

HTA – RSHE – Year 10 RSHE Curriculum Mapping

Life To The Full [10:10 Programme]		DfE Guidance	CES Model Curriculum	PSHE Association
10.1 Authentic Freedom	This theme invites us to consider the pressures and expectations around engaging in sexual activity, including the motivations and risks of having sex for the first time. Questions are asked about why sex is different to other choices we may make and how freedom makes us able to wait for the right time. Finally, the theme explores the Catholic vision of sex and how it seeks to put our freedom in the service of true, life-giving love.	* Why marriage is an important relationship choice for many couples and why it must be freely entered into * 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. * 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 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can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). * 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 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. * That happiness is linked to being connected to others.	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 4.1.1.7 Courageous in the face of new situations and in facing their fears, including the courage to be different 4.1.2.2 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, building on learning at KS3 4.1.2.5 That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God. 4.1.3.2 How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives 4.1.4.2 The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage 4.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform 4.1.4.5 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices 4.2.1.1 Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible 4.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children, 4.2.2.3 Know and understand what human and divine attributes, virtues and skills are required to sustain a happy, authentic marriage which is life long and life giving 4.2.2.5 To be able to discuss faith and personal belief sensitively, demonstrating mutual respect 4.2.2.6 To understand the importance of self-giving love and forgiveness in a relationship 4.2.4.3 The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others’ right to give, not give or withdraw consent 4.2.4.5 To understand the pernicious influence of gender double standards and victim-blaming 4.3.1.2 Self-giving, able to put aside their own wants in order to serve others 4.3.2.1 To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas 4.3.3.2 To understand and the need to respect others’ faith and cultural expectations concerning relationships and sexual activity	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 H26: The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) R1: The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R9: To recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours 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 R11: Strategies to manage the strong emotions associated with the different stages of relationships R18: About the concept of consent in maturing relationships R21: The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
10.2 Self-Image	This theme is about seeing and perceiving. It explores the relationship between what we wear, how we see ourselves, and how we are perceived by or perceive others. Unit 2 considers body image. Unit 3 explores objectification and sexual attraction. The final unit points to the dignity that comes from being valued in God’s eyes.	* 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. * How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). * 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.	4.1.1.1 Respectful of their own bodies, character and giftedness, including their emerging sexual identity 4.1.1.2 Appreciative for blessings 4.1.1.3 Grateful to others and to God 4.1.1.6 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; 4.1.3.3 The influences on their body image including the media’s portrayal of idealised and artificial body shapes 4.1.3.4 The health risks and issues related to this 4.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform 4.1.4.5 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices 4.1.1.6 The importance of honesty and integrity in all forms of communication 4.2.2.4 To recognise their responsibilities towards others, and the human dignity of others in God’s eyes 4.2.3.1 To evaluate the extent to which their self-confidence and self- esteem are affected by the judgments of others 4.2.4.5 To understand the pernicious influence of gender double standards and victim-blaming	H2: How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this 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 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 H22: Ways to identify risk and manage personal safety in new social settings R8: To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours R35: To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online,

10.3 Beliefs, Values & Attitudes	This theme explores the motivations behind the choices we make and the many factors that can influence our decision-making. Unit 2 goes on to examine beliefs, values and attitudes before considering in Unit 3 how developing our conscience helps develop our character. Finally, the session explores how it is only when we are put to the test that we learn our true strength of character.	* 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 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.	4.1.1.5 Discerning in their decision making, able to exercise wisdom and good judgement 4.1.1.7 Courageous in the face of new situations and in facing their fears, including the courage to be different 4.1.2.6 The methods of informing one’s conscience and the absolute character of conscientious demands 4.1.3.1 To evaluate their own personal strengths and areas for development 4.1.3.2 How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives 4.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform 4.1.4.5 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices 4.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context 4.2.1.5 Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts 4.2.1.6 The importance of honesty and integrity in all forms of communication 4.2.2.5 To be able to discuss faith and personal belief sensitively, demonstrating mutual respect 4.2.3.1 To evaluate the extent to which their self-confidence and self- esteem are affected by the judgments of others 4.2.3.5 To recognise when others are using manipulation, persuasion, or coercion and how to respond 4.3.1.1 Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed 4.3.2.1 To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas 4.3.3.2 To understand and the need to respect others’ faith and cultural expectations concerning relationships and sexual activity 4.3.3.5 About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community	H1: To accurately assess their areas of strength and development, and where appropriate, act upon feedback H2: How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this H3: 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 R3: To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R9: To recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours R10: To understand a variety of faith and cultural practices and beliefs; to respect the role these might play in relationship values R28: To recognise when others are using manipulation, persuasion, or coercion and how to respond
10.4 Parenthood	This theme shows the journey young people make in secondary school towards independence and the challenges this can bring for both parents and teens. Unit 2 goes on to explore the legal rights and responsibilities of parenthood. In Unit 3, we consider what kind of qualities parents need. Finally, Unit 4 explores the lifelong commitment needed for parenthood and how this is expressed in Catholic beliefs about marriage.	* That there are different types of committed, stable relationships. * How these relationships might contribute to human happiness and their importance for bringing up children. * 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. * The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	4.1.1.2 Appreciative for blessings 4.1.1.3 Grateful to others and to God 4.1.4.5 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices 4.2.1.1 Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible 4.2.1.4 Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness 4.2.1.5 Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts 4.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children, 4.2.2.6 To understand the importance of self-giving love and forgiveness in a relationship 4.2.3.2 The characteristics and benefits of positive, strong, supportive, equal relationships 4.2.3.6 Parenting skills and qualities and their central importance to family life (including the implications of young parenthood)	R1: The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality 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 R25: The importance of parenting skills and qualities for family life,

