

**Vicariate for Education**

**Diocese of Leeds**

Catholic Secondary RSE curriculum audit

2017

This audit combines Catholic, PSHE & NC Science statements

# **Introduction**

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church’s teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, we encourage Catholic schools to speak about Relationships and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

**Pedagogical principles**

A good RSE programme must enshrine core pedagogical principles – that is, it must, above all else, qualify as good education. Therefore, it will be:

## **Progressive & Developmental**

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturation.

## **Differentiated**

Schools must ensure that RSE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

## **Cross-curricular**

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church’s teaching on human love.

## **Integrated**

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.

## **Co-ordinated**

None of these educational goals are possible if RSE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSE must be taken seriously by school leaders. RSE must be led by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level. It must be well taught, as part of a whole-school approach, by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

## **Balanced Curriculum**

The RSE programme will promote Catholic values and virtues in accordance with Church teaching and ensure that pupils are offered a range of viewpoints on issues. Pupils will receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Young people will have access to the learning they need to stay safe, healthy and understand their rights as individuals. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with the school’s promotion of Catholic teaching.

**The structure of this model curriculum.**

This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

* **Created and loved by God** (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

* **Created to love others** (this explores an individual’s relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

* **Created to live in community – local, national & global** (this explores the individual’s relationships with the wider world)

Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of ‘Education in Virtue’ and ‘Religious Understanding’ as well as strands which cover the relevant content of National Curriculum Science and PSHE.

**What is Christian virtue and why is it important in relationships education?**

Christians believe that God wants human beings to live fulfilled and happy lives. This is promised to Abraham and is fulfilled in Jesus. The gospels show humanity the way to complete fulfilment which can only be found in God. The pursuit of the virtuous life begins when a community asks the question: “what traits of character make someone a good person?” The answer given by the Ancient Greeks and throughout Christian history is “the pursuit of those virtues which allow human beings to flourish”.

In the gospels Jesus invites each one of us to lead a full life with him by showing what makes people flourish. This is not always directed toward making oneself instantly gratified, but about understanding how loving our neighbour enables us to be happy too. If relationships based on human dignity are to be formed, it is vital that young people understand how to grow and flourish to feel fulfilled. The virtues offer a set of qualities of character that show a path to fulfilment and joy through our relationship with God and with each other in community.

The Christian tradition describes behaviours or habits that lead to joy and a closer relationship with God as virtues. These virtues are described in the

Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (often love replaces charity) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a happy, good life. The cardinal virtues of prudence, justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-control. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths or none. The theological virtues are the way people can reach “the abundant life” (John 10:10). These qualities of character should be modelled by staff, as well as discussed and promoted with students to enhance the Catholic ethos of the school. They underpin the full formation of the human spirit as they bring everyone closer to life in the light of the gospel.

The language which describes human virtues needs to be understood as behaviours that are relevant in the lives of students in the twenty first century. The word ‘virtue’ does not resonate with joy to the modern ear! Below are some suggestions for synonyms that will enable students and staff to identify their personal growth in character and identify how their behaviour is virtuous, that is, bringing them fulfilment and a deeper understanding of how to live a good life. Though we do not often use the word virtue, we do speak about virtues to each other frequently, when we notice someone is kind, or being brave or thoughtful. This is part of how schools live out their Catholic ethos and is not an additional part of the curriculum, rather a way of framing the behaviours that underpin relationships education based on human dignity and a love of God.

•**faith**- faithful, truthful, trustful, belief, conviction, acceptance, honesty

•**hope**- hopeful, prayerful, trustful, patience, aspiring

•**charity**- love, care, compassion, forgiving, friendship, benevolent, kindness, generous, self-giving, service

•**prudence**- good sense, practical wisdom, reasonable, thoughtful, reflective,

•**justice**- respect, honour, fairness, gratitude, responsibility

•**fortitude**- bravery, courage, confidence, magnanimous, resilience, determination

•**temperance**- moderation, self-control, self-discipline, chaste, modest, faithful

