

Relationship, Health, Sex Education (RHSE) Policy

(To be read in conjunction with the three appendices – appendix 1: Health education knowledge overview, Appendix 2: relationship education knowledge overview and appendix 3 sex education knowledge overview.

Reviewed on: December 2020	Reviewed by: FGB
Next Review Due: December 2022	

This policy has been written to reflect the school mission statement “Discovering, Learning, Believing Together”.

At High Ham our approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages and to reflect the [whole school values and ethos](#):

*“So God created humankind in his image, in the image of God he created them”
(Genesis 2:7)*

*“I have come in order that you might have life - life in all its fullness”
(John 10:10)*

At High Ham we ensure that everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God. We believe all pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

We seek to ensure that our RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and

values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE at High Ham is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education). It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

What is relationships education?

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

What is sex education?

Sex education involves learning about:

- reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

The national curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.

At High Ham, we have decided that it is important to include reproduction (learning how babies can be made and the emotions that people experience when they are ready for close

intimacy) to educate the children in our community for adulthood (and for secondary school) in their last two years of primary school.

Do I have the right to withdrawal my child from sex education?

Yes, parents do have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the Headteacher. When sex education is taught in years 5/6 notice of the lessons planned will be shared with you. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian. If a pupil is excused from sex education it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education.

We will document this process to ensure a record is kept.

What is health education?

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.¹

What does the RSHE Curriculum look like for the whole school?

At High Ham we have taken the [requirements for RSHE from the Department for Education](#) Church of England '[Goodness and Mercy](#)' resources to plan our approach.

By the end of each key stage the children will have the relevant knowledge and understanding which will be taught in a spiral curriculum, where knowledge and understanding will be revisited each year and their learning extended as well as reinforced. Where possible each class teacher will link to their science and PSHE curriculum.

Appendix 1: Health education knowledge overview

Appendix 2: Relationships education knowledge overview

Appendix 3: Sex education knowledge overview

Teachers will draw from a range of resources when planning for their lessons but they will also include work from the [Church of England](#). The progression outcome statements at the

end of each appendices will help teachers to prepare for their end of year assessments and also give them a guide to what comes next and be able to develop the learning of those who are ready.

How will RSHE be taught in our school?

RSHE will be delivered professionally and as an identifiable part of PSHE (Personal, Social, Health Education). It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values.

Values such as such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

Pupils with SEND will have had the content made accessible to them by the use of appropriate teaching resources as well as adult support.

At High Ham RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as First Aid or aspects about puberty). It is important that

pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.²

How will RHSE be monitored and evaluated?

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks etc. Examples of work will also be visible through twitter: [#HighHamRHSE](#)

RHSE Policy Review

This policy has been produced by consultation with all stakeholders and originated from the Headteacher attending the Diocesan training. All stakeholders have been consulted by various methods:

Staff: The HT has offered all staff the opportunity to read and contribute to the policy and scheme of work.

Governors: The working party of SIAMS governor's have been consulted on the school policy and agreed the Church of England approach was the way forward for High Ham.

Parents: A draft policy was shared with parents and feedback was sought before coming up with a final copy which was added to the website.

Pupil Voice: The Assistant Head has consulted with children to find out what they would like to learn about and find useful.

In summary this policy has been produced in consultation with parents and will be reviewed in consultation with parents. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

- This policy should be read in conjunction with The Equalities Act 2010
<https://www.gov.uk/guidance/equality-act-2010-guidance>
 - Reference also needs to be made to our safeguarding policy and practice.
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Appendix 1 Health Education		
Health Education (KS1 and KS2)		
What should we know?	KS1 Connections	KS1 What should we be able to do?
<ul style="list-style-type: none"> We all have emotions that are usual. Physical exercise and being outdoors and helping other people can make us happy. Taking time to be still, pray or meditate can help us. Having hobbies and interests can be good for us. People who we can turn to for help if we are unhappy or worried. The internet can be a useful and good thing. Spending too much time online or watching screens is not good for us. Sometimes people on the internet can be nasty, lying and unkind. Some games and websites and apps are not right for children to be able to use. I am special and my school believes I am loved and made by God. 	 <p>Good rest, sleep and personal care</p>  <p>Exercise</p>  <p>Healthy food</p>  <p>Screen time; good rules?</p>  <p>Talking about feelings</p>	<p>I can...</p> <ul style="list-style-type: none"> Talk about my emotions, such as when I am happy, sad, angry or afraid and understand when they are helpful. Talk about how to look after myself and make sure I can do exercise, eat healthily, and clean my teeth, rest, and consider ways to ensure I get good sleep. Science Talk about why stillness, meditation or prayer can be good for my health. Talk about how to look after my skin in the sun. Keep myself clean and hygienic, and talk about how often I need to wash and clean my teeth. Spend time well with others and can talk about what hobbies and interests are good for me. Keep myself safe on the internet. Show good behaviour towards others on the internet. Talk about why I am worth looking after and can show understanding of what most Christians believe about why I am worth looking after.

- How to express our feelings and understand how others might be feeling.
- Our responses to our feelings can affect others.
- Exercising and being outdoors can make us feel better.
- How to plan a healthy diet and the risks of a poor one.
- The facts about smoking alcohol and drug-taking.
- Basic First Aid, how to make an emergency call and deal with some common injuries.
- Good sleep, rest and some kind of spiritual practice can help us have good health.
- Self-care for protection and hygiene are important.
- Helping others and volunteering or campaigning for a better world is good for us.
- Making time to be still, pray or meditate can help us.
- It is good for us to have friends and hobbies.
- Who we can turn to for help if we are unhappy or worried.
- How to create good rules that keep us safe online.
- The ways that people use the internet for bad purposes and how to avoid harm.
- We are all special and my school believes everyone is loved and made by God.
- What puberty is and how bodies change.
How to ask for help if I need it.



