

Year 7

Please note: Elements of these topics are also covered in other Curriculum areas

Life to the Full 7.1 - Who Am I?	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will learn that they are a completely unique person, and that, body and soul, they are created and loved by God.	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,	3.1.1.1 Respectful of their own bodies, character, and giftedness	H.1 How we are all unique	RE: (Term 1) Who is God? <u>Lesson 1</u> Introduction into RE and Belonging to Different Communities PSHE: (Term 1) <u>Lesson 1</u> SJCS PSHE Introduction <u>Lessons 2 & 3</u> RAOK PSHE: (Term 6) <u>Lesson 3:</u> British Values - Tolerance
		3.1.1.2 Appreciative for blessings		RSHE (Term 3) <u>Lesson:</u> Who Am I? Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.
		3.1.1.3 Grateful to others and to God		RSHE: (Term 3) <u>Lesson:</u> Who Am I? Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God. Lesson: Healthy Inside And Out Thinking about self-esteem helps us consider its impact and how to nurture it
		3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this		RSHE: (Term 3) <u>Lesson:</u> Healthy Inside And Out Thinking about self-esteem helps us consider its impact and how to nurture it. PSHE (Term 2) Lesson 4 How does media influence us?

		3.1.2.5 Understand that their uniqueness, value, and dignity derive from God and hence recognise the respect they should have for themselves		RE: (Term 1) Who is God Lesson 6 How do Catholics know God is real? Ref. Genesis 1: 'Humans created in the image and likeness of God'
		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		RSHE: Term 3 My Life on Screen Online lives need safeguarding, just like in real life. PSHE: (Term 2) Important people in my life PSHE (Term 2) staying Safe online
7.2 - Changing Bodies	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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 for them and He is with them throughout it all.	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	RSHE: (Term 3) Lesson: Changing Bodies Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us. PSHE: (Term 1) Healthy Start Day; Healthy Mindset for a Healthy Start, Happy Confident Kids Workshop
	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	R.5 To recognise that sexual attraction and sexuality are diverse	RSHE: (Term 3) Lesson: Changing Bodies Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
	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	RSHE: (Term 3) Lesson: Where We Come From Sexual intercourse is revealed as more than just a physical act, but a gift from God for married couples, an expression of love and His plan for how babies are made. PSHE: (Term 1) Healthy Start Day; Healthy Mindset for a Healthy Start Happy

		3.1.3.7 How to take care of their body and the importance of taking increased responsibility for their own personal hygiene		<p>Confident Kids Workshop; Dental Hygiene</p> <p>RE: (Term 1) Who is God? <u>Lesson 6</u> How do Catholics know God is real? Ref. Genesis 1: 'Humans created in the image and likeness of God'</p> <p>PSHE: (Term 2) <u>Healthy Start 2: Healthy Eating, Healthy Sleep Strategies</u></p>
7.3 - Healthy Inside and Out	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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	<p>RE: (Term 1) Who is God? <u>Lesson 4</u> How can we know what is true? Different types of Truth,</p> <p>PSHE: (Term 1) Healthy Mindset for a Healthy Start; Happy Confident Kids Workshop <i>October 2022</i></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.	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)	<p>PSHE: (Term 1) <u>Lessons 2 & 3</u> RAOK</p> <p>PSHE (Term 1) <u>Lesson 4</u> How does media influence us?</p>
	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	<p>RE: (Term 1) Who is God? <u>Lesson 1</u> Introduction into RE and knowing the school structure / support system and where to find help</p> <p>PSHE: (Term 2) <u>Lesson 1</u> How does media influence us?</p>
	The impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)		H4. Simple strategies to help build resilience to negative opinions, judgements and comments	<p>RSHE: (Term 3) <u>Lesson:</u> Healthy Inside And Out Thinking about self-esteem helps us consider its impact and how to nurture it</p> <p>PSHE: (Term 2) <u>Lesson 1</u> How does media influence us?</p>
	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	<p>RSHE: (Term 3) <u>Lesson:</u> Family and Friends Reflecting on different types of friendship and family structure opens up strategies for managing</p>

				behaviour through consideration of thoughts, feelings and actions. PSHE: (Terms 1 and 2) <u>Lesson 4</u> Important People In my Life; <u>Lesson 7: What is a healthy lifestyle</u>
	How to maintain healthy eating		H7. The characteristics of mental and emotional health and strategies for managing these	RSHE: (Term 3) <u>Lesson:</u> Living Responsibly. Becoming aware of the effects of actions on others helps us understand the concept of social responsibility. PSHE: (Term 3) <u>Lesson 2</u> Healthy Eating
	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.		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	RSHE: (Term 3) <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions. PSHE: (Term 3) <u>Lessons 2 & 3</u> Healthy Sleep
			H14 The benefits of physical activity and exercise for physical and mental health and wellbeing	RSHE: (Term 3) <u>Lesson:</u> Changing Bodies Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us. PSHE: <u>Lesson 7:</u> What is a healthy lifestyle
			H15. The importance of sleep and strategies to maintain good quality sleep	RSHE: (Term 3) <u>Lesson:</u> Healthy Inside And Out Thinking about self-esteem helps us consider its impact and how to nurture it PSHE: (Term 3) <u>Lessons 2 & 3</u> Healthy Sleep
			H17. The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices	RSHE: (Term 3) <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing

				behaviour through consideration of thoughts, feelings and actions. PSHE: (Term 3) <u>Lesson 2</u> Healthy Eating
			H.34 Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	RSHE: (Term 3) <u>Lesson:</u> Where We Come From Sexual intercourse is revealed as more than just a physical act, but a gift from God for married couples, an expression of love and His plan for how babies are made.
7.4 - Where We Come From	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will learn about sexual intercourse as more than just a physical act, but a gift from God for married couples as His plan for how babies are made.	The facts about reproductive health	3.1.1.1 Respectful of their own bodies, character and giftedness	H.34 Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	RSHE: (Term 3) <u>Lesson:</u> Changing Bodies Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us. PSHE: (Term 1) <u>Lesson 1</u> Lifestyle
	Key facts about puberty, the changing adolescent body and menstrual wellbeing.	3.1.1.3 Grateful to others and to God	R7. How the media portrays relationships and the potential impact of this on people's expectations of relationships	RSHE: (Term 3) <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions. PSHE: (Term 2)) <u>Lesson 1</u> How does the media influence us?
	How relationships might contribute to human happiness and their importance for bringing up children.	3.1.1.7 Courageous in the face of new situations and in facing their fears	R8. That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	RSHE: (Term 3) <u>Lesson:</u> My Life on Screen. Online lives need safeguarding, just like in real life. PSHE: (Term 2)) <u>Lesson 1</u> How does the media influence us?
		3.1.2.1 To appreciate sensual pleasure as a gift from God		RSHE: (Term 3) <u>Lesson:</u> Changing Bodies. Puberty involves physical, emotional and sexual development. Daunting though it

			can be, it is part of God's plan for us. PSHE: (Term 1) Healthy Start Day; Healthy Mindset for a Healthy Start, Happy Confident Kids Workshop
		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	RSHE: (Term 3) <u>Lesson:</u> Where We Come From. Sexual intercourse is revealed as more than just a physical act, but a gift from God for married couples, an expression of love and His plan for how babies are made. PSHE: (Term 1) Healthy Start Day; Healthy Mindset for a Healthy Start, Happy Confident Kids Workshop
		3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	RE: (Term 1) Who is God <u>Lesson 6</u> God's revelation through the work of Mother Teresa and Martin Luther King and their respect RSHE: (Term 3) <u>Lesson:</u> Who Am I? Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.
		3.1.5.1 Human reproduction, including the structure and function of the male and female reproductive systems	RSHE: (Term 3) <u>Lesson:</u> Changing Bodies. Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
		3.1.5.4 The menstrual cycle and the function of gametes (sperm and ova), in fertilisation.	RSHE: (Term 3) <u>Lesson:</u> Changing Bodies. Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
		3.2.1.6 Honesty, committed to living truthfully and with integrity	RE: (Term 1) Who is God <u>Lesson 7</u> Trinity - What makes me live truthfully and with integrity

		3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children		RE: (Term 5) Sacraments and Vocations
7.5 - Family and Friends	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will learn about different types of friendship and family structure, and discuss how better to manage their behaviour through consideration of thoughts, feelings and actions.	That there are different types of committed, stable relationships.	3.1.1.5 Discerning in their decision making	H4. Simple strategies to help build resilience to negative opinions, judgements and comments	RE: (Term 4) How do we know what is fair? Lesson: 1 Being good, making decisions which are good or bad PSHE: (Term 2) Lesson: 2 Important people in my life
	How these relationships might contribute to human happiness and their importance for bringing up children.	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	RSHE: (Term 3) Lesson: Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions. PSHE: (Term 2) Lesson: 2 Important people in my 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.	3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this	R1. About different types of relationships, including those within families, friendships and the factors that can affect them	RSHE: (Term 3) Lesson X PSHE: (Term 2) Lesson: 2 Important people in my life PSHE: (Term 5) Lessons: 1 & 2 Positive Attitudes
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience	R2. Indicators of positive, healthy relationships and unhealthy relationships, including online	RE: (Term 4) How do we know what is fair? Lessons: 2 & 3 Conscience and Christian Morality PSHE (Term 2) Lesson: 4 Important People In my Life (Term 6) Lessons 17-19 Introduction to British Values
	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.	3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform	R9. To clarify and develop personal values in friendships	RSHE: (Term 3) Lesson: Who Am I? Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.