Theme 1: created and loved by God

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|  | **KS 3** | **TEACHING & LEARNING AUDIT** |
| Education in virtue | **In a Catholic school, pupils are growing to be:**  3.1.1.1. Respectful of their own bodies, character and giftedness  3.1.1.2. Appreciative for blessings  3.1.1.3. Grateful to others and to God  3.1.1.4. Self-disciplined and able to delay or forego gratification  for the sake of greater goods  3.1.1.5. Discerning in their decision making  3.1.1.6. Determined and resilient in the face of difficulty  3.1.1.7. Courageous in the face of new situations and in facing  their fears |  |
|  | **KS 4 & 5** | **TEACHING & LEARNING AUDIT** |
| 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  4.1.1.2. Appreciative for blessings  4.1.1.3. Grateful to others and to God  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  4.1.1.5. Discerning in their decision making, able to exercise wisdom and  good judgement  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  4.1.1.7. Courageous in the face of new situations and in facing their  fears, including the courage to be different |  |

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|  | **KS 3** | **TEACHING & LEARNING AUDIT** |
| Religious understanding of the human person: loving myself | **Pupils should be taught:**  3.1.2.1. To appreciate sensual pleasure as a gift from God  3.1.2.2. To recognise that sexuality is a God-given gift and that sexual  intercourse is the most intimate expression of human love and  therefore, the Church believes should be delayed until marriage  3.1.2.3. The Church’s teaching on the morality of natural and artificial  methods of managing fertility  3.1.2.4. Understand the need for reflection to facilitate personal growth  and the role prayer can play in this  3.1.2.5. Understand that their uniqueness, value and dignity derive from  God and hence recognise the respect they should have for themselves  3.1.2.6. Recognise that they are responsible for their own behaviour and  how to inform their conscience |  |
|  | **KS 4 & 5** | **TEACHING & LEARNING AUDIT** |
| 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;  4.1.2.2. The concept of fasts and feasts and the importance of self  discipline and moderation  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,  according to the Church, should be delayed until marriage - building on  learning at KS3  4.1.2.4. The Church’s teaching on the morality of natural and artificial  methods of managing fertility, building on learning at KS3  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.  4.1.2.6. The methods of informing one’s conscience and the absolute  character of conscientious demands |  |

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|  | **KS 3** | **TEACHING & LEARNING AUDIT** |
| Me, my body and my health | **Pupils should be taught:**  **Me**  3.1.3.1. To recognise their personal strengths  3.1.3.2. To distinguish ‘needs’ from ‘wants’  3.1.3.3. They have a right not to have an intimate relationship until the  appropriate time and that any level of intimacy which makes them feel  uncomfortable is never appropriate  **My body**  3.1.3.4. To appreciate all five senses and to be able to separate  sensuality from sexuality  3.1.3.5. There are many different body shapes, sizes and physical  attributes  3.1.3.6. Media portrayals of the human body may present a false ideal of  bodily perfection which does not reflect real life and can have negative  impact on the individual  **My Health**  3.1.3.7. How to take care of their body and the importance of taking  increased responsibility for their own personal hygiene |  |
|  | **KS 4 & 5** | **TEACHING & LEARNING AUDIT** |
| Me, my body and my health | **Pupils should be taught:**  4.1.3.1. To evaluate their own personal strengths and areas for  development  4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing  sense of purpose for their lives  **My body**  4.1.3.3. The influences on their body image including the media’s  portrayal of idealised and artificial body shapes  4.1.3.4. The health risks and issues related to this, including cosmetic  procedures  **My health**  4.1.3.5. To take increased responsibility for monitoring their own health  (including testicular and breast self-examination) |  |
|  | **KS 3** | **TEACHING & LEARNING AUDIT** |
| Emotional well-being and attitudes | **Pupils should be taught:**  3.1.4.1. How to develop self-confidence and self-esteem  3.1.4.2. The importance and benefits of delaying sexual intercourse until  ready  3.1.4.3. There are different emotions which may emerge in relation to  change and loss and strategies to manage them  3.1.4.4. How to develop the skills needed to identify and resist peer and  other types of pressure to conform  3.1.4.5. The concepts of sexual identity, gender identity and sexual  orientation  **Attitudes**  3.1.4.6. To recognise, clarify and if necessary challenge their values,  attitudes and beliefs and to understand how these influence their  choices |  |
|  | **KS 4 & 5** | **TEACHING & LEARNING AUDIT** |
| Emotional well-being and attitudes | **Pupils should be taught:**  **Emotional well-being**  4.1.4.1. The characteristics of emotional and mental health, including  stress, anxiety and depression, self-harm and suicide and their potential  impact on self and others  4.1.4.2. The importance and benefits of delaying sexual intercourse until  ready, considering the idea of appropriateness and the importance of  marriage  4.1.4.3. Strategies for managing mental health and emotional wellbeing  4.1.4.4. How to develop the skills needed to identify and resist peer and  other types of pressure to conform  **Attitudes**  4.1.4.5. To recognise, clarify and if necessary challenge their values,  attitudes and beliefs and to understand how these influence their  choices |  |

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|  | **KS 3** | **TEACHING & LEARNING AUDIT** |
| Life cycles and fertility | **Pupils should be taught:**  **Life cycles**  3.1.5.1. *Human reproduction, including the structure and function of the male and female reproductive systems*  3.1.5.2. *About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g. foetal alcohol syndrome*    **Fertility**  3.1.5.3. About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods  3.1.5.4. *The menstrual cycle and the function of gametes (sperm and ova), in fertilisation.*  3.1.5.5. *The negative impact of substance use on both male and female fertility* |  |
|  | **KS 4 & 5** | **TEACHING & LEARNING AUDIT** |
| 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  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  4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth  **Fertility**  4.1.5.4. 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 (*hormonal and non-hormonal methods of contraception*).  4.1.5.5. That fertility levels can vary in different people; can be damaged by some *sexually transmitted infections* and decreases with age  4.1.5.6. The negative impact of substance use on both male and female fertility  and those positive lifestyle choices which maximize fertility  4.1.5.7. *Sex determination in humans* |  |

# Theme 2: created to love others

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|  | **KS 3** | **TEACHING & LEARNING AUDIT** |
| Education in virtue | **In a Catholic school, pupils are growing to be:**  3.2.1.1. Loyal, able to develop and sustain friendships  3.2.1.2. Compassionate, able to empathise with the suffering of others and the  generosity to help others in trouble  3.2.1.3. Respectful, able to identify other people’s personal space and respect the  ways in which they are different  3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships  3.2.1.5. Courteous in their dealings with friends and strangers  3.2.1.6. Honesty, committed to living truthfully and with integrity |  |
|  | **KS 4 & 5** | **TEACHING & LEARNING AUDIT** |
| Education in virtue | **In a Catholic school, pupils are growing to be:**  4.2.1.1. Loyal, able to develop and sustain friendships and the habits of  commitment and compassion which make this possible  4.2.1.2. 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  4.2.1.3. Respectful, able to identify other people’s personal space and respect the  ways in which they are different, valuing difference and diversity  4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships,  including the ability to sincerely ask for and to offer forgiveness  4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts  4.2.1.6. The importance of honesty and integrity in all forms of communication |  |

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|  | **KS 3** | **TEACHING & LEARNING AUDIT** |
| Religious understanding of human relationships: loving others | **Pupils should be taught:**  3.2.2.1. The nature of sacramental marriage and the importance of marriage as  the foundation of society and its role in the domestic Church  3.2.2.2. The role of marriage as the basis of family life and its importance to the  bringing up of children  3.2.2.3. Recognise the spiritual context of the family as a community where  members can grow in faith, hope and love  3.2.2.4. How to express love and care for others through acts of charity  3.2.2.5. How to discuss religious faith and personal beliefs with others  3.2.2.6. Recognise the importance of forgiveness in relationships and know  something about Jesus’ teaching on forgiveness |  |
|  | **KS 4 & 5** | **TEACHING & LEARNING AUDIT** |
| Religious understanding of human relationships: loving others | **Pupils should be taught:**  4.2.2.1. Understand what the Church teaches about marriage, and when it is a  Sacrament and the distinction between separation, divorce and nullity  4.2.2.2. 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  4.2.2.3. 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  4.2.2.4. To recognise their responsibilities towards others, and the human  dignity of others in God’s eyes  4.2.2.5. To be able to discuss faith and personal belief sensitively, demonstrating  mutual respect  4.2.2.6. To understand the importance of self-giving love and forgiveness in a  relationship  4.2.2.7. The sanctity of life, and the significance of this concept in debates about  abortion |  |