Healthy food and self-care



Exercise, good rest,
sleep and personal care



Screen time: good rules?



Basic First Aid



Understanding puberty



Talking about feelings



Facts about drugs,
alcohol and tobacco

I can...

- Talk about how people can express their emotions such as anger and fear, and manage them so they do not have a negative impact on others.
- Outline how to spend time well with others and can talk about the importance of hobbies and interests.
- Describe how to be safe on the internet and explain how to avoid cyberbullies and cyberbullying.
- List what makes wise choices online and explain why limiting screen time is a good idea.
- Explain why humans are worth looking after and why most Christians believe humans are made by God and so are precious and therefore they should look after the gift they have been given. (Stewardship)
- Describe different kinds of exercise and explain why it is good for your health. PE and Science
- Explain why good sleep and rest are important and why considering some spiritual activity is good for your wellbeing.
- Explain why helping others, volunteering or campaigning for a better world might help my health.
- Plan a healthy diet and express what the dangers of not being careful in choices about food.
- Explain the facts and laws surrounding, alcohol, smoking and drugs. Science
- Explain how to make an emergency call, and demonstrate how to apply basic First Aid - for example, dealing with common injuries including head injuries.
- Demonstrate how to look after my teeth and my skin in the sun. I can explain why this is important and what happens if people do not do this.
- Talk about how to practice personal hygiene and can explain why it can be anti-social not to do so.

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| | | <ul style="list-style-type: none">• Talk about puberty and how it effects girls and boys, particularly the emotional and physical changes including periods. Science <p>Ask the appropriate people for help if I need it.</p> |
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Vocabulary	Definition
Emotions	Strong feelings such as joy, anger and fear
Exercise	Activity done to keep the body or mind strong or to make them stronger
Hobbies	Interests or activities that you do because it makes you happy in your spare time
Bullying	Actions that are unkind, frighten or hurt people and make them feel picked on or outside the group
Meditation	Deep thinking, often about just one thing such as a word, breathing, a candle, a flower or nature
Theological vocabulary	Definition
Created	We are wonderful and have been made by God.
Dignity	As we are all special to God, we should treat ourselves and others as very valuable.
Community	We are a part of a whole family; anything we do towards each other matters to everyone.

Vocabulary	Definition
Healthy	Being of fit mind and body, being free from sickness
Cyberbullying	Bullying that is done by posting hurtful messages on the internet
First Aid	Emergency medical help given to a hurt or sick person while waiting for a medical professional
Hygiene	The practice of keeping clean to stay healthy and prevent disease
Puberty	The time in a person's life when their body changes to allow them to be able to reproduce and have babies when they are ready and if they want to
Menstruation	The release of blood and mucus from a woman's uterus, this usually happens in for 4 or 5 days, once a month, from puberty until menopause (when a woman stops being able to reproduce).
Theological vocabulary	Definition
Created	Our school believes that we have been created and are carefully and wonderfully made.

Dignity	Our school believes that we need to see ourselves and treat others with huge respect as people who are crafted by God.
Worthy	Having great value. We are all worthy of being looked after and protected.
Community	We are a part of a group and in our relationships, we need to realise we can have an impact on others. We need to try to show kindness and help everyone feel happy and safe. Jesus taught "Love your neighbour as yourself" (Matthew 22:37-39).
Frail	People are sometimes inclined to make poor choices about their own wellbeing - this is part of being human.
Forgiveness	We can start again, if we recognise our bad choices and start afresh. Christians believe God can help you live with more care for yourself and others.

Progression Outcome Statements

These will be used by staff to assess learning and plan future steps as they move from class to class. The KS3/4 outcomes have been included so that the progression throughout statutory education can be appreciated.

Strand	KS1 outcomes	KS2 outcomes	KS3/4 outcomes
Sleep, rest and hygiene	<ul style="list-style-type: none"> • Pupils can describe how to look after themselves. • Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep (Science) 	<ul style="list-style-type: none"> • Pupils can explain why it is important to look after themselves. • Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this. • Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so. • Pupils can explain why good sleep and rest are important and what the 	<ul style="list-style-type: none"> • Pupils can identify what happens when people sleep, explain what factors can prevent good sleep; can identify useful strategies and behaviours that will aid good sleep. • Pupils can explain strategies for maintaining personal hygiene, including oral health and the prevention of infection. • Pupils can explain the importance of taking increased responsibility for their own physical health including dental check-ups, sun-safety and

		effects of not getting enough sleep can be.	<p>self-examination (especially in late KS3 breast/testicular self-examination).</p> <ul style="list-style-type: none"> • Pupils can explain the purpose of vaccinations offered during adolescence for individuals and society • Pupils can assess risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds. • Pupils will be able to explain the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM. (Citizenship)
Healthy eating	<ul style="list-style-type: none"> • Pupils can identify and list many healthy and less healthy foods. 	<ul style="list-style-type: none"> • Pupils can plan a healthy diet and describe the dangers of an unhealthy one. 	<ul style="list-style-type: none"> • Pupils can explain the role of a balanced diet as part of a healthy lifestyle and explain the impact of unhealthy food choices on health and life expectancy. • Pupils can explain what might influence decisions about eating a balanced diet and suggest strategies to manage eating choices.
Spiritual practices	<ul style="list-style-type: none"> • Pupils will have observed/ experienced/participated in some calming spiritual time. 	<ul style="list-style-type: none"> • Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health. 	<ul style="list-style-type: none"> • Pupils can explain at least three different spiritual practices, evaluate their impact on health and wellbeing and articulate their personal

			preferences, giving reasons. (CW /RE)
Exercise	<ul style="list-style-type: none"> • Pupils can name and talk about different kinds of exercise. 	<ul style="list-style-type: none"> • Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health. 	<ul style="list-style-type: none"> • Pupils can explain the benefits of physical activity and exercise for physical and mental health and for wellbeing. • Pupils can recognise and manage what influences their choices about physical activity; can outline strategies for managing their physical activity and exercise. (PE)
Mental health, wellbeing and emotional literacy	<ul style="list-style-type: none"> • Pupils can talk about their emotions, (such as when they are happy, sad, angry or afraid) and understand when those emotions are helpful. • Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings 	<ul style="list-style-type: none"> • Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others. • Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move. 	<ul style="list-style-type: none"> • Pupils can understand their connections with others and be aware of their own and others' mental wellbeing. • Pupils can understand the importance of challenging stigma related to mental health. • Pupils will be able to articulate the importance of promoting emotional wellbeing and healthy coping strategies. • Pupils can explain the importance of developing 'digital resilience' in the context of online pressures and will be able to reframe negative thinking. • Pupils will be aware of unhealthy coping strategies such as self-harm and eating disorders. • Pupils will be able to show an understanding of common mental health concerns such as anxiety and depression. Pupils will be able to talk

			<p>about where people can go for further support should they need it.</p>
<p>Screen time and screen-safety</p>	<ul style="list-style-type: none"> • Pupils can list some of the ways that screens improve their lives. • Pupils can list some rules about the limits for using screens that can keep people healthy. • Pupils can identify how people use 'masks' online to be nasty and who to ask for help. • Pupils can list what information should or should not be shared. (Safeguarding) 	<ul style="list-style-type: none"> • Pupils can explain how to make wise choices online and why limiting screen time is a good idea. • Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm. 	<ul style="list-style-type: none"> • Pupils can explain the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues. • Pupils can demonstrate an understanding of how people present themselves online and how that can have positive and negative impacts on them • Pupils can describe how to make and act on informed decisions about whether different media and digital content are appropriate to view. • Pupils can explain that there are positive and safe ways to create and share content online and the opportunities this offers. • Pupils can show an understanding of different strategies for protecting and enhancing their personal and professional reputation online. • Pupils can describe how social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; can recognise why and how this may influence opinions and perceptions of people and events. • Pupils can explain why there is a shared responsibility to challenge

			<p>extremism in all its forms. (Citizenship/ British Values)</p> <ul style="list-style-type: none"> • Pupils can explain how personal data is generated, collected and shared, including by individuals, and the consequences of this. • Pupils can show understanding about how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this. • Pupils can describe useful strategies to critically assess bias, reliability and accuracy in digital content.
Alcohol, smoking and drugs	n/a	<ul style="list-style-type: none"> • Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. (Citizenship) • Pupils show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break. • Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines). • Pupils can talk about the organisations that can support people around alcohol, tobacco or 	<ul style="list-style-type: none"> • Pupils can describe the reasons why people drink alcohol and the impact it can have, and the consequences of the possibly associated behaviour. • Pupils can identify and assess the risks of underage drinking. • Pupils can suggest strategies to manage peer pressure around alcohol misuse and identify sources of guidance and support. • Pupils can present information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use. • Pupils can show an understanding of the law relating to the supply, use and misuse of legal and illegal

		other drug use; know people they can talk to if they have concerns.	substances. (Citizenship/ British Values) <ul style="list-style-type: none"> Pupils can explain the concepts of dependence and addiction, including awareness of help available to overcome addictions. Pupils can explain where people might be able to go for help with such addictions.
First Aid	<ul style="list-style-type: none"> Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say). 	<ul style="list-style-type: none"> Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries). 	<ul style="list-style-type: none"> Pupils will be able to demonstrate that they know how to get help in an emergency and how to perform basic First Aid and life-saving skills including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.
Puberty	n/a	<ul style="list-style-type: none"> Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams. (Science) Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction. (Science) 	<ul style="list-style-type: none"> Pupils will be able to describe strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.
Key theology for Church of England / Methodist schools	<ul style="list-style-type: none"> Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: "You are fearfully and wonderfully made" (Psalm 139) and 	<ul style="list-style-type: none"> Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people's 	<ul style="list-style-type: none"> Pupils can explain their Church school's beliefs about Imago Dei and stewardship: why humans are worth looking after. Pupils can evaluate three other opinions about why

	<p>“God saw that it was very good” (Genesis 1).</p> <ul style="list-style-type: none"> • Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls. 	<p>regard for themselves and enjoyment of living in their bodies.</p> <ul style="list-style-type: none"> • Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds. 	<p>humans might be of huge value (Humanist and two other religious traditions). Pupils can appraise those views and then state and reason their own opinion about human worth.</p> <ul style="list-style-type: none"> • Pupils can explain why people sometimes fail to look after themselves despite knowing the factual information about how to do so (e.g. they know that exercise and healthy food will make them well but they still make poor choices). Pupils will be able to refer to the Christian belief in the Fall, the ideas of temptation, forgiveness, redemption and a call into a closer union with and likeness to God (‘holiness’) to help them overcome their weaknesses. They will be able to offer other interpretations and strategies for coping with human weakness and be able to express their own opinion.
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Appendix 2 Relationships
Relationships Education (KS1 and KS2)

