DIOCESE OF Hexham & Newcastle

DEPARTMENT FOR EDUCATION

Relationships, Sex and Health Education

Model Secondary Curriculum

Explanation of this document

This document is an adapted version of the CES model curriculum/framework to incorporate the requirements of the DfE statutory guidance (July 2025). The DfE contents is considered covered when it is addressed at either KS3 or 4 or both. Where appropriate, existing outcomes have been adapted to ensure coverage of the 2025 DfE contents. Much of the new contents in the 2025 DfE contents has been wholly adopted as stated in the guidance. Catholic schools in the diocese of Hexham and Newcastle should teach the contents of this RSE model Curriculum therefore meeting the statutory requirements of the DfE within the broader Catholic teaching around relationships of all kinds.

Colour Coding:

Colour are used in this version of the document to help you understand the changes and the contents.
GREEN is contents that was added to the CES framework to ensure coverage of the statutory DfE contents (July 2025)
ORANGE is new content in the religious understanding section that helps put the content that follows in a Catholic context.
BOLD: Indicates new contents in the CES Model framework 2026.

Themes:

The themes of the curriculum have been adapted accommodate the new statutory contents within a Catholic framework

- **Created and loved by God** (this explores the individual)
  The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for good health and wellbeing as well as personal relationships.
- **Created to love others** (this explores an individual's relationships with others)
  God is love. We are created out of love and for love. The command to love is the basis of all Christian morality
- **Created to live in community – local, national & global and online** (this explores the individual's relationships with the wider world)
  Human beings are relational by nature and live in the wider community. Through our exchange and dialogue with others in person and online, our mutual service, care for one another's wellbeing, and responsible actions in times of need, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Key stage allocation

DfE contents has been allocated to a theme but some contents has not been allocated to a specific Key Stage. Schools should decide when this content is taught depending on their context, cohort and the programme they use (if applicable).

Introduction

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, we encourage Catholic schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

Pedagogical Principles

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above else, qualify as good education. Therefore, it will be:

Progressive & Developmental

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

Adaptive

Schools must ensure that RSE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be **adapted** and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

Cross-curricular

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

Integrated

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.

Co-ordinated

None of these educational goals are possible if RSE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

Balanced

Promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools. In secondary schools this includes teaching students about the laws relating to forced marriage, female genital mutilation, abortion and equalities legislation (including the Marriage (Same Sex Couples) Act 2013).

The structure of this model framework.

This model curriculum covers KS3, KS4 and KS5 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

- **Created and loved by God** (this explores the individual)
  The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for good health and wellbeing as well as personal relationships.
- **Created to love others** (this explores an individual's relationships with others)
  God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- **Created to live in community – local, national & global and online** (this explores the individual's relationships with the wider world)
  Human beings are relational by nature and live in the wider community. Through our exchange and dialogue with others in person and online, our mutual service, care for one another's wellbeing, and responsible actions in times of need, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

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 **and expect and deserve from others** 3.1.2.6. To recognise that they are responsible for their own behaviour and how to inform their conscience 3.1.2.7. The human person, made in God's image, is called to true and lasting happiness found in loving	**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

	relationship with God, others, and a proper love of self	4.1.2.7. To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves **and expect and deserve from others** 4.1.2.8. The human person, made in God's image, is called to true and lasting happiness found in loving relationship with God

	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	**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 **the school is to determine which key stage this content is taught in.**

1.3.7. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
1.3.8. Factual information about the prevalence and characteristics of more serious health conditions.
1.3.9. That physical activity can promote wellbeing and combat stress
1.3.10. The science relating to blood, organ and stem cell donation
1.3.11. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease
1.3.12. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease
1.3.13. The impacts of alcohol on diet and unhealthy weight gain
1.3.14. The facts about legal and illegal harmful substances, including smoking, nicotine products (eg pouches), vaping, this should include the risks of nicotine addiction, alcohol use and drug-taking including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
1.3.15. The law relating to the supply and possession of illegal substances
1.3.16. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol
1.3.17. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency
1.3.18. The dangers of the misuse of prescribed and over-the-counter medicines.
1.3.19. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
1.3.20. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit
1.3.21. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
1.3.22. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
1.3.23. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
1.3.24. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
1.3.25. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn
1.3.26. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.