				<p><u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions</p> <p>PSHE: (Term 5) <u>Lessons:</u> 1 & 2 Positive Attitudes</p>
	3.2.1.1 Loyal, able to develop and sustain friendships	R10. The importance of trust in relationships and the behaviours that can undermine or build trust		<p>RE: (Term 4) How do we know what is fair? <u>Lesson 7</u> What are the joys and challenges as living as people of God today?</p>
	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,		<p>RE: (Term 4) <u>Lesson 5</u> What is a Saint? - reconciliation and love in the very heart of good relationships.</p>
	3.2.1.5 Courteous in their dealings with friends and strangers	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>RSHE: (Term 3) <u>Lesson:</u> My Life on Screen. Online lives need safeguarding, just like in real life.</p> <p>PSHE: (Term 2) <u>Lesson:</u> 3 Staying Safe Online</p>
	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.	R15. To further develop and rehearse the skills of team working		<p>RE: (Term 5) Sacraments and Vocations <u>Lesson:</u> 8 Vocations</p>
		R16. To further develop the skills of active listening, clear communication, negotiation and compromise		<p>RSHE: (Term 3) <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.</p> <p>PSHE: (Term 2) <u>Lesson:</u> 2 Important People in My Life (Term 4) <u>Lesson:</u> 2 My skills and qualities</p>
		L1. Study, organisational, research and presentation skills		<p>RSHE: (Term 3) <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.</p>

				PSHE: (Term 5) Lesson: 3 Learning Skills
7.6 - My Life on Screen	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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	RSHE: (Term 3) Lesson: Healthy Inside And Out. Thinking about self-esteem helps us consider its impact and how to nurture it PSHE: (Term 2) Lesson: 3 Staying safe 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,	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	RSHE: (Term 3) Lesson: Healthy Inside And Out. Thinking about self-esteem helps us consider its impact and how to nurture it PSHE (Term 1) Healthy Start Day; Healthy Mindset for a Healthy Start, Happy Confident Kids Workshop
	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	RSHE: (Term 3) Lesson: Who Am I? Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God. PSHE: (Term 2) Lesson: 3 Staying safe online
	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	RE: (Term 4) Lessons: 2 & 3 Conscience and Christian Morality - examination of our own conscience RSHE: (Term 3) Lesson: Living Responsibly. Becoming aware of the effects of actions on others helps us understand the concept of social responsibility. PSHE: (Term 2) Lesson 3 Staying safe online
	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	RSHE: (Term 3) Lesson: Where We Come From. Sexual intercourse is revealed as more than just a physical act, but

				a gift from God for married couples, an expression of love and His plan for how babies are made. PSHE: (Term 2) <u>Lesson 3 Staying safe online</u>
	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	RSHE: (Term 3) <u>Lesson: Living Responsibly.</u> Becoming aware of the effects of actions on others helps us understand the concept of social responsibility. PSHE: (Term 2) <u>Lesson: 3 Staying safe online</u>
	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	RE: (Term 5) Sacraments and Vocations <u>Lesson: 8 Vocations</u>
	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	RSHE: (Term 3) My Life on Screen. Online lives need safeguarding, just like in real life. PSHE: (Term 2) <u>Lesson: 3 Staying safe online</u>
	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	RSHE: (Term 3) My Life on Screen. Online lives need safeguarding, just like in real life. PSHE: (Term 2) <u>Lesson: 3 Staying safe online</u>
			R30. How to manage any request or pressure to share an image of themselves or others, and how to get help	RSHE: (Term 3) My Life on Screen. Online lives need safeguarding, just like in real life. PSHE: (Term 2) <u>Lesson: 3 Staying safe online</u>
			R42. To recognise peer influence and to develop strategies for managing it, including online	RSHE: (Term 3) My Life on Screen. Online lives need safeguarding, just like in real life.

			R43. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	RSHE: (Term 3) <u>Lesson:</u> Healthy Inside And Out. Thinking about self-esteem helps us consider its impact and how to nurture it
			L1. Study, organisational, research and presentation skills	RSHE: (Term 3) <u>Lesson:</u> Healthy Inside And Out. Thinking about self-esteem helps us consider its impact and how to nurture it PSHE: (Term 4) <u>Lessons:</u> 1, 2 & 3 CEIAG
			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	RSHE: (Term 3) My Life on Screen. Online lives need safeguarding, just like in real life. PSHE: (Term 2) <u>Lesson:</u> 3 Staying safe online
			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	RSHE: (Term 3) <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions. Lesson: My Life on Screen. Online lives need safeguarding, just like in real life . PSHE (Term 2) <u>Lesson:</u> 2 Important People in My Life <u>Lesson:</u> 3 Staying safe online
			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	RSHE: (Term 3) My Life on Screen. Online lives need safeguarding, just like in real life. PSHE: (Term 2) <u>Lesson</u> 3 Staying safe online
			L24. To understand how the way people present themselves online can have positive and negative impacts on them	RSHE: (Term 3) <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.

				<p>Lesson: My Life on Screen. Online lives need safeguarding, just like in real life.</p> <p>PSHE: (Term 2) Lesson: 3 Staying safe online</p>
			<p>L25. To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p>	<p>RSHE: (Term 3) Lesson: Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions. Lesson: My Life on Screen. Online lives need safeguarding, just like in real life.</p> <p>PSHE: (Term 2) Lesson: 3 Staying safe online</p>

7.7 - Living in the Wider World	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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	RSHE: (Term 3) Lesson: Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.
	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)	RE: (Term 6) World Religions. Hinduism and Sikhism Lessons: 1 - 9 Happiness is linked to being connected to others
	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	RE: (Term 6) Lesson: Buddhism and the concept of Karma and where pupils will learn the effects of their actions on others and understand the concept of responsibility.
	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	RSHE: (Term 3) Lesson: Healthy Inside And Out. Thinking about self-esteem helps us consider its impact and how to nurture it

	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	3.1.4.6 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices		RSHE: (Term 3) <u>Lesson:</u> Living Responsibly. Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.
		3.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble		PSHE (Term 2) <u>Lesson:</u> 2 Important People in My Life (Term 6) <u>Lessons:</u> 1 -3 Introduction to British Values
		3.2.1.3 Respectful, able to identify other people's personal space and respect the ways in which they are different		RE: (Term 4) How do we know what is fair? <u>Lesson:</u> 4 The Good Samaritan
		3.2.1.5 Courteous in their dealings with friends and strangers		RSHE: (Term 3) <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.
		3.2.1.6 Honesty, committed to living truthfully and with integrity		RSHE: (Term 3) <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.
		3.2.2.4 How to express love and care for others through acts of charity		PSHE <u>Lesson:</u> My Life on Screen. Online lives need safeguarding, just like in real life.
				RSHE: (Term 3) <u>Lesson:</u> Living Responsibly. Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.

		3.3.1.1 Just, understanding the impact of their actions locally, nationally and globally		RSHE: (Term 3) <u>Lesson:</u> Living Responsibly. Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.
		3.3.1.2 Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally		RSHE: (Term 3) <u>Lesson:</u> Living Responsibly. Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.
		3.3.3.4 They have responsibilities towards their local, global and national community and creation		PSHE (Term 1) Lessons 2 & 3 RAOK RE: (Term 4) How do we know what is fair? <u>Lesson:</u> 9 Catholic Social Teaching
Cinema-in-Education - Facts of Life	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
What might seem like harmless communication through social networks can be harmful and painful to others;	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	H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing	RSHE: (Term 3) <u>Lesson:</u> Changing Bodies. Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us. PSHE: (Term 5) <u>Lesson:</u> 2 Who do I think I am?
Things in life don't always happen the way they hope or expect them to;	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.	3.1.1.2 Appreciative for blessings	H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	RSHE: (Term 3) <u>Lesson:</u> Who Am I? Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.
They should examine where and how they seek friendship and the consequences of 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.	3.1.1.3 Grateful to others and to God	H4. Simple strategies to help build resilience to negative opinions, judgements and comments	RSHE: (Term 3) <u>Lesson:</u> Who Am I? Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God. <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.

				PSHE (Term 1) Healthy Start Day Healthy Mindset for a Healthy Start, Happy Confident Kids Workshop
Their value is not dependent on friends, family, the way people think about them or even their achievements; they can rely on how God sees them.	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	H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing	RSHE: (Term 3) <u>Lesson:</u> Healthy Inside And Out. Thinking about self-esteem helps us consider its impact and how to nurture it PSHE (Term 1) Healthy Start Day Healthy Mindset for a Healthy Start, Happy Confident Kids Workshop
Students will develop skills to help them act sensitively and kindly towards others who are having a difficult time, and they will also know where they can go in the school if they themselves are facing a difficult or harmful social situation.	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	3.1.1.7 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	RSHE: (Term 3) <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.
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	RE: (Term 3) Belonging to the Kingdom <u>Lesson:</u> 4 Jesus' Miracles - their teaching and knowing that Jesus performed them to show us how he loves us for who we are, so we may have strong faith and belief in him
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	RE: (Term 4) How do we know what is fair? <u>Lesson:</u> 8 What is Justice? Work of CAFOD
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	RE: (Term 4) How do we know what is fair? <u>Lesson:</u> 8 What is Justice? Work of CAFOD
	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	RSHE: (Term 3) <u>Lesson:</u> Healthy Inside And Out. Thinking about self-esteem helps us consider its impact and how to nurture it

	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	RSHE: (Term 3) <u>Lesson:</u> Healthy Inside And Out. Thinking about self-esteem helps us consider its impact and how to nurture it
		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	RSHE: (Term 3) <u>Lesson:</u> Changing Bodies. Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
		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	RSHE: (Term 3) <u>Lesson:</u> Living Responsibly. Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.
		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,	RSHE: (Term 3) <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.
		3.2.3.1 About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things	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)	RSHE: (Term 3) <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions. <u>Lesson:</u> Living Responsibly. Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.
		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	R19. To develop conflict management skills and strategies to reconcile after disagreements	RSHE: (Term 3) <u>Lesson:</u> My Life on Screen. Online lives need safeguarding, just like in real life.
		3.3.1.3 Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally	R22. The effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	RE: (Term 4) How do we know what is fair? <u>Lesson:</u> 8 What is Justice? Work of CAFOD and its initiatives to speak out on local, national, and global level

			R23. The services available to support healthy relationships and manage unhealthy relationships, and how to access them	RSHE: (Term 3) <u>Lesson:</u> Living Responsibly. Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.
			R38. To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	RSHE: (Term 3) <u>Lesson:</u> Living Responsibly. Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.
			R44. That the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this	RSHE: (Term 3) <u>Lesson:</u> Family and Friends. Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions
			L2. To review their strengths, interests, skills, qualities, and values and how to develop them	RSHE: (Term 3) <u>Lesson:</u> Healthy Inside And Out. Thinking about self-esteem helps us consider its impact and how to nurture it
			L27. To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	RSHE: (Term 3) <u>Lesson:</u> My Life on Screen. Online lives need safeguarding, just like in real life. <u>Lesson:</u> Who Am I? Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.

Year 8

Please note: Elements of these topics are also covered in other Curriculum areas

Life to the Full 8.1 - Created and Chosen	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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	RE: (Term 5) Is all Life of Value? Lesson: 1 Sanctity of Life PSHE: Term 1 Lessons 1-4 Positive Mental Health; Term 2; Healthy Lifestyle
	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	RSHE: (Term 3) Lesson: Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
	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	RE: (Term 2) Lesson: 3 The Parable of the Lost Son - Being grateful to God and understand our deepest desire to love and be loved. PSHE (Terms 2 and 3) Alcohol Education (AET adapted)
		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	RSHE: (Term 3) Lesson: Think Before You Share: Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
		3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves		RSHE: (Term 3) Lesson: Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us. Lesson: Appreciating Differences: Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be
		3.1.3.1 To recognise their personal strengths		RSHE: (Term 3)

				<p><u>Lesson:</u> Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.</p> <p>PSHE: (Term 1)</p> <p><u>Lesson:</u> Positive Mental Health</p>
		3.1.3.4 To appreciate all five senses		<p>RSHE: (Term 3)</p> <p><u>Lesson:</u> Feelings: Managing sexual feelings requires self-control, self-respect and patience</p>
		3.1.3.5 There are many different body shapes, sizes and physical attributes		<p>RSHE: (Term 3)</p> <p><u>Lesson:</u> Appreciating Differences: Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be</p>
		3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform		<p>RSHE: (Term 3)</p> <p><u>Lesson:</u> Think Before You Share: Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.</p>
		3.2.2.4 How to discuss religious faith and personal beliefs with others		<p>RSHE: (Term 3)</p> <p><u>Lesson:</u> Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.</p>
		3.2.4.7 Recognise the impact that the use of substances has on the ability to make good and healthy decisions		<p>RSHE: (Term 3)</p> <p><u>Lesson:</u> Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.</p>
				<p>RSHE: (Term 3)</p> <p><u>Lesson:</u> Feelings: Managing sexual feelings requires self-control, self-respect and patience</p>
8.2 - Appreciating Difference	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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).	3.1.1.1 Respectful of their own bodies, character and giftedness	H1. How we are all unique	<p>RSHE: (Term 3)</p> <p><u>Lesson:</u> Appreciating Differences: Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be</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.	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	RSHE: (Term 3) <u>Lesson:</u> Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us. PSHE (Term 5) <u>Lessons:</u> British Values
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	3.1.1.3 Grateful to others and to God	H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing	RSHE: (Term 3) <u>Lesson:</u> Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us. PSHE (Term 2) <u>Lessons:</u> 1 & 2 Healthy Friendships, Staying Safe online, CEOPs adapted
	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.	3.1.1.6 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	RSHE: (Term 3) <u>Lesson:</u> Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness. PSHE (Term 5) <u>Lessons:</u> British Values
	That happiness is linked to being connected to others.	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	RSHE: (Term 3) <u>Lesson:</u> Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
	The main changes which take place in males and females, and the implications for emotional and physical health.	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	RSHE: (Term 3) <u>Lesson:</u> Appreciating Differences: Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be PSHE (Term 1) <u>Lessons:</u> Positive Mental Health
	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	RSHE: (Term 3) <u>Lesson:</u> Appreciating Differences: Understanding our identity means appreciating male/female

				differences and learning to accept the invitation from God to root our identity in who he created us to be
		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	RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.
		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)	RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life. PSHE (Term 2) Lessons: 1 & 2 Healthy Friendships including CEOPS staying safe online
		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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
		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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
		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	RSHE: (Term 3) Lesson: Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
		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	RE: (Term 2) Lesson: 6 The Parable of Sheep and Goats. Avoiding being ignorant and discriminatory towards others PSHE (Term 2) Lessons: 1 & 2 Healthy Friendships including CEOPS staying sage online

			L23. To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views	RSHE: (Term 3) <u>Lesson:</u> Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.
			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	RSHE: (Term 3) <u>Lesson:</u> Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
8.3 - Feelings	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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.	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)	RE: (Term 1) Covenants <u>Lesson:</u> 6 King David and his inability to avoid temptation, which led to use others for his benefit while treating them as objects of desire (ref. to Bathsheba) PSHE (Term 2) <u>Lessons:</u> 1 & 2 Healthy Friendships including CEOPS staying sage online
	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	RE: (Term 2) Forgiveness <u>Lesson:</u> 1 Original Sin and understanding that decisions made have direct consequences of our actions in the first place. Understanding of temptation in our lives PSHE (Term 2) <u>Lessons:</u> 1 & 2 Healthy Friendships including CEOPS staying sage online (Term 1) <u>Lessons:</u> 1-4 Positive 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, 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	RSHE: (Term 3) <u>Lesson:</u> Feelings: Managing sexual feelings requires self-control, self-respect and patience PSHE (Term 2) <u>Lessons:</u> 1 & 2 Healthy Friendships including CEOPS staying sage online

				(Term 1) <u>Lessons: 1-4</u> Positive Mental Health (Term 5) <u>Lesson:</u> British Values
	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	RSHE: (Term 3) <u>Lesson:</u> Feelings: Managing sexual feelings requires self-control, self-respect and patience PSHE (Term 2) Healthy Friendships 1 and 2 including CEOPS staying safe 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.	3.1.2.5 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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
	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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience PSHE (Term 2) Healthy Friendships 1 and 2 including CEOPS staying safe online Term 1 Lessons 1-4 Positive Mental Health
	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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
	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	RE: (Term 1) Covenants <u>Lesson 12</u> Jesus' New Commandment of Love for God and the Neighbour
	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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience PSHE Term 1 Lessons 1-4 Positive Mental Health
	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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience

	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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
		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)	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness. PSHE (Term 1) Lessons 1-4 Positive Mental Health
		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	RSHE: (Term 3) Lesson: Before I was Born: Contemplating life in the womb reveals that it is both beautiful and fragile.
		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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
		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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
		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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
		3.3.2.1 To discuss moral questions in a balanced and well-informed way		RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
8.4 - Before I Was Born	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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)	RSHE: (Term 3) Lesson: Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
	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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience

				PSHE (Term 1) Lessons 1-4 Positive Mental Health
	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	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
	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	RE: (Term 5) Is all Life of Value? Lesson2 Abortions
	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	RSHE: (Term 3) Lesson: Before I was Born: Contemplating life in the womb reveals that it is both beautiful and fragile.
		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	RE: (Term 3) Judaism Lesson 6 Community Life and Jewish Care who empathise with the suffering of others
		3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children		RE: (Term 1) Covenants Lesson 1 Solemn promises made between people and God - key links to relationships and the solemn promises made during the sacrament of marriage
		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		RSHE: (Term 3) Lesson: Before I was Born: Contemplating life in the womb reveals that it is both beautiful and fragile.
		3.2.3.8 Understand that loving, supportive family relationships provide the best environment for a child		RSHE: (Term 3) Lesson: Before I was Born: Contemplating life in the womb reveals that it is both beautiful and fragile.
8.5 - Tough Relationships	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will learn the meaning of terms such as 'prejudice', 'discrimination', 'Protected Characteristics', 'tolerance', 'kindness' and 'forgiveness'	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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience Term

and consider what these look like in real terms.				PSHE (Term 1) Lessons 1-4 Positive Mental Health (Term 2) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 5) British Values
	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	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness. PSHE (Term 1) Lessons 1-4 Positive Mental Health (Term 2) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 5) British Values
	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	RE: (Term 1) Covenants <u>Lesson 3</u> Abraham and his trust in God who had courage to face new situations and facing fears, yet trusting fully God at the same time PSHE (Term 1) Lessons 1-4 Positive Mental Health (Term 2) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 5) British Values
	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)	RSHE: (Term 3) Lesson Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us. PSHE (Term 5) British Values
	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	RSHE: (Term 3) Lesson Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us. PSHE (Term 1) Lessons 1-4 Positive Mental Health (Term 2) Healthy Friendships Staying Safe Online inc. CEOPS advice

	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	RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life. PSHE (Term 1) Lessons 1-4 Positive Mental Health (Term 2) Healthy Friendships Staying Safe Online inc. CEOPS advice,
		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	RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.
		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	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
		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	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
		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	RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life. PSHE (Term 1) Lessons 1-4 Positive Mental Health (Term 2) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 5) British Values
		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	RE: (Term 5) Is all Life of Value? <u>Lesson 4</u> Pro-Life/Pro-Choice
		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	RE: (Term 1) Covenants <u>Lesson 4</u> Moses and his self-giving nature in serving God and Israelites

				who were led out of slavery in Egypt
		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	RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.
		3.3.3.4 They have responsibilities towards their local, global and national community and creation		RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.
		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.		RE: (Term 2) Forgiveness <u>Lesson 2</u> Mortal and Venial sins Original Sin and understanding how sin breaks down our relationship with God and others who we fail to love, accept and treat with respect and dignity RSHE: (Term 3) Lesson Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life. PSHE (Term 1) Lessons 1-4 Positive Mental Health (Term 2) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 5) British Values
8.6 - Think Before You Share	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience RSHE: (Term 3) Lesson Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.

				PSHE (Term 2) Healthy Friendships Staying Safe Online inc. CEOPS advice,
	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	RSHE: (Term 3) Lesson: Think Before You Share: Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity. RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience PSHE (Term 1) Lessons 1-4 Positive Mental Health (Term 2) Healthy Friendships Staying Safe Online inc. CEOPS advice,
	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	RSHE: (Term 3) Lesson: Think Before You Share: Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
	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	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
	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	RSHE: (Term 3) Lesson Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
	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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience

	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	RE: (Term 1) Covenants <u>Lesson 6</u> King David and his inability to avoid temptation, which led to use others for his benefit while treating them as objects of desire (ref. to Bathsheba)
	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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
	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	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
	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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
	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)	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
	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	RSHE: (Term 3) Lesson: Think Before You Share: Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
	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	RSHE: (Term 3) Lesson: Think Before You Share: Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
	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	RSHE: (Term 3) Lesson: Think Before You Share: Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
			R43. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	RSHE: (Term 3) Lesson: Think Before You Share: Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.

				people to objects dishonours their God-given dignity.
8.7 - Wider World	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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.	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.	3.1.1.5 Discerning in their decision making	H4. Simple strategies to help build resilience to negative opinions, judgements and comments	RSHE: (Term 3) Lesson: Think Before You Share: Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
	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).	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	RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday 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.	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	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	3.1.2.5 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	RE: (Term 4) Why is there Suffering? <u>Lesson1</u> Searching for Meaning
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	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	RSHE: (Term 3) Lesson Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
	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.	3.1.4.4 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)	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	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	RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.

	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.	3.2.1.2 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	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
		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	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
		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	RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.
		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	RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.
		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	RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.
		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	RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.
		3.3.3.4 They have responsibilities towards their local, global and national community and creation		RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.
		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.		RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.

Cinema-in-Education - The Trouble with Max	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
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	RSHE: (Term 3) Lesson Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
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	RE: (Term 4) Why is there Suffering? <u>Lesson 3</u> Finding God
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	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
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	RE: (Term 4) Why is there Suffering? <u>Lesson 4</u> Numinous Experience <u>Lesson 5</u> Prayer as a need for reflection to bring about the personal growth
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	H7. The characteristics of mental and emotional health and strategies for managing these	RSHE: (Term 3) Lesson Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
		3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience	H9. Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks	RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
		3.1.3.1 To recognise their personal strengths	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	RSHE: (Term 3) Lesson Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.

		3.1.3.5 There are many different body shapes, sizes and physical attributes	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)]	RSHE: (Term 3) Lesson Created and Chosen: Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us. RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience
		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	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	RSHE: (Term 3) Lesson: Think Before You Share: Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity PSHE (Term 1) Lessons 1-4 Positive Mental Health (Term 2) Healthy Friendships Staying Safe Online inc. CEOPS advice,
		3.1.3.4 How to develop self-confidence and self-esteem	H13. The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities	RSHE: (Term 2) Lesson X RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience RSHE: (Term 3) Lesson: Feelings: Managing sexual feelings requires self-control, self-respect and patience PSHE (Term 1) Lessons 1-4 Positive Mental Health Term 2 Healthy Friendships Staying Safe Online inc. CEOPS advice,
		3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform	H25. Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness. PSHE (Term 1) Lessons 1-4 Positive Mental Health Term 2

				Healthy Friendships Staying Safe Online inc. CEOPS advice,
	3.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble	H31. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety		RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.
	3.2.1.6 Honesty, committed to living truthfully and with integrity	H34. Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing		RSHE: (Term 3) Lesson: Wider World: Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.
	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.	R2. Indicators of positive, healthy relationships and unhealthy relationships, including online		RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
		R10. The importance of trust in relationships and the behaviours that can undermine or build trust		RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
		R13. How to safely and responsibly form, maintain and manage positive relationships, including online		RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
		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)		RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
		R42. To recognise peer influence and to develop strategies for managing it, including online		RSHE: (Term 3) Lesson: Tough Relationships: In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
				RSHE: (Term 3)

				Lesson: Think Before You Share: Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
			L24. To understand how the way people present themselves online can have positive and negative impacts on them	RSHE: (Term 3) Lesson: Think Before You Share: Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity. PSHE (Term 1) Lessons 1-4 Positive Mental Health (Term 2) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 5) British Values

Year 9

Please note: Elements of these topics are also covered in other Curriculum areas

Life to the Full 9.1 - The Search for Love	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will consider their desire to love and be loved, and learn about God's plan for romantic love, sexual attraction and intimacy.	Why marriage is an important relationship choice for many couples	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	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or 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.	3.1.1.3 Grateful to others and to God	H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing	RE: (Term 6) Eschatology <u>Lesson 9</u> Euthanasia recognising our uniqueness and knowing that we were created in the image and likeness of God with our lives being Sacred and Holy PSHE: Term 4: British 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.	3.1.1.4 Self-disciplined and able to delay or forego gratification for the sake of greater goods	R5. To recognise that sexual attraction and sexuality are diverse	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
	That they have a choice to delay sex or to enjoy intimacy without sex.	3.1.2.1 To appreciate sensual pleasure as a gift from God	R7. How the media portrays relationships and the potential impact of this on people's expectations of relationships	RE: (Term 1) Creation <u>Lesson 3</u> Which Catholic beliefs are expressed in the Creation of Adam by Michelangelo? God creating us in his own image and likeness, so we are all unique individuals who deserve dignity and respect
	That happiness is linked to being connected to others.	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	R8. That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
		3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves	R9. To clarify and develop personal values in friendships, love and sexual relationships	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.

		3.1.3.2 To distinguish 'needs' from 'wants'	R12. That everyone has the choice to delay sex, or to enjoy intimacy without sex	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation.
		3.1.3.3 They have a right not to have an intimate relationship until the appropriate time	R18. To manage the strong feelings that relationships can cause (including sexual attraction)	RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future. RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
		3.1.4.2 The importance and benefits of delaying sexual intercourse until ready	R28. To gauge readiness for sexual intimacy	RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
		3.1.4.6 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices	R31. That intimate relationships should be pleasurable	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
		3.2.3.3 That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these		RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
		3.2.3.11 There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them		RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
		3.2.3.6 The nature and importance of marriage		

9.2 - Love People, Use Things	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation. RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy. PSHE (Term 4) British Values
	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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
	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	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
	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	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity. PSHE (Term 4) Healthy Friendships Staying Safe Online inc. CEOPS 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.	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	RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
	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	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues

				when thinking about choosing to delay sexual intimacy
	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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
		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)	RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
		3.1.3.2 To distinguish 'needs' from 'wants'	R18. To manage the strong feelings that relationships can cause (including sexual attraction)	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation.
		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	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation. RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay 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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
		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	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.

		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	RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities. PSHE Term 1 Lessons 1-4 CEIAG
		3.2.1.6 Honesty, committed to living truthfully and with integrity		RSHE: (Term 1) Lesson X
		3.2.3.3 That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these		RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy
		3.2.3.5 That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.		RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity. PSHE (Term 4) Healthy Friendships Staying Safe Online inc. CEOPS advice,
		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		RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation. PSHE (Term 4) Healthy Friendships Staying Safe Online inc. CEOPS advice, RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.

		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		RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
		3.3.2.1 To discuss moral questions in a balanced and well-informed way		RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
9.3 - In Control of My Choices	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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)	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction, and intimacy. PSHE (Term 4) Healthy Friendships Staying Safe Online inc. CEOPS advice,
	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	RE: (Term 2) Creation <u>Lesson 8</u> Natural Law. Making wise, informed and mindful choices on the bases of knowing the difference between right and wrong PSHE (Term 4) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 3) British Values
	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	RE: (Term 3) Trinity <u>Lesson 4</u> How does the Trinity show God's love? St. Augustine of Hippo and Catherine La Cugna and concept of Love
	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	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.

	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	<p>RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation.</p> <p>RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.</p>
	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	<p>RE: (Term 1) Creation <u>Lesson 3</u> Which Catholic beliefs are expressed in the Creation of Adam by Michelangelo? God creating us in his own image and likeness, so we are all unique individuals who deserve dignity and respect</p>
		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	<p>RE: (Term 2) Incarnation <u>Lesson 10</u> Imago Dei. God creating us in his own image and likeness, so we are all unique individuals who deserve dignity and respect. Equally, it refers to the unique imprint God placed upon humanity, identifying people as a special creation</p>
		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	<p>RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation.</p>
		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	<p>RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.</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	R18. To manage the strong feelings that relationships can cause (including sexual attraction)	<p>RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.</p>

				PSHE (Term 4) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 5) British Values
		3.2.1.6 Honesty, committed to living truthfully and with integrity Honesty, committed to living truthfully and with integrity	R28. To gauge readiness for sexual intimacy	RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
		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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
		3.2.3.4 The nature and importance of friendship as the basis of a loving, sexual relationship		RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future
		3.2.3.5 That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.		RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
		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		RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation. RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
		3.3.2.1 To discuss moral questions in a balanced and well-informed way		RSHE: (Term 3) Lesson: Fertility and Contraception. Knowing about methods for managing conception aids reflection on why

				they uphold or contravene God's plan for sex.
9.4 - Fertility and Contraception	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation
	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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
	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	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
	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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
	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	RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
	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	RSHE: (Term 3) Lesson: Fertility and Contraception. Knowing about methods for managing conception aids reflection on why they uphold or contravene God's plan for 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	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.

	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	RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future. RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
		3.1.4.2 The importance and benefits of delaying sexual intercourse until ready	R31. That intimate relationships should be pleasurable	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
		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	RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
		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	RSHE: (Term 3) Lesson: Fertility and Contraception. Knowing about methods for managing conception aids reflection on why they uphold or contravene God's plan for sex.
		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	RSHE: (Term 3) Lesson: Fertility and Contraception. Knowing about methods for managing conception aids reflection on why they uphold or contravene God's plan for sex.
		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	RSHE: (Term 3) Lesson: Fertility and Contraception. Knowing about methods for managing conception aids reflection on why they uphold or contravene God's plan for sex.
		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	RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what

				relationships are desired in the future.
		3.2.3.8 Understand that loving, supportive family relationships provide the best environment for a child		RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
		3.3.2.1 To discuss moral questions in a balanced and well-informed way		RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
9.5 - Marriage	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will learn about different types of committed relationships and consider what relationships they would like in the future.	That there are different types of committed, stable relationships	3.1.1.4 Self-disciplined and able to delay or forego gratification for the sake of greater goods	R1. About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation. PSHE (Term 4) Healthy Friendships Staying Safe Online inc. CEOPS advice,
	How these relationships might contribute to human happiness and their importance for bringing up children	3.1.1.5 Discerning in their decision making	R2. indicators of positive, healthy relationships and unhealthy relationships, including online	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
	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.	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	R5. To recognise that sexual attraction and sexuality are diverse	RE: (Term 2) Incarnation <u>Lesson 8</u> What is grace and the sacramental nature of reality- All reality being seen as a sign of God's love
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	3.1.4.6 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices	R6. That marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of

				sexual exploitation brings to light our human rights and responsibilities.
	The characteristics and legal status of other types of long-term relationships.	3.2.1.1 Loyal, able to develop and sustain friendships	R9. To clarify and develop personal values in friendships, love and sexual relationships	RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
	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.	3.2.1.4 Forgiving, developing the skills to allow reconciliation in relationships	R10. The importance of trust in relationships and the behaviours that can undermine or build trust	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity. PSHE Term 5 Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 4) British Values
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	3.2.2.1 The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church	R28. To gauge readiness for sexual intimacy	RE: (Term 5) Kingdom of God <u>Lesson 9</u> Kingdom Values and vocations are lived out in the priesthood, family and religious life while recognising different types of commitment and stable relationships
	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.	3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children	R31. That intimate relationships should be pleasurable	RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
	That happiness is linked to being connected to others.	3.2.2.3 Recognise the spiritual context of the family as a community where members can grow in faith, hope and love	R35. The roles and responsibilities of parents	RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future. RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light

				our human rights and responsibilities.
		3.2.2.6 Recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness	R36. The nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
		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.	L3. To set realistic yet ambitious targets and goals	RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
		3.2.3.4 The nature and importance of friendship as the basis of a loving, sexual relationship		RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
		3.2.3.6 The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.		RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
		3.2.3.9 That marriage is a commitment, entered into freely, never forced through threat or coercion.		RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
		3.2.3.11 There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them		RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
				RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.

		3.3.1.2 Self-giving, able to put aside their own wants in order to serve others		RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
		3.3.2.1 To discuss moral questions in a balanced and well-informed way		RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy. Cinema in Education (CIE)
		3.3.3.5 There are some cultural practices which are against UK law and Universal Rights (e.g., forced marriages)		RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future. RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
9.6 - One Hundred Percent	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will learn that consent is not just gaining permission for something, but choosing to honour and respect one another as persons with innate dignity.	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	H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation. PSHE (Term 4) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 4): Drugs Awareness Education
	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	RE: (Term 2) Incarnation <u>Lesson 9</u> Sacraments. Grace being a free gift of God's love to all people

	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	RE: (Term 4) Redemption <u>Lesson 5</u> Conscience - The voice of God in the heart of a person, guiding them to do what is right e.g., Consent
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	3.1.2.5 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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
	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.	3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience	H34. Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
	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	R2. Indicators of positive, healthy relationships and unhealthy relationships, including online	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy. RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
	What to do and where to get support to report material or manage issues online.	3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform	R6. That marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
	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	R10. The importance of trust in relationships and the behaviours that can undermine or build trust	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
	How people can actively communicate and recognise consent from others, and how and when consent can be withdrawn (in all contexts, including online).	3.2.1.3 Respectful, able to identify other people's personal space and respect the ways in which they are different	R13. How to safely and responsibly form, maintain and manage positive relationships, including online	RSHE: (Term 1) Lesson X

	That happiness is linked to being connected to others.	3.2.1.6 Honesty, committed to living truthfully and with integrity	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)	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
	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.	R17. Strategies to identify and reduce risk from people online that they do not already know; when and how to access help	RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future. PSHE (Term 4) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 4): Drugs Awareness Education
	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.	3.2.3.9 That marriage is a commitment, entered into freely, never forced through threat or coercion.	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	RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future. PSHE (Term 4) Healthy Friendships Staying Safe Online inc. CEOPS advice, Term 4: Drugs Awareness Education
	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.	3.2.4.1 They have autonomy and the right to protect their body from inappropriate and unwanted contact	R26. How to seek, give, not give and withdraw consent (in all contexts, including online)	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
		3.2.4.2 To identify the characteristics of unhealthy relationships and where to get help	R29. The impact of sharing sexual images of others without consent	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation

		3.2.4.3 Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'.	R30. How to manage any request or pressure to share an image of themselves or others, and how to get help	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
		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	R37. To recognise warning signs including online; how to report abusive behaviours or access support for themselves or others	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation. RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
		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	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation.
		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	R43. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
			R44. That the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this	RSHE: (Term 1) Lesson X
			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	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
			L24. To understand how the way people present themselves online can have positive and negative impacts on them	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a

				negative impact whether it occurs in casual sex, pornography or masturbation.
			L27. To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
9.7 - Knowing My Rights and Responsibilities	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation. RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
	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	RE: (Term 4) Redemption <u>Lesson 5</u> Conscience. The voice of God in the heart of a person, guiding them to do what is right e.g., Consent
	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	RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities. PSHE (Term 5) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 4): Drugs Awareness Education; Term 4 British Values
	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	RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.

	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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy. PSHE (Term 4) British Values
	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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
	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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy. PSHE (Term 5) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 4): Drugs Awareness Education; Term 4 British 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.	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)	RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
	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	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy
	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	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy PSHE (Term 5) Healthy Friendships Staying Safe Online inc. CEOPS advice,

				(Term 4): Drugs Awareness Education; Term 4 British Values Year 8/10: Positive Mental Health
		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	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy
		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)	RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
		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	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
		3.2.4.2 To identify the characteristics of unhealthy relationships and where to get help	R28. To gauge readiness for sexual intimacy	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
		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	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
		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	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.

		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	RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
		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	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy
		3.3.3.7 The potential tensions between human rights, English law and cultural and religious expectations and practices		RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
Cinema-in-Education - Love, Honour, Cherish	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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)	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
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	RE: (Term 5) Kingdom of God <u>Lesson 9</u> Kingdom Values and vocations are lived out in the priesthood, family and religious life while recognizing different types of committed and stable relationships PSHE Term 5 Healthy Friendships Staying Safe Online inc. CEOPS advice, Term 4: Drugs Awareness Education; Term 4 British Values
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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.

				PSHE (Term 5) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 4): Drugs Awareness Education; (Term 4) British Values
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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy. RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
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	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity. PSHE (Term 5) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 4): Drugs Awareness Education; (Term 4) British Values
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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
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	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.

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	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity. PSHE (Term 5) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 4): Drugs Awareness Education; (Term 4) British Values
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	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy. PSHE (Term 5) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 4): Drugs Awareness Education; (Term 4) British Values
	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	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity. PSHE (Term 5) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 4): Drugs Awareness Education; (Term 4) British Values
	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	RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.

	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	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy. PSHE (Term 5) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 4): Drugs Awareness Education; (Term 4) British Values
	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)	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation. RSHE: (Term 3) Lesson: In Control of My Choices. Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy.
	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)	RSHE: (Term 3) Lesson: Marriage. Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
	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	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation.
		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	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.

				PSHE (Term 5) Healthy Friendships Staying Safe Online inc. CEOPS advice, (Term 4): Drugs Awareness Education; (Term 4) British Values
		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	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
		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	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
			R30. How to manage any request or pressure to share an image of themselves or others, and how to get help	RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
			R42. To recognise peer influence and to develop strategies for managing it, including online	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation. RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.
			R43. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.

			R44. That the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
			L2. To review their strengths, interests, skills, qualities and values and how to develop them	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
			L3. To set realistic yet ambitious targets and goals	RSHE: (Term 3) Lesson: The Search for Love: The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
			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	RSHE: (Term 3) Lesson: One Hundred Percent. Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
			L24. To understand how the way people present themselves online can have positive and negative impacts on them	RSHE: (Term 3) Lesson: Love People. Use Things. Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation.
			L27. To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	RSHE: (Term 3) Lesson: Knowing My Rights and Responsibilities. The reality of sexual exploitation brings to light our human rights and responsibilities.

Year 10

Please note: Elements of these topics are also covered in other Curriculum areas

Life to the Full 10.1 Authentic Freedom	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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	RE: (Term 5) Jewish Practices are taught as part of AQA Specification B Year 10 RSHE in RE Term 2 PSHE (Term 1) Lessons 1-4 Gambling Awareness including resilience and assertiveness
	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)	RE: (Term 5) Jewish Practices <u>Lesson 7</u> Jewish Rites of Passage, understanding the importance of maturing through the stages as an important part in relationships as well PSHE (Term 1) Lessons 5-8 Positive Mental Health
	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	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding. PSHE (Term 1) Lessons 1-4 Gambling Awareness including resilience; PSHE (Term 1) Lessons 5-8 Positive 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, 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	RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows us to appreciate our bodies in the right way. PSHE (Term 1) Lessons 5-8 Positive Mental Health

	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	<p>RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding.</p> <p>PSHE (Term 1) Lessons 5-8 Positive Mental Health</p> <p>PSHE (Term 1) Lessons 1-4 Gambling Awareness including resilience and assertiveness</p>
	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	<p>RSHE: (Term 3) Lesson: Parenthood. While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.</p> <p>RSHE: (Term 3) Lesson: Pregnancy and Abortion. Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.</p>
	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	<p>RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.</p> <p>PSHE (Term 1) Lessons 5-8 Positive Mental Health</p>
	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	<p>RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.</p>
	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		<p>RE: (Term 5) Jewish Practices are taught as part of AQA Specification B</p>
	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		<p>RE: (Term 5) Jewish Practices <u>Lesson 5</u> How do Jewish people celebrate Shabbat? Pupils will examine how Shabbat is celebrated in the home and how important celebrating together is,</p>

				which brings happiness by being connected to others
		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		RSHE: (Term 3) Lesson: Parenthood. While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.
		4.2.2.5 To be able to discuss faith and personal belief sensitively, demonstrating mutual respect		RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
		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 sexual activity		RSHE: (Term 3) Lesson: Pregnancy and Abortion. Pregnancy is an invitation to discover the challenge of

				responding with love to the gift of life.
10.2 - Self Image	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will learn about different experiences of body shame, explore notions of 'dignity' and 'modesty' in relation to the body and consider that our bodies are good, as part of our unique, inseparable combination of body and soul.	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.	4.1.1.1 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	<p>RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding.</p> <p>RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows us to appreciate our bodies in the right way.</p> <p>RSHE: (Term 3) Lesson: Parenthood. While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.</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).	4.1.1.2 Appreciative for blessings	H3. How different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this	<p>RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.</p> <p>PSHE (Term 1) Lessons 5-8 Positive Mental Health</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.	4.1.1.3 Grateful to others and to God	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	RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.
		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	RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows us to appreciate our bodies in the right way.
		4.1.2.1 To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure;	R8. To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours	

		<p>4.1.3.3 The influences on their body image including the media's portrayal of idealised and artificial body shapes</p> <p>4.1.3.4 The health risks and issues related to this</p> <p>4.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform</p> <p>4.1.4.5 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices</p> <p>4.1.1.6 The importance of honesty and integrity in all forms of communication</p> <p>4.2.2.4 To recognise their responsibilities towards others, and the human dignity of others in God's eyes</p> <p>4.2.3.1 To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</p> <p>4.2.4.5 To understand the pernicious influence of gender double standards and victim-blaming</p>	R35. To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online,	<p>RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.</p> <p>RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.</p> <p>RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows us to appreciate our bodies in the right way.</p>
10.3 - Beliefs, Values and Attitudes	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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	<p>RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding.</p> <p>PSHE (Term 1) Lessons 5-8 Positive Mental Health</p> <p>PSHE (Term 4) British Values Revisited</p>
	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	<p>RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows</p>

				us to appreciate our bodies in the right way PSHE (Term 1) Lessons 1-4; Gambling Awareness; Lessons 5-8 Positive Mental Health
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	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding.	
	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	RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.	
	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		RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.	
	4.2.2.5 To be able to discuss faith and personal belief sensitively, demonstrating mutual respect		RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows us to appreciate our bodies in the right way.	

		4.2.3.1 To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others		RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows us to appreciate our bodies in the right way.
		4.2.3.5 To recognise when others are using manipulation, persuasion or coercion and how to respond		RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
		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		RSHE: (Term 3) Lesson: Solidarity. Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed.
		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		RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding.
		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		RSHE: (Term 3) Lesson: Pregnancy and Abortion. Pregnancy is an invitation to discover the challenge of responding with love to the gift of life. RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion. PSHE Lessons 5-8 Positive Mental Health
10.4 – Parenthood	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will learn about the 1959 Declaration of the Rights of the Child and how this impacts on legal Parental Responsibility, as	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	RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.

well as considering the emotional and practical commitment that being a parent entails.	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	<p>RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.</p> <p>RSHE: (Term 3) Lesson: Solidarity. Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed.</p> <p>PSHE (Term 2) Lessons 5-8 Positive Mental Health</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.	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,	<p>RSHE: (Term 3) Lesson: Pregnancy and Abortion. Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.</p> <p>RSHE: (Term 3) Lesson: Parenthood. While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.</p> <p>PSHE (Term 2) Lessons 5-8 Positive Mental Health (Term 4): British Values revisited</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.	4.2.1.1 Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible		<p>RE: (Term 5) Jewish Practices are taught as part of AQA Specification B</p>
	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		<p>RE: (Term 5) Jewish Practices <u>Lesson 11</u> Yom Kippur. The 10 days starting with Rosh Hashanah and ending with Yom Kippur, The Day of Atonements are sometimes called the "Days of Awe" where forgiveness is the skill to allow reconciliation in relationships, including the ability to forgive and ask others for forgiveness as well</p>

		4.2.1.5 Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts		RE: (Term 5) Jewish Practices It is a time when Jews think seriously about their lives, consider their actions over the past year, and ask for forgiveness for their sins.
		4.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children,		RE: (Term 5) Jewish Practices <u>Lesson 8</u> What happens at a Jewish wedding ceremony? Understanding the importance of marriage
		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	Where pupils cover the curriculum in SJCS
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)	RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.
	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	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding. PSHE (Term 2) Lessons 5-8 Positive Mental Health (Term 4): British Values revisited
	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	RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
	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	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding.

				PSHE (Term 1) Lessons 1-4 Gambling Awareness (Term 2) Lessons 5-8 Positive Mental Health (Term 4): British Values revisited
	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	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding.
	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	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding.
	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	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding. RSHE: (Term 3) Lesson: Pregnancy and Abortion. Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
	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	RE: (Term 4) Jewish Beliefs taught as part of AQA Specification B integrity and understanding. PSHE (Term 1) Lessons 1-4 Gambling Awareness (Term 2) Lessons 5-8 Positive Mental Health (Term 4): British Values revisited
	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	RE: (Term 4) Jewish Beliefs <u>Lesson 9</u> What Jews believe about the sanctity of life? Evaluating the concept of Pikachu Nefesh PSHE (Term 1) Lessons 1-4 Gambling Awareness (Term 2) Lessons 5-8 Positive Mental Health

				(Term 4): British Values revisited
		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		RSHE: (Term 3) Lesson: Pregnancy and Abortion. Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
		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		RSHE: (Term 3) Lesson: Parenthood. While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime. RSHE: (Term 3) Lesson: Pregnancy and Abortion. Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
		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	Where pupils cover the curriculum in SJCS
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	RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows us to appreciate our bodies in the right way. RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion Integrity and understanding. PSHE (Term 2) Lessons 5-8 Positive Mental Health (Term 4): British Values revisited
	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)	RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows us to appreciate our bodies in the right way. RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
	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	Where pupils cover the curriculum in SJCS
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.	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	RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows us to appreciate our bodies in the right way.
	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	RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.

	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	RE: (Term Jewish Beliefs) taught as part of AQA Specification B Integrity and understanding. PSHE (Term 1) Lessons 1-4 Gambling Awareness (Term 2) Lessons 5-8 Positive Mental Health (Term 4): British Values revisited
	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	RE: (Term 4) Jewish Beliefs <u>Lesson 6</u> Abraham, Covenants and The Promised Land - understanding covenants/ promises in connection to marriage in which trust is vital integrity and understanding. PSHE (Term 2) Lessons 5-8 Positive Mental Health (Term 4): British Values revisited
	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	RSHE: (Term 3) Lesson: Solidarity. Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed. RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom. integrity and understanding. PSHE (Term 1) Lessons 1-4 Gambling Awareness (Term 2) Lessons 5-8 Positive Mental Health (Term 4): British Values revisited
	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	RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.

	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	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding. Integrity and understanding. PSHE (Term 2) Lessons 5-8 Positive Mental Health (Term 4): British Values revisited
		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	RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.
		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		RSHE: (Term 3) Lesson: Solidarity. Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed.
		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		
		4.3.2.2 The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation		

		3.3.3.3 The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for themselves or their peers.		
		4.3.3.3 That extremism and intolerance in whatever forms they take (including honour based violence, FGM, forced marriage) are never acceptable and why		RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
		4.3.3.4 The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern		
		4.3.3.5 About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community		RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
		4.3.3.6 To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk		
		3.3.3.5 There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others		
		4.3.3.7 The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)		RSHE: (Term 3) Lesson: Solidarity. Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed.
Cinema-in-Education - Babies	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
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	RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows us to appreciate our bodies in the right way.

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	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding. Integrity and understanding. PSHE (Term 2) Lessons 5-8 Positive Mental Health
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	RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion. PSHE (Term 2) Lessons 5-8 Positive Mental Health
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)	RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows us to appreciate our bodies in the right way. PSHE (Term 2) Lessons 5-8 Positive Mental Health
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	RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.
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	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding.
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	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding. PSHE (Term 2) Lessons 5-8 Positive 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	R12. To safely and responsibly manage changes in personal relationships including the ending of relationships	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding
		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	RSHE: (Term 3) Lesson: Pregnancy and Abortion. Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
		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	RSHE: (Term 3) Lesson: Pregnancy and Abortion. Pregnancy is an invitation to discover the challenge of responding with love to the gift of life. RSHE: (Term 3) Lesson: Parenthood. While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.
		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	RSHE: (Term 3) Lesson: Parenthood. While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime. RSHE: (Term 3) Lesson: Pregnancy and Abortion. Pregnancy is an invitation to discover the challenge of responding with love to the gift
		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	RSHE: (Term 3) Lesson: Solidarity. Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed
		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	RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.

		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,	RSHE: (Term 3) Lesson: Pregnancy and Abortion. Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
		4.2.3.6 Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)		RSHE: (Term 3) Lesson: Parenthood. While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.
		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 for young people		
		4.2.4.11 About who to talk to for accurate, impartial advice and support in the event of unintended pregnancy		RSHE: (Term 3) Lesson: Pregnancy and Abortion. Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
Cinema-in-Education - Truth and Lies	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
That pornography can affect the brain, the sense of self, and can lead to sexual dysfunction	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.	4.1.1.1 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	RSHE (Term 2) <u>Lesson:</u> Abuse and Cinema in Education-Babies session. The rest of the RSHE lessons within RE are to be covered within RE Department through 2 Half Days which will be fully dedicated to cover the Statutory Guidance and will include the remaining 6 sessions from Life to the Full

				PSHE (Term 2) Lessons 5-8 Positive Mental Health
That pornography can have a damaging effect on intimate relationships	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	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	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	RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows us to appreciate our bodies in the right way. RSHE: (Term 3) Lesson: Solidarity. Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed.
That pornography objectifies men and women and leads to negative representation and cultural expectations.	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	H26. The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)	RSHE: (Term 3) Lesson: Self-Image. Understanding our dignity allows us to appreciate our bodies in the right way. RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
To deepen understanding of the effects of pornography on themselves, their relationships and the world.	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.	4.1.2.6 The methods of informing one's conscience and the absolute character of conscientious demands	R1. The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding.
To deepen students' understanding of the issues surrounding pornography, exploitation, love, sex and intimacy.	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.	4.1.3.2 How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives	R6. About diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	RSHE: (Term 3) Lesson: Beliefs, Values, Attitudes. Making good moral choices depends on building confidence, integrity and understanding.
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	4.1.4.5 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices	R8. To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours	

		4.2.1.6 The importance of honesty and integrity in all forms of communication	R9. To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours	
		4.2.2.4 To recognise their responsibilities towards others, and the human dignity of others in God's eyes	R21. The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	RSHE: (Term 3) Lesson: Authentic Freedom. Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom
		4.2.3.2 The characteristics and benefits of positive, strong, supportive, equal relationships	R36. Skills to support younger peers when in positions of influence	
		4.2.3.10 About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them		
		4.3.3.7 The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)		RSHE: (Term 3) Lesson: Abuse. Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion. PSHE (Term 1) Lessons 1-4 Gambling Awareness (Term 2) Lessons 5-8 Positive Mental Health RSHE: (Term 3) Lesson: Solidarity. Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed.

Year 11

Please note: Elements of these topics are also covered in other Curriculum areas

Life to the Full 11.1 Self-worth	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will consider: <ul style="list-style-type: none"> How formative experiences can shape a person's beliefs, values and attitudes How a person's faith and belief that they are created and loved by God can positively influence the way they respect themselves and others 	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	RE: (Term 3) Religion, Relationships and Families taught as part of AQA Specification B PSHE (Term 1) Lessons 1-4 Gambling Awareness (Term 2) Lessons 5-8 Positive Mental Health
	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.	4.1.1.2. Appreciative of blessings	H3. How different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this	RE: (Term 3) Religion, Relationships and Families taught as part of AQA Specification B <u>Lesson 2</u> Theology of the Body of St. Pope John Paul II PSHE (Term 1) Lessons 1-4 Gambling Awareness (Term 2) Lessons 5-8 Positive Mental Health
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	4.1.1.3. Grateful to others and to God	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	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that. PSHE (Term 2) Lessons 5-8 Positive Mental Health
	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).	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	RE: (Term 3) Religion, Relationships and Families taught as part of AQA Specification B <u>Lesson 10</u> What does the Church teach about equality? PSHE (Term 3) British Values Revisited

	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.	4.1.1.6. 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	H13. To identify, evaluate and independently access reliable sources of	RE: (Term 4) Religion, Human Rights and Social Justice taught as part of AQA Specification B <u>Lesson 8</u> Equality PSHE (Term 3) British Values Revisited
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different	H18. The ways in which industries and advertising can influence health and well-being	RSHE: (Term 3) Lesson: Pornography. This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships. <u>Truth & Lie</u> Cinema In Education (CIN). Pornography Lesson and Cinema in Education. Truth & Lies session is also included to be taught in classroom with the main RE teacher. The rest of the RSHE lessons within RE Department are to be covered through 2 Half Days, which will be fully dedicated to cover the Statutory Guidance and will include the remaining 6 sessions from Life to the Full
	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.	4.1.2.5. 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.	R9. To recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours	
	How the use of alcohol and drugs can lead to risky sexual behaviour.	4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands	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.	4.1.3.1. To evaluate their own personal strengths and areas for development	R13. Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them	RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
	How to recognise the early signs of mental wellbeing concerns.	4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives	R20. To recognise the impact of drugs and alcohol on choices and sexual behaviour	
	• 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.	4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes		RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
		4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others		RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family,

				community, responsibility and faith. RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves. PSHE (Term 5) Healthy Lifestyles Lessons 1-3; resilience and relaxation
		4.1.4.3. Strategies for managing mental health and emotional wellbeing 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		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		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		
		4.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity		RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
		4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes		

		4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others		
		4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.2.3.3. To manage changes in personal relationships including the ending of relationships		
		4.2.3.4. About harassment and how to manage this		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.2.3.5. To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable

		4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances		
		4.2.4.1. 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		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.2.4.3. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships		RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
		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		
		4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable

		4.3.3.7. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)		
Life to the Full 11.2 Addiction	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will consider: <ul style="list-style-type: none"> • How addiction can affect a person's life • Statistics about drugs and addiction • Strategies to resist/overcome the pull of short-term highs 	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	RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith. PSHE 2020-21: Drug Awareness sessions delivered by Motiv8
	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.	4.1.1.2. Appreciative of blessings	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	RSHE (Term X) <u>Lesson X</u> Pornography Lesson and Cinema in Education. Truth & Lies session is also included to be taught in classroom with the main RE teacher. The rest of the RSHE lessons within RE Department are to be covered through 2 Half Days, which will be fully dedicated to cover the Statutory Guidance and will include the remaining 6 sessions from Life to the Full
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	4.1.1.3. Grateful to others and to God	H5. The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	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	H6. About change and its impact on mental health and wellbeing and to recognise the need for emotional	RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan

			support during life changes and/or difficult experiences	<p>explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable</p> <p>PSHE</p> <p>2020-21: Drug Awareness sessions delivered by Motiv8</p>
	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	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	<p>RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.</p> <p>PSHE (Term 2) Lessons 5-8 Positive Mental Health</p>
	How the use of alcohol and drugs can lead to risky sexual behaviour.	4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different	H11. To make informed lifestyle choices regarding sleep, diet and exercise	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	How to talk about their emotions accurately and sensitively, using	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.	H13. To identify, evaluate and independently access reliable sources of information	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	Appropriate vocabulary.	4.1.3.1. To evaluate their own personal strengths and areas for development	H18. The ways in which industries and advertising can influence health and	RSHE: (Term 3) Lesson: Pornography. This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.
	That happiness is linked to being connected to others.	4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives	H19. The consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities	RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith

	How to recognise the early signs of mental wellbeing concerns.	4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others	H20. Wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle	RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
	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.	4.1.4.3. Strategies for managing mental health and emotional wellbeing	H21. To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation	RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform	H22. Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online	RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
	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.	4.1.4.5. To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices	H23. Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g., drugs and alcohol, violent crime and gangs)	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	The physical and psychological consequences of addiction, including alcohol dependency.	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	R9. To recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	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	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	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness	R12. To safely and responsibly manage changes in personal relationships including the ending of relationships	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts	R20. To recognise the impact of drugs and alcohol on choices and sexual behaviour	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.

		4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.4.1. 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 4.2.4.3. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		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		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		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		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity		RE: (Term 4) Religion, Human Rights and Social Justice taught as part of AQA Specification B <u>Lesson 1</u> Human Dignity & Human Rights
		4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)		
Life to the Full 11.3 Eating Disorders	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will consider: ● How pressure, stress and anxiety can contribute to poor emotional health ● That poor emotional health can manifest in	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.	4.1.1.1. 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	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.

<p>different ways, including eating disorders</p> <ul style="list-style-type: none"> • The importance of talking about difficulties, their own and those of others • How reducing self-criticism and practicing gratitude can improve mental and emotional well-being 	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>4.1.1.2. Appreciative of blessings</p>	<p>H3. How different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</p>	<p>RSHE (Term X) <u>Lesson X</u> Pornography Lesson and Cinema in Education. Truth & Lies session is also included to be taught in classroom with the main RE teacher. The rest of the RSHE lessons within RE Department are to be covered through 2 Half Days, which will be fully dedicated to cover the Statutory Guidance and will include the remaining 6 sessions from Life to the Full II</p>
	<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>	<p>4.1.1.3. Grateful to others and to God</p>	<p>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</p>	<p>RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.</p>
	<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>	<p>4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement</p>	<p>H5. The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health</p>	<p>RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.</p>
	<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>	<p>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</p>	<p>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</p>	<p>RE: (Term 3) Religion, Relationships and Families taught as part of AQA Specification B <u>Lesson 11</u> Gender Equality, Prejudice & Discrimination</p>
	<p>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.</p>	<p>4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different</p>	<p>H8. To recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help, or treatment is available</p>	<p>RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.</p>
	<p>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women</p>	<p>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.</p>	<p>H9. The importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others</p>	<p>RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.</p>

	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	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	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	That happiness is linked to being connected to others.	4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes	H11. To make informed lifestyle choices regarding sleep, diet and exercise	RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
	How to recognise the early signs of mental wellbeing concerns.	4.1.3.4. The health risks and issues related to this	H13. To identify, evaluate and independently access reliable sources of information	RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
	Common types of mental ill health (e.g., anxiety and depression).	4.1.3.5. To take increased responsibility for monitoring their own health	Information, advice and support for all aspects of physical and mental health	
	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.	4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others	H14. About the health services available to people; strategies to become a health professional	RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
	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,	4.1.4.3. Strategies for managing mental health and emotional wellbeing	H18. The ways in which industries and advertising can influence health and information	RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
		4.1.4.5. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	H22. Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.

		4.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the fetus	H23. Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g., drugs and alcohol, violent crime and gangs)	RSHE: (Term 3) Lesson: Birth Control. This session holds fertility up as a precious gift to be protected, nurtured and valued.
		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	H30. About healthy pregnancy and how lifestyle choices affect a developing fetus	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication	R9. To recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.3.6. Parenting skills and qualities and their central importance to family life		RE: (Term 3) Religion, Relationships and Families taught as part of AQA Specification B <u>Lesson 8</u> The role of the family and parenting skills <u>Lesson 9</u> Roles and responsibilities within the family
		4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable

Life to the Full 11.4 Birth Control	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will: <ul style="list-style-type: none"> Consider the counter-cultural idea of saving sex for marriage Learn more about fertility and contraception Learn about Natural Family Planning and why it is the method of managing fertility that the Church supports Understand the Church teaching on how love, sex and procreation are intrinsically linked 	That there are different types of committed, stable relationships.	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	RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith
	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.	4.1.1.2. Appreciative of blessings	H13. To identify, evaluate and independently access reliable sources of information	RSHE (Term X) <u>Lesson X</u> Pornography Lesson and Cinema in Education. Truth & Lies session is also included to be taught in classroom with the main RE teacher. The rest of the RSHE lessons within RE Department are to be covered through 2 Half Days, which will be fully dedicated to cover the Statutory Guidance and will include the remaining 6 sessions from Life to the Full
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	4.1.1.3. Grateful to others and to God	Information, advice and support for all aspects of physical and mental health	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	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.	4.1.1.4. 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	H14. About the health services available to people; strategies to become a health professional	RSHE: (Term 3) Lesson: Pornography. This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.
	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.	4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement	H18. The ways in which industries and advertising can influence health and	RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable

	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.	4.1.1.6. 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	H26. The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)	RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women	4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different	H30. About healthy pregnancy and how lifestyle choices affect a developing foetus	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure	R9. To recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours	RSHE: (Term 3) Lesson: Pornography. This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.
	That they have a choice to delay sex or to enjoy intimacy without sex.	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	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	RSHE: (Term 3) Lesson: Birth Control. This session holds fertility up as a precious gift to be protected, nurtured and valued
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	4.1.2.4. The Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3	R11. Strategies to manage the strong emotions associated with the different stages of relationships	RE: (Term 3) Religion, Relationships and Families taught as part of AQA Specification B <u>Lesson 7</u> Different views about contraception and natural family planning
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	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.	R17. Ways to access information and support for relationships including those experiencing difficulties	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	That happiness is linked to being connected to others.	4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands	R18. About the concept of consent in maturing relationships	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	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.	4.1.3.1. To evaluate their own personal strengths and areas for development	R21. The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social

				species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives	R23. How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner	RE: (Term 3) Religion, Relationships and Families taught as part of AQA Specification B <u>Lesson 1</u> What does the Church teach about the purpose of sex
		4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage		RE: (Term 3) Religion, Relationships and Families taught as part of AQA Specification B <u>Lesson 4</u> What is a valid marriage in the Catholic Church
		4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform		RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
		4.1.4.5. To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.1.5.4. About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods		RSHE: (Term 3) Lesson: Birth Control. This session holds fertility up as a precious gift to be protected, nurtured and valued.
		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		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they

			respect themselves and others, and the role God can play within that.
		4.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children, including an understanding of how the Church supports family life	RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
		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	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships	RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.2.3.7. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.	RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not

				bring shame on her culture, her community and her family.
		4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them		RSHE: (Term 3) Lesson: Pornography. This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.
		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		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity		RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
		4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
Life to the Full 11.5 Pornography	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS

<p>Pupils will consider:</p> <ul style="list-style-type: none"> ● That sexual desire is a positive thing that draws us to truth and beauty. ● Facts and figures about the porn industry ● That amongst many other things, porn: <ul style="list-style-type: none"> - Gives unrealistic expectations and unhealthy sex education - Harms relationships by fostering selfishness and self satisfaction - Is often linked to masturbation and can be highly addictive 	<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>	<p>4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity</p>	<p>H2. How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p>	<p>RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.</p>
	<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.</p>	<p>4.1.1.3. Grateful to others and to God</p>	<p>H3. How different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</p>	<p>RSHE (Term X) <u>Lesson X</u> Pornography Lesson and Cinema in Education. Truth & Lies session is also included to be taught in classroom with the main RE teacher. The rest of the RSHE lessons within RE Department are to be covered through 2 Half Days, which will be fully dedicated to cover the Statutory Guidance and will include the remaining 6 sessions from Life to the Full I</p>
	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>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</p>	<p>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</p>	<p>RSHE: (Term 3) Lesson: Pornography. This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.</p>
	<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>	<p>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</p>	<p>H11. To make informed lifestyle choices regarding sleep, diet and exercise</p>	<p>RE: (Term 3) Religion, Relationships and Families taught as part of AQA Specification B <u>Lesson 2</u> Theology of the Body of St. Pope John Paul II</p>
	<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>	<p>4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different</p>	<p>H12. The benefits of having a balanced approach to spending time online</p>	<p>RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.</p>
	<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>	<p>4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure</p>	<p>H13. To identify, evaluate and independently access reliable sources of information</p>	<p>RSHE: (Term 3) Lesson: Pornography. This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.</p>
	<p>The impact of viewing harmful content.</p>	<p>4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands</p>	<p>H18. The ways in which industries and advertising can influence health and well-being</p>	<p>RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they</p>

				respect themselves and others, and the role God can play within that.
	<ul style="list-style-type: none"> 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. 	4.1.3.1. To evaluate their own personal strengths and areas for development	H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	The concepts of relating to, sexual consent, sexual exploitation, how these can affect current and future relationships.	4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives	H23. Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g., drugs and alcohol, violent crime and gangs)	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	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.	4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes	H26. The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)	RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
	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.	4.1.4.5. To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices	R8. To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	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	R9. To recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	That they have a choice to delay sex or to enjoy intimacy without sex.	4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts	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	RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication	R17. Ways to access information and support for relationships including those experiencing difficulties	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others,

				and the role God can play within that.
	That happiness is linked to being connected to others.	4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship	R18. About the concept of consent in maturing relationships	RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
	How to recognise the early signs of mental wellbeing concerns.	4.2.4.1. 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	R21. The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
	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.	4.2.4.7. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement	L24. That social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events	RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
	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,	4.2.4.8. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		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		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		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		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.

		<p>4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity</p> <p>4.3.3.7. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk</p> <p>4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>		<p>RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.</p> <p>RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable</p> <p>RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.</p>
Life to the Full 11.6 STIs	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
<p>Pupils will consider:</p> <ul style="list-style-type: none"> • How upbringing and peer pressure might have an impact on our choices • Facts and figures about Sexually Transmitted Infections, and the responsibility of getting tested • The emotional/psychological impacts of (regularly) engaging in casual sex • How recognising our true value can bring freedom 	<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> <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.</p>	<p>4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity</p> <p>4.1.1.2. Appreciative of blessings</p>	<p>H2. How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H3. How different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</p>	<p>RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.</p> <p>RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable</p>

	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	4.1.1.3. Grateful to others and to God	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	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	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).	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	H5. The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health	RSHE: (Term 3) Lesson: Pornography. This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.
	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	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	RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
	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	H8. To recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help, or treatment is available	RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves
	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	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	RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women	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.	H13. To identify, evaluate and independently access reliable sources of	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands	H14. About the health services available to people; strategies to become a health professional	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others,

				and the role God can play within that.
	That they have a choice to delay sex or to enjoy intimacy without sex.	4.1.3.1. To evaluate their own personal strengths and areas for development	H16. How to take increased personal responsibility for maintaining and monitoring	RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
	The facts about the full range of contraceptive choices, efficacy and options available.	4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives	H18. The ways in which industries and advertising can influence health and	RE: (Term 3) Religion, Relationships and Families taught as part of AQA Specification B <u>Lesson 7</u> Different views about contraception and natural family planning
	That there are choices in relation to pregnancy	4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes	H19. The consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities	RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
	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.	4.1.3.5. To take increased responsibility for monitoring their own health (including testicular and breast self-examination)	H20. Wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle	RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others	H21. To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation	RSHE: (Term 3) Lesson: Pornography. This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.
	How the use of alcohol and drugs can lead to risky sexual behaviour.	4.1.4.3. Strategies for managing mental health and emotional wellbeing	H22. Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online	RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable

	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform	H23. Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g., drugs and alcohol, violent crime and gangs)	RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	4.1.4.5. To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices	H26. The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)	RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves. RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	That happiness is linked to being connected to others.	4.1.5.5. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age (including information on the menopause).	H27. About specific STIs, their treatment and how to reduce the risk of transmission	RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
	How to recognise the early signs of mental wellbeing concerns.	4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility	H28. How to respond if someone has, or may have, an STI (including ways to access sexual health services)	RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
	Common types of mental ill health (e.g., anxiety and depression).	4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible	H29. To overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.

	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.	4.2.1.2. 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	H30. About healthy pregnancy and how lifestyle choices affect a developing foetus	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	(Late secondary) the benefits of regular self-examination and screening.	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	H31. That fertility can vary in all people, changes over time and can be affected by STIs and other lifestyle factors	RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness	R6. About diversity in romantic and sexual attraction and developing sexuality,	RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts	R9. To recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication	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	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes	R13. Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect	R20. To recognise the impact of drugs and alcohol on choices and sexual behaviour	RSHE: (Term 3) Lesson: Birth Control. This session holds fertility up as a precious gift

				to be protected, nurtured and valued.
		4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship	R21. The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.3.1. To evaluate the extent to which their self-confidence and self esteem are affected by the judgments of others		RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
		4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.3.3. To manage changes in personal relationships including the ending of relationships		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)		RSHE: (Term 3) Lesson: Birth Control. This session holds fertility up as a precious gift to be protected, nurtured and valued.
		4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable

		4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances		RE: (Term 3) Religion, Relationships and Families taught as part of AQA Specification B <u>Lesson 6</u> Annulment, divorce and remarriage
		4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them		RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
		4.2.4.1. 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		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.2.4.3. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships		RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
		4.2.4.7. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement		RE: (Term 3) Religion, Relationships and Families taught as part of AQA Specification B <u>Lesson 5</u> What is the significance of marriage promises? Marriage Vows
		4.2.4.9. Where and how to obtain sexual health information, advice and support		RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.

		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		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk		RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
		4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community		RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
		4.3.3.7. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)		RSHE: (Term 3) Lesson: STIs. In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but

				also feeling a lot of pressure to not bring shame on her culture, her community and her family.
Life to the Full 11.7 Coercive Control	Department for Education Guidance	CES Model Curriculum	PSHE Association	Where pupils cover the curriculum in SJCS
Pupils will consider: <ul style="list-style-type: none"> • The many forms of coercive control • Why victims might find it hard to leave abusive relationships • Victim-blaming and other societal attitudes towards misogyny and sexual violence (including rape) • The qualities of a truly respectful, healthy relationship • Support avenues available to them 	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	RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
	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.	4.1.1.2. Appreciative of blessings	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	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	4.1.1.3. Grateful to others and to God	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	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	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).	4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement	H13. To identify, evaluate and independently access reliable sources of information	RE: (Term 3) Religion, Relationships and Families taught as part of AQA Specification B <u>Lesson 3</u> Attitudes to sex, adultery, and homosexuality
	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.	4.1.1.6. 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, workplaces, and environments, including online	RSHE: (Term 3) Lesson: Addiction. In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different	H23. Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g., drugs and alcohol, violent crime and gangs)	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.

	The concepts of, and laws relating to, sexual consent, abuse, coercion, harassment, rape, domestic abuse, and how these can affect current and future relationships.	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.	H26. The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	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.	4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands	R9. To recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	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.	4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes	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	RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others	R11. Strategies to manage the strong emotions associated with the different stages of relationships	
	That they have a choice to delay sex or to enjoy intimacy without sex.	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	RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.
	How the use of alcohol and drugs can lead to risky sexual behaviour.	4.1.4.5. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	R17. Ways to access information and support for relationships including those experiencing difficulties	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	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	R18. About the concept of consent in maturing relationships	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
	That happiness is linked to being connected to others.	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	R19. About the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online	
	How to recognise the early signs of mental wellbeing concerns.	4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness	R20. To recognise the impact of drugs and alcohol on choices and sexual behaviour	

	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.	4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication	R21. The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	
		4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes	R28. To recognise when others are using manipulation, persuasion or coercion and how to respond	RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others	R29. The law relating to abuse in relationships, including coercive control and online harassment	
		4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships	R30. To recognise when a relationship is abusive and strategies to manage this	RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.2.3.3. To manage changes in personal relationships including the ending of relationships	R31. The skills and strategies to respond to exploitation, bullying, harassment and control in relationships	
		4.2.3.4. About harassment and how to manage this	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	
		4.2.3.5. To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond		
		4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others,

				and the role God can play within that.
		4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them		RSHE: (Term 3) Lesson: Eating Disorders. This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves
		4.2.4.1. 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		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.2.4.2. The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others' rights, to give, not give or withdraw consent		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.2.4.4. To understand the pernicious influence of gender double standards and victim-blaming		
		4.2.4.7. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.
		4.2.4.8. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people		
		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		RSHE: (Term 3) Lesson: Self-Worth. This session invites pupils to consider how they respect themselves and others, and the role God can play within that.

		4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity		
		4.3.3.3. That extremism and intolerance in whatever forms they take are never acceptable and why		
		4.3.3.4. The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable		RSHE: (Term 3) Lesson: Pornography. This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.
		4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community		
		4.3.3.7. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable
		4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)		RSHE: (Term 3) Lesson: Coercive Control. In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable