



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p><b>2021</b></p> <p><b>Post Covid Recovery DfE/ PHE.</b></p> <p>Mental Health-support, embracing change,.</p> <p>Friendship, positive relationships, loneliness and how to deal with it.</p>	<p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</p> <p>H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p>	<p>Positive relationships.</p> <p>Cancer</p> <p>Prevention.</p> <p>Mental health</p> <p>Bullying.</p> <p>Loneliness</p> <p>FOMO</p> <p>Wellbeing</p> <p>Resilience</p> <p>Covid</p> <p>Empathy</p>	<p>Cancer Prevention (Childhood Cancer Awareness Month)</p> <p>Sleep</p> <p>Bullying including online</p> <p>Friendship and positive relationships</p> <p>Loneliness</p> <p>World Mental Health Day</p> <p>Black History Month.</p>	<p>ACE’s and EmBrace in year 7-10.</p> <p>H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H 11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination.</p>	



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<p><b>Equality and Discrimination</b></p>	<p>Celebrate Black History Month And recognise why it is important. They will focus on the national chosen themes</p>	<p>Equality Discrimination Prejudice Windrush Immigration Rights Responsibilities</p>	<p>Why we need Black History Month and what it is about.</p>	<p>British Values. R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p>	



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<b>Online safety and wellbeing</b>	Recap on how to stay safe online and protect your reputation.	Safety Online safety Predator Online footprint Data consent	Recap of previously discussed advice  Critical Thinking skills and trust  Do's and don'ts	L22. that there are positive and safe ways to create and share content online and the opportunities this offers  L23. strategies for protecting and enhancing their personal and professional reputation online	
<b>Online stress and wellbeing</b>	Understand the link between internet usage, social media and health– mental and physical.  Explore coping strategies	Unhealthy coping strategies  Healthy coping strategies	Reflection on online screen time v's the 5 a day recommended by the Children's Commission.	L22. that there are positive and safe ways to create and share content online and the opportunities this offers  L23. strategies for protecting and enhancing their personal and professional reputation online  H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this	
<b>Critical thinking skills and assessing risk</b>	Learn to identify warning signs online.  Recognise if someone or something is genuine.  Assess a risk  Seek help when needed	Risk  Predator  Victim  Grooming	Discussion around a range of situations and messages, to develop  An awareness of warning signs and risk	L23. strategies for protecting and enhancing their personal and professional reputation online  H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online  H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)	



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<b>Anti-bullying</b> <b>Peer pressure</b>	Understand the different roles people play in bullying.  Where to get help.  How to help  Where to get help.	Peer pressure  Bystander  Onlooker  Victim  Perpetrator	This lesson will vary, depending on the national Anti-Bullying Campaign theme.	H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing	
<b>Social Media reliance and addiction</b>	Recognise the signs that you are over reliant on or addicted to Social Media.  Strategies to manage your online time and finding a balance.	Addiction  Dependence  Reliance	A strong message about what we are missing out on when glued to our phones– told through a ‘love story’ poem.	H12. the benefits of having a balanced approach to spending time online	
<b>Grooming</b>	Recognise the signs that you or someone else is being roomed.  Recognise that there are different types of grooming and different targets ie not gender specific.  Know how to seek help.	Manipulate  Coersion  Trust  Isolate	The grooming and murder of Breck Bednar. A true story.	R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks R15. the legal and ethical responsibilities people have in relation to online aspects of relationships R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help  R28. to recognise when others are using manipulation, persuasion or coercion and how to respond  R29. the law relating to abuse in relationships, including coercive control and online harassment	



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<b>Body image</b>	Recognise how the media and social media can influence your self image and esteem.	Safety Online safety Predator Online footprint Data consent	Examining the real life experiences of Jesy Nelson or Freddie Flintoff BBC I player	H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this	
<b>Social Media v's real life– living an Insta-lie</b>	Recognise how people portray their lives on social media can be very different from reality.  Seek help if you are living an Insta-lie.	portrayal	Examining the difference between real life and a social media portrayal of someone's life.	L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events	



