

St Bede's Catholic College

Relationships, Sex and Health Education overview in Religious Formation, Science, PSHE and ICT



A Christian Community Learning and Growing Together

**'I have come that you may have life to the full'
(John 10:10)**

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE, therefore, is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son, and Spirit in communion, united in loving relationships and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of the relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social, and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

The following document is a mapping matrix designed to identify how Relationships, Sex, and Health Education are covered in Religious Formation, Science, PSHE, and ICT. It has been mapped against DfE, CES, and PSHE guidance across key stages 3, 4, and 5.

This document will be reviewed on an annual basis by the RSE Co-ordinator in conjunction with the Principal, Governors, and Safeguarding Lead.

Families

Pupils should know	Religious Formation (through RSE or RF lessons)	Science	PSHE
that there are different types of committed, stable relationships.	Years 7, 9 and 11		Years 7 and 9
how these relationships might contribute to human happiness and their importance for bringing up children.	Year 7 and Year 10		Year 9
what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	Year 11		n/a
why marriage is an important relationship choice for many couples and why it must be freely entered into.	Year 11		Year 9
the characteristics and legal status of other types of long-term relationships.	Year 11		Year 9
the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Year 10		Year 9
how to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Year 8 and 9		Year 7, 8, 9, 10 and 11

Respectful relationships, including relationships

Pupils should know	Religious Formation (through RSE or RF lessons)	Science	PSHE
the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	Years 7-11		Year 7, 9 and 11
practical steps they can take in a range of different contexts to improve or support respectful relationships.	Year 7		Year 7, 9 and 11
how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	Year 7 and 8		Year 7, 8, 10 and 11
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	Year 7 and 8		Year 8 and 10
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Year 7		Year 7 and 9
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Year 7		Year 9, 10 and 11
what constitutes sexual harassment and sexual violence and why these are always unacceptable	Year 9		Year 11
the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	Year 7/8		Year 7, 8 and 10

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Online and the media

Pupils should know	Religious Formation (through RSE or RF lessons)	Science	PSHE
their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Year 7/8/9		Year 7, 8, 9, 10 and 11
about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Year 9 Year 11		Year 7 and 8
not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Year 9		Year 8
what to do and where to get support to report material or manage issues online.	Year 9		Year 9/10/11
the impact of viewing harmful content.	Year 10		Year 11
that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	Year 10/11		Year 11

that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Year 9		Year 11
how information and data is generated, collected, shared and used online.	Year 7/8		Year 10

Being safe

Pupils should know	Religious Formation (through RSE or RF lessons)	Science	PSHE
the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	Year 9 Year 9/10		Year 7
how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	Year 9		Year 9/10

Intimate and sexual relationships, including sexual health

Pupils should know	Religious Formation (through RSE or RF lessons)	Science	PSHE
how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	Year 8/9/		Year 9
that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	Year 8		
*the facts about reproductive health , including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.		*Only this is covered in Science Remainder will be covered in Years 10 and 11 on collapsed timetable for the day	
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Year 9		Year 8 and 10
that they have a choice to delay sex or to enjoy intimacy without sex.	Year 9/11		Year 9 and 10
the facts about the full range of contraceptive choices, efficacy and options available.	Year 11	Years 10/11	Year 9
the facts around pregnancy including miscarriage.		Years 10 and 11 on collapsed timetable for the day	

that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.	Year 10		n/a
how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	Year 11	Year 10	
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Year 11	Year 10	
how the use of alcohol and drugs can lead to risky sexual behaviour.			Year 8 and 9
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Year 11		Year 11

Physical health and mental wellbeing

Pupils should know	Religious Formation (through RSE or RF lessons)	Science	PSHE
how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Year 7 and 8		Year 7 and 8
that happiness is linked to being connected to others.	Year 7 and 8		Year 7 and 8
how to recognise the early signs of mental wellbeing concerns.	Year 7		Year 8

common types of mental ill health (e.g. anxiety and depression).	Year 9		Year 8
how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	Year 8		Year 8
the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Year 9		Year 7 and 9

Internet safety and harms

Pupils should know	Religious Formation (through RSE or RF lessons)	Science	PSHE
the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for bod56), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online	Year 7		Year 8 , 9, 10 and 11

gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.			
how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	Years 7-9		Year 7, 8 and 11

Physical health and fitness

Pupils should know	Religious Formation (through RSE or RF lessons)	Science	PSHE
the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.			Year 7 and 9
the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.		Year 8	Year 7, 9 and 11

about the science relating to blood, organ and stem cell donation.		Year 10	Year 11
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Healthy eating

Pupils should know	Religious Formation (through RSE or RF lessons)	Science	PSHE
how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.		Year 8	Year 7 and 9

Drugs, tobacco and alcohol

Pupils should know	Religious Formation (through RSE or RF lessons)	Science	PSHE
the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.			Year 8 and 10
the law relating to the supply and possession of illegal substances			Year 8 and 10

the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.			Year 8 and 10
the physical and psychological consequences of addiction, including alcohol dependency.			Year 8
awareness of the dangers of drugs which are prescribed but still present serious health risks.		Year 10	Year 8
the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.		Year 10	

Health and prevention

Pupils should know	Religious Formation (through RSE or RF lessons)	Science	PSHE
about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.		Year 9 and 10	Year 7
about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.		Year 9	Year 7
(late secondary) the benefits of regular self-examination and screening.			Year 9 and Year 11
the facts and science relating to immunisation and vaccination.		Year 10	Year 11
the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.			Years 7, 9 and 11

Basic First Aid

Pupils should know	Religious Formation (through RSE or RF lessons)	Science	PSHE
basic treatment for common injuries.			Year 7/Year 9
life-saving skills, including how to administer CPR. (Cardio Pulmonary Resuscitation is usually best taught after 12 years old).			Year 9/11
the purpose of defibrillators and when one might be needed.			Year 9

Changing adolescent body

Pupils should know	Religious Formation (through RSE or RF lessons)	Science	PSHE
key facts about puberty, the changing adolescent body and menstrual wellbeing.	Year 7	Year 7	Year 7
the main changes which take place in males and females, and the implications for emotional and physical health.	Year 7	Year 7	Year 7

The following pages provide a more detailed overview of what is covered in RSE by the RF faculty.