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|  | **KS 3** | **TEACHING & LEARNING AUDIT** |
| Personal relationships | **Pupils should be taught:**  3.2.3.1. About discrimination, prejudice and bullying and how to respond,  including responsibilities towards those who are experiencing these things (See  protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-  12)  3.2.3.2. The features of positive and stable relationships and the virtues needed  to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts,  including family, class, friendships, intimate relationships etc.  3.2.3.3. That relationships can cause strong feelings and emotions (including  sexual attraction) and methods for managing these  3.2.3.4. The nature and importance of friendship as the basis of a loving, sexual  relationship  3.2.3.5. That someone else’s expectations in a relationship may be different to  yours and strategies for negotiating possible differences.  3.2.3.6. The nature and importance of marriage; the distinctions between  marriage in Church teaching, including sacramental marriage, civil marriage, civil  partnerships and other stable, long-term relationships.  3.2.3.7. The roles, rights and responsibilities of parents, carers and children in  families and that those families can be varied and complex  3.2.3.8. Understand that loving, supportive family relationships provide the best  environment for a child  3.2.3.9. That marriage is a commitment, entered into freely, never forced through  threat or coercion.  3.2.3.10. Some people will choose to be celibate (unmarried) and to refrain from  sexual activity, e.g. single people, priests and those in religious life  3.2.3.11. There is diversity in sexual attraction and developing sexuality, including  sources of support and reassurance and how to access them |  |
|  | **KS 4 & 5** | **TEACHING & LEARNING AUDIT** |
| Personal relationships | **Pupils should be taught:**  4.2.3.1. To evaluate the extent to which their self-confidence and self esteem are  affected by the judgments of others  4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal  relationships  4.2.3.3. To manage changes in personal relationships including the ending of  relationships  4.2.3.4. About harassment and how to manage this  4.2.3.5. To recognise when others are using manipulation, persuasion or coercion  and how to respond  4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)  4.2.3.7. The nature and importance of marriage; the difference between  sacramental and civil marriage, civil partnerships and other stable, long-term  relationships.  4.2.3.8. About the impact of domestic and relationship violence (including  sources of help and support)  4.2.3.9. The impact of separation, divorce and bereavement on individuals and  families and the need to adapt to changing circumstances  4.2.3.10. About diversity in sexual attraction and developing sexuality, including  sources of support and reassurance and how to access them |  |

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|  | **KS 3** | **TEACHING & LEARNING AUDIT** |
| Keeping safe and people who can help me | **Pupils should be taught:**  **Keeping safe**  3.2.4.1. They have autonomy and the right to protect their body from  inappropriate and unwanted contact  3.2.4.2. To identify the characteristics of unhealthy relationships and where to get  help  3.2.4.3. Consent is freely given and that being pressurised, manipulated or  coerced to agree to something is not ‘consent’.  3.2.4.4. The law in relation to consent, including the legal age of consent for  sexual activity, the legal definition of consent and the responsibility in law for the  seeker of consent to ensure that consent has been given.  3.2.4.5. How to use technology safely, including social media and consideration  of their “digital footprint” and the law regarding the sharing of images  3.2.4.6. That not all images, language and behaviour are appropriate, including  the negative effects of pornography and the dangers of online exploitation  3.2.4.7. Recognise the impact that the use of substances has on the ability to  make good and healthy decisions  **People who can help me**  4.2.4.1. There are a number of different people and appropriate organisations  they can go to for help in different situations and should be provided with  information about how to contact them |  |
|  | **KS 4 & 5** | **TEACHING & LEARNING AUDIT** |
| Keeping safe and people who can help me | **Pupils should be taught:**  4.2.4.2. 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  4.2.4.3. The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others’ right to give, not give or withdraw consent  4.2.4.4. The risks and consequences of legal and illegal substance use including  on their ability to make good decisions in relation to sexual relationships  4.2.4.5. To understand the pernicious influence of gender double standards and  victim-blaming  4.2.4.6. 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)  4.2.4.7. About abortion, including the current legal position, the risks associated  with it, the Church’s position and other beliefs and opinions about it  **People who can help me**  4.2.4.8. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement  4.2.4.9. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people  4.2.4.10. Where and how to obtain sexual health information, advice and support  4.2.4.11. About who to talk to for accurate, impartial advice and support in the  event of unintended pregnancy |  |

Theme 3: Created to live in community (local, national and global)

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|  | **KS 3** | **TEACHING & LEARNING AUDIT** |
| Education in virtue | **In a Catholic school, pupils are growing to be:**  3.3.1.1. Just, understanding the impact of their actions  locally, nationally and globally  3.3.1.2. Self-giving, able to put aside their own wants in  order to serve others locally, nationally and globally  3.3.1.3. Prophetic in their ability to identify injustice and  speak out against it locally, nationally and globally |  |
|  | **KS 4 & 5** | **TEACHING & LEARNING AUDIT** |
| Education in virtue | **In a Catholic school, pupils are growing to be:**  4.3.1.1. Just, understanding the impact of their actions locally,  nationally and globally, including the knowledge and  understanding to ensure that such judgements are well-  informed  4.3.1.2. 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  4.3.1.3. 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 |  |

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|  | **KS 3** | **TEACHING AND LEARNING AUDIT** |
| Religious understanding of living in human communities | **Pupils should be taught:**  3.3.2.1. To discuss moral questions in a balanced and well  informed way  3.3.2.2. Understand the features of the home, school and  parish and how each work for the good of all |  |
|  | **KS 4 & 5** | **TEACHING AND LEARNING AUDIT** |
| Religious understanding of living in human communities | **Pupils should be taught:**  4.3.2.1. 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  4.3.2.2. The main principles of Catholic Social Teaching and how  these relate to our relationship to each other and to creation |  |

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|  | **KS 3** | **TEACHING & LEARNING AUDIT** |
| Living in the wider world | **Pupils should be taught:**  3.3.3.1. The purpose and importance of immunisation and  vaccination  3.3.3.2. That certain infections can be spread through  sexual activity, including HIV, and ways of protecting  against sexually transmitted infections, including  abstinence  3.3.3.3. The physical and emotional damage caused by  female genital mutilation (FGM); that it is a criminal act and  where to get support for themselves or their peers.  3.3.3.4. They have responsibilities towards their local, global and  national community and creation  3.3.3.5. There are some cultural practices which are against UK  law and Universal Rights (e.g. FGM, forced marriages, honour  based violence, human trafficking, radicalisation etc); to have  the skills and strategies to respond to being targeted or  witnessing the targeting of others  3.3.3.6. That discriminatory language and behaviour is  unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so.  3.3.3.7. The potential tensions between human rights, English  law and cultural and religious expectations and practices |  |
|  | **KS 4 & 5** | **TEACHING & LEARNING AUDIT** |
| 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  4.3.3.2. To understand and the need to respect others’ faith and  cultural expectations concerning relationships and sexual  activity  4.3.3.3. That extremism and intolerance in whatever forms they  take (including honour based violence, FGM, forced marriage)  are never acceptable and why  4.3.3.4. The shared responsibility to protect the community from  violent extremism and how to respond to anything that causes  anxiety or concern  4.3.3.5. About the unacceptability of all forms of discrimination,  and the need to challenge it in the wider community  4.3.3.6. 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 and rape) and strategies to manage this or  access support for self or others at risk  4.3.3.7. The role peers can play in supporting one another  (including helping vulnerable friends to access reliable, accurate  and appropriate support) |  |

Text in italics indicates the relevant aspects of statutory National Curriculum Science