

# 'Life to the Full'

## Whole School Curriculum Map for Relationships, Sex & Health Education



Nursery								
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	Personal Relationships	Keeping Safe	Religious understanding	Living in the wider world	Religious understanding	Me, my body, my health	Emotional Wellbeing	Life Cycles
<p>Session: Role Model (RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>We are part of God's family</li> <li>Jesus cared for others and wanted them to live good lives like him</li> <li>We should love other people in the same way God loves us</li> </ul>	<p>Session 1: Who's who? (RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>To identify special people (e.g. parents, carers, friends) and what makes them special</li> <li>The importance of the nuclear family and of the wider family</li> <li>The importance of being close to and trusting of 'special people' and telling them is something is troubling them.</li> </ul>	<p>Session 1: Safe inside and out (RSE: Being safe)</p> <ul style="list-style-type: none"> <li>About safe and unsafe situations indoors and outdoors, including online.</li> <li>That they can ask for help from their special people.</li> </ul>	<p>Session 1: God is love (RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>That God is love: Father, Son and Holy Spirit</li> <li>That being made in His image means being called to be loved and to love others</li> </ul>	<p>Session 1: Me, you, us (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li> <li>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li> </ul>	<p>Story Sessions: Handmade with love</p> <ul style="list-style-type: none"> <li>We are created individually by God as part of His creation plan</li> <li>We are all God's children and are special</li> <li>Our bodies were created by God and are good</li> <li>We can give thanks to God!</li> </ul>	<p>Session 1: I am me (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>We are each unique, with individual gifts, talents and skills.</li> <li>Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</li> </ul>	<p>Session 1: I like, you like, we all like. (RSE; Caring friendships)</p> <ul style="list-style-type: none"> <li>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>That it is natural for us to relate to and trust one another</li> </ul>	<p>Session 1: Growing up (Science)</p> <ul style="list-style-type: none"> <li>That there are natural life stages from birth to death, and what these are.</li> </ul>

<p>Session 2: You've got a real friend in me (RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>To identify special people (e.g. parents, carers, friends) and what makes them special</li> <li>The importance of the nuclear family and of the wider family</li> <li>The importance of being close to and trusting of 'special people' and telling them is something is troubling them</li> </ul>	<p>Session 2: My body, my rules (RSE: Being safe)</p> <ul style="list-style-type: none"> <li>To know they are entitled to bodily privacy</li> <li>That they can and should be open with 'special people' they trust if anything troubles them</li> <li>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</li> </ul>		<ul style="list-style-type: none"> <li>That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</li> <li>About what harms and what improves the world in which they live</li> </ul>		<p>Session 2: Heads, shoulders, knees and toes (HE Physical health and fitness)</p> <ul style="list-style-type: none"> <li>That their bodies are good and made by God</li> <li>The names of the parts of the body</li> </ul>	<p>Session 2: All the feelings (HE: Emotional well-being)</p> <ul style="list-style-type: none"> <li>A language to describe their feelings</li> <li>An understanding that everyone experiences feelings, both good and bad</li> <li>Simple strategies for managing feelings</li> </ul>	
<p>Session 2: Loving God, loving others (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>What a community is, and that God calls us to live in community with one another</li> <li>Some Scripture illustrating the importance of living in a community</li> </ul>	<p>Session 3: Feeling poorly (HE: Drugs, alcohol and tobacco)</p> <ul style="list-style-type: none"> <li>Medicines should only be taken when a parent or doctor gives them to us.</li> <li>Medicines are not sweets.</li> <li>We should always try to look after our bodies, because</li> </ul>				<p>Session 3: Ready Teddy (HE Physical health and fitness)</p> <ul style="list-style-type: none"> <li>That our bodies are good and we need to look after them</li> <li>What constitutes a healthy lifestyle, including exercise, diet, sleep and</li> </ul>	<p>Session 3: Let's get real (RSE: Caring friendships/ HE: Emotional well-being)</p> <ul style="list-style-type: none"> <li>Simple strategies for managing emotions and behaviour</li> <li>That we have choices and these choices can impact how</li> </ul>	

	<ul style="list-style-type: none"> <li>No matter how small our offerings, they are valuable to God and He can use them for His glory</li> </ul>	<p>God created them and gifted them to us.</p>				<p>personal hygiene</p>	<p>we feel and respond.</p> <ul style="list-style-type: none"> <li>We can say sorry and forgive like Jesus</li> </ul>	
		<p>Session 4: People who help us (HE: Basic First Aid)</p> <ul style="list-style-type: none"> <li>There are lots of jobs designed to help us.</li> <li>Paramedics help us in a medical emergency.</li> <li>First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</li> </ul>						

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## Whole School Curriculum Map for Relationships, Sex & Health Education