Unit 7.1 - taught in Year 7

Unit 8.1- taught in Year 8

Unit 9.1- taught in Year 9

Units 10.1- taught in Years 10-13*

Life to the Full 7.1 - Who Am I?	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn that they are a completely unique person, and that, body and soul, they are created and	That in school and in wider society they can expect to be treated with respect by others, and that in turn they	3.1.1.1 Respectful of their own bodies, character and giftedness	H.1 how we are all unique
		3.1.1.2 Appreciative for blessings	
		3.1.1.3 Grateful to others and to God	
		3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this	
		3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	
		4.2.4.1 There are a number of different people and	
7.2 - Changing Bodies	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn that puberty involves physical, emotional and sexual development. Whilst this might feel daunting, they will learn that puberty is God's plan	Key facts about puberty, the changing adolescent body and menstrual wellbeing.	3.1.1.7 Courageous in the face of new situations and in facing their fears	H.34 Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing R.5 To recognise that sexual attraction and sexuality are diverse
	The main changes which take place in males and females, and the implications for emotional and physical health.	3.1.3.5 There are many different body shapes, sizes and physical attributes	
	About personal hygiene	3.2.1.3 Respectful, able to identify other people's personal space and respect the ways in which they are different	H20. Strategies for maintaining personal hygiene
		3.1.3.7 How to take care of their body and the	
7.3 - Healthy Inside and Out	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn about self-esteem: what contributes to it, how it can affect their lives and how to increase it.	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	3.1.3.6 Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have negative impact on the individual	H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	3.1.4.1 How to develop self-confidence and self-esteem	H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
	The benefits and importance of physical exercise on mental wellbeing and happiness.	4.2.4.1 There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them	H3. The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H4. Simple strategies to help build resilience to negative opinions, judgements and comments
	The impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)		
	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.		H6. How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
	How to maintain healthy eating		H7. The characteristics of mental and emotional health and strategies for managing these

7.6 - My Life on Screen	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn that they have online 'lives' that they need to take steps to safeguard, just as they do in real life.	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	3.1.1.5 Discerning in their decision making	H3. The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others,	3.1.1.6 Determined and resilient in the face of difficulty	H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing
	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	H.10 A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience	H13. The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities
	The impact of viewing harmful content.	3.1.3.2 To distinguish 'needs' from 'wants'	H30. How to identify risk and manage personal safety in increasingly independent situations, including online
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R2. Indicators of positive, healthy relationships and unhealthy relationships, including online
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	3.2.1.6 Honesty, committed to living truthfully and with integrity	R10. The importance of trust in relationships and the behaviours that can undermine or build trust
	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	3.2.4.5 How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images	R13. How to safely and responsibly form, maintain and manage positive relationships, including online
	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	3.2.4.6 That not all images, language and behaviour are appropriate	R17. Strategies to identify and reduce risk from people online that they do not already know; when and how to access help
			R30. How to manage any request or pressure to share an image of themselves or others, and how to get help
			R42. To recognise peer influence and to develop strategies for managing it, including online
			R43. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
			L1. Study, organisational, research and presentation skills
			L20. That features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
			L21. To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media
			L22. The benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues
			L24. To understand how the way people present themselves online can have positive and negative impacts and on them
			L25. To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them
			in school and wider society, family and friendships, including online)
		3.2.3.2 The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual	R15. To further develop and rehearse the skills of team working
			R16. To further develop the skills of active listening, clear communication, negotiation and compromise

7.7 - Living in the Wider World	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn the effects of their actions on others and understand the concept of social responsibility.	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	3.1.1.5 Discerning in their decision making	H12. How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this	R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
	That happiness is linked to being connected to others.	3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience	L3. To set realistic yet ambitious targets and goals
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	3.1.3.1 To recognise their personal strengths	L9. The benefits of setting ambitious goals and being open to opportunities in all aspects of life
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and	3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	
		3.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble	
		3.2.1.3 Respectful, able to identify other people's personal space and respect the ways in which they are different	
		3.2.1.5 Courteous in their dealings with friends and strangers	
		3.2.1.6 Honesty, committed to living truthfully and with integrity	
		3.2.2.4 How to express love and care for others through acts of charity	
		3.3.1.1 Just, understanding the impact of their actions locally, nationally and globally	
		3.3.1.2 Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally	
		3.3.3.4 They have responsibilities towards their local,	

