

Life To The Full [10:10 Programme]		DfE Guidance	CES Model Curriculum	PSHE Association
11.1 Self-Worth	In this Year 11 programme, Nathan and Mairi introduce different people each week who share their own stories and insights. This first theme shows two young people, Torema and Joseph, sharing individually about how they experienced a lack of self-respect and dignity as a result of their formative experiences, and then had a light bulb moment (conversion) through which they began to see their true value. This theme invites students to consider how they respect themselves and others, and the role God can play within that.	* 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. * 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. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. * 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 the use of alcohol and drugs can lead to risky sexual behaviour. * How to talk about their emotions accurately and sensitively, using appropriate vocabulary. * 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 4.1.1.2. Appreciative of blessings 4.1.1.3. Grateful to others and to God 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 4.1.2.5. 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. 4.1.2.6. 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 4.1.3.3. The influences on their body image including the media’s portrayal of idealised and artificial body shapes 4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others 4.1.4.3. Strategies for managing mental health and emotional wellbeing 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 4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness 4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God’s eyes 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 4.2.3.1. To evaluate the extent to which their self-confidence and self esteem are affected by the judgments of others 4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships 4.2.3.3. To manage changes in personal relationships including the ending of relationships 4.2.3.4. About harassment and how to manage this 4.2.3.5. To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond 4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support) 4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances 4.2.4.1. 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 4.2.4.3. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships 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 4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community 4.3.3.7. 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, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk 4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	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 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 H13: To identify, evaluate and independently access reliable sources of H18: The ways in which industries and advertising can influence health 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 R13: Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them R20: To recognise the impact of drugs and alcohol on choices and sexual behaviour

11.2 Addiction	In this theme, students hear the story of Dina, who overcame severe drug addiction through the help of family, community, and responsibility and faith. Pupils will learn through her story and discussion activities that the pull of short-term highs is strong, but that maturity and growth happens through appreciating one’s own life as a gift and learning to make a gift of oneself to others. Mairi and Nathan invite students to consider their own patterns or tendencies towards addiction, because being aware of our own addictions can help us to be more patient and honest with ourselves and others.	* 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. * 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 the use of alcohol and drugs can lead to risky sexual behaviour. * How to talk about their emotions accurately and sensitively, using appropriate vocabulary. * That happiness is linked to being connected to others. * 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. * The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. * The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. * The physical and psychological consequences of addiction, including alcohol dependency. * The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity 4.1.1.2. Appreciative of blessings 4.1.1.3. Grateful to others and to God 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 4.1.2.5. 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 4.1.3.2. How virtues, values, attitudes and beliefs can drive a growing sense of purpose for their lives 4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others 4.1.4.3. Strategies for managing mental health and emotional wellbeing 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 4.2.1.4. 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 4.2.2.4. To recognise their responsibilities towards others, and the human dignity of others in God’s eyes 4.2.4.1. 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 4.2.4.3. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships 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 4.3.2.1. 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 the need to respect others’ faith and cultural expectations concerning relationships and sexual activity 4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	H2: How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing 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 H5: The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health H6: About change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences 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 H11: To make informed lifestyle choices regarding sleep, diet and exercise H13: To identify, evaluate and independently access reliable sources of H18: The ways in which industries and advertising can influence health H19: The consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities H20: Wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle H21: To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation H22: Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online H23: Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs) 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 R12: To safely and responsibly manage changes in personal relationships including the ending of relationships R20: To recognise the impact of drugs and alcohol on choices and sexual behaviour
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11.3 Eating Disorders	In this theme, Mairi and Nathan introduce two people, Sarah and James who both suffered from poor emotional health when they were growing up, which led to an eating disorder. James and Sarah have now come through their difficult experiences and speak with great insight into their past emotional and physical struggles. This theme invites students to consider their own deepest needs and the complexities and contradictions within themselves.	* 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 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. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. * 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. * The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women * How to talk about their emotions accurately and sensitively, using appropriate vocabulary. * That happiness is linked to being connected to others. * How to recognise the early signs of mental wellbeing concerns. & Common types of mental ill health (e.g. anxiety and depression). * 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. * The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media	4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity 4.1.1.2. Appreciative of blessings 4.1.1.3. Grateful to others and to God 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 4.1.2.5. 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 4.1.3.3. 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 4.1.3.5. To take increased responsibility for monitoring their own health 4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others 4.1.4.3. Strategies for managing mental health and emotional wellbeing 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, including the effect of maternal lifestyle on the foetus 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. Aware of 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 4.2.3.2. 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 4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	H2: How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing 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 H5: The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health H6: About change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences 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 H11: To make informed lifestyle choices regarding sleep, diet and exercise H13: To identify, evaluate and independently access reliable sources of H18: The ways in which industries and advertising can influence health H19: The consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities H20: Wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle H2: To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation H22: Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online H23: Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs) 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 R12: To safely and responsibly manage changes in personal relationships including the ending of relationships R20: To recognise the impact of drugs and alcohol on choices and sexual behaviour