Reception								
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	Personal Relationships	Keeping Safe	Religious understanding	Living in the wider world	Religious understanding	Me, my body, my health	Emotional Wellbeing	Life Cycles
<p>Session: Role Model (RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>We are part of God's family</li> <li>Jesus cared for others and wanted them to live good lives like him</li> <li>We should love other people in the same way God loves us</li> </ul>	<p>Session 1: Who's who? (RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>To identify special people (e.g. parents, carers, friends) and what makes them special</li> <li>The importance of the nuclear family and of the wider family</li> <li>The importance of being close to and trusting of 'special people' and telling them is something is troubling them.</li> </ul> <p>Session 2: You've got a real friend in me</p>	<p>Session 1: Safe inside and out (RSE: Being safe)</p> <ul style="list-style-type: none"> <li>About safe and unsafe situations indoors and outdoors, including online.</li> <li>That they can ask for help from their special people.</li> </ul> <p>Session 2: My body, my rules (RSE: Being safe)</p>	<p>Session 1: God is love (RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>That God is love: Father, Son and Holy Spirit</li> <li>That being made in His image means being called to be loved and to love others</li> </ul>	<p>Session 1: Me, you, us (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li> <li>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li> <li>That we have a duty of care for others and for the world we</li> </ul>	<p>Story Sessions: Handmade with love</p> <ul style="list-style-type: none"> <li>We are created individually by God as part of His creation plan</li> <li>We are all God's children and are special</li> <li>Our bodies were created by God and are good</li> <li>We can give thanks to God!</li> </ul>	<p>Session 1: I am me (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>We are each unique, with individual gifts, talents and skills.</li> <li>Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</li> </ul> <p>Session 2: Heads, shoulders, knees and toes</p>	<p>Session 1: I like, you like, we all like. (RSE; Caring friendships)</p> <ul style="list-style-type: none"> <li>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>That it is natural for us to relate to and trust one another</li> </ul> <p>Session 2: All the feelings (HE: Emotional well-being)</p>	<p>Session 1: Growing up (Science)</p> <ul style="list-style-type: none"> <li>That there are natural life stages from birth to death, and what these are.</li> </ul>

	<p>(RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>To identify special people (e.g. parents, carers, friends) and what makes them special</li> <li>The importance of the nuclear family and of the wider family</li> <li>The importance of being close to and trusting of 'special people' and telling them is something is troubling them</li> </ul>	<ul style="list-style-type: none"> <li>To know they are entitled to bodily privacy</li> <li>That they can and should be open with 'special people' they trust if anything troubles them</li> <li>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</li> </ul>		<ul style="list-style-type: none"> <li>live in (charity work, recycling, etc.)</li> <li>About what harms and what improves the world in which they live</li> </ul>		<p>(HE Physical health and fitness)</p> <ul style="list-style-type: none"> <li>That their bodies are good and made by God</li> <li>The names of the parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>A language to describe their feelings</li> <li>An understanding that everyone experiences feelings, both good and bad</li> <li>Simple strategies for managing feelings</li> </ul>	
	<p>Session 2: Loving God, loving others (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>What a community is, and that God calls us to live in community with one another</li> <li>Some Scripture illustrating the importance of living in a community</li> <li>No matter how small our</li> </ul>	<p>Session 3: Feeling poorly (HE: Drugs, alcohol and tobacco)</p> <ul style="list-style-type: none"> <li>Medicines should only be taken when a parent or doctor gives them to us.</li> <li>Medicines are not sweets.</li> <li>We should always try to look after our bodies, because God created them and gifted them to us.</li> </ul>				<p>Session 3: Ready Teddy (HE Physical health and fitness)</p> <ul style="list-style-type: none"> <li>That our bodies are good and we need to look after them</li> <li>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</li> </ul>	<p>Session 3: Let's get real (RSE: Caring friendships/ HE: Emotional well-being)</p> <ul style="list-style-type: none"> <li>Simple strategies for managing emotions and behaviour</li> <li>That we have choices and these choices can impact how we feel and respond.</li> </ul>	

	offerings, they are valuable to God and He can use them for His glory						<ul style="list-style-type: none"> <li>We can say sorry and forgive like Jesus</li> </ul>	
		<p>Session 4: People who help us (HE: Basic First Aid)</p> <ul style="list-style-type: none"> <li>There are lots of jobs designed to help us.</li> <li>Paramedics help us in a medical emergency.</li> <li>First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</li> </ul>						

# 'Life to the Full'

## Whole School Curriculum Map for Relationships, Sex & Health Education



Year 1								
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	Personal Relationships	Keeping Safe	Religious understanding	Living in the wider world	Religious understanding	Me, my body, my health	Emotional Wellbeing	Life Cycles
<p>Session 1: God loves you (RSE: Caring friendships)</p> <ul style="list-style-type: none"> <li>We are part of God's family</li> <li>Saying sorry is important and can mend friendships</li> <li>Jesus cared for others and had expectations of them and how they should act</li> <li>We should love other people in the same way God loves us</li> </ul>	<p>Session 1: Special People (RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special</li> <li>The importance of nuclear and wider family</li> <li>The importance of being close to and trusting special people and telling them if something is troubling them</li> </ul>	<p>Session 1: Being safe (RSE: Online relationships/ Being safe)</p> <ul style="list-style-type: none"> <li>Actively participate in activities and 'Smartie the Penguin' story;</li> <li>Answer questions to know what is and isn't safe online;</li> <li>Know who they can go to talk about anything they feel uncomfortable about, particularly online.</li> </ul>	<p>Session 1: Three in one</p> <ul style="list-style-type: none"> <li>God is love: Father, Son and Holy Spirit</li> <li>Being made in His image means being called to be loved and to love others</li> </ul>	<p>Session 1: The communities we live in (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>That they belong to various communities such as home, school, parish, the wider local community, nation and global community</li> <li>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</li> <li>That we have a duty of care for</li> </ul>	<p>Story sessions: Let the children come</p> <ul style="list-style-type: none"> <li>We are created individually by God</li> <li>God wants us to talk to Him often through the day and treat Him as our best friend</li> <li>God has created us, His children, to know, love and serve Him</li> <li>We are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> </ul>	<p>Session 1: I am unique (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>Children will learn that we are unique, with individual gifts, talents and skills</li> </ul>	<p>Session 1: Feelings, likes and dislikes (HE: Mental health and well-being)</p> <ul style="list-style-type: none"> <li>That it is natural for us to relate to and trust one another</li> <li>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>A language to describe our feelings</li> </ul>	<p>Session 1: The cycle of life (Science)</p> <ul style="list-style-type: none"> <li>Learn and appreciate that there are natural life stages from birth to death, and what these are</li> </ul>
	<p>Session 2: Treat others well</p>	<p>Session 2: Good secrets and bad secrets</p>	<p>Session 2: Who is my neighbour?</p>			<p>Session 2: Girls and boys (RSE: Being Safe)</p>	<p>Session 2: Feeling inside out</p>	