Life to the Full	Department for Education Guidance	CES Model Curriculum	PSHE Association
8.1 - Created and Chosen			
Pupils will learn what makes them scientifically unique, and that our deepest need is to love and be loved.	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	3.1.1.1 Respectful of their own bodies, character and giftedness	H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
	That happiness is linked to being connected to others.	3.1.1.2 Appreciative for blessings	R3. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
	The physical and psychological risks associated with alcohol consumption	3.1.1.3 Grateful to others and to God	R20. To manage the influence of drugs and alcohol on decision-making within relationships and social situations
		3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this	R21. The need to promote inclusion and challenge discrimination, and how to do so safely, including online
		3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	
		3.1.3.1 To recognise their personal strengths	
		3.1.3.4 To appreciate all five senses	
		3.1.3.5 There are many different body shapes, sizes and physical attributes	
		3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform	
		3.2.2.4 How to discuss religious faith and personal beliefs with others	
		3.2.4.7 Recognise the impact that the use of substances has on the ability to make good and healthy decisions	
To understand that fitting in can be a challenge for lots of people	What to do and where to get support to report material or manage issues online.	3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this	H7. The characteristics of mental and emotional health and strategies for managing these
To appreciate that forming long-lasting friendships takes time and effort.	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	H9. Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
To know that Jesus loves us for who we are.	That happiness is linked to being connected to others.	3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience	H10. A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	3.1.3.1 To recognise their personal strengths	H12. How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need
	How to recognise the early signs of mental wellbeing concerns.	3.1.4.1 How to develop self-confidence and self-esteem	R1. About different types of relationships, including those within families, friendships
		3.1.4.3 There are different emotions which may emerge in relation to change and loss and strategies to manage them	R2. Indicators of positive, healthy relationships and unhealthy relationships, including online
		3.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble	R10. The importance of trust in relationships and the behaviours that can undermine or build trust
		3.2.1.4 Forgiving, developing the skills to allow reconciliation in relationships	R13. How to safely and responsibly form, maintain and manage positive relationships,

8.2 - Appreciating Difference	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn about some of the ways in which people may choose to articulate their identity, including gender and sexual identity.	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	3.1.1.1 Respectful of their own bodies, character and giftedness	H1. How we are all unique
		3.1.1.2 Appreciative for blessings	H3. The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
		3.1.1.3 Grateful to others and to God	H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. That happiness is linked to being connected to others.	3.1.1.6 Determined and resilient in the face of difficulty	H34. Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
	The main changes which take place in males and females, and the implications for emotional and physical health.	3.1.1.7 Courageous in the face of new situations and in facing their fears	R3. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
		3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	R4. The difference between biological sex, gender identity and sexual orientation
	Key facts about puberty, the changing adolescent body and menstrual wellbeing.	3.1.4.5 The concepts of sexual identity, gender identity and sexual orientation	R5. To recognise that sexual attraction and sexuality are diverse
		3.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble	R11. To evaluate expectations about gender roles
		3.2.3.1 About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)	R18. To manage the strong feelings that relationships can cause (including sexual attraction)
		3.2.3.10 Some people will choose to be celibate (unmarried) and to refrain from sexual activity, e.g. single people, priests and those in religious life	R38. To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
		3.2.3.11 There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	R39. The impact of stereotyping, prejudice and discrimination on individuals and relationships
		3.3.2.1 To discuss moral questions in a balanced and well informed way	R40. About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
		3.3.3.6 That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so.	R41. The need to promote inclusion and challenge discrimination, and how to do so safely, including online L23. To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views L26. That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on

8.3 - Feelings	Department for Education Guidance	CES Model Curriculum	PSHE Association
<p>Pupils will learn that an increase in hormone production during puberty leads to physical and psychological changes, including sexual attraction, and methods for managing the feelings involved with these.</p>	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	3.1.1.4 Self-disciplined and able to delay or forego gratification for the sake of greater goods	H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	3.1.1.5 Discerning in their decision making	H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	3.1.2.1 To appreciate sensual pleasure as a gift from God	H6. How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
	That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	3.1.2.2 To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage	H34. Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	R5. To recognise that sexual attraction and sexuality are diverse
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	3.1.3.2 To distinguish 'needs' from 'wants'	R6. How the media portrays relationships and the potential impact of this on people's expectations of relationships
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	3.1.3.3 They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate	R9. To clarify and develop personal values in friendships, love and sexual relationships
	That they have a choice to delay sex or to enjoy intimacy without sex.	3.1.3.4 To appreciate all five senses and to be able to separate sensuality from sexuality	R11. To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	3.1.4.2 The importance and benefits of delaying sexual intercourse until ready	R12. That everyone has the choice to delay sex, or to enjoy intimacy without sex
	That happiness is linked to being connected to others.	3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform	R15. To further develop and rehearse the skills of team working
	The main changes which take place in males and females, and the implications for emotional and physical health.	3.2.1.3 Respectful, able to identify other people's personal space and respect the ways in which they are different	R16. To further develop the skills of active listening, clear communication, negotiation and compromise
		3.2.1.6 Honesty, committed to living truthfully and with integrity	R18. To manage the strong feelings that relationships can cause (including sexual attraction)
		3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children	R28. To gauge readiness for sexual intimacy
		3.2.3.3 That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these	R42. To recognise peer influence and to develop strategies for managing it, including online
		3.2.3.4 The nature and importance of friendship as the basis of a loving, sexual relationship	R43. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
		3.2.3.11 There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	L3. To set realistic yet ambitious targets and goals
		3.3.2.1 To discuss moral questions in a balanced and well informed way	

