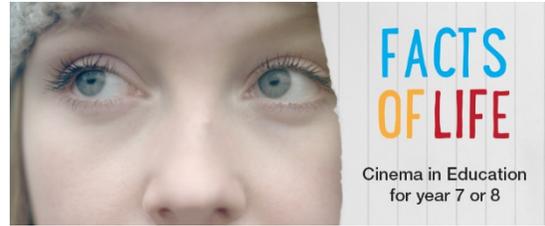


## **FACTS OF LIFE** **(Year 7 or 8)**



### **SYNOPSIS**

Following the separation of her parents, Esther must make a new start. Moving to a new town, a new home and a new school, she struggles to fit in.

Whilst her school friends refuse to accept her, and her Mum is absent most of the time, Esther finds solace in a growing friendship with her Grandad and develops a keener sense of her own faith.

**FACTS OF LIFE is a story about friendship, new beginnings, bullying, aspiration, and the impact of social media on relationships. It helps young people to see their true, innate value through the eyes of God.**

### **AIMS AND OUTCOMES**

Students will know that:

- What might seem like harmless communication through social networks can be harmful and painful to others
- Things in life don't always happen the way they hope or expect them to
- They should examine where and how they seek friendship and the consequences of this
- Their value is not dependent on friends, family, the way people think about them or even their achievements; they can rely on how God sees them

### **FOLLOW-UP RESOURCES**

#### **Assembly: Seeking and Offering Support**

Students will develop skills to help them act sensitively and kindly towards others who are having a difficult time, and they will also know where they can go in the school if they themselves are facing a difficult or harmful social situation.

#### **Lesson for RE: Looking in the Mirror**

- To understand that fitting in can be a challenge for lots of people
- To appreciate that forming long-lasting friendships takes time and effort.
- To know that Jesus loves us for who we are.

**CES MODEL CATHOLIC RSE CURRICULUM LINKS (Facts of Life)**

- 3.1.1.1. Respectful of their own bodies, character and giftedness
- 3.1.1.5. Discerning in their decision making
- 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.
- 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
- 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
- 3.1.4.1 How to develop self-confidence and self-esteem
- 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
- 3.2.1.1. 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
- 3.2.1.6. Honesty, committed to living truthfully and with integrity
- 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)
- 3.2.4.2. To identify the characteristics of unhealthy relationships and where to get help
- 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

## THE TROUBLE WITH MAX (Year 8 or 9)



### SYNOPSIS

“The Trouble With Max” tells the story of Reuben, a 14-year old boy who wants to change. He is not happy with his friends, his style or his relationship with his Dad. Into his life arrives a charismatic, funny and on-trend guy called Max who promises Reuben that he will help him to transform his life as long as he follows his every word. But only Reuben can see Max, and he ends up unhappy and confused because of Max’s constant criticism and humiliation tactics. Max represents the lies we tell about ourselves, the lies other people say and the lies communicated by the media.

**THE TROUBLE WITH MAX** allows young people to reflect personally on the negative pressures and influences they are faced with and to combat these lies with a deeper understanding of the truth about who they are.

### AIMS AND OUTCOMES

Students will know that:

- Negative pressures and influences from family, friends, social media and the wider media can have a negative impact on our sense of self and the way we treat others
- Stereotypes based on gender can have a negative impact on our sense of self
- It is possible to identify and resist these negative pressures and influences

### FOLLOW-UP RESOURCES

#### Lesson for PSHE: Trust the Truth

Students will:

- Be able to describe ‘The Trouble with Max’ and identify the main themes raised in the film.
- In groups, discuss and feedback the negative pressures and influences they are faced with, and where these voices can come from.
- Join in with discussion and teaching about ‘truth’ and how to combat the lies.

**CES MODEL CATHOLIC RSE CURRICULUM LINKS (The Trouble With Max)**

- 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
- 3.1.2.4. Understand the need for reflection to facilitate personal growth and the role prayer can play in this
- 3.1.2.6. Recognise that they are responsible for their own behaviour and how to inform their conscience
- 3.1.3.1. To recognise their personal strengths
- 3.1.3.2. To distinguish 'needs' from 'wants'
- 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
- 3.1.4.1. How to develop self-confidence and self-esteem
- 3.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform
- 3.1.4.6. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices
- 3.2.1.1. Loyal, able to develop and sustain friendships
- 3.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships
- 3.2.1.6. Honesty, committed to living truthfully and with integrity
- 3.3.2.1. To discuss moral questions in a balanced and well informed way

## LOVE, HONOUR, CHERISH (Year 9+)



### SYNOPSIS

Scott and Carly are 16 and they are in love. Then, Scott tells Carly that he wants to take their relationship to the next level and sleep with her. But is this what Carly wants? And is Scott really 'ready' like he says he is? As both Scott and Carly spend a weekend apart thinking about their relationship, they encounter two vastly different situations – Scott engages in a dangerous game of 'sexting', whilst Carly ponders the place of sex in a relationship whilst spending time at her Mum and Dad's silver wedding anniversary party. Carly knows deep down that she wants something different, but can she put this into words?