What should we know?	Connections	What should we be able to do?
<ul style="list-style-type: none"> • Our school believes that you are loved and welcomed into the family of God. • Families are places where people grow and can be safe and are given love. • People in my school have different kinds of families who look after them. • My school is another kind of family where I am safe and am given love. • If I do not feel happy or safe in my home family or school family there is someone to go to for help. • Why friendships are good for us. • How we can be a good friend. • How we can show respect to other people who might be different to us. • What bullying is and some of the different ways people bully each other. • How to get help if you feel you are being bullied. • What is right to keep private and what are bad secrets. • That our bodies belong to us and that there is safe and unsafe touching. • How to ask for help if I feel unsafe or feel bad about any adult. 	 <p>Families</p>  <p>Friendships</p>  <p>No to bullying</p>  <p>Keeping safe, online and off</p>	<p>I can...</p> <ul style="list-style-type: none"> • Talk about our families and the people who give us love (including the school as family and the Christian idea of the Family of God). • Talk about how we might show that we enjoy being in our families. • Show that we understand that different people have different kinds of families. • Know where to go for help if we feel unsafe or unhappy in our family or school. • Describe what a good friend is like. • Show kindness to someone who is a friend in a way they will like. • Describe why it is good to be able to show kindness to someone who is not our friend and try to include them in a game or activity. • Describe what bullying is, the different kinds of bullying and why it is hurtful. • Know where to go for help if you are bullied. • Talk about why it is good to be kind with our words and hands. • Talk about how our bodies belong to us. • Identify what is safe and unsafe touching. • Explain that it is wrong to keep bad secrets and that people should not ask us to do that. • Tell a trusted adult if I feel unsafe.
<ul style="list-style-type: none"> • Through the love, care and nurturing of those we live with many people are given security through the gift of family. • There are many different types of happy, caring families where children have good childhoods. 	 <p>Families</p>	<p>I can...</p> <ul style="list-style-type: none"> • Explain why showing gratitude for the love we receive from our friends, family, school etc. can have a healthy impact.

- Marriage is a legal commitment intended to be lifelong.
- Relationships can bring us joy and give us meaning; are good for us; we learn who we are and how to be less selfish.
- For most Christians and people of other faiths and beliefs there is often a special ceremony of promises and rituals to mark marriage.
- If our families or those we live with are making us unhappy or uncomfortable we know how to ask for help.
- What the characteristics of good friendship are.
- It is good to be kind in our friendships and to not leave people out or feeling lonely.
- Friendships have ups and downs and we can learn from these but it is never right to be violent.
- How to know who to trust in our relationships, how to work out what to do when we are uncomfortable or unhappy, how to solve conflicts and how to seek help.
- There are different types of bullying, and reasons why people bully others.
- How not to be a bystander and how to get help.
- How we can protect ourselves and others from bullying.
- What stereotypes are and how they can be unfair and hurt people.
- The importance of asking permission and giving in friendships.
- How to create safe boundaries around our bodies; knowing what is private and public and what appropriate and inappropriate contact is.



Relationships and marriage



No to bullying



Making good boundaries,
online and off



Making and keeping good friendships

- Give examples of how respect can be shown to people who come from kinds of families different to our own.
- Explain how different wedding ceremonies can help people understand the commitment of marriage. (RE)
- List the places for help and support when relationships in families, with friends online or with strangers make me feel lonely, unhappy, pressured or uncomfortable.
- Explain why it is important to welcome those people who others might leave out and how to make efforts to understand and enjoy people who are different to you.
- Describe the key features of a good friendship, talk about the ways to cope when there are fallings out and how someone can make peace again and not resort to violence.
- Explain how to think of the needs of a friend or family member and how they might make them happy and listen to their choices.
- Describe what it means to have high expectations in friendships and family; list unacceptable behaviours.
- Explain how stereotyping and bullying can be damaging.
- Describe what it means to be to be an upstander not a bystander when bullying occurs offline and online.
- Explain how to report bullying and how to support someone who has suffered unkindness.
- Explain right and wrong touching; show an understanding of what is appropriate behaviour

<ul style="list-style-type: none"> • How to recognise and report the feeling of being unsafe; having the vocabulary and confidence to go to the right people to get support. • Our school believes that, through all the ups and downs of life, God never stops loving you. 		<p>in private and public; explain what a bad secret is and how to get help.</p> <ul style="list-style-type: none"> • Describe resilient behaviour and how to stay hopeful even when relationships are not working. • Explain how people can accept forgiveness and say sorry when they are selfish or unkind; explain how people can change their behaviour. Describe the benefits of enjoying friends and family members and of staying faithful to them over time.
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Vocabulary	Definition
Family	A group of people living together. Often it is made up of a parent or parents and their child or children
Friend	A person who you know well and like and who likes you
Bullying	Actions that are unkind, that frighten or hurt people and make them feel picked on or outside the group
Safety	Keeping away from danger or harm
Boundaries	Making limits to keep you safe
Theological vocabulary	Definition
Eternal	God has always loved us and will never stop loving us
Created	We are specially made by God and so is everyone else
Frail	All people sometimes make mistakes
Expansive	God loves all people and wants us all to grow more into being good and kind to each other
Worthy	Everyone is special and really worth keeping safe
Included	No one should be left out or made to feel they are not as lovely as other people
Forgiven	If people say sorry then they should be allowed a fresh start
Faithful	It is good for us to keep sticking with our friends and family

Vocabulary	Definition
Relationships	A connection between people
Marriage	An official bond to mark a union between two people; it can be recognised by law, religion or society
Stereotypes	Categorising a group of people and simplifying or standardising them as being all the same e.g. "All boys are..." or "All teachers are..."
Theological vocabulary	Definition
Eternal	Our Church school believes that, even though people might let us down or hurt us, God has always loved us and will never stop loving us.
Created	Everyone is made in the image of God and therefore we should always treat one another as sacred and special, never as a thing or an object.
Frail	All people will make mistakes and are capable of disappointing us or worse.
Expansive	God wants us to work towards wholeness and towards reconciliation with others who let us down and who we let down. God calls us to live more 'holy' or 'God-supported lives'. God created a huge diversity of people and we need to be expansive to learn from and enjoy people even if they are not like us.
Worthy	All humans are of ultimate worth and precious; we are all worth protecting and keeping safe from harm.
Included	Good communities included and value us and we should ensure that we don't bully or stereotype anyone else; we will be upstanders when we see bullying of others.
Forgiven	Our school believes that if we say sorry and stop our harmful behaviour then we may be offered forgiveness. In most cases, it is right to try to forgive others when they harm or upset us.
Faithful	We should try to maintain our friendships and relationships so we have and can give support and joy through our lives. We should communicate to our friends and family through words and actions that we appreciate the love and care that they offer.

Progression Outcome Statements

These will be used by staff to assess learning and plan future steps as they move from class to class. The KS3/4 outcomes have been included so that the progression throughout statutory education can be appreciated.

Strand	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Family	<ul style="list-style-type: none"> • Pupils can talk about the people who care for them and give them love, and the things that they do to share that care. • Pupils can talk about the ways that they might show that they enjoy being in their families. • Pupils can show that they understand that different people have different kinds of families. • Pupils can talk about what is the same across all families. • Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family. 	<ul style="list-style-type: none"> • Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another. • Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them. • Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). • Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, 	<ul style="list-style-type: none"> • Pupils can consider and evaluate the factors that will sustain and uphold strong family life and the factors that may create stresses on family life. • Pupils will be able to suggest strategies for managing disagreements and conflicts within a family. • Pupils will be able to explain the effects of change within a family, including loss, separation, disappointment, divorce and bereavement. Pupils can suggest strategies for managing these and can describe how to access support. 	<ul style="list-style-type: none"> • Pupils can explain the differences between biological families and families as people who you live with, and the way someone can experience and create families through life. • Pupils can explain that 'family' can be used as a strong and meaningful metaphor for connection, care and responsibility to others e.g. the family of a tutor group, school, of God (the Church, God as Father), humankind, neighbourhood, country or group of friends. • Pupils can analyse whether loyalty to a biological family is the same as loyalty to another type of family. • Pupils can analyse and explain what they think is

		<p>being there for each other in times of difficulty etc).</p> <ul style="list-style-type: none"> • Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice. 		<p>the strongest type of family and how 'families' can intersect.</p>
Friendship	<ul style="list-style-type: none"> • Pupils can describe what a good friend is like. • Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like. • Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity. • Pupils can talk about what you can do if you fall out with your friend. 	<ul style="list-style-type: none"> • Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them. • Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence. • Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices. 	<p><i>Schools may choose to teach Friendship in KS3 rather than KS4</i></p>	<ul style="list-style-type: none"> • Pupils can analyse what creates and maintains good friendships (including online), can describe the positive qualities, and steps that can be taken to help to improve and support relationships. • Pupils can explain the importance of having good boundaries, having strategies for managing conflict and for working towards reconciliation. • Pupils can describe contexts where it might be best to end a relationship. • Pupils can talk through how it feels to lose a friend and how to live with loss.

		<ul style="list-style-type: none"> • Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable. 		
Relationships and Marriage	n/a	<ul style="list-style-type: none"> • Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong. • Pupils will be able to give examples of positive long-term relationships that bring joy and meaning to those involved. • Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness. • Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview). (RE) 	<ul style="list-style-type: none"> • Pupils can describe and offer a personal evaluation of the different kinds of committed, stable relationships that exist and can contribute to human happiness; why they might be a healthy context in which to raise children. • Pupils can explain the UK legal definition of marriage (<i>Marriage (same-sex couples) Act 2013</i>) and describe who can and cannot enter into that state. • Pupils can explain the legal status of other long-term relationships and evaluate the relative value of these options. (Citizenship) • Pupils can explain the different Christian beliefs and rituals for marriage. They can describe the 	n/a

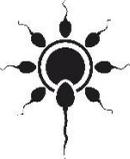
			<p>vows that people take and consider how they might affect a marriage if people lived by those promises. Pupils can explain the rituals and promises taken by people who are not Christian (e.g. Hindu, Muslim, Jewish, Humanist) and consider how they might affect a marriage. (RE)</p> <ul style="list-style-type: none"> • Pupils can consider the benefits and demands placed on people for whom the single life is their vocation, their choice or their found experience. (RE) • Pupils can explain that people hold different religious and cultural beliefs about sex before marriage, same-sex relationships, marriage and divorce. (RE) 	
Anti-bullying	<ul style="list-style-type: none"> • Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful. 	<ul style="list-style-type: none"> • Pupils can show understanding about the different types of bullying that people can encounter. • Pupils can describe how to be safe on the internet and 	<ul style="list-style-type: none"> • Pupils can demonstrate that they recognise bullying and its impact in all its forms; can describe the skills and strategies needed to manage being targeted 	n/a