	1.3.27. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

	KS3	KS4&5
Emotional and mental well-being and attitudes	Pupils should be taught: Emotional and mental well-being 3.1.4.1. How to develop self-confidence independence and self-esteem This includes developing one's own interests, hobbies, friendship groups, and skills. 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 responsible 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 and how to avoid putting pressure on others 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 and mental 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 responsible, 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 and how to avoid putting pressure on others 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

	Mental Well being - the school is to determine which key stage this content is taught in. 1.4.8. How to talk about their emotions accurately and sensitively, using appropriate vocabulary 1.4.9. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness 1.4.10. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed 1.4.11. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal 1.4.12 That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal 1.4.13. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions 1.4.14. How to critically evaluate which activities will contribute to their overall wellbeing 1.4.15. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it 1.4.16. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 1.4.17. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety

	KS3	KS4&5
Developing Bodies, 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. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. **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. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 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

	Developing Bodies: the school is to determine which key stage this content is taught in. 3.1.5.6. The main changes which take place in males and females, and the implications for emotional and physical health. 3.1.5.7. The facts about puberty, the changing adolescent body, including brain development. 3.1.5.8. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals 3.1.5.9. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women

Theme 2: Created to love others

	KS3	KS4&5
Education in virtue	**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	**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
Religious understanding of human relationships: loving others	**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 3.2.2.7. To recognise their responsibilities towards others, and the human dignity of others in God's eyes	**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

	KS3	KS4&5
Personal Relationships	**Pupils should be taught:** 3.2.3.1. About discrimination, prejudice and bullying its impact 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) 3.2.3.2. The features of positive and stable relationships online and offline and the virtues needed to sustain them (e.g. trust, mutual respect, honesty kindness, loyalty,) in a wide variety of contexts, including family, class, friendships, intimate relationships etc. 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. 3.2.3.6. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, the requirements for canonical validity, 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 3.2.3.8. Understand that loving, supportive family relationships provide the best environment for a child 3.2.3.9. That marriage is a commitment, entered into freely, never forced through threat or coercion. And that forced marriage and marriage before the age of 18 are illegal 3.2.3.10. Some people will choose to be celibate (unmarried) and	**Pupils should be taught:** 4.2.3.1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others 4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships including, shared interests and outlooks, generosity, boundaries, tolerance, privacy and effective communication. 4.2.3.3. To manage changes in personal relationships including the management of conflict, reconciliation 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 4.2.3.6. Parenting skills and qualities and their central importance to family life the importance of the early years of a child's life for brain development. (including the implications of young parenthood) 4.2.3.7. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, the requirements for canonical validity, and civil marriage, civil partnerships and other stable, long-term relationships (including the legal rights benefits and protections not available to those in 'Common law' relationships and those in who have undergone a non-legally binding 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 and new relationships 4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

	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	4.2.3.11. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers

	KS3	KS4&5
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. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust. 3.2.4.3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent' just because someone says yes to doing something, that doesn't automatically make it ethically ok. 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 and that consent can be withheld or removed at any time even if initially given. 3.2.4.5. To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions 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. People who can help me 3.2.4.7. 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 even if initially given. 4.2.4.3. Ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 4.2.4.4. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others 4.2.4.5. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships 4.2.4.6. To understand the pernicious influence of gender double standards and victim-blaming 4.2.4.7. Pornography and some online content, whether seen accidentally or deliberately, can present a distorted view of people, relationships and sexual behaviour. It may normalise harmful or misogynistic attitudes, reduce respect for personal autonomy and consent, and encourage some people to feel entitled to others' bodies. By presenting certain behaviours as

	3.2.4.8. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.	common or expected, including activities many people do not and will never engage in, it can negatively influence how people understand sex and behave towards partners. 4.2.4.8. 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 including adoption. 4.2.4.9. 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 4.2.4.10. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement 4.2.4.11. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people 4.2.4.12. How to counter misinformation, including signposting towards medically accurate information and further advice and where and how to obtain sexual health information, advice and support 4.2.4.13. About who to talk to for accurate, advice and support in the event of unintended pregnancy 4.2.4.14. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

	Keeping Safe -the school is to determine which key stage this content is taught in. 2.4.16. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear but have harmful intentions. 2.4.17. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 2.4.18. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting 2.4.19. The concepts and laws relating to sexual violence, including rape and sexual assault. 2.4.20. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 2.4.21. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 2.4.22. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 2.4.23. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 2.4.24. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury.

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

	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 3.3.2.3. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation 3.3.2.4. That human beings are created for community and that living well with others reflects God's plan for humanity 3.3.2.5. That each person has a responsibility for how they act within the community, including recognising the impact of their actions on others 3.3.2.6. That some actions and social practices are harmful or unjust, and are contrary to the dignity of the human person 3.3.2.7. To recognise that the use of technology and online communication should reflect Christian values, including truth, respect and responsibility	**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 4.3.2.3. That human beings are created for community and that living well with others reflects God's plan for humanity 4.3.2.4. That the use of power, including social, economic or digital power, carries moral responsibility and must be exercised justly 4.3.2.5. To critically evaluate social, cultural and political influences, including those encountered online, in the light of Christian teaching 4.3.2.6. That responsible participation in online and public life requires truthfulness, respect for others and an awareness of the impact of one's actions

	KS3	KS4&5
Living in the wider world	**Pupils should be taught:** 3.3.3.1. The facts and scientific evidence relating to the purpose and importance vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 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 3.3.3.3. The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment. The importance of, and facts about, regular testing and the role of stigma 3.3.3.4. 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. 3.3.3.5. They have responsibilities towards their local, global and national community and creation 3.3.3.6. There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour-based violence, human trafficking, radicalization, virginity testing and hymenoplasty etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others 3.3.3.7. 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 3.3.3.8. stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual	**Pupils should be taught:** 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 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 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, virginity testing and hymenoplasty and why they 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 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 4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support) 4.3.3.9. How to evaluate their impact on other people, and how to communicate with and treat others with kindness and respect in public spaces, when interacting with strangers, including during situations of conflict.

	behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice 3.3.3.9. The potential tensions between human rights, English law and cultural and religious expectations and practices 3.3.3.10. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010) 3.3.3.11. How to evaluate their impact on other people, and how to communicate with and treat others with kindness and respect in public spaces, when interacting with strangers, including during situations of conflict.	
Online safety and awareness & wellbeing	**Online safety and Awareness the school is to determine which key stage this content is taught in.** **3.4.1. How to use technology safely, and to be a discerning consumer of information online.** 3.4.2 Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. **3.4.3.** Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues **3.4.4.** The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. **3.4.5.** Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. **3.4.6.** That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of	

	themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. **3.4.7.** What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. **3.4.8.** About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. **3.4.9.** That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. **3.4.10.** How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. **3.4.11.** That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. **3.4.12.** How information and data is generated, collected, shared and used online **3.4.13.** That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). **3.4.14.** That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion **3.4.15.** That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk. Wellbeing Online **3.4.16.** About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing **3.4.17.** 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. **3.4.18.** How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they

	have been affected by those behaviours **3.4.19.** The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. **3.4.20.** How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. **3.4.21.** The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online **3.4.22.** The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Personal safety	Online safety and Awareness the school is to determine which key stage this content is taught in. 3.5.1 How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 3.5.2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media 3.5.3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure 3.5.4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime 3.5.5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 3.5.6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern
Basic First Aid	Online safety and Awareness the school is to determine which key stage this content is taught in. 3.6.1. Basic treatment for common injuries and ailments. 3.6.2. Life-saving skills, including how to administer CPR. 3.6.3. The purpose of defibrillators, when one might be needed and who can use them.