

HTA – RSE – Year 9 RSE Curriculum Mapping

Life To The Full [10:10 Programme]		DfE Guidance	CES Model Curriculum	PSHE Association
9.1 The Search For Love	Pupils will consider their desire to love and be loved, and learn about God’s plan for romantic love, sexual attraction and intimacy.	<ul style="list-style-type: none"> * Why marriage is an important relationship choice for many couples * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. * How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. * That they have a choice to delay sex or to enjoy intimacy without sex. * That happiness is linked to being connected to others. 	<p>3.1.1.1 Respectful of their own bodies, character and giftedness</p> <p>3.1.1.3 Grateful to others and to God</p> <p>3.1.1.4 Self-disciplined and able to delay or forego gratification for the sake of greater goods</p> <p>3.1.2.1 To appreciate sensual pleasure as a gift from God</p> <p>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</p> <p>3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves</p> <p>3.1.3.2 To distinguish ‘needs’ from ‘wants’</p> <p>3.1.3.3 They have a right not to have an intimate relationship until the appropriate time</p> <p>3.1.4.2 The importance and benefits of delaying sexual intercourse until ready</p> <p>3.1.4.6 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices</p> <p>3.2.3.3 That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these</p> <p>3.2.3.11 There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>3.2.3.6 The nature and importance of marriage</p>	<p>H1: How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H5: To recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>R5: To recognise that sexual attraction and sexuality are diverse</p> <p>R7: How the media portrays relationships and the potential impact of this on people’s expectations of relationships</p> <p>R8: That the portrayal of sex in the media and social media (including pornography) can affect people’s expectations of relationships and sex</p> <p>R9: To clarify and develop personal values in friendships, love and sexual relationships</p> <p>R12: That everyone has the choice to delay sex, or to enjoy intimacy without sex</p> <p>R18: To manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R28: To gauge readiness for sexual intimacy</p> <p>R31: That intimate relationships should be pleasurable</p>
9.2 Love People, Use Things	Pupils will learn about objectification, and consider the negative impact of casual sex, pornography and masturbation.	<ul style="list-style-type: none"> * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. * The impact of viewing harmful content. * That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. * How information and data is generated, collected, shared and used online. * That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. * That they have a choice to delay sex or to enjoy intimacy without sex. * That happiness is linked to being connected to others 	<p>3.1.1.1 Respectful of their own bodies, character and giftedness</p> <p>3.1.1.2 Appreciative for blessings</p> <p>3.1.1.4 Self-disciplined and able to delay or forego gratification for the sake of greater goods</p> <p>3.1.1.7 Courageous in the face of new situations and in facing their fears</p> <p>3.1.2.1 To appreciate sensual pleasure as a gift from God</p> <p>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</p> <p>3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves</p>	<p>H5: To recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H30: How to identify risk and manage personal safety in increasingly independent situations, including online</p> <p>H31: Ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>H34: Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>R8: That the portrayal of sex in the media and social media (including pornography) can affect people’s expectations of relationships and sex</p> <p>R9: To clarify and develop personal values in friendships, love and sexual relationships</p> <p>R12: That everyone has the choice to delay sex, or to enjoy intimacy without sex</p> <p>R14: The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R18: To manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R28: To gauge readiness for sexual intimacy</p> <p>R31: That intimate relationships should be pleasurable</p> <p>R43: The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>L20: That features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p>

<p>9.3 In Control Of My Choices</p>	<p>Pupils will learn about love and lust, shame and regret and delaying sexual intimacy: all with a view to making wise, informed and mindful choices.</p>	<ul style="list-style-type: none"> * The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. * That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. * That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. * That they have a choice to delay sex or to enjoy intimacy without sex. * How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 	<p>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 3.1.2.1 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 3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves 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 3.1.3.4 To appreciate all five senses and to be able to separate sensuality from sexuality 3.1.4.2 The importance and benefits of delaying sexual intercourse until ready 3.1.4.6 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices 3.2.1.6 Honesty, committed to living truthfully and with integrity 3.2.2.6 Recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness 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. 3.2.4.6 That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation 3.3.2.1 To discuss moral questions in a balanced and well-informed way</p>	<p>H2: To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H5: To recognise and manage internal and external influences on decisions which affect health and wellbeing H9: Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks H30: How to identify risk and manage personal safety in increasingly independent situations, including online H34: Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>R5: To recognise that sexual attraction and sexuality are diverse R9: To clarify and develop personal values in friendships, love and sexual relationships R11: To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships R12: That everyone has the choice to delay sex, or to enjoy intimacy without sex R18: To manage the strong feelings that relationships can cause (including sexual attraction) R28: To gauge readiness for sexual intimacy R31: That intimate relationships should be pleasurable</p>
