



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:

1. Respectful of their own bodies, character and giftedness
7a, 7d, 7f, 7g, 7j, 8a, 8b, 8f, 8h, 8i, 9a, 9d, 9e, 9g, 9h
2. Appreciative for blessings
7a, 7b, 7d, 7e, 7f, 7j, 8b, 8d, 8j, 9b, 9h, 9k
3. Grateful to others and to God
7d, 7e, 7f, 7h, 7i, 7j, 7k, 8a, 8e, 8j, 9b, 9d, 9h, 9k
4. Self-disciplined and able to delay or forego gratification for the sake of greater goods
7b, 7c, 7f, 7h, 7i, 8c, 8e, 8h, 8i, 9a, 9c, 9e, 9g, 9h, 9j, 9k
5. Discerning in their decision making
7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 7k, 8c, 8d, 8e, 8f, 8h, 8i, 9a, 9c, 9e, 9g, 9h, 9i, 9j
6. Determined and resilient in the face of difficulty
7d, 7f, 7j, 8b, 8f, 8k, 9e, 9g, 9h
7. Courageous in the face of new situations and in facing their fears
7c, 7d, 7g, 7i, 7j, 8b, 8j, 8k, 9d, 9e, 9h

Religious understanding of the human person: loving myself

Pupils should be taught:

1. To appreciate sensual pleasure as a gift from God
7a, 8b, 8h, 9e, 9g, 9h
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
8b, 8h, 8i, 9e, 9g, 9h
3. The Church's teaching on the morality of natural and artificial methods of managing fertility
9f
4. To understand the need for reflection to facilitate personal growth and the role prayer can play in this
7a, 7b, 7c, 7d, 7f, 7g, 7h, 7i, 7j, 8a, 8c, 8e, 8f, 8h, 9a, 9b, 9c, 9e, 9g, 9h, 9i
5. To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves
7d, 7f, 7g, 7j, 8a, 8f, 8h, 8i, 8j, 9a, 9d, 9e, 9g, 9h, 9i
6. To recognise that they are responsible for their own behaviour and how to inform their conscience
7a, 7b, 7c, 7d, 7f, 8c, 8d, 8e, 8f, 8h, 8i, 8k, 9c, 9d, 9e, 9g, 9h, 9i

Theme 1: Created and Loved by God

Me, my body and my health

Pupils should be taught:

Me

1. To recognise their personal strengths

7d, 7f, 7i, 7j, 7k, 8a, 8f, 9a, 9c

2. To distinguish 'needs' from 'wants'

7b, 7i, 7j, 8c, 8e, 8f, 8g, 8h, 9c, 9e, 9h, 9i, 9j

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

7g, 8b, 8g, 8h, 8i, 9e, 9g, 9h

My body

4. To appreciate all five senses and to be able to separate sensuality from sexuality

7a, 8b, 8h, 8i, 9e, 9g, 9h

5. There are many different body shapes, sizes and physical attributes

7j, 8b, 9a, 9g

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

7j, 8b, 8i, 9g, 9j

My Health

7. How to take care of their body and the importance of taking increased responsibility for their own personal hygiene

8b, 8i, 9g

Emotional well-being and attitudes

Pupils should be taught:

Emotional well-being

1. How to develop self-confidence and self-esteem

7a, 7d, 7f, 7g, 7i, 7j, 8a, 8f, 8g, 8h, 8i, 8k, 9a, 9c, 9d, 9g, 9h, 9i

2. That all aspects of health can be affected by choices made in sex and relationships

8b, 8i, 9e, 9h

3. The importance and benefits of delaying sexual intercourse until ready

9a, 9e, 9g, 9h

4. There are different emotions which may emerge in relation to change (and loss) and strategies to manage them

7c, 7i, 7j, 8h, 8j, 9c, 9e, 9h

5. How to develop the skills needed to identify and resist peer and other types of pressure (including sexual pressure) to conform

7b, 7f, 7g, 7i, 8d, 8f, 8g, 8h, 8i, 9a, 9e, 9g, 9h

6. The concepts of sexual identity, gender identity and sexual orientation

8h, 8i, 9e, 9g, 9h

Attitudes

7. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices

7a, 7b, 7c, 7d, 7j, 8c, 8d, 8e, 8f, 8g, 9c, 9d, 9h, 9i, 9k



Theme 1: Created and Loved by God

Life Cycles and Fertility

In a Catholic school, pupils are growing to be:

Life cycles

1. Human reproduction, including the structure and function of the male and female reproductive systems

Covered in Science + 8b

2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome

Covered in Science

Fertility

3. About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods

Covered in Science + 8b, 8h

4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation

Covered in Science

5. The negative impact of substance use on both male and female fertility

Covered in Science

Theme 2: Created to love others

Education in virtue

In a Catholic school, pupils are growing to be:

1. Loyal, able to develop and sustain friendships
7b, 7g, 7k, 8a, 8c, 8e, 8g, 8i, 9g
2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble
7a, 7c, 7k, 8a, 8b, 8e, 8f, 9d, 9h, 9j
3. Respectful, able to identify other people's personal space and respect the ways in which they are different
7b, 7c, 7d, 7g, 7i, 7k, 8c, 8g, 8h, 8i, 8k, 9e, 9g, 9h, 9j
4. Forgiving, developing the skills to allow reconciliation in relationships
7i, 8e, 9d
5. Courteous in their dealings with friends and strangers
7c, 7g, 7k, 8b, 8g, 9j
6. Honest, committed to living truthfully and with integrity
7a, 7b, 7c, 7d, 7e, 7g, 7h, 7j, 7k, 8b, 8c, 8d, 8f, 8g, 8h, 8i, 9c, 9d, 9e, 9h, 9i, 9j, 9k

Religious understanding of human relationships: loving others

Pupils should be taught:

1. The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church
9f, 9g
2. The role of marriage as the basis of family life and its importance to the bringing up of children
7i, 9f, 9g, 9i
3. To recognise the spiritual context of the family as a community where members can grow in faith, hope and love
7i, 8b, 9c, 9f, 9g, 9i
4. How to express love and care for others through acts of charity
7a, 7d, 7k, 8b, 8e, 8f, 9a
5. How to discuss religious faith and personal beliefs with others
7e, 7h, 9b, 9h
6. To recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness
7i, 8a, 8e, 9d

Theme 2: Created to love others

Personal Relationships

Pupils should be taught:

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)

7c, 8g, 8i, 8k, 9g, 9h

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.

7b, 7d, 7f, 7g, 7j, 7k, 8a, 8b, 8c, 8g, 8h, 9e, 9g, 9h

3. That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these

7i, 8c, 8g, 8h, 8i, 8j, 9a, 9b, 9c, 9e, 9g, 9h

4. The nature and importance of friendship as the basis of a loving, sexual relationship

7g, 7k, 8a, 8b, 8e, 8g, 8h, 8i, 9e, 9g

5. That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.

7g, 7i, 7k, 8c, 8h, 8i, 9g

6. The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.

9f, 9g

7. The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex

7i, 8b, 9c, 9f, 9i

8. Understand that loving, supportive family relationships provide the best environment for a child

7i, 8b, 9c, 9f, 9i

9. That marriage is a commitment, entered into freely, never forced through threat or coercion.

9f, 9g

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

8f

11. There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

8b, 9e, 9g, 9h



Theme 2: Created to love others

Keeping safe and people who can help me

Pupils should be taught:

Keeping safe

1. They have autonomy and the right to protect their body from inappropriate and unwanted contact

7g, 8i, 8k, 9g, 9h

2. To identify the characteristics of unhealthy relationships and where to get help

7g, 7k, 8i, 9g

3. Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'

7g, 7k, 8i, 8k, 9g, 9h, 9i, 9j

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.

8i, 9g

5. How to use technology safely, including social media and consideration of their "digital footprint" and the law regarding the sharing of images

8c, 8g, 8i, 9g, 9j

6. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation

8c, 8g, 8i, 9g

7. To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions

9d

People who can help me

8. 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

7g, 8i, 8k, 9f



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

Education in virtue

In a Catholic school, pupils are growing to be:

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

8a, 8f, 9i, 9j, 9k

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

7b, 8a, 8e, 8f, 9b, 9h, 9i, 9j, 9k

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

7c, 8f, 9i, 9j, 9k

Religious understanding of the importance of human communities

Pupils should be taught:

1. To discuss moral questions in a balanced and well informed way

7a, 7b, 7c, 7e, 8d, 8i, 9h, 9i, 9j, 9k

2. Understand the features of the home, school and parish and how each work for the good of all

7c, 7i, 8a, 9f

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

Living in the wider world

Pupils should be taught:

1. The purpose and importance of immunisation and vaccination

Covered in Science

2. That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence

Covered in Science

3. 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.

9f

4. They have responsibilities towards their local, global and national community and creation

8a, 8f, 9a, 9j, 9k

5. There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour-based violence, human trafficking, radicalisation etc.); to have the skills and strategies to respond

to being targeted or witnessing the targeting of others

9f

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

7c, 8c, 8g, 8i, 8k, 9g, 9h

7. Recognise stereotypes and how they can encourage damage and prejudice

7c, 7e, 7f, 7j, 8h, 9h, 9j

8. The potential tensions between human rights, English law and cultural and religious expectations and practices

7c, 9f, 9h, 9k

9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)

7a, 7c, 7d, 7k, 8a, 8e, 8i, 8k, 9g, 9h