about			deal with viewing
have an impact on their health. • That our bodies are created by God, sive should take care of them and be careful about what we consume. Session 5: Making good choices (HE Drugs, alcohol and tobacco) • Consider how,	substances			harmful videos and
have an impact on their health. • That our bodies are created by God, so we should take care of them and be careful about what we consume. Session 5: Making good choices (HE Drugs, alcohol and tobacco) • Consider how, • Consider how,	that would			images
 That our bodies are created by God, so we should take care of them and be careful about what we consume. Session 5: Making good choices (HE Drugs, alcohol and tobacco) Consider how, 				
bodies are created by God, so we should take care of them and be careful about what we consume. Session 5: Making good choices (HE Drugs, alcohol and tobacco) • Consider how,	on their health.			
bodies are created by God, so we should take care of them and be careful about what we consume. Session 5: Making good choices (HE Drugs, alcohol and tobacco) • Consider how,				
created by God, so we should take care of them and be careful about what we consume. Session 5: Making good choices Session 4: Spots and (HE Drugs, alcohol and tobacco) • Consider how, How to make good choices How to make	That our			
God, so we should take care of them and be careful about what we consume. Session 4: Spots and sleep Session 5: Making good choices Session 4: Spots and sleep (HE Drugs, alcohol and tobacco) Heat the the the the the the the the the th	bodies are			
should take care of them and be careful about what we consume. and be careful about what we consume. session 4: Spots and sleep (HE: Health and prevention)) Session 5: Making good choices (HE Drugs, alcohol and tobacco) session 4: Spots and sleep (HE: Health and prevention)) • Consider how, • How to make good choices	created by			
care of them and be careful about what we consume. Session 5: Making Session 4: Spots and good choices Seep (HE Drugs, alcohol Seep (HE Drugs, alcohol (HE: Health and and tobacco) How to make • Consider how, How to make	God, so we			
and be careful about what we consume. and be careful about what we consume. Session 4: Spots and sleep (HE: Health and prevention)) • Consider how, • Consider how, • How to make good choices	should take			
about what we consume. Session 5: Making good choices (HE Drugs, alcohol and tobacco) Session 4: Spots and sleep (HE: Health and prevention)) • Consider how, • How to make good choices	care of them			
consume. Session 5: Making good choices (HE Drugs, alcohol and tobacco) Session 4: Spots and sleep (HE: Health and prevention)) • Consider how, • How to make good choices	and be careful			
Session 5: Making good choices Session 4: Spots and sleep (HE Drugs, alcohol and tobacco) (HE: Health and prevention)) • Consider how, How to make good choices	about what we			
good choices (HE Drugs, alcohol and tobacco) image: sleep (HE: Health and prevention)) • Consider how, image: sleep (HE: Health and prevention))	consume.			
good choices (HE Drugs, alcohol and tobacco) image: sleep (HE: Health and prevention)) • Consider how, image: sleep (HE: Health and prevention))				
(HE Drugs, alcohol and tobacco) (HE: Health and prevention)) • Consider how, How to make good choices			Session 4: Spots and	
and tobacco) prevention)) • Consider how, How to make good choices				
Consider how, Conside				
Consider how, good choices	and tobacco)		prevention))	
Consider how, good choices			 How to make 	
	• Consider how,			
as they get that have an	as they get		that have an	
older, they impact on their				
may come health: rest				
ilediti. iest				
when it comes				
	to drugs,		exercise,	

 ,		
alcohol and	personal	
tobacco	hygiene,	
Learn that they	avoiding the	
are entitled to	overuse of	
say "no" for all	electronic	
sorts of	entertainment,	
reasons, but	etc.	
not least in	etc.	
order to		
protect their		
God-given		
bodies		
Session 6: Giving		
assistance		
(HE: Basic first aid)		
The recovery		
position can be		
used when a		
person is		
unconscious		
but breathing		
DR ABC is a		
primary survey		
to find out how		
to treat life-		
threatening		
conditions in		
order of		
importance		
importance		