



Fertile Heart

A 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

Education in virtue

In a Catholic school, pupils are growing to be:

2.1.1.1. Respectful of their own bodies, character and giftedness

3c, 3e, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 5b, 6g

2.1.1.2. Appreciative for blessings

3a, 3c, 3f, 3j, 4b, 4d, 5c, 5e, 6a, 6e, 6i

2.1.1.3. Grateful to others and to God

3a, 3b, 3c, 4g, 4i, 4j, 4k, 5a, 5d, 6e

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

3d, 3e, 3g, 3i, 4c, 4i, 5b, 5g, 5j, 5k, 6f

2.1.1.5. Discerning in their decision making

3g, 3h, 3k, 4c, 4i, 5f, 5j, 5k, 6a, 6d, 6h

2.1.1.6. Determined and resilient in the face of difficulty

3f, 3g, 3i, 4h, 4i, 5i, 5j, 5k, 6f

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

3f, 3g, 3i, 4h, 4i, 5d, 5g, 5h, 6h

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

3d, 3g, 3h, 4a, 4b, 4c, 4d, 4e, 4f, 4j, 5c, 5g, 5h, 6c, 6g, 6k

2.1.2.2. We are children of God with an innate dignity

3a, 3c, 3j, 4d, 4f, 4j, 5a, 5g, 5h, 6h, 6f

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

3b, 3d, 3e, 4a, 4k, 5d, 5e, 6a, 6d, 6e, 6j

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

3e, 3h, 4d, 4f, 4g, 5b, 6b, 6c, 6k

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

3a, 3c, 4b, 4i, 4j, 4k, 5f, 5k, 6e

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

3c, 3d, 3j, 4j, 4k, 5d

Theme 1: Created and Loved by God

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

3d, 4h, 5a, 5g, 5h, 6a, 6f, 6g

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

3a, 3j, 4e, 4h, 5b, 5c, 6a, 6b

2.1.3.3. Each person has a purpose in the world

3b, 3d, 3e, 4a, 4d, 5d, 5e, 6a, 6c, 6d, 6j

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)

5g, 5h, 6f, 6h

My body

2.1.3.5. Their body will change and develop as they grow

4g

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

4g

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

3i, 4h, 4i, 5a, 5b, 5j, 5k, 6e

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

4h, 5b

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

3e, 4c, 4i, 5b, 5c, 5j, 6h

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

3g, 3k, 4b, 4e, 4h, 5b, 5c, 5j, 5k, 6b, 6e

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

6g, 6h

Attitudes

2.1.4.5. That some behaviour is unacceptable, unhealthy or risky

3i, 3k, 4h, 4i, 5e, 5h, 5k, 6a, 6f

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

3d, 3f, 4h, 4i, 5f, 5j, 5k, 6f, 6g, 6h, 6k



Theme 1: Created and Loved by God

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

4g

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)

4g

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

Education in virtue

In a Catholic school, pupils are growing to be:

2.2.1.1. Loyal, able to develop and sustain friendships

3c, 3g, 3f, 3k, 4b, 4d, 5c, 5g, 5h, 5j, 6b, 6f

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

3d, 3f, 4c, 4d, 5h, 5j, 6a, 6h

2.2.1.3. Respectful, able to identify other people's personal space and respectful of the ways they are different.

5g, 5h, 6f, 6h

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

3f, 4c, 4d, 4h, 4k, 5f, 5h

2.2.1.5. Courteous in their dealings with friends and strangers

3d, 4c, 4h, 4j, 5j, 6f, 6h

2.2.1.6. Honest, committed to living truthfully and with integrity

3b, 3c, 3k, 4c, 4h, 5b, 5e, 5f, 6f, 6i

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 (might need extra material)

3b, 3c, 3j, 4j, 4k, 6e

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

3a, 3k, 4b, 4c, 4e, 4g, 4j, 5a, 5d, 6c

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

4d, 4e, 4h, 4k, 5f, 5h

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

3d, 4k, 5d, 6c

Theme 2: Created to love others

Personal Relationships

Pupils should be taught:

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

3d, 3f, 3g, 3h, 4b, 5a, 5b, 5c, 5g, 6b

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

3d, 4b, 5a, 5c, 6b, 6c

2.2.3.3. Marriage represents a formal and legally recognised commitment

3d, 5d

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

3d, 4k, 5d

2.2.3.5. The characteristics of a healthy family life

3a, 3h, 3k, 4c, 4f, 5d, 5f, 6e

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

3b, 3e, 3h, 3k, 4c, 5e, 5f, 5j, 5k, 6f

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

4i, 5g, 5h, 6h

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

6h

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 PSHE

3d, 3h, 5g, 5j, 6f, 6k

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

3f, 6h



Theme 2: Created to love others

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

3k, 5g, 6h

2.2.4.2. How to use technology safely

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

6g, 6h

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

6h

2.2.4.5. Importance of seeking and giving permission in relationships

3d, 5h, 6h

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

6h

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

6h

2.2.4.8. To keep asking for help until they are heard

6h



Theme 3: Created to Live in Community (local, national and global)

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

3e, 3k, 4a, 4i, 5f, 5j, 6c, 6f

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

3e, 3f, 3g, 4b, 4c, 4d, 4e, 5b, 5e, 5f, 6b

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

3g, 5g, 6c, 6j

Religious understanding of the importance of human communities

Pupils should be taught:

God is Trinity – a communion of persons

3d, 4e, 4f, 4j, 4k, 5c, 5f, 6c

2.3.2.2. The key principles of Catholic Social Teaching

3g, 3i, 4i, 6g

2.3.2.3. The Church is the Body of Christ

3j, 4j, 4k, 6g



Theme 3: Created to Live in Community (local, national and global)

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.)

6h

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

6h

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

3e, 3g, 4d, 5g, 5h, 6f