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<b>Democracy</b>	<p>Law and Human Rights</p> <p>Take part in Make your Mark Youth Parliament</p> <p>Discuss why people might prioritise certain issues over others.</p>	<p>Democracy</p> <p>Vote</p> <p>Vocabulary relating to social, global and environmental issues.</p>	<p>What is Democracy?</p> <p>Highlighting and discussing what is important to young people and why.</p> <p>Develop a sense that we don't need to be bystanders. We can do something about it.</p>	<p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p>	
<b>British Values</b>	<p>Understand</p> <p>What the 5 British Values are.</p> <p>Why we have them</p> <p>How to use them in everyday life in our behaviour, expression of opinions and treatment of others</p> <p>Celebrate them</p>	<p>Democracy</p> <p>Rule of Law</p> <p>Individual Liberty</p> <p>Mutual Respect</p> <p>Tolerance</p> <p>Equality</p>	<p>What are British Values?</p> <p>Where do they come from?</p> <p>Why we are fortunate to live in a country with values.</p> <p>How we can apply them when discussing some controversial topical issues.</p>	<p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p>	
<b>Challenging Discrimination</b>	<p>Understand the consequences of discriminatory language and behaviour.</p> <p>Accept and respect that your view point is not the only one.</p>	<p>Stereotyping</p> <p>Bullying</p> <p>Discrimination</p>	<p>Applying British and Catholic values to discussions and opinion forming.</p>	<p>British Values/ Equality Act</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p>	
<b>Target Setting</b>	<p>Review progress this term.</p> <p>Set SMART targets for the following term.</p>		<p>Use data/ written reports to review progress.</p> <p>Review what makes a good target.</p> <p>Set three targets.</p>	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p>	



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<p><b>Mental and emotional wellbeing</b></p>	<p>Recognise the signs of a panic attacks.</p> <p>Explore coping strategies for worry, anxiety and stress.</p> <p>Recognise the signs of mental health issue and depression</p> <p>Seek help and support</p> <p>Explore coping strategies</p>	<p>Health</p> <p>Happiness</p> <p>Support</p>	<p>Panic Attacks</p> <p>The Worry Tree</p> <p>Mental and Emotional Wellbeing</p> <p>Stress &amp; Anxiety</p> <p>MH issues and depression</p> <p>Ask twice– recognising and helping others</p>	<p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</p> <p>H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p>H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p> <p>H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p>	



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<p><b>Mental and physical wellbeing</b></p>	<p>Understand the links between mental and physical health</p> <p>Identify reliable sources of information and advice</p> <p>Recognise triggers for unhealthy coping strategies.</p>	<p>Health</p> <p>Balanced</p> <p>Unhealthy behaviour</p> <p>Eating disorder</p>	<p>Physical Health &amp; healthy lifestyles</p> <p>Recognising unhealthy coping strategies</p> <p>Identify sources of help and support</p> <p>Eating disorders (Freddie Flintoff)</p>	<p>H11. to make informed lifestyle choices regarding sleep, diet and exercise H12. the benefits of having a balanced approach to spending time online</p> <p>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p> <p>H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others.</p>	



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<p><b>National Apprenticeship Week</b></p>	<p>Pupils will learn about the various opportunities available to them post 16.</p> <p>explore the benefits of an apprenticeship compared to university.</p> <p>learn where to access more information and how to apply</p>	<p>Apprenticeship</p>	<p>What is an apprenticeship?</p> <p>What apprenticeships are available?</p> <p>Apprenticeship v's University</p> <p>Explore different types of apprenticeship</p> <p>How to apply</p>	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment</p>	



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<p><b>Knife Crime and Child Criminal Exploitation Dropdown</b></p>	<p>Pupils will</p> <p>Learn facts about knife crime and reflect on the consequences of carrying a weapon.</p> <p>Recognise the signs of grooming for CCE, the dangers of County Lines and wher to seek help.</p>	<p>County Lines</p> <p>Exploitation</p> <p>Grooming</p> <p>Weapon</p>	<p>Facts on knife crime</p> <p>Knife crime and the law</p> <p>Local relevance</p> <p>Making choices</p> <p>How to reduce the risk of violent assaults.</p> <p>How to report a crime or seek help.</p> <p>Signs of grooming.</p> <p>Targets for grooming.</p> <p>True stories.</p> <p>Noticing changes in others.</p> <p>How to report a crime or seek help.</p>	<p>H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p> <p>H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p>R36. skills to support younger peers when in positions of influence</p> <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p>	



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<b>FIRST AID</b>	<p>Pupils will learn what First Aid action to take when faced with various types of casualty.</p> <p>This is not a qualification.</p>	<p>First Aid</p> <p>Primary</p> <p>DR ABC</p> <p>CPR</p> <p>AED</p> <p>Sepsis</p> <p>Unresponsive</p>	<p>Primary Survey</p> <p>Sepsis</p> <p>CPR</p> <p>AED</p> <p>Heavy Bleeding</p> <p>First Aid- Alcohol &amp; Drugs</p>	<p>H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>	
<b>National Careers Week</b>	<p>Explore career possibilities</p> <p>Understand how the Labour Market Works and what opportunities are currently available and predicted to be in the future.</p> <p>Understand the qualities and skills needed for the future workplace.</p>	<p>LMI</p>	<p>Labour Market</p> <p>LMI predictions</p> <p>Workplace skills</p>	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>L7. about the labour market, local, national and international employment opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment</p>	