**LOVE, HONOUR, CHERISH explores peer pressure, relationships, sexting and the impact of the media. It promotes the virtue of chastity, love and marriage.**

### AIMS AND OUTCOMES

Students will know that:

- They can choose to put a very high value on the gift of sex
- Some people choose to delay having sex, and save the gift of sex for marriage
- Sexting is not meaningless fun – it hurts people and uses people
- There is a difference between love and lust, and what this difference is
- There are consequences in posting sexual images through social networks
- They should not be forced or coerced into any sexual activity that they are not comfortable with

### FOLLOW-UP RESOURCES

#### **Love, Honour, Cherish Assembly: The Gift of Sex**

To know that many men and women choose to make a gift of themselves in a lifelong, exclusive relationship through the gift of sex.

#### **Love, Honour Cherish Lesson for RE: The Gift of Self**

- To understand that you can make a gift of yourself in many ways
- To appreciate that gifts involve waiting and patience
- To know that many men and women choose to make a gift of themselves in a lifelong exclusive relationship through the gift of sex

**CES MODEL CATHOLIC RSE CURRICULUM LINKS (Love, Honour, Cherish)**

- 3.1.1.1. Respectful of their own bodies, character and giftedness
- 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
- 3.1.3.2. 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.
- 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 should be delayed until marriage
- 3.1.2.4. Understand the need for reflection to facilitate personal growth and the role prayer can play in this.
- 3.1.2.6. Recognise that they are responsible for their own behaviour and how to inform their conscience
- 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
- 3.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform
- 3.1.4.6. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices

## **BABIES** **(Year 10+)**



### **SYNOPSIS**

Annie is 17. She has the world at her feet. Then she discovers that she is unexpectedly pregnant. Joe is 18. He says that she “doesn’t have to stay pregnant” – it’s her choice. As Annie and Joe face their parents with the situation, they receive unexpected reactions, changing their lives and view of the world forever.

**BABIES covers a wide range of themes dealing with teenage pregnancy, abortion, parenthood, relationships, marriage, family life, love and responsibility. It enables young people to understand delicate issues with their hearts and minds.**

### **AIMS AND OUTCOMES**

Students will understand:

- Why people believe that the unborn child should be protected
- Why people choose to save sex for marriage
- What options are available someone when facing an unexpected pregnancy
- What support is available after having an abortion or after having a baby

### **FOLLOW-UP RESOURCES**

#### **Babies Assembly: Responding to an Unexpected Pregnancy**

Students will understand some reasons why it is important to protect life before birth, and they will know better how to respond to an unexpected pregnancy.

#### **Babies Lesson for RE or PSHE: Safe Sex or Save Sex?**

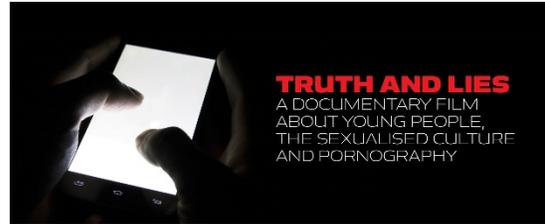
To learn facts, and expose some myths, about “safe sex”.

To understand why some people choose to “save sex” for marriage.

**CES MODEL CATHOLIC RSE CURRICULUM LINKS (Babies)**

- 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 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
- 4.1.4.2. The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage.
- 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.
- 4.2.1.6. The importance of honesty and integrity in all forms of communication
- 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.
- 4.2.2.7. The sanctity of life, and the significance of this concept in debates about abortion.
- 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.
- 4.2.4.9. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people.
- 4.2.4.11. About who to talk to for accurate, impartial advice and support in the event of unintended pregnancy.

## TRUTH AND LIES (Year 10+)



### SYNOPSIS

Lauren is back living at home after spending three years away at uni, and she can't believe how much her 13-year-old brother, Benji, has grown up. However, a typical brother-sister time of banter leads to Lauren discovering that Benji has been watching porn on his phone. Hurt and confused, she asks her long-term boyfriend, Ethan, to talk to him. However, Ethan reveals a shocking truth: that he became addicted to porn throughout his teenage years.

**TRUTH AND LIES uses a mixture of drama, documentary, discussion and reflection to help students understand that pornography negatively impacts the self, relationships and the wider world.**

### SESSION AIMS AND OUTCOMES

Students will understand:

- That pornography can affect the brain, the sense of self, and can lead to sexual dysfunction
- That pornography can have a damaging effect on intimate relationships
- That pornography objectifies men and women and leads to negative representation and cultural expectations.

### FOLLOW-UP RESOURCES

#### Lesson for PSHE or General RE

- To deepen students' understanding of the "Truth and Lies" film and real life stories.
- To discuss key issues raised in the presentation including pornography, exploitation, objectification, love, sex and intimacy.
- To spend personal time reflecting on the issues raised

**CES MODEL CATHOLIC RSE CURRICULUM LINKS (Truth and Lies)**

- 4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity
- 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
- 4.1.2.1. 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 should be delayed until marriage
- 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.
- 4.1.3.1. To evaluate their own personal strengths and areas for development
- 4.1.3.3. The influences on their body image including the media's portrayal of idealised and artificial body shapes
- 4.1.4.5. To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices
- 4.2.1.6. The importance of honesty and integrity in all forms of communication
- 4.2.2.6. To understand the importance of self-giving love and forgiveness in a relationship
- 4.2.4.9. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people