8.4 - Before I Was Born	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn what happens during the different stages of pregnancy, the importance of pre-natal care and the emotional, real life impact of pregnancies carried to full term and otherwise.	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	3.1.1.3 Grateful to others and to God	H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	3.1.1.7 Courageous in the face of new situations and in facing their fears	H17. The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R1. About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
	The facts around pregnancy including miscarriage.	3.1.5.2 About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g. foetal alcohol syndrome	R34. The consequences of unintended pregnancy, sources of support and the options available
	That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	3.1.5.5 The negative impact of substance use on both male and female fertility	R35. The roles and responsibilities of parents, carers and children in families
		3.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble	L26. That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
		3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children	
		3.2.3.7 The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex	
		3.2.3.8 Understand that loving, supportive family relationships provide the best environment for a child	

8.5 - Tough Relationships	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn the meaning of terms such as 'prejudice', 'discrimination', 'Protected Characteristics', 'tolerance', 'kindness' and 'forgiveness' and consider what these look like in real terms.	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	3.1.1.5 Discerning in their decision making	H4. Simple strategies to help build resilience to negative opinions, judgements and comments
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	3.1.1.6 Determined and resilient in the face of difficulty	R3. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	3.1.1.7 Courageous in the face of new situations and in facing their fears	R10. The importance of trust in relationships and the behaviours that can undermine or build trust
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this	R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	R16. To further develop the skills of active listening, clear communication, negotiation and compromise
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience	R19. To develop conflict management skills and strategies to reconcile after disagreements
		3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R38. To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
		3.2.1.3 Respectful, able to identify other people's personal space and respect the ways in which they are different	R39. The impact of stereotyping, prejudice and discrimination on individuals and relationships
		3.2.1.4 Forgiving, developing the skills to allow reconciliation in relationships	R40. About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
		3.2.3.1 About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)	R41. The need to promote inclusion and challenge discrimination, and how to do so safely, including online
		3.3.1.1 Just, understanding the impact of their actions locally, nationally and globally	R43. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
		3.3.1.2 Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally	L6. The importance and benefits of being a lifelong learner
		3.3.1.3 Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally	L26. That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
		3.3.3.4 They have responsibilities towards their local, global and national community and creation	
		3.3.3.6 That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so.	

8.6 - Think Before You Share	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn about the consequences of sharing images of a sexual nature, how to resist pressure to do this, and the importance of setting rules to keep themselves safe online.	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	3.1.1.1 Respectful of their own bodies, character and giftedness	H6. How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	3.1.1.5 Discerning in their decision making	H9. Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	3.1.1.4 Self-disciplined and able to delay or forego gratification for the sake of greater goods	H12. How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	3.1.1.6 Determined and resilient in the face of difficulty	H30. How to identify risk and manage personal safety in increasingly independent situations, including online
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	3.1.2.6 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	H31. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety
	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	3.1.3.3 They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate	R2. Indicators of positive, healthy relationships and unhealthy relationships, including online
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform	R7. How the media portrays relationships and the potential impact of this on people's expectations of relationships
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R9. To clarify and develop personal values in friendships, love and sexual relationships
	That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	3.2.1.6 Honesty, committed to living truthfully and with integrity	R11. To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	3.2.3.3 That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these	R13. How to safely and responsibly form, maintain and manage positive relationships, including online
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	3.2.3.5 That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.	R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	3.2.4.1 They have autonomy and the right to protect their body from inappropriate and unwanted contact	R29. The impact of sharing sexual images of others without consent
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	3.2.4.5 How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images	R30. How to manage any request or pressure to share an image of themselves or others, and how to get help
	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	3.2.4.6 That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation	R42. To recognise peer influence and to develop strategies for managing it, including online R43. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

8.7 - Wider World	Department for Education Guidance	CES Model Curriculum	PSHE Association
<p>Pupils will learn from history that prejudice can grow into discrimination without the courage of upstanders, and that we all can all, through our language and behaviour, play a part in dismantling prejudice at its root.</p>	<p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p>	3.1.1.5 Discerning in their decision making	H4. Simple strategies to help build resilience to negative opinions, judgements and comments
	<p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p>	3.1.1.7 Courageous in the face of new situations and in facing their fears	H6. How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p>	3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this	H12. How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need
	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p>	3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	R3. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
	<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p>	3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience	R9. To clarify and develop personal values in friendships, love and sexual relationships
	<p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>	3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform	R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
	<p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p>	3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R38. To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
	<p>How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p>	3.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble	R39. The impact of stereotyping, prejudice and discrimination on individuals and relationships
		3.2.1.3 Respectful, able to identify other people's personal space and respect the ways in which they are different	R40. About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
		3.2.1.6 Honesty, committed to living truthfully and with integrity	R41. The need to promote inclusion and challenge discrimination, and how to do so safely, including online
		3.2.3.1 About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)	R43. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
		3.3.1.1 Just, understanding the impact of their actions locally, nationally and globally	L23. To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views
		3.3.1.3 Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally	L26. That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
		3.3.3.4 They have responsibilities towards their local, global and national community and creation	
		3.3.3.6 That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so.	

Cinema-in-Education - The Trouble With Max	Department for Education Guidance	CES Model Curriculum	PSHE Association
Negative pressures and influences from family, friends, social media and the wider media can have a negative impact on our sense of self and the way we treat others.	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	3.1.1.1 Respectful of their own bodies, character and giftedness	H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
Stereotypes based on gender can have a negative impact on our sense of self.	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	3.1.1.2 Appreciative for blessings	H3. The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
It is possible to identify and resist these negative pressures and influences.	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	3.1.1.3 Grateful to others and to God	H4. Simple strategies to help build resilience to negative opinions, judgements and comments
To reflect on the negative pressures and influences students are faced with, and where these voices can come from.	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	3.1.1.6 Determined and resilient in the face of difficulty	H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing
To consider the truth about who they are and how this truth can combat the lies.	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this	H6. How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
To discriminate between good advice from caring people and poor advice from self-interested parties.	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves 3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience 3.1.3.1 To recognise their personal strengths 3.1.3.5 There are many different body shapes, sizes and physical attributes 3.1.3.6 Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have negative impact on the individual 3.1.3.4 How to develop self-confidence and self-esteem 3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform 3.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 3.2.1.6 Honesty, committed to living truthfully and with integrity 3.2.3.2 The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.	H7. The characteristics of mental and emotional health and strategies for managing these H9. Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks H10. A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support H11. The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).] H12. How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need H13. The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities H25. Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H31. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety H34. Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing R2. Indicators of positive, healthy relationships and unhealthy relationships, including online R10. The importance of trust in relationships and the behaviours that can undermine or build trust R13. How to safely and responsibly form, maintain and manage positive relationships, including online R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R42. To recognise peer influence and to develop strategies for managing it, including online L24. To understand how the way people present themselves online can have positive and negative impacts on them

9.2 - Love People, Use Things	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn about objectification, and consider the negative impact of casual sex, pornography and masturbation.	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	3.1.1.1 Respectful of their own bodies, character and giftedness	H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing
	The impact of viewing harmful content.	3.1.1.2 Appreciative for blessings	H30. How to identify risk and manage personal safety in increasingly independent situations, including online
	That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	3.1.1.4 Self-disciplined and able to delay or forego gratification for the sake of greater goods	H31. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety
	How information and data is generated, collected, shared and used online.	3.1.1.7 Courageous in the face of new situations and in facing their fears	H34. Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	3.1.2.1 To appreciate sensual pleasure as a gift from God	R8. That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
	That they have a choice to delay sex or to enjoy intimacy without sex.	3.1.2.2 To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage	R9. To clarify and develop personal values in friendships, love and sexual relationships
	That happiness is linked to being connected to others	3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	R12. That everyone has the choice to delay sex, or to enjoy intimacy without sex
		3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience	R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
		3.1.3.2 To distinguish 'needs' from 'wants'	R18. To manage the strong feelings that relationships can cause (including sexual attraction)
		3.1.3.3 They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate	R28. To gauge readiness for sexual intimacy
		3.1.3.4 To appreciate all five senses and to be able to separate sensuality from sexuality	R31. That intimate relationships should be pleasurable
		3.1.4.2 The importance and benefits of delaying sexual intercourse until ready	R43. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
		3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	L20. That features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
		3.2.1.6 Honesty, committed to living truthfully and with integrity	
		3.2.3.3 That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these	
		3.2.3.5 That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.	
		3.2.4.6 That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation	
		4.2.4.1 There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them	
		3.3.2.1 To discuss moral questions in a balanced and well informed way	

9.3 - In Control of My Choices	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn about love and lust, shame and regret and delaying sexual intimacy: all with a view to making wise, informed and mindful choices.	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	3.1.1.1 Respectful of their own bodies, character and giftedness	H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	3.1.1.4 Self-disciplined and able to delay or forego gratification for the sake of greater goods	H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing
	That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	3.1.1.5 Discerning in their decision making	H9. Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	3.1.2.1 To appreciate sensual pleasure as a gift from God	H30. How to identify risk and manage personal safety in increasingly independent situations, including online
	That they have a choice to delay sex or to enjoy intimacy without sex.	3.1.2.2 To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage	H34. Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	R5. To recognise that sexual attraction and sexuality are diverse
		3.1.3.3 They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate	R9. To clarify and develop personal values in friendships, love and sexual relationships
		3.1.3.4 To appreciate all five senses and to be able to separate sensuality from sexuality	R11. To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
		3.1.4.2 The importance and benefits of delaying sexual intercourse until ready	R12. That everyone has the choice to delay sex, or to enjoy intimacy without sex
		3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R18. To manage the strong feelings that relationships can cause (including sexual attraction)
		3.2.1.6 Honesty, committed to living truthfully and with integrity	R28. To gauge readiness for sexual intimacy
		3.2.2.6 Recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness	R31. That intimate relationships should be pleasurable
		3.2.3.4 The nature and importance of friendship as the basis of a loving, sexual relationship	
		3.2.3.5 That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.	
		3.2.4.6 That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation	
		3.3.2.1 To discuss moral questions in a balanced and well informed way	

9.4 - Fertility and Contraception	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn about methods for managing conception and discuss how they uphold or contravene God's plan for sex.	How these relationships might contribute to human happiness and their importance for bringing up children.	3.1.1.1 Respectful of their own bodies, character and giftedness	H32. About the purpose, importance and different forms of contraception; how and where to access contraception and advice
	Why marriage is an important relationship choice for many couples	3.1.1.2 Grateful to others and to God	R1. About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
	The roles and responsibilities of parents with respect to raising of children	3.1.1.7 Courageous in the face of new situations and in facing their fears	R7. How the media portrays relationships and the potential impact of this on people's expectations of relationships
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	3.1.2.1 To appreciate sensual pleasure as a gift from God	R8. That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	3.1.2.2 To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage	R9. To clarify and develop personal values in friendships, love and sexual relationships
	That they have a choice to delay sex or to enjoy intimacy without sex.	3.1.2.3 The Church's teaching on the morality of natural and artificial methods of managing fertility	R12. That everyone has the choice to delay sex, or to enjoy intimacy without sex
	The facts about the full range of contraceptive choices, efficacy and options available.	3.1.3.2 To distinguish 'needs' from 'wants'	R16. To further develop the skills of active listening, clear communication, negotiation and compromise
	Key facts about puberty, the changing adolescent body and menstrual wellbeing.	3.1.3.3 They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate	R28. To gauge readiness for sexual intimacy
		3.1.4.2 The importance and benefits of delaying sexual intercourse until ready	R31. That intimate relationships should be pleasurable
		3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R32. The communication and negotiation skills necessary for contraceptive use in healthy relationships
		3.1.5.1 Human reproduction, including the structure and function of the male and female reproductive systems	R35. The roles and responsibilities of parents
		3.1.5.3 About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods	R36. The nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
		3.1.5.4 The menstrual cycle and the function of gametes (sperm and ova), in fertilisation.	L23. To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views
		3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children	L26. That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
		3.2.3.8 Understand that loving, supportive family relationships provide the best environment for a child	
		3.3.2.1 To discuss moral questions in a balanced and well informed way	

9.6 - One P
Pupils will learn something, as persons

9.7 - Knowing My Rights and Responsibilities	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn about physical consent, sexual exploitation and human rights.	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	3.1.1.1 Respectful of their own bodies, character and giftedness	H6. How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	3.1.1.5 Discerning in their decision making	H30. How to identify risk and manage personal safety in increasingly independent situations, including online
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	3.1.1.6 Determined and resilient in the face of difficulty	H31. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	3.1.1.7 Courageous in the face of new situations and in facing their fears	R2. Indicators of positive, healthy relationships and unhealthy relationships, including online
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	3.1.2.1 To appreciate sensual pleasure as a gift from God	R10. The importance of trust in relationships and the behaviours that can undermine or build trust
	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, and how these can affect current and future relationships.	3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	R12. That everyone has the choice to delay sex, or to enjoy intimacy without sex
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience	R13. How to safely and responsibly form, maintain and manage positive relationships, including online
	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	3.2.3.1 About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)	R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
	That they have a choice to delay sex or to enjoy intimacy without sex.	3.1.3.3 They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate	R23. The services available to support healthy relationships and manage unhealthy relationships, and how to access them
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	3.1.4.2 The importance and benefits of delaying sexual intercourse until ready	R24. That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
		3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform	R25. About the law relating to sexual consent
		3.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble	R26. How to seek, give, not give and withdraw consent (in all contexts, including online)
		3.2.4.1 They have autonomy and the right to protect their body from inappropriate and unwanted contact	R27. That the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected
		3.2.4.2 To identify the characteristics of unhealthy relationships and where to get help	R28. To gauge readiness for sexual intimacy
		3.2.4.3 Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'.	R31. That intimate relationships should be pleasurable
		3.2.4.4 The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given.	R37. The characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs including online; how to report abusive behaviours or access support for themselves or others
		4.2.4.1 There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them	R40. About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
		3.3.3.6 That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist)	R43. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
		3.3.3.7 The potential tensions between human rights, English law and cultural and religious expectations and practices	

Cinema-in-Education - Love, Honour, Cherish	Department for Education Guidance	CES Model Curriculum	PSHE Association
They can choose to put a very high value on the gift of sex	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	3.1.1.1 Respectful of their own bodies, character and giftedness	H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
Some people choose to delay having sex, and save the gift of sex for marriage	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	3.1.1.4 Self-disciplined and able to delay or forego gratification for the sake of greater goods	H4. Simple strategies to help build resilience to negative opinions, judgements and comments
Sexting is not meaningless fun – it hurts people and uses people	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	3.1.1.5 Discerning in their decision making	H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing
There is a difference between love and lust, and what this difference is	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	3.1.1.7 Courageous in the face of new situations and in facing their fears	H6. How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
There are consequences in posting sexual images through social networks	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	3.1.2.2 To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage	H9. Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
They should not be forced or coerced into any sexual activity that they are not comfortable with	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	H12. How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need
To know that many men and women choose to make a gift of themselves in a lifelong, exclusive relationship through the gift of sex.	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	3.1.3.2 To distinguish 'needs' from 'wants'	R2. Indicators of positive, healthy relationships and unhealthy relationships, including online
To understand that you can make a gift of yourself in many ways	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	3.1.3.3 They have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate	R9. To clarify and develop personal values in friendships, love and sexual relationships
To appreciate that gifts involve waiting and patience	What to do and where to get support to report material or manage issues online.	3.1.4.2 The importance and benefits of delaying sexual intercourse until ready	R10. The importance of trust in relationships and the behaviours that can undermine or build trust
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform	R11. To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
	The concepts of, and laws relating to, sexual consent,	3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R12. That everyone has the choice to delay sex, or to enjoy intimacy without sex
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	3.2.3.2 The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.	R13. How to safely and responsibly form, maintain and manage positive relationships, including online
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	3.2.3.3 That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these	R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
	That they have a choice to delay sex or to enjoy intimacy without sex.	3.2.3.4 The nature and importance of friendship as the basis of a loving, sexual relationship	R18. To manage the strong feelings that relationships can cause (including sexual attraction)
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	3.2.3.5 That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.	R21. How to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships
		3.2.4.1 They have autonomy and the right to protect their body from inappropriate and unwanted contact	R24. That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
		3.2.4.3 Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'.	R28. To gauge readiness for sexual intimacy
		3.2.4.5 How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images	R29. The impact of sharing sexual images of others without consent R30. How to manage any request or pressure to share an image of themselves or others, and how to get help R42. To recognise peer influence and to develop strategies for managing it, including online

