

HTA – RSE – Year 7 RSE Curriculum

Life To The Full [10:10 Programme]		DfE Guidance	CES Model Curriculum	PSHE Association
7.1 Who Am I?	Pupils will learn that they are a completely unique person, and that, body and soul, they are created and loved by God.	* That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others,	3.1.1.1 Respectful of their own bodies, character and giftedness 3.1.1.2 Appreciative for blessings 3.1.1.3 Grateful to others and to God 3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this 3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves 4.2.4.1 There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them	H1: How we are all unique
7.2 Changing Bodies	Pupils will learn that puberty involves physical, emotional and sexual development. Whilst this might feel daunting, they will learn that puberty is God's plan for them and He is with them throughout it all.	* Key facts about puberty, the changing adolescent body and menstrual wellbeing.	3.1.1.7 Courageous in the face of new situations and in facing their fears	H34: Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
7.3 Healthy Inside & Out	Pupils will learn about self-esteem: what contributes to it, how it can affect their lives and how to increase it.	* How to talk about their emotions accurately and sensitively, using appropriate vocabulary. * 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. * The benefits and importance of physical exercise on mental wellbeing and happiness. * The impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image) * The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. * How to maintain healthy eating. * The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	3.1.3.6 Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have negative impact on the individual 3.1.4.1 How to develop self-confidence and self-esteem 4.2.4.1 There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them	H1: How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing H2: To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H3: The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H4: Simple strategies to help build resilience to negative opinions, judgements and comments H6: How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H7: The characteristics of mental and emotional health and strategies for managing these H10: A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support H14: The benefits of physical activity and exercise for physical and mental health and wellbeing H15: The importance of sleep and strategies to maintain good quality sleep H17: The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices H34: Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

7.4 Where We Come From	Pupils will learn about sexual intercourse as more than just a physical act, but a gift from God for married couples as His plan for how babies are made.	<ul style="list-style-type: none"> * The facts about reproductive health * Key facts about puberty, the changing adolescent body and menstrual wellbeing. * How relationships might contribute to human happiness and their importance for bringing up children. 	<p>3.1.1.1 Respectful of their own bodies, character and giftedness</p> <p>3.1.1.3 Grateful to others and to God</p> <p>3.1.1.7 Courageous in the face of new situations and in facing their fears</p> <p>3.1.2.1 To appreciate sensual pleasure as a gift from God</p> <p>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</p> <p>3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves</p> <p>3.1.5.1 Human reproduction, including the structure and function of the male and female reproductive systems</p> <p>3.1.5.4 The menstrual cycle and the function of gametes (sperm and ova), in fertilisation.</p> <p>3.2.1.6 Honesty, committed to living truthfully and with integrity</p> <p>3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children</p>	<p>H34: Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>R7: How the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>R8: That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p>
7.5 Family & Friends	Pupils will learn about different types of friendship and family structure, and discuss how better to manage their behaviour through consideration of thoughts, feelings and actions.	<ul style="list-style-type: none"> * That there are different types of committed, stable relationships. * How these relationships might contribute to human happiness and their importance for bringing up children. * 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. * Practical steps they can take in a range of different contexts to improve or support respectful relationships. * 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. 	<p>3.1.1.5 Discerning in their decision making</p> <p>3.1.1.6 Determined and resilient in the face of difficulty</p> <p>3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this</p> <p>3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience</p> <p>3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform</p> <p>3.2.1.1 Loyal, able to develop and sustain friendships</p> <p>3.2.1.4 Forgiving, developing the skills to allow reconciliation in relationships</p> <p>3.2.1.5 Courteous in their dealings with friends and strangers</p> <p>3.2.3.2 The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.</p>	<p>H4: Simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H5: To recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>R1: About different types of relationships, including those within families, friendships and the factors that can affect them</p> <p>R2: Indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R9: To clarify and develop personal values in friendships</p> <p>R10: The importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R13: How to form, maintain and manage positive relationships, safely and responsibly</p> <p>R14: The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R15: To further develop and rehearse the skills of team working</p> <p>R16: To further develop the skills of active listening, clear communication, negotiation and compromise</p> <p>L1: Study, organisational, research and presentation skills</p>

<p>7.6 My Life On Screen</p>	<p>Pupils will learn that they have online 'lives' that they need to take steps to safeguard, just as they do in real life.</p>	<ul style="list-style-type: none"> * 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. * 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, * Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including 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. * The impact of viewing harmful content. * That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. * How to talk about their emotions accurately and sensitively, using appropriate vocabulary. * 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. * 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. 	<ul style="list-style-type: none"> 3.1.1.5 Discerning in their decision making 3.1.1.6 Determined and resilient in the face of difficulty 3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves 3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience 3.1.3.2 To distinguish 'needs' from 'wants' 3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices 3.2.1.6 Honesty, committed to living truthfully and with integrity 3.2.4.5 How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images 3.2.4.6 That not all images, language and behaviour are appropriate 	<ul style="list-style-type: none"> H3: The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H5: To recognise and manage internal and external influences on decisions which affect health and wellbeing H10: A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support H13: The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities H30: How to identify risk and manage personal safety in increasingly independent situations, including online R2: Indicators of positive, healthy relationships and unhealthy relationships, including online R10: The importance of trust in relationships and the behaviours that can undermine or build trust R13: How to form, maintain and manage positive relationships, including online safely and responsibly R17: Strategies to identify and reduce risk from people online that they do not already know; when and how to access help R30: How to manage any request or pressure to share an image of themselves or others, and how to get help R42: To recognise peer influence and to develop strategies for managing it, including online R43: The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support L1: Study, organisational, research and presentation skills L20: That features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity L21: To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media L22: The benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues L24: To understand how the way people present themselves online can have positive and negative impacts on them L25: To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them
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<p>7.7 Living In the Wider World</p>	<p>Pupils will learn the effects of their actions on others and understand the concept of social responsibility.</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. * 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. * That happiness is linked to being connected to others. * 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. * The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>	<p>3.1.1.5 Discerning in their decision making 3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this 3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience 3.1.3.1 To recognise their personal strengths 3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices 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 3.2.1.5 Courteous in their dealings with friends and strangers 3.2.1.6 Honesty, committed to living truthfully and with integrity 3.2.2.4 How to express love and care for others through acts of charity 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 3.3.3.4 They have responsibilities towards their local, global and national community and creation</p>	<p>H12: How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need R14: The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) L3: To set realistic yet ambitious targets and goals L9: The benefits of setting ambitious goals and being open to opportunities in all aspects of life</p>
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