<p>9.4 Family & Contraception</p>	<p>Pupils will learn about methods for managing conception and discuss how they uphold or contravene God's plan for sex.</p>	<ul style="list-style-type: none"> * How these relationships might contribute to human happiness and their importance for bringing up children. * Why marriage is an important relationship choice for many couples * The roles and responsibilities of parents with respect to raising of children * That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. * The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. * That they have a choice to delay sex or to enjoy intimacy without sex. * The facts about the full range of contraceptive choices, efficacy and options available. * Key facts about puberty, the changing adolescent body and menstrual wellbeing. 	<p>3.1.1.1 Respectful of their own bodies, character and giftedness 3.1.1.2 Grateful to others and to God 3.1.1.7 Courageous in the face of new situations and in facing their fears 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 3.1.2.3 The Church's teaching on the morality of natural and artificial methods of managing fertility 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 3.1.4.2 The importance and benefits of delaying sexual intercourse until ready 3.1.4.6 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices 3.1.5.1 Human reproduction, including the structure and function of the male and female reproductive systems 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. 3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children 3.2.3.8 Understand that loving, supportive family relationships provide the best environment for a child 3.3.2.1 To discuss moral questions in a balanced and well informed way</p>	<p>H32: About the purpose, importance and different forms of contraception; how and where to access contraception and advice</p> <p>R1: About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R7: How the media portrays relationships and the potential impact of this on people's expectations of relationships R8: That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex R9: To clarify and develop personal values in friendships, love and sexual relationships R12: That everyone has the choice to delay sex, or to enjoy intimacy without sex R16: To further develop the skills of active listening, clear communication, negotiation and compromise R28: To gauge readiness for sexual intimacy R31: That intimate relationships should be pleasurable R32: The communication and negotiation skills necessary for contraceptive use in healthy relationships R35: The roles and responsibilities of parents R36: The nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p> <p>L23: To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views L26: That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p>

<p>9.5 Marriage</p>	<p>Pupils will learn about different types of committed relationships and consider what relationships they would like in the future.</p>	<ul style="list-style-type: none"> * That there are different types of committed, stable relationships * How these relationships might contribute to human happiness and their importance for bringing up children * What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. * Why marriage is an important relationship choice for many couples and why it must be freely entered into. * The characteristics and legal status of other types of long-term relationships. * The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. * Practical steps they can take in a range of different contexts to improve or support respectful relationships. * How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. * That happiness is linked to being connected to others. 	<p>3.1.1.4 Self-disciplined and able to delay or forego gratification for the sake of greater goods</p> <p>3.1.1.5 Discerning in their decision making</p> <p>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</p> <p>3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices</p> <p>3.2.1.1 Loyal, able to develop and sustain friendships</p> <p>3.2.1.4 Forgiving, developing the skills to allow reconciliation in relationships</p> <p>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</p> <p>3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children</p> <p>3.2.2.3 Recognise the spiritual context of the family as a community where members can grow in faith, hope and love</p> <p>3.2.2.6 Recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness</p> <p>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.</p> <p>3.2.3.4 The nature and importance of friendship as the basis of a loving, sexual relationship</p> <p>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.</p> <p>3.2.3.9 That marriage is a commitment, entered into freely, never forced through threat or coercion.</p> <p>3.2.3.11 There is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>3.3.1.2 Self-giving, able to put aside their own wants in order to serve others</p> <p>3.3.2.1 To discuss moral questions in a balanced and well-informed way</p> <p>3.3.3.5 There are some cultural practices which are against UK law and Universal Rights (e.g. forced marriages)</p>	<p>R1: About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>R2: indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R5: To recognise that sexual attraction and sexuality are diverse</p> <p>R6: That marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>R9: To clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10: The importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R28: To gauge readiness for sexual intimacy</p> <p>R31: That intimate relationships should be pleasurable</p> <p>R35: The roles and responsibilities of parents</p> <p>R36: The nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p> <p>L3: To set realistic yet ambitious targets and goals</p>
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9.6 100%	Pupils will learn that consent is not just gaining permission for something, but choosing to honour and respect one another as persons with innate dignity.	<ul style="list-style-type: none"> * How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. * The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. * That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. * That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. * About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. * Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. * What to do and where to get support to report material or manage issues online. * That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. * How people can actively communicate and recognise consent from others, and how and when consent can be withdrawn (in all contexts, including online). * That happiness is linked to being connected to others. * How to talk about their emotions accurately and sensitively, using appropriate vocabulary. * How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. * How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 	<ul style="list-style-type: none"> 3.1.1.1 Respectful of their own bodies, character and giftedness 3.1.1.5 Discerning in their decision making 3.1.1.6 Determined and resilient in the face of difficulty 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 3.1.3.3 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 3.1.4.4 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 3.2.1.3 Respectful, able to identify other people's personal space and respect the ways in which they are different 3.2.1.6 Honesty, committed to living truthfully and with integrity 3.2.3.5 That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences. 