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11.4 Birth Control	This theme holds fertility up as a precious gift to be protected, nurtured and valued. Mairi and Nathan lead students through an interview with Em and Sammy, a married couple who tried artificial contraception before moving on to use Natural Family Planning as they grew to appreciate that sex includes the gift of fertility. This led them to a deeper reflection on how love, sex and procreation are all intrinsically linked – because that’s how God intended it to be. Through activities and discussions, students end the theme with an invitation to consider what they want their future lives to be like.	* That there are different types of committed, stable 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. * 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. * The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women * That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. * That they have a choice to delay sex or to enjoy intimacy without sex. * 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. * That happiness is linked to being connected to others. * 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 4.1.1.2. Appreciative of blessings 4.1.1.3. Grateful to others and to God 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 4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different 4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure 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 4.1.2.5. 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. 4.1.2.6. 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 4.1.4.2. 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 4.1.5.4. 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 4.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different, valuing difference and diversity 4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness 4.2.1.6. Aware of 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 4.2.2.3. 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 4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships 4.2.3.7. 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. 4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them 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 4.3.2.2. The main principles of Catholic Social Teaching and how these relate to our relationship to each other and to creation 4.3.3.2. To understand the need to respect others’ faith and cultural expectations concerning relationships and sexual activity 4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	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 H13: To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health H14: About the health services available to people; strategies to become a H18: The ways in which industries and advertising can influence health H26: The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) H30: About healthy pregnancy and how lifestyle choices affect a developing foetus 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 R17: Ways to access information and support for relationships including those experiencing difficulties 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 R23: How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
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11.5 Pornography	This theme looks at ‘adult content’ in an adult way: asking questions about how it affects people’s behaviour, how it affects the way people think about themselves, others and their relationships. Mairi and Nathan introduce Isaac and Charlotte, who speak frankly and honestly about their own struggles with pornography. The ultimate takeaway for students is that sexual desire is powerful: making it a part of authentic love is a lifelong challenge and responsibility, but one that leads to maturity and fulfilment.	* 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. * 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. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. * 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. * The concepts of relating to, sexual consent, sexual exploitation, how these can affect current and future 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 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 there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. * 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. * 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. * The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media	4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity 4.1.1.3. Grateful to others and to God 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 4.1.1.6. 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 4.1.2.1. To appreciate sensual pleasure as a gift from God and the difference between sensual and sexual pleasure 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 4.1.3.3. 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 4.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different, valuing difference and diversity 4.2.1.5. Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts 4.2.1.6. Aware of 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 4.2.4.1. 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 4.2.4.7. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement 4.2.4.8. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people 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 the need to respect others’ faith and cultural expectations concerning relationships and sexual activity 4.3.3.7. 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, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk 4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	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 H11: To make informed lifestyle choices regarding sleep, diet and exercise H12: The benefits of having a balanced approach to spending time online H13: To identify, evaluate and independently access reliable sources of H18: The ways in which industries and advertising can influence health H22: Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online H23: Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs) H26: The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) R8: To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours 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 R17: Ways to access information and support for relationships including those experiencing difficulties 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 L24: That social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events
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11.6 STIs	In this theme, students meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family. This led to a lot of risky behaviours, including promiscuity, drug misuse and addiction, various Sexually Transmitted Infections (STIs) and two abortions. Through Bobbi’s story, activities and discussions, students will consider how the reality of STIs connects to deeper questions about sexual choices and consequences, and how to rethink behaviour that causes harm.	* 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. * 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. * 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. * The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women * That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. * 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. * That there are choices in relation to pregnancy * How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. * About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. * How the use of alcohol and drugs can lead to risky sexual behaviour. * 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. * That happiness is linked to being connected to others. * How to recognise the early signs of mental wellbeing concerns. * Common types of mental ill health (e.g. anxiety and depression). * 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. * (Late secondary) the benefits of regular self-examination and screening.	