



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:

4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity

10a, 10b, 10d, 10e, 10f, 10g, 10h, 11a, 11c, 11d, 11f, 11h

4.1.1.2. Appreciative of blessings

10c, 10e, 10f, 10g, 10h, 10j, 11a, 11e, 11f, 11h, 11i, 11j

4.1.1.3. Grateful to others and to God

10c, 10d, 10e, 10f, 11a, 11e, 11h, 11i, 11j

4.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships

10b, 10c, 10f, 10g, 11b, 11c, 11d, 11f, 11h, 11i

4.1.1.5. Discerning in their decision making, able to exercise wisdom and good judgement

10a, 10c, 10d, 10e, 10f, 10g, 10h, 10j, 11a, 11b, 11c, 11d, 11e, 11f, 11g, 11h, 11i, 11j

4.1.1.6. Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure

10b, 10d, 10g, 10h, 10i, 11c, 11g, 11h

4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different

10a, 10f, 10g, 10h, 10i, 11d, 11g, 11j

Religious understanding of the human person: loving myself

Pupils should be taught:

4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure

10a, 10b, 10c, 10e, 10h, 11a, 11d, 11f

4.1.2.2. The concept of fasts and feasts and the importance of self-discipline and moderation

11f

4.1.2.3. 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, building on learning at KS3

10b, 10d, 10e, 10f, 10h, 11a, 11d, 11h

4.1.2.4. The Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3

10g, 11h

4.1.2.5. That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.

10b, 10c, 10f, 10i, 11a, 11c, 11g, 11h, 11i

4.1.2.6. The methods of informing one's conscience and the absolute character of conscientious demands

10a, 10b, 10f, 10g, 10h, 10j, 11b, 11c, 11d, 11e, 11f, 11g, 11h, 11i, 11j

Theme 1: Created and Loved by God

Me, my body and my health

Pupils should be taught:

Me

1. To evaluate their own personal strengths and areas for development

10b, 10c, 10d, 10g, 10h, 10i, 11b, 11c, 11d, 11f, 11g, 11i, 11j

2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives

10a, 10b, 10c, 10d, 10e, 10f, 10g, 10h, 10i, 10j,

11a, 11b, 11c, 11d, 11e, 11f, 11g, 11h, 11i, 11j

My body

3. The influences on their body image including the media's portrayal of idealised and artificial body shapes

10a, 10e, 11d, 11f

4. The health risks and issues related to this, including cosmetic procedures

10a, 11d

My health

5. To take increased responsibility for monitoring their own health (including testicular and breast self-examination)

Covered in Science + 10g, 10h, 11f

Emotional well-being and attitudes

Pupils should be taught:

Emotional well-being

1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others

10a, 10b, 10c, 10g, 10h, 11c, 11d, 11j

2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage

10e, 10f, 10h, 11d, 11h

3. Strategies for managing mental health and emotional wellbeing

10a, 10b, 10c, 10g, 10h, 10i, 11b, 11c, 11d, 11f, 11g

4. How to develop the skills needed to identify and resist peer and other types of pressure to conform

10a, 10c, 10d, 10f, 10g, 11a, 11b, 11c, 11d, 11f, 11g

Attitudes

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

10a, 10b, 10d, 10g, 10h, 10i, 10j, 11a, 11b, 11c, 11d, 11e, 11f, 11g, 11h, 11i, 11j



Theme 1: Created and Loved by God

Life Cycles and Fertility

Pupils should be taught:

Life cycles

4.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems and the correct terms for the reproductive body parts, both internal and external

Covered in Science

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

Covered in Science + 11d

4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth

Covered in Science

Fertility

4. About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods

Covered in Science + 10g, 10h, 11h

5. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age (including information on the menopause)

Covered in Science + 10g, 10h, 11h

4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility

Covered in Science+ 10g, 10h, 11d

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 and the habits of commitment and compassion which make this possible

