



# St Robert of Newminster

Catholic School & Sixth Form College

## RSHE: Substantive Knowledge

Let Your Light Shine



**Bishop Wilkinson**  
Catholic Education Trust  
Through Christ, in Partnership

## School Vision & Mission

At St Robert of Newminster we recognise that each individual member of our community is created in God's image with unique talents and abilities. We nurture each person through loving relationships and rich daily experiences centred on the teachings of Christ. We affirm the dignity of each individual and our values underpin everything we do across our school, with and for each student and member of staff to enable them to 'Let their light shine'.

### **St Robert's Values:**

#### **Faith**

A prayerful community rooted and **guided** by the teachings of **Jesus**

#### **Respect**

A diverse community, created in the image of God, whose members are treated with **respect** and **dignity**

#### **Vocation**

A **hard-working** community that helps people recognise their own **unique purpose**

#### **Excellence**

A **dedicated** community that strives for excellence in our **learning** and **conduct**

#### **Aspiration**

A community built upon high **expectations** of ourselves and others

#### **Integrity**

A just community with a firm understanding of what is **right**, that acts with **honesty** and **kindness**



## Let Your Light Shine

FAITH	RESPECT	VOCATION	EXCELLENCE	ASPIRATION	INTEGRITY
					
<p><b>A prayerful community rooted and guided by the teachings of Jesus</b></p>	<p><b>A diverse community, created in the image of God, whose members are treated with respect and dignity</b></p>	<p><b>A hard working community that helps people recognise their own unique purpose</b></p>	<p><b>A dedicated community that strives for excellence in our learning and our conduct</b></p>	<p><b>A community built upon high expectations of ourselves and others</b></p>	<p><b>A just community with a firm understanding of what is right that acts with honesty and kindness</b></p>
<p>“Holiness doesn't mean doing extraordinary things, but doing ordinary things with love and faith.”</p> <p style="text-align: center;"><i>Pope Francis</i></p>	<p>“Treat people the same way you want them to treat you.”</p> <p style="text-align: center;"><i>Luke 6:31</i></p>	<p>“Let us seek to live in a way that is always worthy of our Christian vocation”</p> <p style="text-align: center;"><i>Pope Francis</i></p>	<p>“Dear young people, do not bury your talents, the gifts that God has given you! Do not be afraid to dream of great things!”</p> <p style="text-align: center;"><i>Pope Francis</i></p>	<p>“In the same way, let your light shine before others, so that they may see your good works”</p> <p style="text-align: center;"><i>Matthew 5:16</i></p>	<p>“Dear children, let us not love with words or speech but with actions and in truth”</p> <p style="text-align: center;"><i>1 John 3:18</i></p>

Year 7 Substantive Knowledge

By the end of the RSE unit in Year 7 pupils should be able to demonstrate knowledge of:

**1. Religious understanding of the body:**

- The belief that humans are created in the image of God (imago dei)
- The belief that humans are one person, made of body and soul
- All people have value and dignity (should be treated with respect)
- How to recognise respect for themselves and others

**2. Changes in puberty:**

- The physical and emotional changes people go through during puberty
- How to look after their changing bodies (how to stay healthy)
- How to take responsibility for personal hygiene
- Understand that people will have different body shapes, sizes, and attributes

**3. What contributes to self-esteem:**

- How self esteem can affect a person's confidence
- How body image can lead to high or low self esteem
- Different techniques that can help to increase a person's self esteem

**4. Where we come from:**

- Sexual intercourse within a scientific, moral, and religious context
- How humans reproduce
- The terms fertility and menstrual cycle

**5. Family and Friends**

- The features of positive and stable relationships between family and friends
- The different family structures within society
- How to deal with conflict, where to seek support and the qualities of true friendship

**6. My life on screen (this lesson is taught in addition to a wider online safety curriculum)**

- What a positive digital life looks like
- How images and attitudes online can affect self esteem
- How to stay safe online and minimise risky behaviour

**7. Living Responsibly:**

- How to show respect to others and themselves
- How to play a responsible part in the community
- What is meant by social responsibility

### Year 7 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSE unit in Year 7 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Body</b>	The physical and material structure of a person
<b>Soul</b>	The spiritual or immaterial part of a person
<b>Imago dei</b>	The belief that humans were created in the image of God
<b>Puberty</b>	The time of life when a child experiences physical and hormonal changes that mark a transition into adulthood.
<b>Personal hygiene</b>	How you take care of yourself, including keeping your body clean, mouth & teeth clean, and your hair and scalp clean
<b>Self esteem</b>	Having confidence in your own ability and showing yourself respect
<b>Sexual Reproduction</b>	Where the genetic material from two individuals mixes to create offspring (a child/children)
<b>Social Responsibility</b>	Where the actions of an individual or group benefit the whole of society

Year 8 Substantive Knowledge

By the end of the RSE unit in Year 8 pupils should be able to demonstrate knowledge of:

**1. Created and Chosen:**

- The belief that humans were created and chosen by God
- The science of being unique
- Issues associated with fitting in and standing out (e.g., fitting in with a group that may not share your principles or views / standing out due to something that makes you unique/different)

**2. Appreciating differences:**

- The differences between male and females
- Issues surrounding gender stereotypes, identity, and dysphoria
- The importance of equality and celebrating our uniqueness
- Different perspectives regarding gender and transgender identity
- How bullying and marginalising people is always wrong

**3. Feelings:**

- What is meant by sexual attraction
- The importance of self-control, mutual respect, and kindness
- The Catholic belief about the importance and value of sex and sexual attraction

**4. Before I was born:**

- The miracle of life from conception to birth
- The ending of pregnancy prematurely through miscarriage or deliberately through abortion
- The different beliefs people hold about when life begins

**5. Tough relationships:**

- The terms prejudice and discrimination (historical and current)
- The term privilege and the protected characteristics
- How to resist judgement of others
- British values of tolerance and mutual respect

**6. Think before you share:**

- The social, personal, and legal consequences of sharing images of a sexual nature
- Their own digital footprint and the impact this may have in the future
- Issues surrounding pornography and online exploitation

**7. Wider World:**

- The issues of prejudice, discrimination, and homophobic bullying
- The value and dignity of humans irrespective of culture, race, religion, sexual orientation, choices, and attitudes

### Year 8 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSE unit in Year 8 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Stereotype</b>	An unfair and untrue belief that someone has about another person's characteristic
<b>Equality</b>	Having an equal opportunity to make the most of your life and talents
<b>Gender</b>	The characteristics of women, men, girls, and boys that are socially constructed
<b>Transgender</b>	A person whose gender identity does not link with the sex registered for them at birth
<b>Conception</b>	The action of conceiving a child (For Catholics, this is the moment that life begins)
<b>Discrimination</b>	The unjust and unlawful treatment of someone due to their protected characteristics
<b>Protected Characteristics</b>	The characteristics that people have which are protected under British law e.g., age, disability, sexual orientation.
<b>Digital Footprint</b>	The information about a person that exists on the internet as a result of their activity

Year 9 Substantive Knowledge

By the end of the RSE unit in Year 9 pupils should be able to demonstrate knowledge of:

**1. The Search for Love:**

- The different ways in which people love
- Romantic love, sexual attraction, and intimacy
- Different views about the purpose of sex
- The Catholic approach to pre-marital sex

**2. Love people, use things:**

- Views about sexual desire, casual sex, pornography, and masturbation
- The we should love people and use things (not vice versa)

**3. In control of my choices:**

- The difference between love and lust
- The importance and benefits of delaying sexual activity
- How values, attitudes and beliefs influence choices

**4. Fertility and Contraception:**

- Methods of contraception for the purpose of managing or achieving conception
- The difference between artificial and natural methods of contraception
- The Catholic Church's teaching on contraception

**5. Marriage:**

- Know the different types of committed relationships (civil marriage, civil partnership, forced marriage, monogamy etc)
- Know the Catholic teaching on marriage as a sacrament

**6. One Hundred Percent:**

- What is meant by consent
- What is meant by non-physical, online, and physical consent
- The issues surrounding sexting and consent

**7. Knowing my rights and responsibilities:**

- That sexual exploitation and harassment is always wrong
- How human rights are there for our protection
- The typical human rights issues (prisoners voting, teachers searching students etc)
- How to act against injustice in our school and in the community



### Year 9 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSE unit in Year 9 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Romance</b>	A feeling of mystery and excitement associated with love
<b>Intimacy</b>	The feeling of wanting to be close to another person
<b>Pornography</b>	Printed or visual sexually explicit material
<b>Masturbation</b>	Stimulation of the genitals for sexual pleasure
<b>Contraception</b>	A natural or artificial method of preventing pregnancy from occurring
<b>Marriage</b>	A legal union between two people
<b>Forced Marriage</b>	A union where one or both partners do not consent to the marriage, and they may feel pressured into it.
<b>Consent</b>	Permission for something to happen or an agreement to do something

Year 10 Substantive Knowledge

By the end of the RSE unit in Year 10 pupils should be able to demonstrate knowledge of:

**1. Authentic Freedom**

- The issues surrounding peer pressure, love, sex and responsibility
- The objective reality of sex and pregnancy
- The importance of personal and authentic freedom (sex as a loving gift of self)