4.1.1.1. Respectful of their own bodies, character and giftedness, including their emerging sexual identity 4.1.1.2. Appreciative of blessings 4.1.1.3. Grateful to others and to God 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 4.1.1.7. Courageous in the face of new situations and in facing their fears, including the courage to be different 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. 4.1.2.6. 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 4.1.3.3. The influences on their body image including the media’s portrayal of idealised and artificial body shapes 4.1.3.5. To take increased responsibility for monitoring their own health (including testicular and breast self-examination) 4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others 4.1.4.3. Strategies for managing mental health and emotional wellbeing 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 4.1.5.5. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age (including information on the menopause). 4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility 4.2.1.1. Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible 4.2.1.2. 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 4.2.1.4. 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 4.2.1.6. Aware of 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 4.2.2.5. 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 4.2.3.1. To evaluate the extent to which their self-confidence and self esteem are affected by the judgments of others 4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships 4.2.3.3. To manage changes in personal relationships including the ending of relationships 4.2.3.6. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood) 4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support) 4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances 4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them 4.2.4.1. 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 4.2.4.3. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships 4.2.4.7. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement 4.2.4.9. Where and how to obtain sexual health information, advice and support 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 4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk 4.3.3.2. To understand the need to respect others’ faith and cultural expectations concerning relationships and sexual activity 4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community 4.3.3.7. 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, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk 4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	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 H5: The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health H6: About change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences H8: To recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available 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 H13: To identify, evaluate and independently access reliable sources of H14: About the health services available to people; strategies to become a H16: How to take increased personal responsibility for maintaining and monitoring H18: The ways in which industries and advertising can influence health H19: The consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities H20: Wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle H21: To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation H22: Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online H23: Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs) H26: The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) H27: About specific STIs, their treatment and how to reduce the risk of transmission H28: How to respond if someone has, or may have, an STI (including ways to access sexual health services) H29: To overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services H30: About healthy pregnancy and how lifestyle choices affect a developing foetus H31: That fertility can vary in all people, changes over time and can be affected by STIs and other lifestyle factors R6: About diversity in romantic and sexual attraction and developing sexuality 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 R13: Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them R20: To recognise the impact of drugs and alcohol on choices and sexual behaviour R21: The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
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11.7 Coercive Control	In this final theme of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable. The final interviewee is Annabel, who shares her own journey of looking for love. Through Annabel’s story, students will be able to consider what is meant by coercive control and how this type of abusive relationship can develop. They will also be able to discuss issues such as rape, victim-blaming, sexism and misogyny.	* 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. * 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. * About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. * The concepts of, and laws relating to, sexual consent, abuse, coercion, harassment, rape, domestic abuse, and how these can affect current and future 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 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 there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. * That they have a choice to delay sex or to enjoy intimacy without sex. * How the use of alcohol and drugs can lead to risky sexual behaviour. * How to talk about their emotions accurately and sensitively, using appropriate vocabulary. * That happiness is linked to being connected to others. • 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 4.1.1.2. Appreciative of blessings 4.1.1.3. Grateful to others and to God 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 4.1.2.5. 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. 4.1.2.6. The methods of informing one’s conscience and the absolute character of conscientious demands 4.1.3.3. The influences on their body image including the media’s portrayal of idealised and artificial body shapes 4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others 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 4.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness 4.2.1.6. Aware of 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 selfesteem are affected by the judgments of others 4.2.3.2. The characteristics and benefits of positive, strong, supportive, equal relationships 4.2.3.3. To manage changes in personal relationships including the ending of relationships 4.2.3.4. About harassment and how to manage this 4.2.3.5. To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond 4.2.3.8. About the impact of domestic and relationship violence (including sources of help and support) 4.2.3.9. The impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances 4.2.3.10. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them 4.2.4.1. 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 4.2.4.2. The concept of consent in relevant, age-appropriate contexts building on Key Stage 3, how to seek consent and to respect others’ rights, to give, not give or withdraw consent 4.2.4.4. To understand the pernicious influence of gender double standards and victim-blaming 4.2.4.7. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement 4.2.4.8. The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people 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 the need to respect others’ faith and cultural expectations concerning relationships and sexual activity 4.3.3.3. That extremism and intolerance in whatever forms they take are never acceptable and why 4.3.3.4. The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable 4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community 4.3.3.7. 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, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk 4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	H2: How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing 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 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 H13: To identify, evaluate and independently access reliable sources of H22: Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online H23: Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs) H26: The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) 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 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 R18: About the concept of consent in maturing relationships R19: About the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online R20: To recognise the impact of drugs and alcohol on choices and sexual behaviour R21: The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple R28: To recognise when others are using manipulation, persuasion or coercion and how to respond R29: The law relating to abuse in relationships, including coercive control and online harassment 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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