3.2.3.9 That marriage is a commitment, entered into freely, never forced through threat or coercion. 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'. 3.2.4.5 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 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 	<ul style="list-style-type: none"> H5: To recognise and manage internal and external influences on decisions which affect health and wellbeing H9: Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks H30: How to identify risk and manage personal safety in increasingly independent situations, including online H31: Ways of assessing and reducing risk in relation to health, wellbeing and personal safety H34: Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing <ul style="list-style-type: none"> R2: Indicators of positive, healthy relationships and unhealthy relationships, including online R6: That marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion R10: The importance of trust in relationships and the behaviours that can undermine or build trust R13: How to safely and responsibly form, maintain and manage positive relationships, including online R14: The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R17: Strategies to identify and reduce risk from people online that they do not already know; when and how to access help R24: That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R26: How to seek, give, not give and withdraw consent (in all contexts, including online) R29: The impact of sharing sexual images of others without consent R30: How to manage any request or pressure to share an image of themselves or others, and how to get help R37: To recognise warning signs including online; how to report abusive behaviours or access support for themselves or others R42: To recognise peer influence and to develop strategies for managing it, including online R43: The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44: That the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this <ul style="list-style-type: none"> L21: To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media L24: To understand how the way people present themselves online can have positive and negative impacts on them L27: To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms
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9.7	Knowing My Rights & Responsibilities	<p>* The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>* Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>* That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>* That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>* The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>* The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, and how these can affect current and future relationships.</p> <p>* How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p>* How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>* That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>* How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p>	<p>3.1.1.1 Respectful of their own bodies, character and giftedness</p> <p>3.1.1.5 Discerning in their decision making</p> <p>3.1.1.6 Determined and resilient in the face of difficulty</p> <p>3.1.1.7 Courageous in the face of new situations and in facing their fears</p> <p>3.1.2.1 To appreciate sensual pleasure as a gift from God</p> <p>3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves</p> <p>3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience</p> <p>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)</p> <p>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</p> <p>3.1.4.2 The importance and benefits of delaying sexual intercourse until ready</p> <p>3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform</p> <p>3.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>3.2.4.1 They have autonomy and the right to protect their body from inappropriate and unwanted contact</p> <p>3.2.4.2 To identify the characteristics of unhealthy relationships and where to get help</p> <p>3.2.4.3 Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'.</p> <p>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.</p> <p>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</p> <p>3.3.3.6 That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist)</p> <p>3.3.3.7 The potential tensions between human rights, English law and cultural and religious expectations and practices</p>	<p>H2: To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H4: Simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H5: To recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H6: How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H9: Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H12: How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p> <p>R2: Indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R9: To clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10: The importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R11: To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R12: That everyone has the choice to delay sex, or to enjoy intimacy without sex</p> <p>R13: How to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14: The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R18: To manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R21: How to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R24: That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R28: To gauge readiness for sexual intimacy</p> <p>R29: The impact of sharing sexual images of others without consent</p> <p>R30: How to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>R42: To recognise peer influence and to develop strategies for managing it, including online</p> <p>R43: The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44: That the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>L2: To review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L3: To set realistic yet ambitious targets and goals</p> <p>L21: To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p> <p>L24: To understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L27: To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>
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