**2. Self-Image:**

- The themes of body image, body shame and both the positive and negative ways of feeling attractive and confident
- The importance of human dignity (ensuring we have value and respect for ourselves and our bodies)
- Ways in which we can develop confidence in our bodies

**3. Beliefs, Values and Attitudes:**

- The importance of knowing our own beliefs, values and attitudes
- How to make decisions that do not go against our beliefs, values and attitudes
- How to interrogate their own core values and consider how faith can offer courage

**4. Parenthood:**

- What it means to be a parent
- Key concepts such as love, dedication, obligation, commitment, sacrifice and responsibility
- The Catholic belief about marriage as the ideal foundation of parenthood and family life

**5. Pregnancy and Abortion:**

- Their own opinions and values toward abortion
- The stages of life in the womb and the teaching of the Catholic Church on abortion
- The different types of pregnancy, including unplanned and involving disability

**6. Abuse:**

- The different types of abuse, including physical, emotional, domestic and neglect
- Issues associated with entrapment, manipulation, sexual grooming, cyber-bullying and pornography
- How to be vigilant to abuse in our own and others relationships / encouraging people to speak out against abuse

**7. Solidarity:**

- How small acts of charity can make a difference on a wider scale
- Catholic Social Teaching of 'integral ecology'
- How to live wisely, think deeply, and love generously (solidarity)

### Year 10 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSE unit in Year 10 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Peer Pressure</b>	Being influenced by people of your own age
<b>Authentic Freedom</b>	Knowing who you are and living your life based on your values and beliefs
<b>Body Image</b>	A person's attitude, belief and perception of their own body
<b>Values</b>	Your principles or standards of behaviour e.g. being honest
<b>Parenthood</b>	The responsibilities involved in being a parent
<b>Dedication</b>	Showing commitment to a person or a task e.g. a parent toward a child
<b>Abortion</b>	The deliberate removal of the foetus from the womb before it can survive
<b>Abuse</b>	Repeated cruel treatment of a person (this can be both physical and emotional)

Year 11 Substantive Knowledge

By the end of the RSE unit in Year 11 pupils should be able to demonstrate knowledge of:

**1. Self-Worth:**

- How to respect themselves and others
- The importance of self-respect and human dignity

**2. Addiction:**

- The dangers and risks of drug addiction
- The pull of short-term highs and the importance of maturity
- Their own patterns or tendencies to addiction
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**3. Eating disorders:**

- How poor emotional health can be a contributing factor to eating disorders
- How to improve their own well-being
- Their own complexities and needs

**4. Birth control:**

- The Catholic attitude linked to the importance of the gift of fertility
- The different types of contraception (artificial and natural)
- The choices people can make regarding contraception

**5. Pornography:**

- How adult content can have an effect on people's behaviour and how people think about themselves
- The struggles that young people have with pornography due to its availability and presentation of sex
- The power of sexual desire and how this should be channelled responsibly

**6. STIs:**

- How risky behaviours can have consequences such as STIs
- The reality of sexually transmitted infection and the actions/behaviours that can lead to them
- How promiscuity, addiction and drug misuse can increase the risk of STI

**7. Coercive Control:**

- What is meant by coercive control?
- How this type of abusive relationship can develop
- Issues such as rape, victim blaming, sexism and misogyny

### Year 11 Substantive Knowledge (Key Concepts and their meaning)

By the end of the RSE unit in Year 11 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Self-Worth</b>	Having confidence in yourself, your own ability and showing yourself respect
<b>Addiction</b>	Being dependant on a particular substance or activity e.g., pornography, alcohol or drugs
<b>Eating disorders</b>	A condition where a person has irregular or abnormal eating habits
<b>Artificial contraception</b>	A human made method of preventing pregnancy from occurring e.g., condoms and the contraceptive pill
<b>Natural contraception</b>	A natural method of preventing pregnancy from occurring
<b>Sexual Desire</b>	The motivation to engage in sexual activity
<b>STI</b>	A disease caused by infection passed through unprotected sexual contact
<b>Coercive Control</b>	A pattern of controlling, threatening and humiliating behaviour from one person to another

## St Robert's School Prayer

Dear Lord,

We gather today as a **community** of **faith** and ask the Lord to instil in us an eagerness to learn so we can strive for **excellence**.

May St Robert's example be in our words and actions so that we treat others with dignity and **respect**.

We pray that as we learn, we **aspire** to become better than we were yesterday.

As your **light shines** through us, help us become who you **call** us to be.

Enable us to act with **honesty** and **kindness** welcoming all with **love**.

We make this prayer through Christ our Lord.

Amen