Life to the Full	Department for Education Guidance	CES Model Curriculum	PSHE Association
10.1 Authentic Freedom			
Pupils will learn about the objective reality of sex, and how this might impact people's decisions around relationships, including their own hopes and wishes for the future.	Why marriage is an important relationship choice for many couples and why it must be freely entered into	4.1.1.1 Respectful of their own bodies, character and giftedness, including their emerging sexual identity	H4. Strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing
	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	4.1.1.4 Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships	H26. The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	4.1.1.5 Discerning in their decision making, able to exercise wisdom and good judgement	R1. The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	4.1.1.7 Courageous in the face of new situations and in facing their fears, including the courage to be different	R9. To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	4.1.2.2 The importance of self-discipline and moderation	R10. To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	4.1.2.3 To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage, building on learning at KS3	R11. Strategies to manage the strong emotions associated with the different stages of relationships
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	4.1.2.5 That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.	R18. About the concept of consent in maturing relationships
	That they have a choice to delay sex or to enjoy intimacy without sex.	4.1.3.2 How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives	R21. The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	4.1.4.2 The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage	
	That happiness is linked to being connected to others.	4.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform	
		4.1.4.5 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	
		4.2.1.1 Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible	
		4.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children,	
		4.2.2.3 Know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving	
		4.2.2.5 To be able to discuss faith and personal belief sensitively, demonstrating mutual respect	
		4.2.2.6 To understand the importance of self-giving love and forgiveness in a relationship	
		4.2.4.3 The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others' right to give, not give or withdraw consent	
		4.2.4.5 To understand the pernicious influence of gender double standards and victim-blaming	
		4.3.1.2 Self-giving, able to put aside their own wants in order to serve others	
		4.3.2.1 To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas	
		4.3.3.2 To understand and the need to respect others' faith and cultural expectations concerning relationships and	

10.3 - Beliefs, Values and Attitudes	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn the meaning of the terms 'beliefs', 'values' and 'attitudes', how crucial they are in shaping our choices and that we should interrogate them regularly to ensure we are living the way we intend.	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	4.1.1.5 Discerning in their decision making, able to exercise wisdom and good judgement	H1. To accurately assess their areas of strength and development, and where appropriate, act upon feedback
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	4.1.1.7 Courageous in the face of new situations and in facing their fears, including the courage to be different	H2. How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	4.1.2.6 The methods of informing one's conscience and the absolute character of conscientious demands	H3. Strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing
		4.1.3.1 To evaluate their own personal strengths and areas for development	R3. To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
		4.1.3.2 How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives	R9. To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
		4.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform	R10. To understand a variety of faith and cultural practices and beliefs; to respect the role these might play in relationship values
		4.1.4.5 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R28. To recognise when others are using manipulation, persuasion or coercion and how to respond
		4.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context	
		4.2.1.5 Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts	
		4.2.1.6 The importance of honesty and integrity in all forms of communication	
		4.2.2.5 To be able to discuss faith and personal belief sensitively, demonstrating mutual respect	
		4.2.3.1 To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others	
		4.2.3.5 To recognise when others are using manipulation, persuasion or coercion and how to respond	
		4.3.1.1 Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed	
		4.3.2.1 To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas	
		4.3.3.2 To understand and the need to respect others' faith and cultural expectations concerning relationships and sexual activity	
		4.3.3.5 About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community	

10.4 - Parenthood	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn about the 1959 Declaration of the Rights of the Child and how this impacts on legal Parental Responsibility, as well as considering the emotional and practical commitment that being a parent entails.	That there are different types of committed, stable relationships.	4.1.1.2 Appreciative for blessings	R1. The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
	How these relationships might contribute to human happiness and their importance for bringing up children.	4.1.1.3 Grateful to others and to God	R4. The importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	4.1.4.5 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R25. The importance of parenting skills and qualities for family life,
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	4.2.1.1 Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible	
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	4.2.1.4 Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness	
		4.2.1.5 Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts	
		4.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children,	
		4.2.2.6 To understand the importance of self-giving love and forgiveness in a relationship	
		4.2.3.2 The characteristics and benefits of positive, strong, supportive, equal relationships	
		4.2.3.6 Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)	

10.5 - Pregnancy and Abortion	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn about the stages of life in the womb, abortion methods and legality, and sex as so often being divorced from the possibility of parenthood.	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	4.1.1.2 Appreciative for blessings	H26. The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	4.1.1.5 Discerning in their decision making, able to exercise wisdom and good judgement	H29. To overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services
	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	4.1.1.6 Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure	H33. About choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	4.1.1.7 Courageous in the face of new situations and in facing their fears, including the courage to be different	R1. The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
	That they have a choice to delay sex or to enjoy intimacy without sex.	4.1.2.6 The methods of informing one's conscience and the absolute character of conscientious demands	R7. Strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
	That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	4.1.4.2 The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage	R9. To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	4.1.4.5 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R10. To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	4.1.5.2 About gestation and birth	R24. The physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	4.1.5.3 The different stages in the development of an unborn child in the womb from the moment of conception to birth	R25. The importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
		4.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context	R27. About the current legal position on abortion and the range of beliefs and opinions about it
		4.2.2.5 To be able to discuss faith and personal belief sensitively, demonstrating mutual respect	
		4.2.2.7 The sanctity of life, and the significance of this concept in debates about abortion	
		4.2.4.6 To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)	
		4.2.4.7 About abortion, including the current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it	
		4.2.4.9 The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people	
		4.2.4.10 Where and how to obtain sexual health information, advice and support	
		4.2.4.11 About who to talk to for accurate, impartial advice and support in the event of unintended pregnancy	
		4.3.2.1 To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas	
		4.3.3.7 The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	