	<p>(RSE: Caring friendships/ Respectful relationships)</p> <ul style="list-style-type: none"> <li>• How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</li> <li>• The characteristics of positive and negative relationships</li> <li>• About different types of teasing, and that all bullying is wrong and unacceptable</li> </ul>	<p>(RSE: Caring friendships/ Being safe)</p> <ul style="list-style-type: none"> <li>• The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</li> <li>• How to resist pressure when feeling unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• To know what a community is, and that God calls us to live in community with one another</li> <li>• A scripture illustrating the importance of living in community as a consequence of this</li> <li>• Jesus' teaching on neighbours</li> </ul>	<p>others and for the world we live in (charity work, recycling etc.)</p> <ul style="list-style-type: none"> <li>• About what harms and what improves the world in which we live</li> </ul>	<ul style="list-style-type: none"> <li>• We can give thanks to God in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• That our bodies are good</li> <li>• The names of our body parts (please refer to the Module Overview for important guidance on discussing genitalia)</li> <li>• That girls and boys have been created by God to be both similar and different, together making up the richness of the human family</li> </ul>	<p>(HE: Mental health and well-being)</p> <ul style="list-style-type: none"> <li>• Gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</li> </ul>	
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	<p>Session 3: ...and say sorry</p> <ul style="list-style-type: none"> <li>• How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</li> <li>• The characteristics of positive and negative relationships</li> <li>• About different types of teasing, and that all bullying is wrong and unacceptable</li> </ul>	<p>Session 3: Physical contact</p> <ul style="list-style-type: none"> <li>• To know that they are entitled to bodily privacy;</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest</li> </ul>				<p>Session 3: Clean and healthy (HE: Health and prevention)</p> <ul style="list-style-type: none"> <li>• That our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</li> <li>• The importance of sleep, rest and recreation for our health</li> <li>• How to maintain personal hygiene</li> </ul>	<p>Session 3: Super Suzie gets angry (HE: Mental health and well-being)</p> <ul style="list-style-type: none"> <li>• Simple strategies for managing feelings and maintaining good behaviour</li> <li>• That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes</li> <li>• That Jesus died on the cross so that we would be forgiven</li> </ul>	
		<p>Session 4: Harmful Substances (HE: Drugs, alcohol and tobacco)</p> <ul style="list-style-type: none"> <li>• Medicines are drugs, but not all drugs are good for us.</li> </ul>				<p>Session 4: Clean and healthy (HE: Health and prevention) As above</p>		

		<ul style="list-style-type: none"><li>• Alcohol and tobacco are harmful substances.</li><li>• Our bodies are created by God, so we should take care of them and be careful about what we consume</li></ul>						
		Session 5: Can you help me? (HE: Basic First Aid) <ul style="list-style-type: none"><li>• About what is and isn't an emergency</li><li>• That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade</li></ul>						

# 'Life to the Full'

## Whole School Curriculum Map for Relationships, Sex & Health Education



Year 2								
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	Personal Relationships	Keeping Safe	Religious understanding	Living in the wider world	Religious understanding	Me, my body, my health	Emotional Wellbeing	Life Cycles
<p>Session 1: God loves you (RSE: Caring friendships)</p> <ul style="list-style-type: none"> <li>We are part of God's family</li> <li>Saying sorry is important and can mend friendships</li> <li>Jesus cared for others and had expectations of them and how they should act</li> <li>We should love other people in the</li> </ul>	<p>Session 1: Special People (RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special</li> <li>The importance of nuclear and wider family</li> <li>The importance of being close to and trusting special people and telling them if something is troubling them</li> </ul>	<p>Session 1: Being safe (RSE: Online relationships/ Being safe)</p> <ul style="list-style-type: none"> <li>Actively participate in activities and 'Smartie the Penguin' story;</li> <li>Answer questions to know what is and isn't safe online;</li> <li>Know who they can go to talk about anything they feel uncomfortable about, particularly online.</li> </ul>	<p>Session 1: Three in one</p> <ul style="list-style-type: none"> <li>God is love: Father, Son and Holy Spirit</li> <li>Being made in His image means being called to be loved and to love others</li> </ul>	<p>Session 1: The communities we live in (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>That they belong to various communities such as home, school, parish, the wider local community, nation and global community</li> <li>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</li> </ul>	<p>Story sessions: Let the children come</p> <ul style="list-style-type: none"> <li>We are created individually by God</li> <li>God wants us to talk to Him often through the day and treat Him as our best friend</li> <li>God has created us, His children, to know, love and serve Him</li> <li>We are created as a unity of body, mind and spirit: who we are matters and</li> </ul>	<p>Session 1: I am unique (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>Children will learn that we are unique, with individual gifts, talents and skills</li> </ul>	<p>Session 1: Feelings, likes and dislikes (HE: Mental health and well-being)</p> <ul style="list-style-type: none"> <li>That it is natural for us to relate to and trust one another</li> <li>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>A language to describe our feelings</li> </ul>	<p>Session 1: The cycle of life (Science)</p> <ul style="list-style-type: none"> <li>Learn and appreciate that there are natural life stages from birth to death, and what these are</li> </ul>