10.5 Pregnancy & Abortion	This theme acknowledges the complexities of the abortion debate and teaches about abortion laws in the UK. Unit 3 explores the central question of when life begins and how views on the value of life impact beliefs about abortion. The theme ends by exploring pro-choice and pro-life views and explains how the Catholic vision is firmly pro-life.	* 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. * 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 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 there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. * 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.	4.1.1.2 Appreciative for blessings 4.1.1.5 Discerning in their decision making, able to exercise wisdom and good judgement 4.1.1.6 Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure 4.1.1.7 Courageous in the face of new situations and in facing their fears, including the courage to be different 4.1.2.6 The methods of informing one’s conscience and the absolute character of conscientious demands 4.1.4.2 The importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage 4.1.4.5 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices 4.1.5.2 About gestation and birth 4.1.5.3 The different stages in the development of an unborn child in the womb from the moment of conception to birth 4.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context 4.2.2.5 To be able to discuss faith and personal belief sensitively, demonstrating mutual respect 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 4.2.4.10 Where and how to obtain sexual health information, advice and support 4.2.4.11 About who to talk to for accurate, impartial advice and support in the event of unintended pregnancy 4.3.2.1 To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in the relevant areas 4.3.3.7 The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	H26: The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) H29: To overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services H33: About choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice R1: The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R7: Strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed R9: To recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours 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 R24: The physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support R25: The importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families R27: About the current legal position on abortion and the range of beliefs and opinions about it
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10.6 Abuse	This theme invites students to reflect on what a healthy relationship looks like, proposing that friendship should always be the foundation. Unit 2 considers the signs of an unhealthy relationship and offers some advice on how to address problems or difficulties. Unit 3 focuses on abuse itself, reminding students of different types of abuse. It features some hard-hitting stories to explain three forms of abusive relationships – sexual grooming, coercive control and stalking. The theme ends by offering some practical advice and suggestions about where to go for support and help.	* 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. * Practical steps they can take in a range of different contexts to improve or support respectful relationships. * 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. 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. * How to recognise the early signs of mental wellbeing concerns. * 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.	4.1.1.1 Respectful of their own bodies, character and giftedness, including their emerging sexual identity 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 4.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context 4.2.1.6 The importance of honesty and integrity in all forms of communication 4.2.2.4 To recognise their responsibilities towards others, and the human dignity of others in God’s eyes 4.2.3.1 To evaluate the extent to which their self-confidence and self- esteem are affected by the judgments of others 4.2.3.5 To recognise when others are using manipulation, persuasion, or coercion and how to respond 4.2.4.2 An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond 4.2.4.8 About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavemen 4.2.4.9 The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people	H2: How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this 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 H22: Ways to identify risk and manage personal safety in new social settings, H26: The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) R1: The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R3: To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R7: Strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed R8: To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours R11: Strategies to manage the strong emotions associated with the different stages of relationships R12: To safely and responsibly manage changes in personal relationships including the ending of relationships R17: Ways to access information and support for relationships including those experiencing difficulties R30. To recognise when a relationship is abusive and strategies to manage this R31: The skills and strategies to respond to exploitation, bullying, harassment and control in relationships R32: About the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
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10.7 Solidarity	The theme invites students to reflect on how they can contribute to the well-being of others and make a difference. They are introduced to the concepts of ‘the Common Good’ and of ‘Solidarity’. Moving beyond their neighbourhood and school, they are reminded of the idea of human dignity and how that dignity is abused through FGM, honour-based violence, forced marriage and human trafficking. They will discover ways in which organisations are showing solidarity and responding. Finally, they are introduced to the concept of an ‘Integral Ecology’ where dignity, human rights and concern for the poor are intertwined with a concern for nature, the environment and the whole of creation.	* 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. * Why marriage is an important relationship choice for many couples and why it must be freely entered into. * 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. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. * 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.	4.1.1.1 Respectful of their own bodies, character and giftedness, 4.1.1.2 Appreciative for blessings 4.1.1.3 Grateful to others and to God 4.1.2.6 The methods of informing one’s conscience and the absolute character of conscientious demands 4.1.3.2 How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives 4.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform 4.1.4.5 To recognise, clarify and if necessary, challenge their values, attitudes and beliefs and to understand how these influence their choices 4.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognizing the importance of self-sacrificing love in this context 4.2.1.3 Respectful, able to identify other people’s personal space and respect the ways in which they are different, valuing difference and diversity 4.2.2.4 To recognise their responsibilities towards others, and the human dignity of others in God’s eyes 4.3.1.1 Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed 4.3.1.2 Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life 4.3.1.3 Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails 4.3.2.2 The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation 3.3.3.3 The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for themselves or their peers. 4.3.3.3 That extremism and intolerance in whatever forms they take (including honour based violence, FGM, forced marriage) are never acceptable and why 4.3.3.4 The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern 4.3.3.5 About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community 4.3.3.6 To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk 3.3.3.5 There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others 4.3.3.7 The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	H1: To accurately assess their areas of strength and development, and where appropriate, act upon feedback 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 H22: Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online R3: To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary 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 R12: To safely and responsibly manage changes in personal relationships including the ending of relationships R33: The law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support R34: Strategies to challenge all forms of prejudice and discrimination R36: Skills to support younger peers when in positions of influence L28: To assess the causes and personal consequences of extremism and intolerance in all their forms 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
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