



Saint Benedict  
A Catholic Voluntary Academy

**Curriculum Overview for  
Relationships Education,  
Relationships and Sex Education  
and Health Education**

**Catholic Education Service (CES)  
and Department for Education (DFE) intended outcomes.**

March 2021

## KS3 Theme I: Created and Loved by God

Education in virtue	
CES – KS3	DfE – KS3
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	

## KS3 Theme I: Created and Loved by God

<b>Religious understanding of the human person: loving myself</b>	
<b>CES – KS3</b>	<b>DfE – KS3</b>
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.	The facts about the full range of contraceptive choices, efficacy and options available.
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.	

## KS3 Theme I: Created and Loved by God

### Me, my body and my health

#### CES – KS3

#### DfE – KS3

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

That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

What constitutes sexual harassment and sexual violence and why these are always unacceptable.

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

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.

3.1.3.7. How to take care of their body and the importance of taking increased responsibility for their own personal hygiene

About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

The facts and science relating to immunisation and vaccination. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

## KS3 Theme 1: Created and Loved by God

Key facts about puberty, the changing adolescent body and menstrual wellbeing.

The main changes which take place in males and females, and the implications for emotional and physical health.

## KS3 Theme I: Created and Loved by God

Emotional well-being and attitudes	
CES – KS3	DfE – KS3
3.1.4.1. How to develop self-confidence and self-esteem	<p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>That happiness is linked to being connected to others.</p> <p>How to recognise the early signs of mental wellbeing concerns.</p>
3.1.4.2. That all aspects of health can be affected by choices made in sex and relationship	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
3.1.4.3. The importance and benefits of delaying sexual intercourse until ready	That they have a choice to delay sex or to enjoy intimacy without sex.
3.1.4.4. There are different emotions which may emerge in relation to change and loss and strategies to manage them	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
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	
3.1.4.7. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices	

## KS3 Theme I: Created and Loved by God

Life cycles and fertility	
CES – KS3	DfE – KS3
3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems.	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. 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.	
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.	The facts about the full range of contraceptive choices, efficacy and options available. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
3.1.5.4. 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	

## KS3 Theme 2: Created to Love Others

Education in virtue	
CES – KS3	DfE – KS3
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.	



## KS3 Theme 2: Created to Love Others

Religious understanding of the human person: loving myself	
CES – KS3	DfE – KS3
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	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.
3.2.2.2. The role of marriage as the basis of family life and its importance to the bringing up of children.	That there are different types of committed, stable relationships. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
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.	

## KS3 Theme 2: Created to Love Others

<b>Me, my body and my health</b>	
<b>CES – KS3</b>	<b>DfE – KS3</b>
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)	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.
3.2.3.2. 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.	<p>The characteristics and legal status of other types of long-term relationships.</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>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>
3.2.3.3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these.	
3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual relationship	
3.2.3.5. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.	Practical steps they can take in a range of different contexts to improve or support respectful relationships.

## KS3 Theme 2: Created to Love Others

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.	The characteristics and legal status of other types of 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	
3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child	How these relationships might contribute to human happiness and their importance for bringing up children.
3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion.	Why marriage is an important relationship choice for many couples and why it must be freely entered into.
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	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).

## KS3 Theme 3: Created to live in community (local, national and global)

Emotional well-being and attitudes	
CES – KS3	DfE – KS3
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	<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>How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p>
3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'	<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>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).</p>
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.	<p>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.</p>
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	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online. the impact of viewing harmful content. 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. that sharing and viewing indecent</p>

## KS3 Theme 3: Created to live in community (local, national and global)

	<p>images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>How information and data is generated, collected, shared and used online.</p> <p>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.</p>
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	<p>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. the law relating to the supply and possession of illegal substances.</p> <p>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>The physical and psychological consequences of addiction, including alcohol dependency.</p> <p>Awareness of the dangers of drugs which are prescribed but still present serious health risks. the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p>
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	<p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>

## KS3 Theme 3: Created to live in community (local, national and global)

KS3 Theme 3: Created to live in community (local, national and global)	
Education in virtue	
CES – KS3	DfE – KS3
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	

KS3 Theme 3: Created to live in community (local, national and global)

<b>Religious understanding of the human person: loving myself</b>	
<b>CES – KS3</b>	<b>DfE – KS3</b>
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	

## KS3 Additional Items

<b>Me, my body and my health</b>	
<b>CES – KS3</b>	<b>DfE – KS3</b>
3.3.3.1. The purpose and importance of immunisation and vaccination	
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.	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.  About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
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.	
3.3.3.4. They have responsibilities towards their local, global and national community and creation.	
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	
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	
3.3.3.7. Recognise stereotypes and how they can encourage damage and prejudice	
3.3.3.8. The potential tensions between human rights, English law and cultural and religious expectations and practices	
3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)	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.



## KS3 Additional Items

### Health Education

#### DfE – KS3

Common types of mental ill health (e.g. anxiety and depression).

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.

About the science relating to blood, organ and stem cell donation.

(late secondary) the benefits of regular self-examination and screening.

Basic treatment for common injuries.

Life-saving skills, including how to administer CPR

The purpose of defibrillators and when one might be needed.

## KS4 Theme 1: Created and Loved by God

Education in virtue	
CES – KS4	DfE – KS4
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	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
4.1.1.5. 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	

## KS4 Theme I: Created and Loved by God

Religious understanding of the human person: loving myself	
CES – KS4	DfE – KS4
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	That they have a choice to delay sex or to enjoy intimacy without sex.
4.1.2.4. The Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3	The facts about the full range of contraceptive choices, efficacy and options available.
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	
Me, my body and my health	
CES – KS4	DfE – KS4
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	
4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes	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

## KS4 Theme I: Created and Loved by God

		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.
	4.1.3.4. The health risks and issues related to this, including cosmetic procedures	
	4.1.3.5. To take increased responsibility for monitoring their own health (including testicular and breast self-examination)	(Late secondary) the benefits of regular self-examination and screening.
	<b>Emotional well-being and attitudes</b>	
	<b>CES – KS4</b>	<b>DfE – KS4</b>
	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	How to recognise the early signs of mental wellbeing concerns. common types of mental ill health (e.g. anxiety and depression).
	4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage	That they have a choice to delay sex or to enjoy intimacy without sex.
	4.1.4.3. Strategies for managing mental health and emotional wellbeing	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
	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	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.

## KS4 Theme I: Created and Loved by God

Life cycles and fertility	
CES – KS4	DfE – KS4
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	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
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	The facts around pregnancy including miscarriage.
4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth	
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.	The facts about the full range of contraceptive choices, efficacy and options available.
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).	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.  About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility..	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.

## KS4 Theme 2: Created to Love Others

Education in virtue	
CES – KS4	DfE – KS4
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 empathize 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.	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.
4.2.1.4. 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	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.

## KS4 Theme 2: Created to Love Others

Religious understanding of the human person: loving myself	
CES – KS4	DfE – KS4
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.	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. the characteristics and legal status of other types of long-term relationships.
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	How these relationships might contribute to human happiness and their importance for bringing up children. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
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	Why marriage is an important relationship choice for many couples and why it must be freely entered into.
4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes	Practical steps they can take in a range of different contexts to improve or support respectful relationships.
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	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).

## KS4 Theme 2: Created to Love Others

<b>Me, my body and my health</b>	
<b>CES – KS4</b>	<b>DfE – KS4</b>
4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others.	That happiness is linked to being connected to others.
4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships	Practical steps they can take in a range of different contexts to improve or support respectful relationships.
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	
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.	<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>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p>
4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
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.	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.
4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support)	
4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances.	



## KS4 Theme 2: Created to Love Others

4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.

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.

## KS4 Theme 2: Created to Love Others

### Emotional well-being and attitudes

#### CES – KS4

#### DfE – KS4

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.

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

What to do and where to get support to report material or manage issues online. The impact of viewing harmful content.

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.

That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

How information and data is generated, collected, shared and used 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.

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.

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).

4.2.4.3. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships.

How the use of alcohol and drugs can lead to risky sexual behaviour.

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. the law relating to the supply and possession of illegal substances.

## KS4 Theme 2: Created to Love Others

	<p>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>The physical and psychological consequences of addiction, including alcohol dependency, awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p>
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.	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).
4.2.4.6. About abortion, including the current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it	
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	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
4.2.4.10. About who to talk to for accurate, advice and support in the event of unintended pregnancy.	

## KS4 Theme 3: Created to live in community (local, national and global)

KS4 Theme 3: Created to live in community (local, national and global)	
Education in virtue	
CES – KS4	DfE – KS4
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	

## KS4 Theme 3: Created to live in community (local, national and global)

### Religious understanding of the human person: loving myself

#### CES – KS4

#### DfE – KS4

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.

## KS4 Theme 3: Created to live in community (local, national and global)

Me, my body and my health	
CES – KS4	DfE – KS4
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	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.  About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
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 Female Genital Mutilation (FGM) and why they are always unacceptable.	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and Female Genital Mutilation (FGM), and how these can affect current and future relationships.  What constitutes sexual harassment and sexual violence and why these are always unacceptable.
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.	
4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community.	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).
4.3.3.7. 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	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.
4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	

## KS4 Additional Items

### Health Education

#### DfE – KS4

The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

About the science relating to blood, organ and stem cell donation.

How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

The facts and science relating to immunisation and vaccination.

The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic treatment for common injuries.

Life-saving skills, including how to administer CPR.

The purpose of defibrillators and when one might be needed.

Key facts about puberty, the changing adolescent body and menstrual wellbeing.

The main changes which take place in males and females, and the implications for emotional and physical health.