<p>same way God loves us</p>	<p>Session 2: Treat others well (RSE: Caring friendships/ Respectful relationships)</p> <ul style="list-style-type: none"> <li>• How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</li> <li>• The characteristics of positive and negative relationships</li> <li>• About different types of teasing, and that all bullying is wrong and unacceptable</li> </ul>	<p>Session 2: Good secrets and bad secrets (RSE: Caring friendships/ Being safe)</p> <ul style="list-style-type: none"> <li>• The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</li> <li>• How to resist pressure when feeling unsafe</li> </ul>	<p>Session 2: Who is my neighbour?</p> <ul style="list-style-type: none"> <li>• To know what a community is, and that God calls us to live in community with one another</li> <li>• A scripture illustrating the importance of living in community as a consequence of this</li> <li>• Jesus' teaching on neighbours</li> </ul>	<ul style="list-style-type: none"> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</li> <li>• About what harms and what improves the world in which we live</li> </ul>	<p>what we do matters</p> <ul style="list-style-type: none"> <li>• We can give thanks to God in different ways</li> </ul>	<p>Session 2: Girls and boys (RSE: Being Safe)</p> <ul style="list-style-type: none"> <li>• That our bodies are good</li> <li>• The names of our body parts (please refer to the Module Overview for important guidance on discussing genitalia)</li> <li>• That girls and boys have been created by God to be both similar and different, together making up the richness of the human family</li> </ul>	<p>Session 2: Feeling inside out (HE: Mental health and well-being)</p> <ul style="list-style-type: none"> <li>• Gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</li> </ul>	
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	<p>Session 3: ...and say sorry</p> <ul style="list-style-type: none"> <li>• How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</li> <li>• The characteristics of positive and negative relationships</li> <li>• About different types of teasing, and that all bullying is wrong and unacceptable</li> </ul>	<p>Session 3: Physical contact</p> <ul style="list-style-type: none"> <li>• To know that they are entitled to bodily privacy;</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest</li> </ul>				<p>Session 3: Clean and healthy (HE: Health and prevention)</p> <ul style="list-style-type: none"> <li>• That our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</li> <li>• The importance of sleep, rest and recreation for our health</li> <li>• How to maintain personal hygiene</li> </ul>	<p>Session 3: Super Suzie gets angry (HE: Mental health and well-being)</p> <ul style="list-style-type: none"> <li>• Simple strategies for managing feelings and maintaining good behaviour</li> <li>• That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes</li> <li>• That Jesus died on the cross so that we would be forgiven</li> </ul>	
		<p>Session 4: Harmful Substances (HE: Drugs, alcohol and tobacco)</p> <ul style="list-style-type: none"> <li>• Medicines are drugs, but not all drugs are good for us.</li> </ul>				<p>Session 4: Clean and healthy (HE: Health and prevention) As above</p>		

		<ul style="list-style-type: none"><li>• Alcohol and tobacco are harmful substances.</li><li>• Our bodies are created by God, so we should take care of them and be careful about what we consume</li></ul>						
		Session 5: Can you help me? (HE: Basic First Aid) <ul style="list-style-type: none"><li>• About what is and isn't an emergency</li><li>• That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade</li></ul>						

# 'Life to the Full'

## Whole School Curriculum Map for Relationships, Sex & Health Education



Year 3								
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	Personal Relationships	Keeping Safe	Religious understanding	Living in the wider world	Religious understanding	Me, my body, my health	Emotional Wellbeing	Life Cycles
<p><b>Story Sessions: Jesus my friend</b> (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>That God loves, embraces, guides and forgives us; He reconciles us with Him and one another.</li> <li>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness.</li> <li>That relationships take time and effort to sustain.</li> <li>We reflect God's image in our relationships</li> </ul>	<p><b>Session 1: Friends, family and others</b> (RSE: Caring friendships)</p> <ul style="list-style-type: none"> <li>Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong</li> <li>That there are different types of relationships including those between acquaintances, friends, family and relatives</li> <li>That good friendship is when both persons enjoy</li> </ul>	<p><b>Session 1: Sharing online</b> (RSE: Online relationships/ Being safe/ HE: Internet safety and harms)</p> <ul style="list-style-type: none"> <li>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>How to use technology safely</li> <li>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</li> </ul>	<p><b>Session 1: A community of love</b> (RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship.</li> <li>The human family reflects the Holy Trinity in mutual charity and generosity.</li> <li>We are made in the image of God, which means we are made to love God and others,</li> </ul>	<p><b>Session 1: How do I love others</b> (RSE: Caring friendships)</p> <ul style="list-style-type: none"> <li>That God wants His Church to love and care for others.</li> <li>To devise practical ways of loving and caring for others</li> </ul>	<p><b>Session 1: Get up!</b> (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>We are created individually by God who is Love, designed in His own image and likeness</li> <li>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)</li> <li>Every human life is precious from the beginning of life</li> </ul>	<p><b>Session 1: We don't have to be the same.</b> (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community</li> <li>Self-confidence arises from being loved by God (not status, etc)</li> </ul>	<p><b>Session 1: What am I feeling?</b> (HE Mental well-being)</p> <ul style="list-style-type: none"> <li>That emotions change as they grow up (including hormonal effects)</li> <li>About the range and intensity of their feelings and that 'feelings' are not good guides for action</li> <li>That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act</li> </ul>	

<p>with others: this is intrinsic to who we are and to our happiness.</p>	<p>each other's company and also want what is truly best for the other</p> <ul style="list-style-type: none"> <li>The difference between a group of friends and a 'clique'</li> </ul>	<p>bad for us and others</p> <ul style="list-style-type: none"> <li>How to report and get help if they encounter inappropriate materials or messages</li> </ul>	<p>and be loved by God and others.</p>		<p>(conception) to natural death</p> <ul style="list-style-type: none"> <li>Personal and communal prayer and worship are necessary ways of growing in our relationship with God</li> </ul>		<ul style="list-style-type: none"> <li>What 'emotional well-being' means and that positive actions and talking to trusted people enhance emotional well-being</li> </ul>	
	<p>Session 2: When this feel bad (HE: Mental Well-being)</p> <ul style="list-style-type: none"> <li>Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond</li> </ul>	<p>Session 2: Chatting online (RSE: Online relationships/ HE: Internet safety and harms)</p> <ul style="list-style-type: none"> <li>How to use technology safely</li> <li>That bad language and bad behaviour are inappropriate</li> <li>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 bad for us and others</li> <li>How to report and get help if they encounter</li> </ul>	<p>Session 2: What is the Church? (RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>The human family reflects the Holy Trinity in charity and generosity</li> <li>The Church family comprises of home, school and parish (which is part of the diocese)</li> </ul>		<p>Session 2: The Sacraments (Religious Education)</p> <ul style="list-style-type: none"> <li>In Baptism God makes us His adopted children and 'receivers' of His love</li> <li>By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)</li> <li>It is important to make a nightly examination of conscience.</li> <li>Receiving the Sacraments helps them to develop healthy relationships with others</li> </ul>	<p>Session 2: Respecting our bodies (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</li> </ul>	<p>Session 2: What am I looking at? (RSE Online relationships/ HE Internet safety and harms)</p> <ul style="list-style-type: none"> <li>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</li> <li>That God made us and loves us as we are</li> </ul>	



		<p>inappropriate materials or messages</p> <p><b>Session 3: Safe in my body</b> (RSE: Being safe)</p> <ul style="list-style-type: none"> <li>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest</li> </ul> <p><b>Session 4: Drugs alcohol and tobacco</b> (HE Drugs, alcohol and tobacco)</p> <ul style="list-style-type: none"> <li>Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body.</li> <li>Know that our bodies are created by God, so we should take care of them and be</li> </ul>					<p><b>Session 3: I am thankful</b></p> <p>(RSE Respectful relationships)</p> <ul style="list-style-type: none"> <li>Some behaviour is wrong, unacceptable, unhealthy and/or risky.</li> <li>Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media</li> </ul>	
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		careful about what we consume.						
		<b>Session 5: First Aid Heroes.</b> (HE: Basic first aid) <ul style="list-style-type: none"><li>• In an emergency, it is important to remain calm.</li><li>• Quick reactions in an emergency can save a life.</li><li>• Children can help in an emergency using their First Aid knowledge</li></ul>						

# 'Life to the Full'

## Whole School Curriculum Map for Relationships, Sex & Health Education



Year 4								
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	Personal Relationships	Keeping Safe	Religious understanding	Living in the wider world	Religious understanding	Me, my body, my health	Emotional Wellbeing	Life Cycles
<p><b>Story Sessions: Jesus my friend</b> (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>That God loves, embraces, guides and forgives us; He reconciles us with Him and one another.</li> <li>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness.</li> <li>That relationships take time and effort to sustain.</li> <li>We reflect God's image in our relationships</li> </ul>	<p><b>Session 1: Friends, family and others</b> (RSE: Caring friendships)</p> <ul style="list-style-type: none"> <li>Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong</li> <li>That there are different types of relationships including those between acquaintances, friends, family and relatives</li> <li>That good friendship is when both persons enjoy</li> </ul>	<p><b>Session 1: Sharing online</b> (RSE: Online relationships/ Being safe/ HE: Internet safety and harms)</p> <ul style="list-style-type: none"> <li>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>How to use technology safely</li> <li>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</li> </ul>	<p><b>Session 1: A community of love</b> (RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship.</li> <li>The human family reflects the Holy Trinity in mutual charity and generosity.</li> <li>We are made in the image of God, which means we are made to love God and others,</li> </ul>	<p><b>Session 1: How do I love others</b> (RSE: Caring friendships)</p> <ul style="list-style-type: none"> <li>That God wants His Church to love and care for others.</li> <li>To devise practical ways of loving and caring for others</li> </ul>	<p><b>Session 1: Get up!</b> (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>We are created individually by God who is Love, designed in His own image and likeness</li> <li>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)</li> <li>Every human life is precious from the beginning of life</li> </ul>	<p><b>Session 1: We don't have to be the same.</b> (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community</li> <li>Self-confidence arises from being loved by God (not status, etc)</li> </ul>	<p><b>Session 1: What am I feeling?</b> (HE Mental well-being)</p> <ul style="list-style-type: none"> <li>That emotions change as they grow up (including hormonal effects)</li> <li>About the range and intensity of their feelings and that 'feelings' are not good guides for action</li> <li>That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act</li> </ul>	<p><b>Session 1: Life Cycles</b> (Yr4) (Sex Education)</p> <ul style="list-style-type: none"> <li>That they were handmade by God with the help of their parents.</li> <li>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception.</li> <li>How conception and life in the womb fits into the cycle of life.</li> </ul>

<p>with others: this is intrinsic to who we are and to our happiness.</p>	<p>each other's company and also want what is truly best for the other</p> <ul style="list-style-type: none"> <li>The difference between a group of friends and a 'clique'</li> </ul>	<p>bad for us and others</p> <ul style="list-style-type: none"> <li>How to report and get help if they encounter inappropriate materials or messages</li> </ul>	<p>and be loved by God and others.</p>		<p>(conception) to natural death</p> <ul style="list-style-type: none"> <li>Personal and communal prayer and worship are necessary ways of growing in our relationship with God</li> </ul>		<ul style="list-style-type: none"> <li>What 'emotional well-being' means and that positive actions and talking to trusted people enhance emotional well-being</li> </ul>	
	<p>Session 2: When this feel bad (HE: Mental Well-being)</p> <ul style="list-style-type: none"> <li>Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond</li> </ul>	<p>Session 2: Chatting online (RSE: Online relationships/ HE: Internet safety and harms)</p> <ul style="list-style-type: none"> <li>How to use technology safely</li> <li>That bad language and bad behaviour are inappropriate</li> <li>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 bad for us and others</li> <li>How to report and get help if they encounter</li> </ul>	<p>Session 2: What is the Church? (RSE: Families and people who care for me)</p> <ul style="list-style-type: none"> <li>The human family reflects the Holy Trinity in charity and generosity</li> <li>The Church family comprises of home, school and parish (which is part of the diocese)</li> </ul>		<p>Session 2: The Sacraments (Religious Education)</p> <ul style="list-style-type: none"> <li>In Baptism God makes us His adopted children and 'receivers' of His love</li> <li>By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)</li> <li>It is important to make a nightly examination of conscience.</li> <li>Receiving the Sacraments helps them to develop healthy relationships with others</li> </ul>	<p>Session 2: Respecting our bodies (RSE: Respectful relationships)</p> <ul style="list-style-type: none"> <li>About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</li> </ul>	<p>Session 2: What am I looking at? (RSE Online relationships/ HE Internet safety and harms)</p> <ul style="list-style-type: none"> <li>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</li> <li>That God made us and loves us as we are</li> </ul>	

		<p>inappropriate materials or messages</p>						
		<p><b>Session 3: Safe in my body</b> (RSE: Being safe)</p> <ul style="list-style-type: none"> <li>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest</li> </ul>				<p><b>Session 3 What is puberty? (YR4)</b> (HE: Changing adolescent body)</p> <ul style="list-style-type: none"> <li>Learn what the term 'puberty' means.</li> <li>Learn when they can expect puberty to take place.</li> <li>Understand that puberty is part of God's plan for our bodies.</li> </ul>	<p><b>Session 3: I am thankful</b> (RSE Respectful relationships)</p> <ul style="list-style-type: none"> <li>Some behaviour is wrong, unacceptable, unhealthy and/or risky.</li> <li>Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media</li> </ul>	
		<p><b>Session 4: Drugs alcohol and tobacco</b> (HE Drugs, alcohol and tobacco)</p> <ul style="list-style-type: none"> <li>Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body.</li> <li>Know that our bodies are created by God, so we should take care of them and be</li> </ul>				<p><b>Session 4: Changing bodies (Yr4)</b> (HE: Changing adolescent body/ Sex Education)</p> <ul style="list-style-type: none"> <li>Learn correct naming of genitalia</li> <li>Learn what changes will happen to boys during puberty</li> <li>Learn what changes will happen to girls during puberty</li> </ul>		

		careful about what we consume.						
		<p>Session 5: First Aid Heroes.  (HE: Basic first aid)</p> <ul style="list-style-type: none"> <li>• In an emergency, it is important to remain calm.</li> <li>• Quick reactions in an emergency can save a life.</li> <li>• Children can help in an emergency using their First Aid knowledge</li> </ul>				<p>Session 5: Male and female discussion groups (Yr4)  (HE: Changing adolescent body)</p>		

# 'Life to the Full'

## Whole School Curriculum Map for Relationships, Sex & Health Education



Year 5								
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	Personal Relationships	Keeping Safe	Religious understanding	Living in the wider world	Religious understanding	Me, my body, my health	Emotional Wellbeing	Life Cycles
<p>Session 1: Is God calling you? (RSE: Caring friendships/ Respectful relationships)</p> <ul style="list-style-type: none"> <li>That God calls us to love others</li> <li>About ways in which we can participate in God's call for us to love others</li> </ul>	<p>Session 1: Under pressure (RSE: Being safe)</p> <ul style="list-style-type: none"> <li>Pressure comes in different forms, and what some of those different forms are</li> <li>There are strategies that they can adopt to resist pressure</li> </ul>	<p>Session 1: Sharing is always caring (RSE: Online relationships/ HE: Internet safety and harms)</p> <ul style="list-style-type: none"> <li>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>How to use technology safely</li> <li>That just as what we eat can make us healthy or make us ill, so</li> </ul>	<p>Session 1: The Trinity</p> <ul style="list-style-type: none"> <li>God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.</li> <li>The Holy Spirit works through us to share God's love and goodness with others</li> </ul>	<p>Session 1: Reaching out</p> <ul style="list-style-type: none"> <li>Apply the principles of Catholic Social Teaching to current issues.</li> <li>Find ways in which they can spread God's love in their community.</li> </ul>	<p>Story sessions; Calming the storm (HE: Changing adolescent body)</p> <ul style="list-style-type: none"> <li>We were created individually by God who cares for us and wants us to put our faith in Him.</li> <li>Physically becoming an adult is a natural phase of life.</li> <li>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</li> </ul>	<p>Session 1: Gifts and talents (RSE: Caring friendships)</p> <ul style="list-style-type: none"> <li>Similarities and differences between people arise as they grow and mature</li> <li>By living and working together ('teamwork') we create community.</li> <li>There are many different types of family set up</li> <li>Self-confidence arises from being loved by God (not status, etc.)</li> </ul>	<p>Session 1: Body image (HE: Mental well-being)</p> <ul style="list-style-type: none"> <li>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media</li> </ul>	<p>Session 1: Making babies (Part 1)</p> <ul style="list-style-type: none"> <li>How a baby grows and develops in its mother's womb</li> <li>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</li> </ul>