10a, 10b, 10d, 10e, 10h, 10i, 11c, 11d

2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context

10c, 10d, 10h, 10i, 10j, 11a, 11i

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

10a, 10c, 10d, 10e, 10f, 10h, 11d, 11e

4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness

10c, 10d, 11j

5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts

10e, 11c, 11e

6. Aware of the importance of honesty and integrity in all forms of communication

10a, 10b, 10c, 10d, 10e, 10g, 10h, 10i, 10j, 11b, 11c, 11d, 11e, 11f, 11g, 11h, 11j

Religious understanding of human relationships: loving others

Pupils should be taught:

1. To understand what the Church teaches about marriage, and when it is a sacrament and the distinction between separation, divorce and nullity

10d, 10e, 10f

2. The role of marriage as the basis of family life and its importance to the bringing up of children, including an understanding of how the Church supports family life

10e, 10f, 10g, 10h, 10i, 11a, 11h

3. Know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving

10a, 10b, 10c, 10d, 10e, 10f, 10g, 11a, 11h

4. To recognise their responsibilities towards others, and the human dignity of others in God's eyes

10a, 10b, 10c, 10d, 10e, 10f, 10g, 10h, 10j, 11a, 11c, 11d, 11e, 11g, 11i

5. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect

10a, 10d, 10e, 10i, 11b, 11d, 11i

6. To understand the importance of self-giving love and forgiveness in a relationship

10b, 10c, 10d, 10f, 10g, 10i, 11a, 11j

7. About the sanctity of life, and the significance of this concept in debates about abortion

10h, 11a, 11e, 11h, 11i

Theme 2: Created to love others

Personal Relationships

Pupils should be taught:

1. To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others

10b, 10c, 10h, 11d

2. The characteristics and benefits of positive, strong, supportive, equal relationships

10d, 10e, 10f, 10g, 10h, 10j, 11a, 11d, 11h

3. To manage changes in personal relationships including the ending of relationships

10e, 10g, 10h, 10i, 11d, 11j

4. About harassment and how to manage this

10e

5. To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond

10a, 10e, 10h, 11a, 11d

6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)

10e, 10h, 11h

7. 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.

10e, 11h

8. About the impact of domestic and relationship violence (including sources of help and support)

10h

9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances

10h, 10i

10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

10d, 11g

Theme 2: Created to love others

Keeping safe and people who can help me

Pupils should be taught:

Keeping safe

1. An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond

10a, 10d

2. The concept of consent in relevant, age-appropriate contexts building on KS3, how to seek consent and to respect others' rights, to give, not give or withdraw consent

10e

3. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships

11d

4. To understand the pernicious influence of gender double standards and victim-blaming

10d

5. To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) and the options available.

10h

6. About abortion, including the current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it

11e

People who can help me

7. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement

10i

8. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people

10d

9. Where and how to obtain sexual health information, advice and support

10g, 11h

10. About who to talk to for accurate, advice and support in the event of unintended pregnancy

10h

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, including the knowledge and understanding to ensure that such judgements are well-informed
10j, 11e, 11g, 11i
2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life
10c, 10i, 10j, 11a, 11e, 11f, 11g, 11i
3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails
10j, 11e, 11g, 11i

Religious understanding of the importance of human communities

Pupils should be taught:

1. To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas
10a, 10d, 10j, 11b, 11c, 11d, 11e, 11i
2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation
10j, 11e, 11i

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

Living in the wider world

Pupils should be taught:

4.3.3.1 About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk

10e, 10h, 11h

4.3.3.2 To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity

10e, 11d

4.3.3.3 That extremism and intolerance in whatever forms they take are never acceptable and why

10d, 11b, 11e

4.3.3.4 The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable

10d, 10h

4.3.3.5 The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern

11b, 11e

4.3.3.6 About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community

10j, 11b, 11e, 11g

4.3.3.7 To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk

10d, 10e, 10h

4.3.3.8 The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

10a, 10d, 10i, 11c, 11g