

## Trial RSE/PSHCE Programme Overview Term 5 2025

Year	Competencies	Lessons	Topic	In this unit of work, students learn...
7	<b>Influence and discernment</b>   <b>Common Good</b>	14	<b>Developing agency and decision making skills:</b> <ul style="list-style-type: none"> <li>• <i>Drugs, alcohol and tobacco</i></li> <li>• <i>Safety and first aid</i></li> </ul>	<b>Vaping and tobacco</b> <ul style="list-style-type: none"> <li>• learning that because our bodies are temples of the Holy Spirit, they merit care, respect, and protection and how substance abuse violates this sacred trust</li> <li>• how to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol</li> <li>• skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco</li> </ul>
		15		<b>First aid</b> <ul style="list-style-type: none"> <li>• how first aid helps uphold the Catholic principle of cherishing human life by acting with compassion, respect for the dignity of every person, and courage in moments of crisis</li> <li>• how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries</li> <li>• to assess when to contact emergency services</li> </ul>
		16		<b>Safe communities</b> <ul style="list-style-type: none"> <li>• about the rights and responsibilities of those living in communities and how to respect and advocate for them, bearing in mind the Catholic Social Teaching principle of the Common Good</li> <li>• how to safely access help for themselves or others if concerned</li> </ul>
8	<b>Identity and advocacy</b>   <b>Human Dignity</b>	14	<b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b> <ul style="list-style-type: none"> <li>• <i>Healthy relationships</i></li> <li>• <i>Boundaries and consent</i></li> <li>• <i>LGBT+ inclusivity</i></li> <li>• <i>'Sexting'</i></li> <li>• <i>Managing conflict</i></li> </ul>	<b>Sharing nudes</b> <ul style="list-style-type: none"> <li>• while maintaining a focus on our innate human dignity and intimacy as a gift from God, consider strategies to assess readiness and manage relationship pressure</li> <li>• learn how to stay safe and manage requests to share intimate images, including where, when and how to report concerns</li> <li>• about sources of support and how to access them</li> </ul>
		15		<b>Relationships</b> <ul style="list-style-type: none"> <li>• about the Catholic theology of relationships</li> <li>• about the features of healthy and unhealthy relationships, including online</li> <li>• how to maintain respectful relationships, remembering the dignity of all humans</li> </ul>

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		16		<p><b>Personal identity and consent</b></p> <ul style="list-style-type: none"> <li>considering our individual and others' identities as children of God and the impact of this on how we treat others</li> <li>referencing key terminology around sexual orientation, gender identity and diversity in sexual attraction</li> <li>how to assertively and respectfully communicate and negotiate boundaries in relationships with skills and strategies to manage conflict</li> <li>about the UK law relating to consent and how to seek, give, and not give consent</li> </ul>
9	<p><b>Identity and advocacy</b></p>  <p><b>Human Dignity</b></p>	14	<p><b>Developing assertive communication, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>Healthy/unhealthy relationships</li> <li>Consent</li> <li>Relationships and sex in the media</li> </ul>	<p><b>Healthy/unhealthy relationships</b></p> <ul style="list-style-type: none"> <li>about the features of healthy, intimate relationships, including that they should be equitable, pleasurable and not simply about personal fulfillment but a partnership in God's ongoing work of love and redemption.</li> <li>how to recognise healthy and unhealthy relationship behaviours.</li> <li>about stable, committed relationships and features of family life, rooted in faithful love, open to life, and sustained by prayer marked by mutual respect, sacrificial service, and joyful solidarity.</li> </ul>
		15		<p><b>Freedom and capacity to consent</b></p> <ul style="list-style-type: none"> <li>how authentic human freedom in Catholic teaching is ordered toward the good of the person and grounded in respect for another's dignity, and to understand that genuine consent in relationships reflects both freedom and the inviolable worth of each individual</li> <li>about the legal and moral responsibilities in relation to personal freedom and seeking consent</li> <li>how to recognise factors that might affect capacity to consent</li> </ul>

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		16		<p><b>Relationships and sex in the media</b></p> <ul style="list-style-type: none"> <li>• about personal moral and religious values and their influence on decisions on what media to watch</li> <li>• about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations</li> </ul>
10	<p><b>Identity and advocacy</b></p>  <p><b>Peace, Reconciliation and Solidarity</b></p>	14	<p><b>Developing respect for diversity, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• <i>Nature of committed relationships</i></li> <li>• <i>Forced marriage</i></li> <li>• <i>Diversity and discrimination</i></li> <li>• <i>Extremism</i></li> </ul>	<p><b>Nature of committed relationships</b></p> <ul style="list-style-type: none"> <li>• Understand that marriage is a sacred commitment freely chosen by both people, and reflect on how to make loving, faith-filled decisions about the future.</li> <li>• Recognise that forced marriage is always wrong, and know how to get help if someone is being pressured or unsafe.</li> <li>• Explore how Catholic teaching values every person, and learn how to challenge harmful stereotypes about gender and relationships.</li> </ul>
		15		<p><b>Diversity and discrimination</b></p> <ul style="list-style-type: none"> <li>• Understand that every person is made in the image of God, and learn how to respect the dignity of all people — regardless of gender identity, sexual orientation, faith, race, or disability.</li> <li>• Recognise our shared responsibility to speak up for justice, challenge bullying or discrimination, and treat others with compassion and fairness.</li> <li>• Know where to find help and support for themselves or others facing unfair treatment, and reflect on how to live out Catholic values of love, inclusion, and solidarity.</li> </ul>
		16		<p><b>Extremism</b></p> <ul style="list-style-type: none"> <li>• Understand how personal data is collected and used, and reflect on how to make wise, informed choices about sharing information online.</li> <li>• Learn how to spot misleading or extreme content on social media, and consider how it can affect our thoughts, actions, and relationships with others.</li> <li>• Know what extremism is, why it is harmful, and where to go for help if they or someone they know is at risk — promoting peace, truth, and justice in line with Catholic values.</li> </ul>

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11	<b>Identity and advocacy</b>   <b>Dignity at Work and Participation</b>	13	<b>Developing confidence, self-worth, adaptability and decision making skills:</b> <ul style="list-style-type: none"> <li>• <i>Recognising and celebrating successes</i></li> <li>• <i>Transition and new opportunities</i></li> <li>• <i>Aligning actions with goals</i></li> </ul>	<b>Revision techniques</b> <ul style="list-style-type: none"> <li>• Learn that some ways of revising are better than other ways.</li> <li>• Learn that for the best results, your revision needs to take place at the right intervals of time and how to manage time effectively with that in mind.</li> </ul>
		14		<b>Exam stress</b> <ul style="list-style-type: none"> <li>• learning about the potential effects of exam stress on our physical and emotional wellbeing, and ways to manage it.</li> <li>• identify signs of exam stress in yourself and spot the signs of it in others</li> <li>• know who to ask for advice and where to look for guidance on exam stress,</li> <li>• select and use strategies to help them manage exam stress, including revision techniques.</li> </ul>