		<p>what we watch, hear, say or do can be good or bad for us and others</p> <ul style="list-style-type: none"> <li>How to report and get help if they encounter inappropriate materials or messages</li> </ul>			results will be worth it			
	<p>Session 2: Do you want a piece of cake? (RSE: Being safe)</p> <ul style="list-style-type: none"> <li>Understand what consent and bodily autonomy means</li> <li>Discuss and reflect on different scenarios where it is right to say 'no'</li> </ul>	<p>Session 2: Cyber-bullying (RSE: Online relationships/ HE: Mental well-being/ Internet safety and harms)</p> <ul style="list-style-type: none"> <li>What the term cyberbullying means and examples of it</li> <li>What cyberbullying feels like for the victim</li> <li>How to get help if they experience cyberbullying</li> </ul>	<p>Session 2: Catholic Social Teaching</p> <ul style="list-style-type: none"> <li>The principles of Catholic Social Teaching</li> <li>That God formed them out of love, to know and share His love with others</li> </ul>			<p>Session 2: Girls bodies (HE: Changing adolescent body)</p> <ul style="list-style-type: none"> <li>That human beings are different to other animals</li> <li>About the unique growth and development of humans, and the changes that girls will experience during puberty</li> <li>About the need to respect their bodies as a gift from God to be looked</li> </ul>	<p>Session 2: Peculiar feelings (HE: Mental well-being)</p> <ul style="list-style-type: none"> <li>Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action</li> <li>Learn that some behaviour is wrong, unacceptable, unhealthy or risky</li> </ul>	



						<p>after well, and dressed appropriately</p> <ul style="list-style-type: none"> <li>The need for modesty and appropriate boundaries</li> </ul>		
	<p>Session 3: Self-talk (RSE: Caring friendships/ Respectful relationships/ HE: Mental well-being)</p> <ul style="list-style-type: none"> <li>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions</li> <li>Apply this approach to personal friendships and relationships</li> </ul>	<p>Session 3: Types of abuse (RSE: Being safe)</p> <ul style="list-style-type: none"> <li>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</li> </ul>				<p>Session 3: Boys bodies (HE: Changing adolescent body)</p> <ul style="list-style-type: none"> <li>That human beings are different to other animals</li> <li>About the unique growth and development of humans, and the changes that girls will experience during puberty</li> <li>About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately</li> <li>The need for modesty and appropriate boundaries</li> </ul>	<p>Session 3: Emotional changes (HE: Mental well-being)</p> <ul style="list-style-type: none"> <li>That emotions change as they grow up (including hormonal effects) <ul style="list-style-type: none"> <li>To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action</li> </ul> </li> <li>That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.</li> <li>That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.</li> </ul>	
		<p>Session 4: Impacted lifestyles (HE Drugs, alcohol and tobacco)</p> <ul style="list-style-type: none"> <li>About the effect that a</li> </ul>					<p>Session 4: Seeing stuff online (RSE: Online relationships/ HE: Mental well-being/ Internet safety and harms)</p>	

		<p>range of substances including drugs, tobacco and alcohol can have on the body.</p> <ul style="list-style-type: none"> <li>• How to make good choices about substances that would have an impact on their health.</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume.</li> </ul>					<ul style="list-style-type: none"> <li>• The difference between harmful and harmless videos and images</li> <li>• The impact that harmful videos and images can have on young minds</li> <li>• Ways to combat and deal with viewing harmful videos and images</li> </ul>	
		<p>Session 5: Making good choices (HE Drugs, alcohol and tobacco)</p> <ul style="list-style-type: none"> <li>• Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco</li> <li>• Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to</li> </ul>				<p>Session 4: Spots and sleep (HE: Health and prevention)</p> <ul style="list-style-type: none"> <li>• How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</li> </ul>		

		protect their God-given bodies						
		<b>Session 6: Giving assistance</b> <b>(HE: Basic first aid)</b> <ul style="list-style-type: none"><li>• The recovery position can be used when a person is unconscious but breathing</li><li>• DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</li></ul>						

# 'Life to the Full'

## Whole School Curriculum Map for Relationships, Sex & Health Education



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)			
Religious understanding	Personal Relationships	Keeping Safe	Religious understanding	Living in the wider world	Religious understanding	Me, my body, my health	Emotional Wellbeing	Life Cycles
<p>Session 1: Is God calling you? (RSE: Caring friendships/ Respectful relationships)</p> <ul style="list-style-type: none"> <li>That God calls us to love others</li> <li>About ways in which we can participate in God's call for us to love others</li> </ul>	<p>Session 1: Under pressure (RSE: Being safe)</p> <ul style="list-style-type: none"> <li>Pressure comes in different forms, and what some of those different forms are</li> <li>There are strategies that they can adopt to resist pressure</li> </ul>	<p>Session 1: Sharing is always caring (RSE: Online relationships/ HE: Internet safety and harms)</p> <ul style="list-style-type: none"> <li>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>How to use technology safely</li> <li>That just as what we eat can make us</li> </ul>	<p>Session 1: The Trinity</p> <ul style="list-style-type: none"> <li>God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.</li> <li>The Holy Spirit works through us to share God's love and goodness with others</li> </ul>	<p>Session 1: Reaching out</p> <ul style="list-style-type: none"> <li>Apply the principles of Catholic Social Teaching to current issues.</li> <li>Find ways in which they can spread God's love in their community.</li> </ul>	<p>Story sessions; Calming the storm (HE: Changing adolescent body)</p> <ul style="list-style-type: none"> <li>We were created individually by God who cares for us and wants us to put our faith in Him.</li> <li>Physically becoming an adult is a natural phase of life.</li> <li>Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan</li> </ul>	<p>Session 1: Gifts and talents (RSE: Caring friendships)</p> <ul style="list-style-type: none"> <li>Similarities and differences between people arise as they grow and mature</li> <li>By living and working together ('teamwork') we create community.</li> <li>There are many different types of family set up</li> <li>Self-confidence arises from being loved by God (not status, etc.)</li> </ul>	<p>Session 1: Body image (HE: Mental well-being)</p> <ul style="list-style-type: none"> <li>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media</li> </ul>	<p>Session 1: Making babies (Part 1)</p> <ul style="list-style-type: none"> <li>How a baby grows and develops in its mother's womb</li> <li>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</li> </ul>

