



Fertile Heart

## **Fertile Heart & Guidance on RSE from the CES**

**How A Fertile Heart meets the Catholic Education Services guidelines for implementing the Department of Education's statutory requirement to teach Relationships and Sex Education.**

The following are the recommended learning objectives for RSHE from the CES, most of which correspond with the particular modules of the Fertile Heart programme.

The list suggests where provision needs to take place within other areas of the school curriculum on certain topics.

# Theme 1: Created and Loved by God

## 1a: Education in virtue

In a Catholic school, pupils are growing to be:

2.1.1.1. Respectful of their own bodies, character and giftedness

Module 4a: Made In the Image of God

Module 4d: God is Happy! Let's be like God

Module 4b: Happiness

Module 4e: Adopted by God: Receiving his Love

Module 4c: Happiness, Conscience and Emotions

Module 4f: Obedience in Jesus

2.1.1.2. Appreciative for blessings

Module 4b: Happiness

2.1.1.3. Grateful to others and to God

Module 5f: Tolerance

2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods

Module 5b: Self-knowledge, Self-Possession, Self-Gift

Module 5i: Discernment and Trust part one

Module 5c: God is Relationship: We Long to be like Him

Module 5j: Discernment and Trust part two

2.1.1.5. Discerning in their decision making

Module 4h: God saves me from me!

Module 5e: Freedom in Christ

2.1.1.6. Determined and resilient in the face of difficulty

Module 5i: Discernment and Trust part one

Module 5j: Discernment and Trust part two

2.1.1.7. Courageous in the face of new situations and in facing their fears

Module 5d: Freedom

## 1b: Religious understanding of the human person: loving myself

Pupils should be taught:

2.1.2.1. We are special people made in the image and likeness of God

Module 4a: Made In the Image of God

Module 4e: Adopted by God: Receiving his Love

Module 4b: Happiness

Module 4f: Obedience in Jesus

Module 4c: Happiness, Conscience and Emotions

Module 4g: I don't quite work correctly - and that's okay!

Module 4d: God is Happy! Let's be like God

Module 4h: God saves me from me!

2.1.2.2. We are children of God with an innate dignity

Module 5a: Life is Relational - especially for Persons!

Module 5c: God is Relationship: We Long to be like Him

Module 5b: Self-knowledge, Self-Possession, Self-Gift

Module 5d: Freedom

2.1.2.3. God has created us for a purpose (vocation)

Module 5h: God and Dominoes!

Module 6a: God-given Nature, Freedom and Consent

2.1.2.4. Life is precious and their body is God's gift to them

Refer to RE

2.1.2.5. Prayer and worship are ways of nourishing their relationship with God

Module 6e: Being and Doing

2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics

Module 4i: Baptism, Holy Communion and Confirmation

Module 4j: The Mass, the Sacraments and God's Life

## Theme 1: Created and Loved by God

### 1c: Me, my body and my health

#### Pupils should be taught:

##### Me

2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy

Module 5a: Life is Relational - especially for Persons!

Module 6a: God-given Nature, Freedom and Consent

2.1.3.2. Strategies to develop self-confidence and self-esteem

Module 6a: God-given Nature, Freedom and Consent

Module 4g: I don't quite work correctly - and that's okay!

Module 6b: Person and Nature

2.1.3.3. Each person has a purpose in the world

Module 6g: Formed in their image

2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12) 6f to be confirmed –needs expanding?

Module 6f: Tolerance of what others think and do

##### My body

2.1.3.5. Their body will change and develop as they grow

Covered in Science

2.1.3.6. About the growth and development of humans and the changes experienced during puberty

Covered in Science

2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)

Covered in Science

##### My health

2.1.3.8. How to make informed choices that have an impact on their health

Module 5a: Life is Relational - especially for Persons!

Module 4h: God saves me from me!

## Theme 1: Created and Loved by God

### 1d: Emotional well-being and attitudes

**Pupils should be taught:**

#### Emotional well-being

2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty

Covered in Science

2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings

Module 5a: Life is Relational - especially for Persons!

Module 4g: I don't quite work correctly - and that's okay!

2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)

2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves

Module 6g: Formed in their image

#### Attitudes

2.1.4.5. That some behaviour is unacceptable, unhealthy or risky

Module 4g: I don't quite work correctly - and that's okay!

2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources

Module 4h: God saves me from me!

### 1e: Life cycles and fertility

**Pupils should be taught:**

#### Life cycles

2.1.5.1. How a baby grows and develops in its mother's womb

Covered in Science

2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)

Covered in Science

#### Fertility

2.1.5.3. The nature and role of menstruation in the fertility cycle

Covered in Science

2.1.5.4. How human life is conceived in the womb, including the language of sperm and ovaries

Covered in Science

## Theme 2: Created to love others

### 2a: Education in virtue

In a Catholic school, pupils are growing to be:

2.2.1.1. Loyal, able to develop and sustain friendships

Module 4c: Happiness, Conscience and Emotions

Module 6b: Person and Nature

Module 5g: Tolerance and Solidarity

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

Module 4d: God is Happy! Let's be like God

Module 5j: Discernment and Trust part two

Module 5i: Discernment and Trust part one

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

Module 4c: Happiness, Conscience and Emotions

Module 5g: Tolerance and Solidarity

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

Module 4c: Happiness, Conscience and Emotions

Module 4d: God is Happy! Let's be like God

2.2.1.5. Courteous in their dealings with friends and strangers

Module 5i: Discernment and Trust part one

2.2.1.6. Honest, committed to living truthfully and with integrity

Module 4c: Happiness, Conscience and Emotions

Module 5f: Tolerance

### 2b: Religious understanding of human relationships: loving others

Pupils should be taught:

2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese

Module 4i: Baptism, Holy Communion and Confirmation

Module 4j: The Mass, the Sacraments and God's Life

2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation

Module 4e: Adopted by God: Receiving his Love

2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness

Module 4d: God is Happy! Let's be like God

2.2.2.4. The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment

Covered in RE

## Theme 2: Created to love others

### 2c: Personal Relationships

#### Pupils should be taught:

2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong

Module 6f: Tolerance of what others think and do

2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family

Module 6f: Tolerance of what others think and do

2.2.3.3. Marriage represents a formal and legally recognised commitment

Covered in RE

2.2.3.4. For the Church, marriage has a special significance as one of the sacraments

Covered in RE

2.2.3.5. The characteristics of a healthy family life.

Covered in RE

2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences

Module 5g: Tolerance and Solidarity

2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond

Covered in PSHE

2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond

Covered in PSHE

2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurized

Covered in PSHE

2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes

Covered in RE



## Theme 2: Created to love others

### 2d: Keeping safe and people who can help me

#### Pupils should be taught:

##### Keeping safe

2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe

Module 5f: Tolerance

2.2.4.2. How to use technology safely

Covered in PSHE

2.2.4.3. That not all images, language and behaviour are appropriate

Covered in PSHE

2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond

Covered in PSHE

2.2.4.5. Importance of seeking and giving permission in relationships

Covered in PSHE

##### People who can help me

2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them

Covered in PSHE

2.2.4.7. How to report and get help if they encounter inappropriate materials or messages

Covered in PSHE

2.2.4.8. To keep asking for help until they are heard

Covered in PSHE

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

### 3a: Education in virtue

In a Catholic school, pupils are growing to be:

2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally

Module 6c: Life is Fractal!

Covered in RE

2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally

Module 6b: Person and Nature

Covered in RE

and RE

2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally

Module 6c: Life is Fractal!

Covered in RE

### 3b: Religious understanding of the importance of human communities

Pupils should be taught:

2.3.2.1. God is Trinity – a communion of persons

Module 6c: Life is Fractal!

Also covered in RE

2.3.2.2. The key principles of Catholic Social Teaching

Covered in RE

2.3.2.3. The Church is the Body of Christ

Module 6g: Formed in their image





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

### 3c: Living in the wider world

#### Pupils should be taught:

2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)

Covered in PSHE

2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers

Covered in PSHE

2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread

Covered in PSHE

2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another

Covered in RE