10.6 - Abuse	Department for Education Guidance	CES Model Curriculum	PSHE Association
Pupils will learn about the four main types of abuse, how to look out for danger signs, resist pressure, access support and know that abuse is never the victim's fault.	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	4.1.1.1 Respectful of their own bodies, character and giftedness, including their emerging sexual identity	H2. How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	4.1.1.5 Discerning in their decision making, able to exercise wisdom and good judgement	H10. How to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	4.1.1.6 Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure	H22. Ways to identify risk and manage personal safety in new social settings,
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	4.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context	H26. The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	4.2.1.6 The importance of honesty and integrity in all forms of communication	R1. The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	4.2.2.4 To recognise their responsibilities towards others, and the human dignity of others in God's eyes	R3. To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
	How to recognise the early signs of mental wellbeing concerns.	4.2.3.1 To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others	R7. Strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	4.2.3.5 To recognise when others are using manipulation, persuasion or coercion and how to respond	R8. To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
		4.2.4.2 An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond	R11. Strategies to manage the strong emotions associated with the different stages of relationships
		4.2.4.8 About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement	R12. To safely and responsibly manage changes in personal relationships including the ending of relationships
		4.2.4.9 The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people	R17. Ways to access information and support for relationships including those experiencing difficulties R30. To recognise when a relationship is abusive and strategies to manage this R31. The skills and strategies to respond to exploitation, bullying, harassment and control in relationships R32. About the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

10.7 - Solidarity	Department for Education Guidance	CES Model Curriculum	PSHE Association
<p>Pupils will learn with compassion about FGM, human trafficking, honour-based violence and about Pope Francis' concept of 'an integral ecology'. Pupils will learn that how they act on their beliefs, values and attitudes will have an effect on the world around them, for good or bad.</p>	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	4.1.1.1 Respectful of their own bodies, character and giftedness,	H1. To accurately assess their areas of strength and development, and where appropriate, act upon feedback
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	4.1.1.2 Appreciative for blessings	H10. How to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help
	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	4.1.1.3 Grateful to others and to God	H22. Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	4.1.2.6 The methods of informing one's conscience and the absolute character of conscientious demands	R3. To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	4.1.3.2 How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives	R10. To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	4.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform	R12. To safely and responsibly manage changes in personal relationships including the ending of relationships
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	4.1.4.5 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
		4.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context	R34. Strategies to challenge all forms of prejudice and discrimination
		4.2.1.3 Respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity	R36. Skills to support younger peers when in positions of influence
		4.2.2.4 To recognise their responsibilities towards others, and the human dignity of others in God's eyes	L28. To assess the causes and personal consequences of extremism and intolerance in all their forms
		4.3.1.1 Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed	L29. To recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern
		4.3.1.2 Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life	
		4.3.1.3 Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails	

Cinema-in-Education - Babies	Department for Education Guidance	CES Model Curriculum	PSHE Association
Why people believe that the unborn child should be protected	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	4.1.1.1 Respectful of their own bodies, character and giftedness, including their emerging sexual identity	H4. Strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing
Why people choose to save sex for marriage	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	4.1.1.5 Discerning in their decision making, able to exercise wisdom and good judgement	H6. About change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences
What options are available someone when facing an unexpected pregnancy	That they have a choice to delay sex or to enjoy intimacy without sex.	4.1.1.6 Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure	H10. How to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help
What support is available after having an abortion or after having a baby	The facts about the full range of contraceptive choices, efficacy and options available.	4.1.1.7 Courageous in the face of new situations and in facing their fears, including the courage to be different	H26. The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)
Students will understand some reasons why it is important to protect life before birth, and they will know better how to respond to an unexpected pregnancy.	That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	4.1.2.3 To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage, building on learning at KS3	H33. About choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice
To learn facts, and expose some myths, about "safe sex".	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	4.1.2.6 The methods of informing one's conscience and the absolute character of conscientious demands	R7. Strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
To understand why some people choose to "save sex" for marriage.	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	4.1.3.2 How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives	R9. To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
		4.1.4.5 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R12. To safely and responsibly manage changes in personal relationships including the ending of relationships
		4.1.5.2 About gestation and birth	R13. Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
		4.1.5.3 The different stages in the development of an unborn child in the womb from the moment of conception to birth	R23. How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
		4.1.5.4 Methods of managing conception for the purposes of achieving or avoiding pregnancy	R24. The physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
		4.2.1.6 The importance of honesty and integrity in all forms of communication	R25. The importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
		4.2.2.4 To recognise their responsibilities towards others, and the human dignity of others in God's eyes	R27. About the current legal position on abortion and the range of beliefs and opinions about it
		4.2.2.7 The sanctity of life, and the significance of this concept in debates about abortion	R35. To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online,
		4.2.3.6 Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)	
		4.2.3.9 The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances	
		4.2.4.6 To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)	
		4.2.4.7 About abortion, including the current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it	
		4.2.4.9 The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice	