Outline of Skills for Life

Week	Year 7 Health and Well Being	Year 8 Health and Well Being	Year 9 Health and Well Being	Year 10 Health and Well Being	Year 11 Living in the Wider World
1	**Transition and safety** How to manage the challenges of moving to a new school. **CES model 3.1.4.1 (Emotional well-being and attitudes) CES model 3.2.4.8 (keeping safe and people who can help me)**	**Drugs and Alcohol** Medicinal and recreational drugs How to use over the counter and prescription medicine safely The relationship between habit and dependence **CES model 3.2.4.7 (keeping safe and people who can help me)** **CES model 3.3.3.9 (Living in the Wider World)**	**Peer Influence, substance use and gangs** How to distinguish between healthy and unhealthy friendships How to recognise, passive, aggressive and assertive behaviour How to communicate assertively **CES model 4.1.1.5 & 4.1.1.6 & 4.1.1.7 (Education in Virtue) CES model 3.1.4.1 (Emotional well-being and attitudes) CES model 4.1.1.5 & 4.1.1.6 & 4.1.1.7 (Education in Virtue) CES model 3.1.4.1 (Emotional well-being and attitudes) CES model 3.1.4.1 (Emotional well-being and attitudes)**	**Mental Health** How to manage challenges during adolescence How to reframe negative thinking The signs of emotional and mental ill-health Common types of mental ill health e.g. anxiety and depression **CES model 4.1.1.1 (Education in Virtue) CES model 3.1.2.4 (religious understanding of the human person) CES model 4.1.4.1 (Emotional well-being and attitudes) CES model 4.2.3.1 (Personal Relationships)**	**Building for the Future** Options for post 16 and career pathways Application process
2	**Transition and safety** Establishing and managing friendships How to identify, express and manage their emotions in a constructive way	**Drugs and alcohol** Over consumption of energy drinks How to assess the risks of alcohol, tobacco, nicotine	**Peer influence, substance and gangs** How to assess risk and manage influences including online	**Mental Health** How to access support and treatment How to critically evaluate when something that they do or are involved in has a	**Building for the Future** Creating a CV and personal statement

| | | and e cigarettes and the benefits of quitting

Psychological and physiological risks associated with substance abuse

What constitutes low alcohol consumption in adulthood

CES model 3.1.5.5 (Life cycles and fertility)
CES model 3.2.4.7, 3.2.4.8 (keeping safe and people who can help me) | 'Group Think' and how it affects behaviour | positive or negative impact on their own and others mental health
CES model 4.1.4.3 (Emotional well-being and attitudes)
CES model 4.2.3.1 (Personal Relationships) | |
|---|---|---|---|---|---|
| **CES model 3.2.1.1 (Education and virtue)**
CES model 3.2.1.5 (Education in virtue) | | | | | |
| **3** | **Transition and safety** What makes us unique, promoting equal opportunities. Reflection on faiths within our community

CES model 3.1.1.2 & 3.1.1.3 (Education in Virtue)
CES model 3.1.2.4 (religious understanding of the human person)
CES model 3.1.4.7 (Emotional well-being and attitudes)
CES model 3.2.2.5 (Religious understanding of human relationships) | | **Peer influence, substance and gangs** How to manage risks in relation to gangs Criminal exploitation (through gang involvement e.g. county lines)

CES model 4.1.1.5 & 4.1.1.6 & 4.1.1.7 (Education in Virtue)
CES model 3.3.3.9 (Living in the Wider World) | **Mental Health** Portrayal of mental health in the media (Caroline Flack, Britney Spears, Love Island)
CES model 4.1.4.1 (Emotional well-being and attitudes)
CES model 4.2.3.1 (Personal Relationships) How to challenge stigma, stereotypes and misinformation
CES model 4.1.3.3 (Me, my body and my health)
CES model 4.3.3.6 (Living in the Wider World) | **Building for the Future** Interview technique Planning for interview on careers day. Communication skills

CES model 4.2.1.5 (Education in virtue) |
| **4** | **Transition and safety** Identifying personal strengths and areas for development Character traits | **Drugs and alcohol** How to manage influences in relation to substance abuse How to recognise positive social norms and attitudes | **Peer influence, substance and gangs** Legal and physical risks of carrying a knife How to reduce knife crime | **Mental Health** Influence of social media and social influencers on mental health | **Building for the Future** How to use feedback constructively when planning for the future How to set and achieve SMART techniques |

	CES model 3.1.3.1 (Me, my body and my health)	Reasons against substance use (social views and peer pressure) The effects of drugs and alcohol on decision making **CES model 3.1.1.5 & 3.1.1.6 & 3.1.1.7 (Education in Virtue)** **CES model 3.1.2.6 (religious understanding of the human person)** **CES model 3.1.4.1 (Emotional well-being and attitudes)** **CES model 3.2.4.7 (keeping safe and people who can help me)**		**CES model 4.1.1.5 & 4.1.1.6 & 4.1.1.7 (Education in Virtue)** **CES model 4.1.3.3 (Me, my body and my health)** **CES model 4.3.3.6 (Living in the Wider World)**	**CES model 4.1.3.1, 4.1.3.2 (Me, my body and my health)** **CES model 4.2.2.4 (Religious understanding of human relationships)**
5	**Transition and safety** How to respond to an emergency situation and basic first aid	**Understanding of law** The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch Operation of parliament including voting and elections Role of political parties Precious liberties enjoyed by the citizens of the United Kingdom	**Peer influence, substance and gangs** Positive social norms in relation to drug and alcohol use Legal and health risks in relation to drug and alcohol use including addiction and dependence **CES model 4.1.1.5 & 4.1.1.6 & 4.1.1.7 (Education in Virtue)** **CES model 3.3.3.9 (Living in the Wider World)**	**Mental Health** Coping with exam stress Being organised Planning for Success Calming techniques How to use effective revision strategies	**Building for the Future** How to maximise employability including managing online presence and taking opportunities to broaden experience Rights, responsibilities and challenges in relation to working part time whilst studying Labour Market Information in Greater Manchester

| 6 | **Transition and safety**
Travel to and from school safely
Personal safety strategies and travel safety e.g. road, rail and water

CES model 3.1.4.5 (Emotional well-being and attitudes) | **Understanding of law**
Nature, rules and laws of the justice system including the role of the police, the courts and tribunals
CES model 3.2.1.6 (Education in virtue) | **Peer influence, substance and gangs**
Ability to recognise the difference between right and wrong and respecting civil and criminal law
Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

CES model 3.2.1.6 (Education in virtue)
CES model 3.3.1.3 (education in virtue)

CES model 3.2.1.2 (Education in virtue)
CES model 3.2.1.6 (Education in virtue)
CES model 3.3.1.1 (education in virtue)
CES model 3.3.1.3 (education in virtue) | **Emotional Well Being**
Unhealthy coping strategies such as self harm, eating disorders, suicide. Potential impacts on oneself and others.
Healthy coping strategies promote mental health and well being (such as physical exercise, time outdoors, community participation, volunteering. Rest, time spent with family and friends and self care)
Where and when to seek help
CES model 4.1.4.1, 4.1.4.3 (Emotional well being and attitudes) | **Building for the Future**
Effective revision strategies |
| 7 | **Transition and safety**
How to improve study skills. Introduction of knowledge organisers and how to utilise these | **Understanding of law**
The laws around drug use and understanding the consequences of their behaviour to include drink and drug driving and | **Seeking support and advice**
Understand the features of the home, school and parish and how each work for the good of all. | **Emotional Well Being**
Healthy coping strategies (such as physical exercise, time outdoors, community participation, volunteering. | **Building for the Future**
Effective revision strategies continued and how to manage work/life balance |

	effectively. Access to class charts, email and teams.	possession/supply/use of drugs **CES model 3.2.1.6 (Education in virtue)** **CES model 3.3.3.9 (Living in the Wider World)**	Talking to elders, online support, church, parents, teachers, outside speakers **CES model 3.3.2.2 (education in virtue**	Rest, time spent with family and friends and self care) Where and when to seek help **CES model 4.1.4.1, 4.1.4.3 (Emotional well being and attitudes)**	
Drop down day	**Careers Day – Meeting college providers opportunity**	**Careers Day – Meeting college providers opportunity**	**Careers Day – Meeting college providers opportunity**	**Careers Day – Meeting college providers opportunity**	**Careers Day:** Typing up of CV Interview with an employer Employee/Employer engagements Meeting of all post 16 providers in the local area Salaries and money management Applications for college
<td colspan="6" align="center">**Autumn half term holidays**</td>
Week	**Year 7** **Living in the Wider World**	**Year 8** **Living in the Wider World**	**Year 9** **Living in the Wider World**	**Year 10** **Living in the Wider World**	**Year 11** **Health and wellbeing**
8	**Charity and love of others in our community** Linked into Lenten charities **CES model 3.2.2.4 (Religious understanding of human relationships)** **CES model 3.3.1.2, 3.3.1.3 (education in virtue)**	**Charity and love of others in our community** Linked into Lenten charities **CES model 3.2.2.4 (Religious understanding of human relationships)** **CES model 3.3.1.2, 3.3.1.3 (education in virtue)**	**Charity and love of others in our community** Linked into Lenten charities **CES model 3.2.2.4 (Religious understanding of human relationships)** **CES model 3.3.1.2, 3.3.1.3 (education in virtue)**	**Financial decision making** How to effectively budget and balance saving options.	**Building for the future** How to manage the judgement of others and challenge stereotyping. How to balance ambition and unrealistic expectations. **CES model 4.2.3.1 (Personal Relationships)** **CES model 4.3.3.6 (Living in the Wider World)**
9	**Developing skills and aspirations**	**Community and Careers** Equality and opportunity in life and work	**Setting Goals** Learn about transferable skills, abilities and interests.	**Financial decision making** How to prevent debt, including understanding	**Building for the future** How to develop self – efficacy, including

	How to be enterprising including, problem solving, communication, team work, leadership, risk management and creativity	How to challenge stereotypes and discrimination in relation to work and pay **CES model 3.3.1.3 (education in virtue)**	How to demonstrate strengths.	credit lending and pay day lending How data is generated, collected and shared and the influence of targeted advertising How to manage risk in relation to financial activities.	motivation, perseverance and resilience. How to maintain a healthy self- concept
10	**Developing skills and aspirations** Dragons Den based upon enterprising skills lesson last week	**Community and Careers** Employment, self employment and voluntary work Labour Market Information in Greater Manchester **CES model 3.2.1.2 (Education in virtue)**	**Setting Goals** About different types of employment and career pathways Labour Market Information in Greater Manchester	**Financial decision making** How thinking errors, e.g. gambler's fallacy, can increase the susceptibility to gambling Strategies for managing influences related to gambling, including online **CES model 4.1.4.5 (Me, my body and my health)**	**Building for the future** Understand the nature, cause and effects of stress. Stress management strategies including healthy sleep habits. The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
11	**Developing skills and aspirations** Broad range of careers and the abilities and qualities required for different careers How to challenge stereotypes, broaden their horizons and how to identify future career aspirations.	**Community and Careers** challenging expectations that limit choices Qualifications needed to progress onto different types of courses post 16	**Employment rights and responsibilities** Rights in employment and part time work for young people	**Financial decision making** The relationship between gambling and debt About the law and illegal financial activities , including fraud and cybercrime	**Building for the future** About positive and safe ways to create content online and opportunities this offers. How to balance time online.
12	**Developing skills and aspirations** Use of XELLO platform to explore careers linked to their skills and interests	**Community and Careers** Use of XELLO platform to explore careers linked to their skills and interests	**Setting Goals** About GCSE and post 16 options. Skills for decision making re specialism choices	**Citizenship** Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the	

				Citizenship (continued)	
				power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom **CES model 4.2.2.4 (Religious understanding of human relationships)** **CES model 4.3.1.2, 4.3.1.1, 4.3.1.3 (education in virtue**	
13	**Developing skills and aspirations** Links between the school curriculum and success in later life. Careers and what it takes to be successful.	**Community and Careers** How to set aspirational goals for future careers	**Community and Careers** Use of XELLO platform to explore careers linked to their skills and interests	**Citizenship** Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world	**Charity and love of others in our community** Linked into Lenten charities **CES model 3.2.2.4 (Religious understanding of human relationships)** **CES model 4.3.1.2, 4.3.1.1, 4.3.1.3 (education in virtue**

				Human rights and international law The legal system in the UK, different sources of law and how the law helps society deal with complex problems **CES model 4.2.2.4 (Religious understanding of human relationships)** **CES model 4.3.1.2, 4.3.1.1, 4.3.1.3 (education in virtue)**	
14	**To distinguish needs from wants** Pressure on students and pressure on parents to conform. Needs v desires **CES model 3.1.3.2 (Me, my body and my health)**	**Developing skills and aspirations** Understanding and developing transferrable skills for the world of work	**Charity and love of others in our community** Setting goals for the future based on careers aspirations and current performance	**Citizenship** Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	**Charity and love of others in our community** Linked into Lenten charities **CES model 3.2.2.4 (Religious understanding of human relationships)** **CES model 4.2.2.4 (Religious understanding of human relationships)** **CES model 4.3.1.2, 4.3.1.1, 4.3.1.3 (education in virtue**

				CES model 4.2.2.5 (Religious understanding of human relationships) CES model 4.3.1.2, 4.3.1.1, 4.3.1.3 (education in virtue	

		Christmas holidays			

week	Year 7 Relationships	Year 8 Relationships	Year 9 Relationships	Year 10 Relationships	Year 11 Relationships
15	**Diversity** About identity , rights and responsibilities About living in a diverse society **CES model 3.2.2.5 (Religious understanding of human relationships)**	**Discrimination** How to manage influences on beliefs and decisions. About "group think" and persuasion. **CES model 3.2.2.5 (Religious understanding of human relationships) CES model 3.1.1.5 (Education in Virtue) CES model 3.1.4.5 (Emotional well-being and attitudes) CES model 3.1.4.7 (Emotional well-being and attitudes) CES model 3.3.3.9 (Living in the Wider World)**	**Respectful relationships** About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering. Why marriage is an important relationship choice for many couples and why it must be entered into freely. Why people choose to be celibate (not married) and to refrain from sexual activity e.g. single people, priests and those in religious life) **CES model 3.2.2.1 (Religious understanding of human relationships) CES model 3.1.4.7 (Emotional well-being and attitudes)**	**Healthy relationships** Relationship values and the role of pleasure in relationships to include positive aspects of healthy one to one relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendships. **CES model 4.2.1.1, 4.2.1.2 (Education in virtue) CES model 4.2.3.2 (Personal Relationships)** Myths, assumptions, misconceptions and social norms about gender, sex and relationships. **CES model 4.1.1.4 & 4.1.1.5 (Education in Virtue) CES model 3.1.3.4 (Me, my body and my health) CES model 4.1.3.3, 4.1.3.4 (Me, my body and my health)**	**Communication in relationships** Core values and emotions How to communicate assertively How to communicate wants and needs Hate crime **CES model 4.1.4.5 (Me, my body and my health) CES model 4.2.3.2 (Personal Relationships)**

			CES model 3.2.2.2, 3.2.2.1, 3.2.2.3 (Education in virtue) **CES model 3.2.3.6, 3.2.3.8, 3.2.3.9 (personal relationships)**	**CES model 4.2.2.3, 4.2.2.4, 4.2.2.6 (Religious understanding of human relationships)**	
16	**Diversity** How to challenge prejudice, stereotypes, and discrimination **CES model 3.3.3.7 (Living in the Wider World)** **CES model 3.3.3.9 (Living in the Wider World)**	**Understanding sexual identity** Identity of different types of sexual identity and accessing support **CES model 3.1.1.1 (Education in Virtue)** **CES model 3.1.3.5 (Me, my body and my health)** **CES model 3.1.4.1 (Emotional well-being and attitudes)** **CES model 3.2.3.11 (personal relationships)**	**Respectful relationships** About positive relationships in the home. About conflict and its causes in different contexts, e.g. with family and friends. Managing changing relationships with parents as a teenager **CES model 3.2.1.3 (Education in virtue)** **CES model 3.2.1.4 (Education in virtue)** **CES model 3.2.1.5 (Education in virtue)** **CES model 3.2.2.6 (Religious understanding of human relationships)** **CES model 3.2.4.2 (Personal Relationships)**	**H ealthy relationships** The opportunities and risks of forming and conducting relationships online How to recognise and respond to pressure coercion, exploitation including reporting and assessing appropriate support **CES model 4.2.1.3 (Education in virtue)** **CES model 4.2.3.5 (Personal Relationships)** **CES model 4.2.4.1 (keeping safe and people who can help me)**	**Communication in relationships** Gender identity, gender expression and sexual orientation – part 1 **CES model 4.1.1.1 (Education in Virtue)** **CES model 4.2.1.4 (Education in virtue)** **CES model 4.2.3.10 (Personal Relationships)**
17	**Diversity** Diversity at St Cuthbert's – how our community is made up. Celebrating cultural diversity and respect for on another	**Discrimination** How to recognise and challenge homophobia and biphobia.	**Respectful relationships** Why marriage is an important relationship choice for many couples and why it must be entered into freely. Why people	**Healthy relationships** Managing the impact of the media and pornography on sexual attitudes, expectations and behaviours	**Communication in relationships** Gender identity, gender expression and sexual orientation – part 2 Where to seek support

	CES model 3.1.3.6 (Me, my body and my health) **CES model 3.2.3.1 (personal relationships)** **CES model 3.3.3.9 (Living in the Wider World)**	How to recognise and challenge racism and religious discrimination **CES model 3.2.3.1 (personal relationships)**	choose to be celibate (not married) and to refrain from sexual activity e.g. single people, priests and those in religious life)	**CES model 3.1.2.5 ,3.1,1,1, 3,1,4, 4.1.2.6 (religious understanding of the human person& Education in virtue)** **CES model 4.1.2.1, 4.1.2.3 (religious understanding of the human person)** **CES model 4.1.4.5 (Me, my body and my health)** **CES model 4.2.2.4 (Religious understanding of human relationships)**	**CES model 4.1.1.1 (Education in Virtue)** **CES model 4.2.1.4 (Education in virtue)** **CES model 4.2.3.10 (Personal Relationships)**
18	**Diversity** The signs and effects of all Kinds of bullying, including online. How to respond to bullying of any kind, including online. How to support others **CES model 3.1.3.6 (Me, my body and my health)** **CES model 3.2.3.1 (personal relationships)** **CES model 3.3.3.9 (Living in the Wider World)**	**Discrimination** How to develop self-worth and confidence. About gender identity, transphobia and gender-based discrimination **CES model 3.1.1.1 (Education in Virtue)** **CES model 3.1.3.5 (Me, my body and my health)** **CES model 3.1.4.1 (Emotional well-being and attitudes)** **CES model 3.2.3.11 (personal relationships)**	**Respectful relationships** Conflict resolution strategies How to manage relationship and family changes including relationship breakdown, separation and divorce How to access support services **CES model 3.1.4.4 (Emotional well-being and attitudes)** **CES model 3.2.1.3 (Education in virtue)** **CES model 3.2.1.4 (Education in virtue)** **CES model 3.2.2.6, (Religious understanding of human relationships)**	**Healthy relationships** Ethical and legal implications in relation to consent, including manipulation, coercion and capability to consent How to recognise and challenge victim blaming **CES model 4.1.4.4 (Me, my body and my health)** **CES model 4.2.1.3 (Education in virtue)** **CES model 4.2.3.5 (Personal Relationships)** **CES model 4.2.4.2 (keeping safe and people who can help me)** **CES model 4.2.4.4 (keeping safe and people who can help me)**	**Communication in relationships** How to handle unwanted attention (including online) How to challenge harassment and stalking including online **CES model 4.2.2.4 (Religious understanding of human relationships)** **CES model 4.2.3.4 (Personal Relationships)**

			CES model 3.2.3.7, 3.2.3.8 (personal relationships) CES model 3.3.3.9 (Living in the Wider World)		
19	**Grateful to God and others. Appreciative of blessings.** **CES model 3.1.1.3 & 3.1.1.4 (Education in Virtue)**	**Discrimination** How to recognise and challenge homophobia and biphobia. How to recognise and challenge racism and religious discrimination **CES model 3.2.3.1 (personal relationships)** **CES model 3.3.3.9 (Living in the Wider World)**	**Respectful relationships** Young people and homelessness	**Healthy relationships** Sexuality, abstinence and celibacy The facts about the full range of contraceptive choices, efficacy and options available. Understanding of different faith perspectives concerning relationships and sexual activity. How to get further advice, including how and where to access confidential sexual and reproductive health, advice and treatment. **CES model 4.1.2.4, 4.1.2.5 (religious understanding of the human person)** **CES model 4.1.4.2 (Me, my body and my health)** **CES model 4.1.5.4 (Life cycles and fertility)** **CES model 4.3.3.2 (Living in the Wider World)**	**Communication in relationships** Various forms of relationship abuse including domestic abuse Unhealthy, exploitative and abusive relationships How to access support in abusive relationships and how to overcome challenges in seeking support **CES model 4.2.3.4, 4.2.3.5, 4.2.3.8 (Personal Relationships)**
20	**Working with others** Turn taking, communication – verbal and non verbal, showing of	**Healthy relationships** The characteristics of positive and healthy friendships (in all contexts, including online) including:	**Respectful relationships** Managing bereavement	**Healthy relationships** How the different sexually transmitted diseases (STIs) are transmitted, how risk can be reduced through	**Communication in relationships** What marriage is, including their legal status e.g. that marriage carries legal rights

				safer sex (including through condom use) and the importance of and facts about testing. The prevalence of STIs , they impact that can have on those who contract them and key facts about treatment. Where to seek help and support for STIs and unintended pregnancy. **CES model 4.1.5.4, 4.1.5.5 (Life cycles and fertility) CES model 4.2.4.9 (keeping safe and people who can help me) CES model 4.3.3.1 (Living in the Wider World) CES model 4.3.3.6 (Living in the Wider World)**	and protections not available to couples who are cohabiting or who have married, for example in an unregistered civil ceremony The characteristics and legal status of other types of long-term relationships **CES model 4.2.2.1 (Education in virtue) CES model 4.2.2.2 (Education in virtue) CES model 4.2.3.7 (Personal Relationships)**
21	**Working with others** The importance of team work and respecting others opinions	**Healthy relationships** The management of conflict, reconciliation and ending relationships. This includes different (non sexual) relationships **CES model 3.2.3.1 (personal relationships) CES model 3.1.4.5 (Emotional well-being and attitudes)**	**Drugs and peer pressure Building on unit 1 of Year 8 looking at different classes of drugs and their negative impacts**	**Healthy relationships** Managing changes in personal relationships including the end of relationships **CES model 4.2.3.3 (Personal Relationships)**	**Wants v needs** Preparing for the future and your budget. What are essentials v what are desirable.
			February half term holidays		
week	**Year 7 Health and Well Being**	**Year 8 Health and Well Being**	**Year 9 Health and Well Being**	**Year 10 Health and Well Being**	**Year 11 Health and Well Being**
22	**Health and puberty**	**Emotional Well Being**	**Health lifestyle**	**Exploring Influence**	**Independence**

respect, making and keeping friends | trust, respect, honesty, kindness, generosity, boundaries, privacy, consent. **CES model 3.2.3.1 (personal relationships) CES model 3.1.4.5 (Emotional well-being and attitudes)**

	How to make healthy lifestyle choices including diet, dental health, physical activity and sleep The importance of building regular physical activity into daily and weekly routines and how to achieve this.	Attitudes towards mental health Challenges, myths and stigmas – including that mental well being is a normal part of daily life, in the same way as physical health **CES model 3.2.1.3 (Education in virtue)**	Relationship between physical and mental health Balancing work, leisure, exercise and sleep Happiness is being connected to others	Positive and negative role models How to evaluate the influence of role models and to become a positive role model for peers **CES model 4.2.1.2 (Education in virtue)**	How to assess and manage risk and safety in new independent situations How to assess emergency and non emergency situations and contact appropriate services **CES model 4.1.5.6 (Life cycles and fertility)**
23	**Health and puberty** How to manage influences relating to caffeine, smoking and alcohol	**Emotional Well Being** Daily Well Being – how to talk about their emotions How to manage emotions How to develop digital resilience	**Health lifestyle** How to make informed healthy eating choices (McDonalds experiment)	**Exploring influence – The negative effects of cannabis** The negative effects of cannabis on young people	**Independence** Links between lifestyle and some cancers and cardio-vascular disease The importance of screening and self examination (recap of Year 10) **CES model 4.1.3.5 (Me, my body and my health)**
24	**Health and puberty** How to manage physical and emotional changes during puberty – and the implications for emotional and physical health How to manage personal hygiene Key facts about puberty, the changing adolescent body and menstrual well being **CES model 3.1.3.7 (Me, my body and my health)**	**Emotional Well Being** Unhealthy coping strategies such as self harm and eating disorders Healthy coping strategies (such as physical exercise, time outdoors, community participation, volunteering. Rest, time spent with family and friends and self care) Where and when to seek help	**Health lifestyle** How to manage influences on body image How to make independent health choices **CES model 3.1.3.3 (Me, my body and my health)** **CES model 3.3.3.9 (Living in the Wider World)**	**Exploring Influence** The impact of drugs and alcohol on individuals, personal safety, families and wider communities To include cannabis, and other recreational drug use **CES model 4.1.5.6 (Life cycles and fertility)** **CES model 4.2.4.3 (keeping safe and people who can help me)**	**Independence** Registering and accessing doctors, sexual health clinics, opticians and other health services **CES model 4.1.5.6 (Life cycles and fertility)**

	CES model 3.1.5.3 (Life cycles and fertility)				
25	**Health and puberty** How to recognise and respond to inappropriate and unwanted contact FGM **CES model 3.2.4.1 (Personal Relationships)** **CES model 3.3.3.3, 3.3.3.5 (Living in the Wider World)** **CES model 3.3.3.9 (Living in the Wider World)**	**Human rights v Law** Cultural practises against UK law and universal rights; FGM, Forced marriages, honour based violence, human trafficking, **CES model 3.3.3.3, 3.3.3.5 (Living in the Wider World)**	**Health lifestyle** How to take increasing responsibility for physical health including testicular self examination and breast examination. Importance of taking up vaccinations **CES model 4.1.3.5 (Me, my body and my health)** **CES model 3.1.3.7 (Me, my body and my health)** **CES model 3.3.3.1 (living in the wider world)**	**Exploring Influence** How drugs and alcohol affect decision making. How to keep self and others safe in situations that involve substance abuse **CES model 4.1.5.6 (Life cycles and fertility)** **CES model 4.2.4.3 (keeping safe and people who can help me)**	**Independence** How to manage influences and risks relating to cosmetic and aesthetic body alterations Sunbed dangers **CES model 4.1.3.4 (Me, my body and my health)**
26	**Health and puberty** What constitutes a healthy diet (including calories and other nutritional content) The characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay and some cancers)	**Human Rights v Law** Radicalisation - Skill and strategies to respond to being targeted or witnessing or targeting others	**Healthy Lifestyle – Internet and safety harms** 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	**Exploring Influence** How to manage peer influence in increasingly independent scenarios in relation to substances, gangs and crime	**Independence:** Blood, organ and stem cell donation
27	**Health and Puberty** Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. Dental health and the benefits of good oral hygiene and dental flossing,	**Human rights v Law** Potential tensions between human rights, English law and cultural and religious expectations and practises **CES model 3.3.3.8, 3.3.3.9 (Living in the Wider World)**		**Exploring Influence** Exit strategies for pressurised or dangerous situations. How to seek help for substance abuse and addiction	**Independence** Vaccinations and immunisations

	including healthy eating and regular check-ups at the dentist. **CES model 3.1.1.1 (Education in Virtue) CES model 3.1.3.7 (Me, my body and my health)**		and information is targeted at them and how to be a discerning consumer of information online. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. **CES model 3.1.3.6 (Me, my body and my health) CES model 3.2.3.1 (personal relationships)**		
Drop Down Day	**Careers Day**	**Careers Day**	**Careers Day**	**Emergency First Aid Drop down - delivery through KS4 core PE** **Careers Day**	**Careers Day**
			Easter holidays		
week	**Year 7 Relationships**	**Year 8 Relationships**	**Year 9 Relationships**	**Year 10 Relationships**	**Year 11 Relationships**
28	**Building relationships** How to develop self worth and self efficacy Qualities and behaviours relating to positive relationships Different types of bullying (including cyber bullying), the impact of bullying including mental well being. responsibilities of	**Identity and relationships** Qualities of positive healthy relationships How to demonstrate positive behaviours in a healthy relationship **CES model 3.2.3.1 (personal relationships) CES model 3.2.3.4 (personal relationships)**	**Intimate relationships** Readiness for sexual activity The choice to delay sex or enjoy intimacy without sex Myths and misconceptions relating to consent Continuous right to withdraw consent and capacity to consent	**Addressing extremism and radicalisation** Communities, inclusion, respect and belonging Equality act, diversity and values **CES model 4.1.1.1 (Education in Virtue) CES model 4.2.1.2 (Education in virtue)**	**Families** Different types of families and families changing structures Evaluate readiness for parenthood and positive parenting qualities. Including implications of young parenthood

	  CES model 3.2.3.1 (personal relationships)		What constitutes sexual harassment and sexual violence and why these are always unacceptable. **CES model 3.1.2.1, 3.1.2.3 (religious understanding of the human person)** **CES model 3.1.3.3 (Me, my body and my health)** **CES model 3.1.4.5 (Emotional well-being and attitudes)** **CES model 3.2.3.2, 3.2.3.2, 3.2.3.5 (personal relationships)**	**CES model 4.2.1.4 (Education in virtue)** **CES model 4.3.3.3, 4.3.3.5 (Living in the Wider World)**	**CES model 4.2.1.3, (Education in virtue)** **CES model 4.2.2.2 (Education in virtue)** **CES model 4.2.3.6, 4.2.3.7 (Personal Relationships)** **CES model 4.2.4.5 (keeping safe and people who can help me)**
29	**Building relationships** How to recognise unhealthy relationships How to recognised and challenge media stereotypes. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation can cause damage (e.g. how they might normalise non-consenual behaviour or encourage prejudice) **CES model 3.2.3.1 (personal relationships)** **CES model 3.2.4.5, 3.2.4.6 (keeping safe and people who can help me)**	**Identity and relationships** Gender identity and sexual orientation **CES model 3.1.4.6 (Emotional well-being and attitudes)** **CES model 3.2.3.11 (personal relationships)** **CES model 3.3.3.9 (Living in the Wider World)**	**Intimate relationships** STIs, effective use of condoms and negotiating safer sex Consequences of unprotected sex including pregnancy Basic forms of contraception e.g. condom and pill **CES model 3.1.2.2 (religious understanding of the human person)** **CES model 3.1.4.2 (Emotional well-being and attitudes)**	**Addressing extremism and radicalisation** How social media may distort, mis represent or target information in order to influence beliefs and opinions How to manage conflicting views and misleading information (fake news) **CES model 4.2.1.6 (Education in virtue)** **CES model 4.3.3.3, 4.3.3.5 (Living in the Wider World)**	**Families** Fertility – How it might vary and change and the potential impact of lifestyle factors on fertility for men and women Pregnancy, birth and miscarriage (one born every minute)

			CES model 3.1.4.3 (Emotional well-being and attitudes) CES model 3.1.5.3 (Life cycles and fertility) CES model 3.3.3.2 (Living in the Wider World)		
30	**Building relationships** How to evaluate expectations for romantic relationships How to seek and assertively communicate consent **CES model 3.2.4.3, 3.2.4.4 (keeping safe and people who can help me)**	**Identity and relationships** Forming new partnerships and developing relationships The law in relation to consent Legal and moral duty is with the seeker of consent How to effectively communicate in consenting relationships **CES model 3.1.4.4 (Emotional well-being and attitudes)** **CES model 3.2.4.3, 3.2.4.4 (keeping safe and people who can help me)**	**Identity and relationships** How the portrayal of relationships in the media might affect expectations In wider society, students should be treated with respect by others, and that in due course they should show respect to others, including people in positions of authority and due tolerance of other people's beliefs **CES model 3.2.4.5, 3.2.4.6 (keeping safe and people who can help me)**	**Addressing extremism and radicalisation** How to safely challenge discrimination including online How to recognise and respond to extremism and radicalisation **CES model 3.3.3.3, 3.3.3.5 (Living in the Wider World)**	**Families** Unplanned pregnancy options including abortion (ten:ten) Adoption and fostering Where to get further help **CES model 4.2.2.7 (Religious understanding of human relationships)** **CES model 4.2.4.6 (keeping safe and people who can help me)**
31	**Building relationships** How discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic and disablist). The need to challenge it. Opportunity for students to discuss slang terms which they use inappropriately – challenge and change	**Identity and relationships** The risks of sexting and how to manage requests or pressure to send an image That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	**Identity and relationships** How to assess risks of sending, sharing or passing on sexual images How to secure information online **CES model 3.1.3.3 (Me, my body and my health)** **CES model 3.2.4.5, 3.2.4.6 (keeping safe and people who can help me)**	**Sexual exploitation:** Defining sexual consent, sexual exploitation, abuse, peer on peer abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence, FGM. Why they are always unacceptable.	**Families** How to manage change, loss, grief and bereavement, including separation and divorce and changing family circumstances. Places to seek help **CES model 4.2.3.9 (Personal Relationships)** **CES model 4.2.4.7 (keeping safe and people who can help me)**

		CES model 3.1.2.5 (religious understanding of the human person) **CES model 3.1.4.4 (Emotional well-being and attitudes)** **CES model 3.2.4.5, 3.2.4.6 (keeping safe and people who can help me)**		**CES model 4.3.3.4 (Living in the Wider World)**	
	CES model 3.3.3.6 (Living in the Wider World)				
32	**Building relationships:** Gender stereotypes, sexist jokes and sexist language. Different expectations of boys and girls based on gender		**Intimate relationships** The concept of and laws relating to sexual consent ,sexual exploitation, abuse, grooming, coercion, harassment, rape. **CES model 3.1.3.3 (Me, my body and my health) CES model 3.1.4.5 (Emotional well-being and attitudes) CES model 3.2.4.1 (Personal Relationships) CES model 3.2.4.3, 3.2.4.4 (Personal Relationships)**	**Sexual exploitation:** 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. Strategies to access support for yourself or others. Domestic violence and where to seek help **CES model 4.3.3.7, 4.3.3.8 (Living in the Wider World)**	**Families** Honour based violence, forced marriage and how to safely access support. Violence against women and girls and where to seek help How violence is not only against women and girls **CES model 4.3.3.4, 4.3.3.7 (Living in the Wider World)**
**May half term holidays**				
week	**Year 7 Living in the Wider World**	**Year 8 Living in the Wider World**	**Year 9 Living in the Wider World**	**Year 10 Living in the Wider World**	
33	**Financial Decision Making** How to make safe financial choices Ethical and unethical business practises and consumerism	**Digital literacy** Online communication – how to use social networking sites safely	**Employability skills** Young peoples employment rights and responsibilities Skills for enterprise and employability	**Experience of work** How to evaluate strengths and interests in relation to career development Opportunities in learning and work Strategies for overcoming challenges and adversity	
34	**Financial Decision Making**	**Digital literacy**	**Employability skills**	**Experience of work**	

	Saving, spending and budgeting and how to manage risk taking behaviour	How to recognise online grooming in different forms e.g. in relation to sexual or financial exploitation, extremism and radicalisation	How to give and act upon constructive feedback How to manage their personal brand online	Responsibilities in the workplace How to manage practical problems and health and safety **CES model 4.2.1.5, 4.2.1.6 (Education in virtue)**	
35	**Stewardship** Responsibilities towards their local, global and national community **CES model 3.3.3.4 (Living in the Wider World)**	**Digital literacy** How to respond and seek support in cases of online grooming How to recognise biased or misleading information online	**Employability skills** Habits and strategies to support progress How to identify and access support for concerns relating to life online	**Experience of work** How to maintain a positive personal presence online Evaluation of experience of work .	
36	**Character Education** Moral virtues – Character traits that enable us to act well in situations that require an ethical response. compassion, courage, gratitude, humility and respect. Definition, reflection and opportunities to build these traits in school (Jubilee centre character education in schools)	**Digital literacy** How to critically assess different media sources How to distinguish between content which is publically and privately shared Age restrictions when accessing different forms of media and how to make responsible decisions	**British Values** Democracy and individual liberty Rule of Law	**Thinking about the next steps** Exploration of different types of courses available post 16	
37	**Character Education** Civic virtues – Character traits that are necessary for engaged, responsible citizenship contributing to the common good-citizenship, community	**Digital literacy** How to protect financial security online How to assess and manage risks in relationship to gambling and chance based transactions	**British Values** Mutual respect and tolerance irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	**Thinking about the next steps** Research into courses that they may be interested in	

	awareness, neighbourliness and volunteering Definition, reflection and opportunities to build these traits in school (Jubilee centre character education in schools)		**CES model 3.1.1.1, 3.1.1.3 (Education in virtue) CES model 3.2.3.11 (personal relationships)**		
38	**Character Education** Performance virtues – Character traits that have an instrumental value in enabling the intellectual, moral and civic virtues – confidence, determination, motivation, perseverance, resilience Definition, reflection and opportunities to build these traits in school (Jubilee centre character education in schools)	**Digital Literacy** Objectification in the media/popular culture. Normalisation of violence against women and girls in mainstream media	**Cultural Development** Understanding and appreciation of the wide range of cultural influences at St Cuthbert's and further afield as an essential element for students life in modern Britain	**Thinking about the next steps** Starting to prepare for personal statements and CV Apprenticeships	
39	Character Education Intellectual Virtues – Character traits necessary for discernment, right action and pursuit of knowledge, truth and understanding – autonomy, critical thinking, curiosity, judgement, reading, reflection and resourcefulness. Definition, reflection and opportunities to build these traits in school (Jubilee	**Digital Literacy** Stop and think before you post with social media	Cultural Development Ability to recognise the things that we share in common across cultural, religious, ethnic and socio-economic communities. Accepting, respecting and celebrating diversity in the local, national and global communities **CES model 3.1.4.7 (Emotional well-being and attitudes)**	**Thinking about the next steps** Experience of work day and reflection of experience of work day	

	centre character education in schools)				
Drop Down Day				**Experience of Work Day Visit to Hopwood Hall and RSFC**	
Summer holidays					

	Citizenship content
	SMSC content/Personal Development
	RSHE Statutory content
	Additional topics pertinent to our school context
	Gatsby Benchmarks
	Character Education
	Primary content recovered
	British values
CES model	Where our curriculum plan meets the CES model Catholic Secondary RSE curriculum
Blue writing	Content specific to the needs of St Cuthbert's

CES model – To tie in with red writing above:

Theme 1: Created and Loved by God

KS3

KS4&5

Education in virtue	**In a Catholic school, pupils are growing to be:** 3.1.1.1. Respectful of their own bodies, character and giftedness 3.1.1.2. Appreciative for blessings 3.1.1.3. Grateful to others and to God 3.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 3.1.1.5. Discerning in their decision making 3.1.1.6. Determined and resilient in the face of difficulty 3.1.1.7. Courageous in the face of new situations and in facing their fears	**In a Catholic school, pupils are growing to be:** 4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity 4.1.1.2. Appreciative of blessings 4.1.1.3. Grateful to others and to God 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 4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement 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 4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different

Religious understanding of the human person: loving myself	**Pupils should be taught:** 3.1.2.1. To appreciate sensual pleasure as a gift from God 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 3.1.2.3. The Church's teaching on the morality of natural and artificial methods of managing fertility 3.1.2.4. To understand the need for reflection to facilitate personal growth and the role prayer can play in this 3.1.2.5. To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves 3.1.2.6. To recognise that they are responsible for their own behaviour and how to inform their conscience	**Pupils should be taught:** 4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure 4.1.2.2. The concept of fasts and feasts and the importance of self-discipline and moderation 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 4.1.2.4. The Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3 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. 4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands

	KS3	KS4&5
Me, my body and my health	**Pupils should be taught:** **Me** 3.1.3.1. To recognise their personal strengths 3.1.3.2. To distinguish 'needs' from 'wants' 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 **My body** 3.1.3.4. To appreciate all five senses and to be able to separate sensuality from sexuality 3.1.3.5. There are many different body shapes, sizes and physical attributes 3.1.3.6. Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have a negative impact on the individual **My Health** 3.1.3.7. How to take care of their body and the importance of taking increased responsibility for their own personal hygiene	**Pupils should be taught:** **Me** 4.1.3.1. To evaluate their own personal strengths and areas for development 4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives **My body** 4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes 4.1.3.4. The health risks and issues related to this, including cosmetic procedures **My health** 4.1.3.5. To take increased responsibility for monitoring their own health (including testicular and breast self-examination)

Emotional well-being and attitudes	**Pupils should be taught:** **Emotional well-being** 3.1.4.1. How to develop self-confidence and self-esteem 3.1.4.2. That all aspects of health can be affected by choices made in sex and relationships 3.1.4.3. The importance and benefits of delaying sexual intercourse until ready 3.1.4.4. There are different emotions which may emerge in relation to change and loss and strategies to manage them 3.1.4.5. How to develop the skills needed to identify and resist peer and other types of pressure (including sexual pressure) to conform 3.1.4.6. The concepts of sexual identity, gender identity and sexual orientation **Attitudes** 3.1.4.7. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	**Pupils should be taught:** **Emotional well-being** 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 4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage 4.1.4.3. Strategies for managing mental health and emotional well-being 4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform **Attitudes** 4.1.4.5. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices

| Life cycles and fertility | **Pupils should be taught:**
Life cycles
3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems
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

Fertility
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
3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation
3.1.5.5. The negative impact of substance use on both male and female fertility | **Pupils should be taught:**
Life cycles
4.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems and the correct terms for the reproductive body parts, both internal and external
4.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome
4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth

Fertility
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
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).
4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility |

Theme 2: Created to love others

KS3   KS4&5

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<tr>
<td rowspan="1">Education in virtue</td>
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In a Catholic school, pupils are growing to be:

3.2.1.1. Loyal, able to develop and sustain friendships

3.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble

3.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different

3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships

3.2.1.5. Courteous in their dealings with friends and strangers

3.2.1.6. Honest, committed to living truthfully and with integrity
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In a Catholic school, pupils are growing to be:

4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible

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

4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness

4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts

4.2.1.6. Aware of the importance of honesty and integrity in all forms of communication
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<td rowspan="1">Religious understanding of human relationships: loving others</td>
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Pupils should be taught:

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

3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children

3.2.2.3. To recognise the spiritual context of the family as a community where members can grow in faith, hope and love

3.2.2.4. How to express love and care for others through acts of charity

3.2.2.5. How to discuss religious faith and personal beliefs with others

3.2.2.6. To recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness
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Pupils should be taught:

4.2.2.1. To understand what the Church teaches about marriage, and when it is a sacrament and the distinction between separation, divorce and nullity

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

4.2.2.3. Know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving

4.2.2.4. 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

4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship

4.2.2.7. About the sanctity of life, and the significance of this concept in debates about abortion
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Personal Relationships	**Pupils should be taught:**	**Pupils should be taught:**
	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)	4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others
	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.	4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships
		4.2.3.3. To manage changes in personal relationships including the ending of relationships
	3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these	4.2.3.4. About harassment and how to manage this
	3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship	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
	3.2.3.5. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.	4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)
	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.	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.
	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	4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)
	3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child	4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances
	3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.	4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
	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	
	3.2.3.11. There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	

Keeping safe and people who can help me	**Pupils should be taught:** **Keeping safe** 3.2.4.1. They have autonomy and the right to protect their body from inappropriate and unwanted contact 3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help 3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent' 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. 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 3.2.4.6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation 3.2.4.7. To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions **People who can help me** 3.2.4.8. 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	**Pupils should be taught:** **Keeping safe** 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 4.2.4.2. 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 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 4.2.4.4. To understand the pernicious influence of gender double standards and victim-blaming 4.2.4.5. 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) and the options available. 4.2.4.6. About abortion, including the current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it **People who can help me** 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 4.2.4.8. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people 4.2.4.9. Where and how to obtain sexual health information, advice and support 4.2.4.10. About who to talk to for accurate, advice and support in the event of unintended pregnancy

Theme 3: Created to live in community (local, national and global)

KS3 | KS4&5

	KS3	KS4&5
Education in virtue	**In a Catholic school, pupils are growing to be:** 3.3.1.1. Just, understanding the impact of their actions locally, nationally and globally 3.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 3.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally	**In a Catholic school, pupils are growing to be:** 4.3.1.1. Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed 4.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life 4.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails
Religious understanding of the importance of human communities	**Pupils should be taught:** 3.3.2.1. To discuss moral questions in a balanced and well informed way 3.3.2.2. Understand the features of the home, school and parish and how each work for the good of all	**Pupils should be taught:** 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 4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation

Living in the wider world	**Pupils should be taught:**	**Pupils should be taught:**
	3.3.3.1. The purpose and importance of immunisation and vaccination	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
	3.3.3.2. That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence	4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity
	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 are never acceptable and why
	3.3.3.4. They have responsibilities towards their local, global and national community and creation	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
	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	4.3.3.5. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
	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	4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community
	3.3.3.7. Recognise stereotypes and how they can encourage damage and prejudice	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
	3.3.3.8. The potential tensions between human rights, English law and cultural and religious expectations and practices	4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)
	3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)	