

St Anthony's Girls Catholic Academy

KS4 SRE and PSHE Curriculum 2021-2022

This document combines the Catholic curriculum approved by the Catholic Education Service and the National standards and guidance issued by the DfE.

The topics will mostly be covered in year 10 and 11 although some will be covered in year 9.

The curriculum has been split into 4 Core Themes.

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| KS4 | Students will learn to... |
| Theme 1: Health and Wellbeing | <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</p> <p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health</p> <p>H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p>H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p> <p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H12. the benefits of having a balanced approach to spending time online</p> |

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| | <p>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p>H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p> <p>H15. the purpose of blood, organ and stem cell donation for individuals and society</p> <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds H18. the ways in which industries and advertising can influence health and harmful behaviours</p> <p>H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</p> <p>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p> <p>H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p> <p>H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <p>H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms and how to access support for themselves or others</p> <p>H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</p> <p>H27. about specific STIs, their treatment and how to reduce the risk of transmission</p> <p>H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)</p> <p>H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services</p> <p>H30. about healthy pregnancy and how lifestyle choices affect a developing foetus</p> <p>H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p> <p>H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p> <p>H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p> |
| Theme 2: Relationships | <p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R2. the role of pleasure in intimate relationships</p> |

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| | <p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010 and the public sector equality duty.</p> <p>R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p> <p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p> <p>R11. strategies to manage the strong emotions associated with the different stages of relationships</p> <p>R12. to safely and responsibly manage changes in personal relationships including the ending of relationships</p> <p>R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p> <p>R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p>R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>R17. ways to access information and support for relationships including those experiencing difficulties</p> <p>R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p> <p>R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p> |
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| | <p>R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p> <p>R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</p> <p>R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</p> <p>R26. the reasons why people choose to adopt/foster children</p> <p>R27. about the current legal position on abortion and the range of beliefs and opinions about it</p> <p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>R29. the law relating to abuse in relationships, including coercive control and online harassment</p> <p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p> <p>R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p> <p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p>R36. skills to support younger peers when in positions of influence</p> <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p> |
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| <p>Theme 3: Living in the Wider World</p> | <p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>L7. about the labour market, local, national and international employment opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment</p> <p>L9. to research, secure and take full advantage of any opportunities for work experience that are available</p> <p>L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p> <p>L11. the benefits and challenges of cultivating career opportunities online</p> <p>L12. strategies to manage their online presence and its impact on career opportunities</p> <p>L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p> <p>L16. how to effectively budget, including the benefits of saving</p> <p>L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>L18. to recognise and manage the range of influences on their financial decisions</p> <p>L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p>L20. the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p>L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</p> |
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| | <p>L22. that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>L23. strategies for protecting and enhancing their personal and professional reputation online</p> <p>L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</p> <p>L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this</p> <p>L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</p> <p>L27. strategies to critically assess bias, reliability and accuracy in digital content</p> <p>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p> |
| <p>Theme 4: Created and Loved By God, Designed to Love Others.</p> | <p>C1. To be respectful of their own bodies, character and giftedness, including their emerging sexual identity while being appreciative of blessings</p> <p>C2. to be grateful to others and to God, 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</p> <p>C3. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure.</p> <p>C4. To understand the concept of fasts and feasts and the importance of self-discipline and moderation</p> <p>C5. 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. Developing understanding of the Church's teaching on the morality of natural and artificial methods of managing fertility, building on learning at KS3</p> <p>C6. To appreciate 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.</p> <p>C7. To understand the methods of informing one's conscience and the absolute character of conscientious demands.</p> <p>C8. To understand that part of the Catholic ethos of the school is to be loyal, to develop and sustain friendships and the habits of commitment and compassion which make this possible. To be compassionate, able to empathise with the suffering of others and the generosity to help</p> |

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| | <p>others in trouble, recognizing the importance of self-sacrificing love in this context. To be respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity.</p> <p>C9. To apply catholic teaching about forgiveness to everyday life, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness.</p> <p>C10. To be courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts and to be aware of the importance of honesty and integrity in all forms of communication. To recognise their responsibilities towards others, and the human dignity of others in God's eyes.</p> <p>C11. To understand what the Church teaches about marriage, and when it is a sacrament and the distinction between separation, divorce and nullity. 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.</p> <p>C12. To 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.</p> <p>C13. To be able to discuss faith and personal belief sensitively, demonstrating mutual respect. To understand the importance of self-giving love and forgiveness in a relationship</p> <p>C14 to develop an understanding about the sanctity of life, and the significance of this concept in debates about abortion including the Church's position.</p> <p>C15, to know about 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.</p> <p>C16. To understand the main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation. Including the idea of self-giving, being 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.</p> <p>C17. To be 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.</p> <p>C18. 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.</p> |
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