		<p>healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <ul style="list-style-type: none"> <li>How to report and get help if they encounter inappropriate materials or messages</li> </ul>			– and the results will be worth it			
	<p>Session 2: Do you want a piece of cake? (RSE: Being safe)</p> <ul style="list-style-type: none"> <li>Understand what consent and bodily autonomy means</li> <li>Discuss and reflect on different scenarios where it is right to say 'no'</li> </ul>	<p>Session 2: Cyber-bullying (RSE: Online relationships/ HE: Mental well-being/ Internet safety and harms)</p> <ul style="list-style-type: none"> <li>What the term cyberbullying means and examples of it</li> <li>What cyberbullying feels like for the victim</li> <li>How to get help if they experience cyberbullying</li> </ul>	<p>Session 2: Catholic Social Teaching</p> <ul style="list-style-type: none"> <li>The principles of Catholic Social Teaching</li> <li>That God formed them out of love, to know and share His love with others</li> </ul>			<p>Session 2: Girls bodies (HE: Changing adolescent body)</p> <ul style="list-style-type: none"> <li>That human beings are different to other animals</li> <li>About the unique growth and development of humans, and the changes that girls will experience during puberty</li> <li>About the need to respect their bodies as a</li> </ul>	<p>Session 2: Peculiar feelings (HE: Mental well-being)</p> <ul style="list-style-type: none"> <li>Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action</li> <li>Learn that some behaviour is wrong, unacceptable, unhealthy or risky</li> </ul>	<p>Session 2: Making babies (Part2) (Yr6)</p> <ul style="list-style-type: none"> <li>Basic scientific facts about sexual intercourse between a man and woman</li> <li>The physical, emotional, moral and spiritual implications of sexual intercourse</li> <li>The Christian viewpoint that sexual intercourse should be saved for marriage</li> </ul>

						<p>gift from God to be looked after well, and dressed appropriately</p> <ul style="list-style-type: none"> <li>The need for modesty and appropriate boundaries</li> </ul>		
	<p>Session 3: Self-talk (RSE: Caring friendships/ Respectful relationships/ HE: Mental well-being)</p> <ul style="list-style-type: none"> <li>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions</li> <li>Apply this approach to personal friendships and relationships</li> </ul>	<p>Session 3: Types of abuse (RSE: Being safe)</p> <ul style="list-style-type: none"> <li>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</li> </ul>				<p>Session 3: Boys bodies (HE: Changing adolescent body)</p> <ul style="list-style-type: none"> <li>That human beings are different to other animals</li> <li>About the unique growth and development of humans, and the changes that girls will experience during puberty</li> <li>About the need to respect their bodies as a gift from God to be looked after well, and</li> </ul>	<p>Session 3: Emotional changes (HE: Mental well-being)</p> <ul style="list-style-type: none"> <li>That emotions change as they grow up (including hormonal effects) <ul style="list-style-type: none"> <li>To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action</li> </ul> </li> <li>That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.</li> <li>That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.</li> </ul>	<p>Session 3: Menstruation (HE: Changing adolescent body) (Yr 6)</p> <ul style="list-style-type: none"> <li>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</li> <li>Some practical ways to manage the onset of menstruation</li> </ul>

		<p><b>Session 4: Impacted lifestyles</b> (HE Drugs, alcohol and tobacco)</p> <ul style="list-style-type: none"> <li>• About the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</li> <li>• How to make good choices about substances that would have an impact on their health.</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume.</li> </ul>				<p>dressed appropriately</p> <ul style="list-style-type: none"> <li>• The need for modesty and appropriate boundaries</li> </ul>	<p><b>Session 4: Seeing stuff online</b> (RSE: Online relationships/ HE: Mental well-being/ Internet safety and harms)</p> <ul style="list-style-type: none"> <li>• The difference between harmful and harmless videos and images</li> <li>• The impact that harmful videos and images can have on young minds</li> <li>• Ways to combat and deal with viewing harmful videos and images</li> </ul>	
		<p><b>Session 5: Making good choices</b> (HE Drugs, alcohol and tobacco)</p> <ul style="list-style-type: none"> <li>• Consider how, as they get older, they may come under pressure when it comes to drugs,</li> </ul>				<p><b>Session 4: Spots and sleep</b> (HE: Health and prevention)</p> <ul style="list-style-type: none"> <li>• How to make good choices that have an impact on their health: rest and sleep, exercise,</li> </ul>		

		<p>alcohol and tobacco</p> <ul style="list-style-type: none"><li>• Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies</li></ul>					<p>personal hygiene, avoiding the overuse of electronic entertainment, etc.</p>		
		<p>Session 6: Giving assistance (HE: Basic first aid)</p> <ul style="list-style-type: none"><li>• The recovery position can be used when a person is unconscious but breathing</li><li>• DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance</li></ul>							