

HTA – RSHE – Year 8 RSHE Curriculum

Life To The Full [10:10 Programme]		DfE Guidance	CES Model Curriculum	PSHE Association
8.1 Created & Chosen	This foundational theme helps students at the beginning of the Year 8 programme to develop an appreciation that our deepest identity is found in God. Students will learn that science proves our uniqueness and becoming aware of it can help us to open up to God who is the ground of our being and the One who loves us.	* 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. * The physical and psychological risks associated with alcohol consumption	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 3.1.3.1 To recognise their personal strengths 3.1.3.4 To appreciate all five senses 3.1.3.5 There are many different body shapes, sizes and physical attributes 3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform 3.2.2.4 How to discuss religious faith and personal beliefs with others 3.2.4.7 Recognise the impact that the use of substances has on the ability to make good and healthy decisions	H1: How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing R3: About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R3: About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R21: The need to promote inclusion and challenge discrimination, and how to do so safely, including online
8.2 Appreciating Differences	Building on the teaching that our deepest identity is found in God, students will learn about male/female differences and reflect on gender stereotypes. They will be introduced to the concept of gender dysphoria and how this can be experienced while considering different perspectives on how gender and identity are linked. They will know that bullying and exclusion are always wrong because every person is created and loved by God.	* 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). * 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. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. * 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. * That happiness is linked to being connected to others. * The main changes which take place in males and females, and the implications for emotional and physical health. * The main changes which take place in males and females, and the implications for emotional and physical health.	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 3.1.1.6 Determined and resilient in the face of difficulty 3.1.1.7 Courageous in the face of new situations and in facing their fears 3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves 3.1.4.5 The concepts of sexual identity, gender identity and sexual orientation 3.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 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) 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 3.3.2.1 To discuss moral questions in a balanced and well informed way 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.	H1: How we are all unique 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 H34: Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing R3: About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R4: The difference between biological sex, gender identity and sexual orientation R5: To recognise that sexual attraction and sexuality are diverse R11: To evaluate expectations about gender roles R18: To manage the strong feelings that relationships can cause (including sexual attraction) R38: To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39: The impact of stereotyping, prejudice and discrimination on individuals and relationships R40: About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41: The need to promote inclusion and challenge discrimination, and how to do so safely, including online L23: To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views L26: That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people’s attitudes and behaviours

8.3 Feelings	This theme explores God’s wonderful gift of sexual attraction, which requires self-control, mutual respect and patience to manage well. Students will reflect on God’s plan for sex: where our deepest drive to love and be loved is met through sexual union in marriage which is total, faithful and open to the precious gift of life.	* The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. * Practical steps they can take in a range of different contexts to improve or support respectful relationships. * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. * 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. * 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. * 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. * That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. * That they have a choice to delay sex or to enjoy intimacy without sex. * How to talk about their emotions accurately and sensitively, using appropriate vocabulary. * That happiness is linked to being connected to others. * The main changes which take place in males and females, and the implications for emotional and physical health.	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 3.1.2.1 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 3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves 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 3.1.3.4 To appreciate all five senses and to be able to separate sensuality from sexuality 3.1.4.2 The importance and benefits of delaying sexual intercourse until ready 3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform 3.2.1.3 Respectful, able to identify other people’s personal space and respect the ways in which they are different 3.2.1.6 Honesty, committed to living truthfully and with integrity 3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children 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 3.2.3.11 There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them 3.3.2.1 To discuss moral questions in a balanced and well informed way	H2: To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H5: To recognise and manage internal and external influences on decisions which affect health and wellbeing H6: How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H34: Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing R5: To recognise that sexual attraction and sexuality are diverse R6: How the media portrays relationships and the potential impact of this on people’s expectations of relationships R9: To clarify and develop personal values in friendships, love and sexual relationships R11: To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships R12: That everyone has the choice to delay sex, or to enjoy intimacy without sex R15: To further develop and rehearse the skills of team working R16: To further develop the skills of active listening, clear communication, negotiation and compromise R18: To manage the strong feelings that relationships can cause (including sexual attraction) R28: To gauge readiness for sexual intimacy 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 L3: To set realistic yet ambitious targets and goals
8.4 Before I Was Born	This theme invites students to appreciate the beautiful and fragile gift that life is through learning about the miraculous journey from conception to birth. This also involves teaching on the ending of pregnancies prematurely through miscarriage or deliberately via abortion, and different attitudes surrounding this, including discussions about when life begins.	* The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. * 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. * 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. * 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).	3.1.1.3 Grateful to others and to God 3.1.1.7 Courageous in the face of new situations and in facing their fears 3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices 3.1.5.2 About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome 3.1.5.5 The negative impact of substance use on both male and female fertility 3.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children 3.2.3.7 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	H2: To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H17: The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices R1: About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R34: The consequences of unintended pregnancy, sources of support and the options available R35: The roles and responsibilities of parents, carers and children in families L26: That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people’s attitudes and behaviours

8.5 Tough Relationships	Building on themes of equality and celebrating difference, this theme addresses themes of prejudice and discrimination, both historical and current. Students will learn about privilege, ‘Protected Characteristics’ and how to resist judgement. The theme ends with a challenge for students to choose the route of tolerance, kindness and forgiveness, and never to suffer in silence.	* 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. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. * That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. * 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. * 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.	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 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 3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience 3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices 3.2.1.3 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 3.2.3.1 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) 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 3.3.3.4 They have responsibilities towards their local, global and national community and creation 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.	H4: Simple strategies to help build resilience to negative opinions, judgements and comments R3: About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R10: The importance of trust in relationships and the behaviours that can undermine or build trust 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) R16: To further develop the skills of active listening, clear communication, negotiation and compromise R19: To develop conflict management skills and strategies to reconcile after disagreements R38: To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39: The impact of stereotyping, prejudice and discrimination on individuals and relationships R40: About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41: The need to promote inclusion and challenge discrimination, and how to do so safely, 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 L6: The importance and benefits of being a lifelong learner L26: That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people’s attitudes and behaviours
-------------------------	---	--	---	--

8.6 Think Before You Share	This theme explores the social, personal and legal consequences of sharing images of a sexual nature. Students will also learn about their digital footprint, pornography and online exploitation, leading to the understanding that sharing anything in word, speech or action that reduces people to objects dishonours their God-given dignity.	* How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. * 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. * 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 some types of behaviour within relationships are criminal, including violent behaviour and coercive control. * 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. * 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. * 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. * That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising 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. * 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.	3.1.1.1 Respectful of their own bodies, character and giftedness 3.1.1.5 Discerning in their decision making 3.1.1.4 Self-disciplined and able to delay or forego gratification for the sake of greater goods 3.1.1.6 Determined and resilient in the face of difficulty 3.1.2.6 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves 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 3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform 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 3.2.3.3 That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these 3.2.3.5 That someone else’s expectations in a relationship may be different to yours and strategies for negotiating possible differences. 3.2.4.1 They have autonomy and the right to protect their body from inappropriate and unwanted contact 3.2.4.5 How to use technology safely, including social media and consideration of their “digital footprint” and the law regarding the sharing of images 3.2.4.6 That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation	H6: How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H9: Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks 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 H30: How to identify risk and manage personal safety in increasingly independent situations, including online H31: Ways of assessing and reducing risk in relation to health, wellbeing and personal safety R2: Indicators of positive, healthy relationships and unhealthy relationships, including online R7: How the media portrays relationships and the potential impact of this on people’s expectations of relationships R9: To clarify and develop personal values in friendships, love and sexual relationships R11: To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships R13: How to form, maintain and manage positive relationships, including online safely and responsibly R29: The impact of sharing sexual images of others without consent 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
----------------------------	---	--	--	---

8.7 Wider World	Exploring issues of prejudice, discrimination and homophobic bullying, including a Holocaust case study, students will learn that we are called to love and respect one another as children of God with value and dignity that far surpasses our culture, race, religion, sexual orientation, choices and attitudes. Students will be given the opportunity to examine and commit to change their own behaviour.	* 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. * 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). * 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. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. * That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. * 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. * 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.	3.1.1.5 Discerning in their decision making 3.1.1.7 Courageous in the face of new situations and in facing their fears 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 3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience 3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform 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 3.2.1.6 Honesty, committed to living truthfully and with integrity 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) 3.3.1.1 Just, understanding the impact of their actions locally, nationally and globally 3.3.1.3 Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally 3.3.3.4 They have responsibilities towards their local, global and national community and creation 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.	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 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 R9: To clarify and develop personal values in friendships, love and sexual relationships 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) R38: To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39: The impact of stereotyping, prejudice and discrimination on individuals and relationships R40: About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41: The need to promote inclusion and challenge discrimination, and how to do so safely, 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 L23: To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views L26: That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people’s attitudes and behaviours
-----------------	--	---	---	---