	<ul style="list-style-type: none"> • Pupils can talk about where to go for help if they are bullied. • Pupils can talk about why it is good to be kind to people. • Pupils can talk about how you might support someone who has been hurt because someone has been unkind to them. 	<p>how to avoid cyberbullies and cyberbullying.</p> <ul style="list-style-type: none"> • Pupils can explain what stereotyping is and how bullying can be damaging for someone. • Pupils can explain how people can keep themselves safe and ask for help when bullied. • Pupils can describe how not to be a bystander when someone else is bullied. • Pupils can explain how to report bullying and support someone who has suffered unkindness. 	<p>or witnessing others being bullied.</p> <ul style="list-style-type: none"> • Pupils can explain the negative impact that stereotyping, prejudice and discrimination can have on protected groups and how it can be detected, addressed and reported. • Pupils can explain the legal right of respect and equality for all protected groups. (British Values, Citizenship) • Pupils can explain why prejudice-based language and behaviour, offline and online, is unacceptable (including sexism, homophobia, biphobia, transphobia, racism, ableism, faith-based). (Citizenship) • Pupils can explain how a bystander should behave when observing bullying and what actions they might take. • Pupils can describe how to report bullying and explain what having high expectations of 	
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			behaviour means when online.	
Making good boundaries	<ul style="list-style-type: none"> • Pupils can talk about how their bodies belong to them, are incredibly special and should be protected. • Pupils can identify what is safe and unsafe touching. • Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that. • Pupils will be able to explain how someone can tell a trusted adult if they feel unsafe. 	<ul style="list-style-type: none"> • Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public. • Pupils can explain what a bad secret is like and how to get help. 	n/a	<ul style="list-style-type: none"> • Pupils can explain the importance of having good boundaries. • Pupils can outline strategies for managing conflict. • Pupils can explain what consent is and can describe what mutual respect looks like in relationships. • Pupils can list types of behaviour within relationships that are criminal, including violent behaviour or use of coercive control. • Pupils will be able to explain how to report crime and seek help in those contexts.
Parenting	n/a	n/a	n/a	<ul style="list-style-type: none"> • Pupils can explain the responsibilities of parenthood: what it entails, why it can be joyous and difficult. • Pupils can define what categorises faithful and caring parenting. • Pupils can describe the implications of young parenthood and list the services that offer support

				for new parents and families.
Key theology	<ul style="list-style-type: none"> • Pupils can explain that most Christians believe that God loves people, that God has always loved them as an individual and always will. • Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God). • Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people. • Pupils can give examples of people doing things that hurt others. They can talk about how humans often let themselves down. • They can describe simply what the word forgiveness means and talk about fresh starts. 	<ul style="list-style-type: none"> • Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death. • Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love. • Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others. • Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly. • Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace. 	<ul style="list-style-type: none"> • Pupils can explain and evaluate the Christian belief in an invitation into an everlasting relationship with a God of love as expressed in the Trinity. Pupils can explain how this belief may sustain Christians, can outline alternative views about what sustains people and can express their own opinions. • Pupils can evaluate the benefits and difficulties for relationships and society of living out a belief in the sacredness and worth of all people. Pupils can express their own opinions concerning this vision for humanity. • Pupils can explain the temptations and weaknesses that mean people let each other down; can explain how Christian ideas about the Fall and salvation inform a belief in hope for change and a positive 	<p>(as Key Stage 3+)</p> <ul style="list-style-type: none"> • Pupils can evaluate the extent to which the term 'family' is a good metaphor for support or a circle of love echoing the Trinity; can give examples to explain if they think that a neighbourhood, friends, a school, a church (or religious community) can be a family? • Pupils will be able to evaluate how Christians could make relationships decisions in contexts where their beliefs appear to clash: honouring and safeguarding self versus forgiveness and reconciliation. • Pupils can reflect on how long should someone keep forgiving, what is a human flaw or foible and what is unacceptable, harmful or criminal. • Pupils can outline strategies for managing feelings of loss; will be able to give examples of Christian

	<ul style="list-style-type: none"> • Pupils can talk about why it is good to keep friends and the importance of sticking by people and supporting them unless they really hurt us. 	<ul style="list-style-type: none"> • Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness. 	<p>future in behaviours and relationships.</p> <ul style="list-style-type: none"> • Pupils can explain the causes of conflict, describe contexts when conflict can be positive and give examples of how to manage conflict; can evaluate the usefulness in conflict resolution of ideas of repentance, forgiveness, reconciliation, restorative justice and peace. • Pupils will be able to describe the importance of faithfulness and commitment in relationships and explain why these qualities can make for rich and life-long contentment. 	<p>beliefs that can support people at times of loss.</p> <ul style="list-style-type: none"> • Pupils will be able to explain the Christian idea that people are entrusted by God with creating life and that this is a sacred responsibility; will be able to evaluate how having this belief will impact on people's sense of duty and honour as parents. Pupils will be able to evaluate whether holding this belief is an advantage or a burden for parenthood.
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Appendix 3 sex Education		
Sex Education for KS2		
What should we know?	Connections	What should we be able to do?
<ul style="list-style-type: none"> • How people choose to have babies and how to choose the right time. • How most babies are made. • What happens in sexual intercourse between a man and a woman? • The names of the body parts involved in sexual intercourse. • Sexual intercourse can be a delightful and spiritual union between two people. This ultimate closeness can affect people physically and emotionally. • What the law is on the age of consent for sex. • Some people believe the best context for this level of closeness is in a long-term, faithful relationship such as marriage. • Some people prefer to be celibate (not have sexual intercourse with anyone). • What happens at conception? 	<p style="text-align: center;">  Sexual intercourse </p> <p style="text-align: center;">  Conception </p> <p style="text-align: center;">  </p>	<p>I can...</p> <ul style="list-style-type: none"> • Explain what happens in sexual intercourse between a man and a woman. • Name the key parts of the body involved in sexual intercourse. • Explain how intimate relationships might affect people physically, emotionally and spiritually. • Describe why some people think that the best time for such closeness is within a long-term, faithful, committed relationship such as marriage. • Explain why it is important to only do this when you are at least 16 (British values/ Citizenship) and when I know it is right because both people will cherish each other. (In some beliefs or cultures the only right time is within marriage.) • Explain what happens at conception and be able to explain the journey from pregnancy to birth. (Science)

- What happens between conception and birth?
(Science)
- Having a baby can be a wonderful event in people's life and is a huge responsibility.

Gestation (pregnancy)



Babies

- Explain that some people make a positive choice for themselves not to have sex with anyone.
- Talk about why having a baby is wonderful but a huge responsibility.

Vocabulary	Definition
Vagina	The passage in a woman that leads from the uterus to the outside opening of the female sex organs
Uterus	Also called the womb - the place a baby grows
Penis	The male sex organ – it has a channel through which sperm leave the body. It is also used to discharge urine from the body.
Sperm	A cell made by a male that can fertilise an egg made by a female, so that they can reproduce
Sexual intercourse	Heterosexual intercourse involves the penetration or insertion of the penis into the vagina .
Celibate	The state of voluntarily choosing not to have sex
Conception	The event of a sperm entering an egg and a new life beginning
Gestation	The process of a baby growing inside the womb from the time of conception until birth
Pregnancy	The state of having one or more babies growing in the womb
Parent	A mother or a father
Theological vocabulary	Definition
Created	All people have been created by God, in the image of God, and deserve to be observed and cherished as image-bearers of God. We are privileged to be given the power to create life and have the duty of using that power wisely and to take on the responsibility for the nurture of new life as parents.
Worthy	We are worthy of being protected and careful with ourselves and of being delighted in
Faithful	Staying true to someone and sticking by them; being loyal and constant even when it is difficult; going through life with someone and not giving up (unless there is a risk they will harm you or someone else).

Progression Outcome Statements

These will be used by staff to assess learning and plan future steps as they move from class to class. The KS3/4 outcomes have been included so that the progression throughout statutory education can be appreciated.

Topic	Key Stage 2 outcomes	Key Stage 3 outcomes	Key Stage 4 outcomes
Status:	NON-MANDATORY	MANDATORY	MANDATORY
Schools may decide to teach these units in different Key Stages at secondary level, as long as outcomes are met by the end of Key Stage 4. Sex education has frequent overlap with relationships education and they should not be seen as distinct. Sex education also overlaps with health education and science so connections should be made.			
The right to withdraw	<p>At Key Stage 1 there is no sex education.</p> <p>At Key Stage 2 each school will decide for themselves whether they think it is appropriate to teach any elements of sex education in their context.</p> <p>Parents have the right to withdraw their child.</p>	Parents have the right to withdraw their child (<i>see sample policy</i>).	Parents have the right to withdraw their child from up-to-and-until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
Sexual intercourse	<ul style="list-style-type: none"> • Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby. • Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually. • Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible time. • Pupils can explain why some people argue that the best time for such closeness is within a long-term, faithful and committed relationships such as marriage. 	<p><i>Sex education is non-mandatory at primary schools so teaching, re-capping or reinforcing the Key Stage 2 outcomes is an important starting point.</i></p> <ul style="list-style-type: none"> • Pupils can describe the characteristics of a long-term, positive and healthy intimate relationship; the factors that mean that an intimate relationship is most likely to last over time; why this might be a good context in which to raise children. • Pupils can explain how both negative and positive choices we make around sex can affect our mental physical, emotional, spiritual and financial wellbeing. • Pupils can consider why delaying sexual activity might be a wise choice; why some people believe it is right to wait for 	<ul style="list-style-type: none"> • Pupils can explain the ways in which sex can cause harm and discuss what boundaries may keep people safe.