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<b>SELF CARE AND EXAMINATION</b>	<p>Pupils will learn the importance of self examination.</p> <p>Be aware of the signs of testicular and breast cancer.</p> <p>Know what to do if they find anything unusual.</p>	<p>Self-examination</p> <p>Screening</p> <p>Abnormal</p> <p>Cancer prevention</p> <p>Reliable</p>	<p>Importance of self examination</p> <p>How to self examine– testicles and breast examination.</p> <p>Signs and changes</p> <p>Seeking medical help</p>	<p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p>H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p>	



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<p><b>Careers</b></p> <p><b>World of Work</b></p> <p><b>Preparation for Work Experience.</b></p>	<p><b>Build on your knowledge about careers and the world of work.</b></p> <p><b>Prepare for work experience.</b></p> <p>L9. to research, secure and take full advantage of any opportunities for work experience that are available</p>	<p>Legislation</p> <p>Rights</p> <p>Options</p> <p>Qualifications</p> <p>Employability</p> <p>Equality</p> <p>Reliability</p> <p>Competitive</p> <p>Temporary</p> <p>Permanent</p> <p>Part time</p> <p>LMI</p> <p>National Minimum Wage</p>	<p>Exploring possibilities</p> <p>What employers want</p> <p>Work &amp; lifestyle</p> <p>Legal limits</p> <p>Rights at work</p>	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L7. about the labour market, local, national and international employment opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment .</p> <p>L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p>	



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<p><b>Young Enterprise</b> <b>Employable Me</b></p>	<p><b>Complete 5 units of work to enable equip you to navigate the world of work.</b></p> <p><b>Obtain a certificate for your RoA</b></p>	<p>Opportunity</p> <p>Skills</p> <p>CV</p> <p>Employability</p> <p>Navigate</p> <p>USP</p>	<p>Application skills</p> <p>CV</p> <p>Covering letter</p> <p>Thinking ahead post 16</p> <p>Qualifications and equivalents</p> <p>What next?</p>	<p>4L4 about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate</p> <p>L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities.</p>	



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<p><b>Substance misuse</b></p>	<p>Evaluate the short and long-term consequences of substance use and misuse for all involved</p>	<p>Abuse Impact Health</p>	<p>Safe Partying Guide &amp; Peers Pressure Ketamine</p>	<p>H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</p> <p>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p>	



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RSE	<p>Explore the traits of healthy and unhealthy relationships.</p> <p>Be informed to make positive life choices.</p> <p>This topic is taught alongside the Catholic Church's teachings on love, sex and life.</p>	<p>Love</p> <p>Commitment</p> <p>Respect</p> <p>LGBTQ+ related language.</p> <p>Birth control.</p> <p>Unique</p> <p>In God's Image</p> <p>Respect</p> <p>Consent</p> <p>Appropriate</p> <p>Inappropriate</p> <p>Fertility</p>	<p>Types of relationship</p> <p>Relationship breakdown</p> <p>Gender Identity</p> <p>Sexual Orientation</p> <p>Signs of a healthy and unhealthy relationship</p> <p>Contraception</p> <p>Consent</p> <p>Pregnancy</p> <p>Infertility</p>	<p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p>	



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<p><b>RSE</b></p> <p><b>Continued</b></p>	<p>Explore the traits of healthy and unhealthy relationships.</p> <p>Be informed to make positive life choices.</p> <p>This topic is taught alongside the Catholic Church's teachings on love, sex and life.</p>	<p>Love</p> <p>Commitment</p> <p>Respect</p> <p>LGBTQ+ related language.</p> <p>Birth control.</p> <p>Unique</p> <p>In God's Image</p> <p>Respect</p> <p>Consent</p> <p>Appropriate</p> <p>Inappropriate</p> <p>Fertility</p>	<p>Types of relationship</p> <p>Relationship breakdown</p> <p>Gender Identity</p> <p>Sexual Orientation</p> <p>Signs of a healthy and unhealthy relationship</p> <p>Contraception &amp; Sexual Health</p> <p>Consent</p> <p>Pregnancy</p> <p>Infertility</p>	<p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p> <p>H27. about specific STIs, their treatment and how to reduce the risk of transmission</p> <p>H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)</p> <p>H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services</p>	



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