

Life To The Full [10:10 Programme]		DfE Guidance	CES Model Curriculum	PSHE Association
7.1 Who Am I?	The core religious understanding taught at the outset of this programme of work is that we are created by God as one whole person, both body and soul. Students will be encouraged to celebrate their uniqueness, value and dignity, which derive from God, and subsequently to recognise the respect they should have for themselves and others as persons.	* 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,	3.1.1.1 Respectful of their own bodies, character and giftedness 3.1.1.2 Appreciative for blessings 3.1.1.3 Grateful to others and to God 3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this 3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves 4.2.4.1 There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them	H1: How we are all unique
7.2 Changing Bodies	Building on the religious understanding of the body, students will explore changes in puberty, including physical and emotional changes. They will consider how to look after and accept their changing bodies, including how to take responsibility for personal hygiene and understand that there are different body shapes, sizes and personal attributes.	* Key facts about puberty, the changing adolescent body and menstrual wellbeing.	3.1.1.7 Courageous in the face of new situations and in facing their fears	H34: Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
7.3 Healthy Inside & Out	In this theme, students identify what contributes to their self-esteem, and how high or low levels of self-esteem can affect their confidence and decision making. Building on previous exploration of body shapes and sizes, they will explore the effect of body image and learn techniques to help them increase self-esteem.	* 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. * The benefits and importance of physical exercise on mental wellbeing and happiness. * The impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image) * The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. * How to maintain healthy eating. * The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	3.1.3.6 Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have negative impact on the individual 3.1.4.1 How to develop self-confidence and self-esteem 4.2.4.1 There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them	H1: How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing H2: To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H3: The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H4: Simple strategies to help build resilience to negative opinions, judgements and comments H6: How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H7: The characteristics of mental and emotional health and strategies for managing these H10: A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support H14: The benefits of physical activity and exercise for physical and mental health and wellbeing H15: The importance of sleep and strategies to maintain good quality sleep H17: The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices H34: Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

7.4 Where We Come From	This theme enables students to understand sexual intercourse within a scientific, moral and religious context, leading them in turn to a richer understanding of human reproduction, including fertility and the menstrual cycle.	* The facts about reproductive health * Key facts about puberty, the changing adolescent body and menstrual wellbeing. * How relationships might contribute to human happiness and their importance for bringing up children.	3.1.1.1 Respectful of their own bodies, character and giftedness 3.1.1.3 Grateful to others and to God 3.1.1.7 Courageous in the face of new situations and in facing their fears 3.1.2.1 To appreciate sensual pleasure as a gift from God 3.1.2.2 To recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage 3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves 3.1.5.1 Human reproduction, including the structure and function of the male and female reproductive systems 3.1.5.4 The menstrual cycle and the function of gametes (sperm and ova), in fertilisation. 3.2.1.6 Honesty, committed to living truthfully and with integrity 3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children	H34: Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing R7: How the media portrays relationships and the potential impact of this on people's expectations of relationships R8: That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
7.5 Family & Friends	In this theme, students will learn the features of positive and stable relationships between family and friends. They will reflect on different family structures, explore how to deal with conflict, and understand the qualities of true friendship.	* 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. * Practical steps they can take in a range of different contexts to improve or support respectful 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.	3.1.1.5 Discerning in their decision making 3.1.1.6 Determined and resilient in the face of difficulty 3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this 3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience 3.1.4.4 How to develop the skills needed to identify and resist peer and other types of pressure to conform 3.2.1.1 Loyal, able to develop and sustain friendships 3.2.1.4 Forgiving, developing the skills to allow reconciliation in relationships 3.2.1.5 Courteous in their dealings with friends and strangers 3.2.3.2 The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.	H4: Simple strategies to help build resilience to negative opinions, judgements and comments H5: To recognise and manage internal and external influences on decisions which affect health and wellbeing R1: About different types of relationships, including those within families, friendships and the factors that can affect them R2: Indicators of positive, healthy relationships and unhealthy relationships, including online R9: To clarify and develop personal values in friendships R10: The importance of trust in relationships and the behaviours that can undermine or build trust R13: How to form, maintain and manage positive relationships, safely and responsibly R14: The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R15: To further develop and rehearse the skills of team working R16: To further develop the skills of active listening, clear communication, negotiation and compromise L1: Study, organisational, research and presentation skills

7.6 My Life On Screen	Rooted in the Christian teaching that we are made out of love for love, students will explore their digital lives and the effect our use of digital technology can have on ourselves and others.	* 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, * Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. * Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. * The impact of viewing harmful content. * That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. * How to talk about their emotions accurately and sensitively, using appropriate vocabulary. * 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, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. * How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	3.1.1.5 Discerning in their decision making 3.1.1.6 Determined and resilient in the face of difficulty 3.1.2.5 Understand that their uniqueness, value and dignity derive from God and hence recognise the respect they should have for themselves 3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience 3.1.3.2 To distinguish ‘needs’ from ‘wants’ 3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices 3.2.1.6 Honesty, committed to living truthfully and with integrity 3.2.4.5 How to use technology safely, including social media and consideration of their “digital footprint” and the law regarding the sharing of images 3.2.4.6 That not all images, language and behaviour are appropriate	H3: The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H5: To recognise and manage internal and external influences on decisions which affect health and wellbeing H10: A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support H13: The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities H30: How to identify risk and manage personal safety in increasingly independent situations, including online R2: Indicators of positive, healthy relationships and unhealthy relationships, including online R10: The importance of trust in relationships and the behaviours that can undermine or build trust R13: How to form, maintain and manage positive relationships, including online safely and responsibly R17: Strategies to identify and reduce risk from people online that they do not already know; when and how to access help R30: How to manage any request or pressure to share an image of themselves or others, and how to get help R42: To recognise peer influence and to develop strategies for managing it, including online R43: The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support L1: Study, organisational, research and presentation skills L20: That features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity L21: To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media L22: The benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues L24: To understand how the way people present themselves online can have positive and negative impacts on them L25: To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them
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7.7 Living Responsibly	Building on previous themes’ learning about behaviour management, the final session explores social responsibility and respect for self and others. It should inspire young people to be responsible and play a positive part in their communities.	* 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 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. * The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	3.1.1.5 Discerning in their decision making 3.1.2.4 Understand the need for reflection to facilitate personal growth and the role prayer can play in this 3.1.2.6 Recognise that they are responsible for their own behaviour and how to inform their conscience 3.1.3.1 To recognise their personal strengths 3.1.4.6 To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices 3.2.1.2 Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 3.2.1.3 Respectful, able to identify other people’s personal space and respect the ways in which they are different 3.2.1.5 Courteous in their dealings with friends and strangers 3.2.1.6 Honesty, committed to living truthfully and with integrity 3.2.2.4 How to express love and care for others through acts of charity 3.3.1.1 Just, understanding the impact of their actions locally, nationally and globally 3.3.1.2 Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 3.3.3.4 They have responsibilities towards their local, global and national community and creation	H12: How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need R14: The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) L3: To set realistic yet ambitious targets and goals L9: The benefits of setting ambitious goals and being open to opportunities in all aspects of life
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