	<ul style="list-style-type: none"> • Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice. 	marriage (or a long-term committed relationship) to have sex; why some people may make a positive choice to abstain from ever having sex.	
Sex and the Law	<ul style="list-style-type: none"> • Pupils can show that they know that in the UK it is unlawful to have sex until you are 16. (Law, British Values, Citizenship) 	n/a	<ul style="list-style-type: none"> • Pupils can explain the laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, honour-based violence and FGM, and how these can affect current and future relationships. • Pupils can define what constitutes sexual harassment and sexual violence and why these are always unacceptable (give reference to Equalities Act (2010)). (Citizenship) • Pupils can explain that some types of behaviour within relationships are criminal. (Citizenship)
Gestation , pregnancy , birth and parenthood	<ul style="list-style-type: none"> • Pupils can explain what happens at conception and are able to explain the journey from pregnancy to birth. (Science) • Pupils can talk about why having a baby is wonderful but a huge responsibility. 	n/a	<ul style="list-style-type: none"> • Pupils can talk about reproductive health and pregnancy; describe what happens in pregnancy (and the possibility and frequency of miscarriage). • Pupils can describe the choices surrounding pregnancy (keeping the baby, adoption, abortion). • Pupils can explain where someone can go to get help. • Pupils can discuss and evaluate different religious and non-religious

			<p>beliefs surrounding pregnancy and the options available (particularly with regard to abortion). (RE)</p> <p><i>Parenthood as a strand is covered more fully in Key Stage 4 relationships education</i></p>
<p>The media, self-esteem , advertising, online file and image sharing. and the impact and use of pornography</p>	n/a	<ul style="list-style-type: none"> • Pupils can give examples of how the media and advertising can create a context where it is hard to feel attractive and have good self-esteem. • Pupils can describe some strategies, beliefs, campaigns or role models that can be used to counter competitive and unrealistic images. (Media, mental health and wellbeing) • Pupils can explain the potential pitfalls surrounding sharing materials and images online. • Pupils can explain how they can protect themselves from viewing harmful content. (Safeguarding, Media) 	<ul style="list-style-type: none"> • Pupils can explain what pornography is and the forms it can take. • Pupils can describe how it can give a distorted picture of sexual behaviours and appearance. • Pupils can explain why some people enjoy pornography and how it might affect their behaviour towards their sexual partner. • Pupils can evaluate the impact of pornography and make good boundaries for their wellbeing. • Pupils can describe the law about the sharing of indecent images of children and the severe penalties given. • Pupils can describe how data is generated, collected and shared online; how that can affect people and what measures people can take to protect themselves.
<p>Keeping safe from peer-pressure, unplanned conception and</p>	n/a	<ul style="list-style-type: none"> • Pupils can give examples of how peer-pressure can operate with regard to speaking about sex. • Pupils can explain the motivation of people who might want to pressure their 	<ul style="list-style-type: none"> • Pupils can describe what consent is, how it can be communicated well and how to recognise it; can explain how and when it can be

<p>sexually transmitted diseases</p>		<p>peers and why it can seem tempting to give into peer-pressure.</p> <ul style="list-style-type: none"> • Pupils can describe strategies for handling peer pressure. • Pupils can explain what contraception is and know the facts concerning the full range of contraceptive choices - how they work, what they prevent, whose responsibility it is and how effective they are. (RE) • Pupils can describe how to tell someone else where they can go for support or to report a concern. 	<p>withdrawn in all contexts (including online).</p> <ul style="list-style-type: none"> • Pupils can list the different sexually transmitted diseases that exist and how they can affect health (including fertility); how people reduce the transmission of these diseases, how people can practise safe sex and how testing works. • Pupils can explain why the use of alcohol or drugs can lead to risky sexual behaviour. (Health)
<p>Key theology</p>	<ul style="list-style-type: none"> • Pupils can explain that most Christians believe that God loves all people with a love that is stronger and purer than the love of a husband, wife or partner; that Christians believe (as do people of other faiths) that love never dies or fails. • Pupils can explain that most Christians believe that humans are beautifully created; can explain that this means in a one-to-one relationship a person can practice enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time. • Pupils can explain that Christians believe that humans are fallen – they can make mistakes and hurt 	<ul style="list-style-type: none"> • Pupils can explain how the Christian belief that humans are created in the image of God may help people hold good self-esteem in the face of social media, advertising and peer pressure. • Pupils can explain how the Christian belief in the Incarnation means that they are worthy of God dwelling in them, why this may mean that Christians have a good argument to withstand coercion and grooming and not allow manipulation or diminishment as they are worthy and of huge value. • Pupils can explain how the Christian belief in the Fall can explain why people make mistakes and take risky choices in their intimate relationships; can give other explanations for human failings from other belief systems. • Pupils can discuss and evaluate the possible benefits of holding and 	<ul style="list-style-type: none"> • Pupils will be able to evaluate the extent to which the Christian belief that all people are sacred and made in the image of God is a good antidote to the pressures of objectification inherent in social media, advertising and pornography • Pupils can offer explanations as to why people might not practise safe sex and evaluate as to whether the mainstream Christian concept of the fall is helpful in this context. • Pupils can draw on Christian and other worldviews' opinions when offering constructive advice to a person who is tempted to make a risky choice regarding their sexual health or the wellbeing of others. • Pupils can give examples of long-term relationships that are

	<p>people on purpose or unintentionally.</p> <ul style="list-style-type: none"> • Pupils can explain how the Christian idea of forgiveness can help to keep intimate relationships going over time. • Pupils can explain why the Christian belief in the faithfulness of God is a model for human relationships and why the quality of faithfulness may help keep marriages and other long-term committed relationships going over time. 	<p>practising the Christian beliefs about temptation, repentance, forgiveness, restorative justice and faithfulness in long-term, committed, intimate relationships.</p>	<p>characterised by a contented cherishing of the other person despite life's ups and downs.</p> <ul style="list-style-type: none"> • They can explain what it is that makes an intimate relationship work over many years and can evaluate whether any of the Christian ideals of honouring the other's uniqueness through faithfulness and forgiveness have been sustaining factors. • Pupils can articulate what constitutes good parenting and can make reference to beliefs concerning sacrifice, faithfulness and commitment.
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