





Relationships Education (KS1 and KS2)		
What should we know?	Connections	What should we be able to do?
<ul style="list-style-type: none"> • Our school believes that you are loved and welcomed into the family of God. • Families are places where people grow and can be safe and are given love. • People in my school have different kinds of families who look after them. • My school is another kind of family where I am safe and am given love. • If I do not feel happy or safe in my home family or school family there is someone to go to for help. • Why friendships are good for us. • How we can be a good friend. • How we can show respect to other people who might be different to us. • What bullying is and some of the different ways people bully each other. • How to get help if you feel you are being bullied. • What is right to keep private and what are bad secrets. • That our bodies belong to us and that there is safe and unsafe touching. • How to ask for help if I feel unsafe or feel bad about any adult. 	<div style="text-align: center;">  <p>Families</p>  <p>Friendships</p>  <p>No to bullying</p>  <p>Keeping safe, online and off</p> </div>	<p>I can...</p> <ul style="list-style-type: none"> • Talk about our families and the people who give us love (including the school as family and the Christian idea of the Family of God). • Talk about how we might show that we enjoy being in our families. • Show that we understand that different people have different kinds of families. • Know where to go for help if we feel unsafe or unhappy in our family or school. • Describe what a good friend is like. • Show kindness to someone who is a friend in a way they will like. • Describe why it is good to be able to show kindness to someone who is not our friend and try to include them in a game or activity. • Describe what bullying is, the different kinds of bullying and why it is hurtful. • Know where to go for help if you are bullied. • Talk about why it is good to be kind with our words and hands. • Talk about how our bodies belong to us. • Identify what is safe and unsafe touching. • Explain that it is wrong to keep bad secrets and that people should not ask us to do that. • Tell a trusted adult if I feel unsafe.

- Through the love, care and nurturing of those we live with many people are given security through the gift of family.
- There are many different types of happy, caring families where children have good childhoods.
- Marriage is a legal commitment intended to be lifelong.
- Relationships can bring us joy and give us meaning; are good for us; we learn who we are and how to be less selfish.
- For most Christians and people of other faiths and beliefs there is often a special ceremony of promises and rituals to mark marriage.
- If our families or those we live with are making us unhappy or uncomfortable we know how to ask for help.
- What the characteristics of good friendship are.
- It is good to be kind in our friendships and to not leave people out or feeling lonely.
- Friendships have ups and downs and we can learn from these but it is never right to be violent.
- How to know who to trust in our relationships, how to work out what to do when we are uncomfortable or unhappy, how to solve conflicts and how to seek help.
- There are different types of bullying, and reasons why people bully others.
- How not to be a bystander and how to get help.
- How we can protect ourselves and others from bullying.
- What stereotypes are and how they can be unfair and hurt people.
- The importance of asking permission and giving in friendships.
- How to create safe boundaries around our bodies; knowing what is private and public and what appropriate and inappropriate contact is.
- How to recognise and report the feeling of being unsafe; having the vocabulary and confidence to go to the right people to get support.



Families



Relationships and marriage



No to bullying



Making good boundaries,
online and off



Making and keeping good friendships

I can...

- Explain why showing gratitude for the love we receive from our friends, family, school etc. can have a healthy impact.
- Give examples of how respect can be shown to people who come from kinds of families different to our own.
- Explain how different wedding ceremonies can help people understand the commitment of marriage. (RE)
- List the places for help and support when relationships in families, with friends online or with strangers make me feel lonely, unhappy, pressured or uncomfortable.
- Explain why it is important to welcome those people who others might leave out and how to make efforts to understand and enjoy people who are different to you.
- Describe the key features of a good friendship, talk about the ways to cope when there are fallings out and how someone can make peace again and not resort to violence.
- Explain how to think of the needs of a friend or family member and how they might make them happy and listen to their choices.
- Describe what it means to have high expectations in friendships and family; list unacceptable behaviours.
- Explain how stereotyping and bullying can be damaging.
- Describe what it means to be to be an upstander not a bystander when bullying occurs offline and online.
- Explain how to report bullying and how to support someone who has suffered unkindness.
- Explain right and wrong touching; show an understanding of what is appropriate behaviour in private and public; explain what a bad secret is and how to get help.
- Describe resilient behaviour and how to stay hopeful even when relationships are not working.

<ul style="list-style-type: none"> Our school believes that, through all the ups and downs of life, God never stops loving you. 		<ul style="list-style-type: none"> Explain how people can accept forgiveness and say sorry when they are selfish or unkind; explain how people can change their behaviour. Describe the benefits of enjoying friends and family members and of staying faithful to them over time.
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Vocabulary	Definition
Family	A group of people living together. Often it is made up of a parent or parents and their child or children
Friend	A person who you know well and like and who likes you
Bullying	Actions that are unkind, that frighten or hurt people and make them feel picked on or outside the group
Safety	Keeping away from danger or harm
Boundaries	Making limits to keep you safe
Theological vocabulary	Definition
Eternal	God has always loved us and will never stop loving us
Created	We are specially made by God and so is everyone else
Frail	All people sometimes make mistakes
Expansive	God loves all people and wants us all to grow more into being good and kind to each other
Worthy	Everyone is special and really worth keeping safe
Included	No one should be left out or made to feel they are not as lovely as other people
Forgiven	If people say sorry then they should be allowed a fresh start
Faithful	It is good for us to keep sticking with our friends and family

Vocabulary	Definition
Relationships	A connection between people
Marriage	An official bond to mark a union between two people; it can be recognised by law, religion or society
Stereotypes	Categorising a group of people and simplifying or standardising them as being all the same e.g. "All boys are..." or "All teachers are..."
Theological vocabulary	Definition
Eternal	Our Church school believes that, even though people might let us down or hurt us, God has always loved us and will never stop loving us.
Created	Everyone is made in the image of God and therefore we should always treat one another as sacred and special, never as a thing or an object.
Frail	All people will make mistakes and are capable of disappointing us or worse.
Expansive	God wants us to work towards wholeness and towards reconciliation with others who let us down and who we let down. God calls us to live more 'holy' or 'God-supported lives'. God created a huge diversity of people and we need to be expansive to learn from and enjoy people even if they are not like us.
Worthy	All humans are of ultimate worth and precious; we are all worth protecting and keeping safe from harm.
Included	Good communities include and value us and we should ensure that we don't bully or stereotype anyone else; we will be upstanders when we see bullying of others.
Forgiven	Our school believes that if we say sorry and stop our harmful behaviour then we may be offered forgiveness. In most cases, it is right to try to forgive others when they harm or upset us.
Faithful	We should try to maintain our friendships and relationships so we have and can give support and joy through our lives. We should communicate to our friends and family through words and actions that we appreciate the love and care that they offer.

Progression Outcome Statements

These will be used by staff to assess learning and plan future steps as they move from class to class. The KS3/4 outcomes have been included so that the progression throughout statutory education can be appreciated.

Strand	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Family	<ul style="list-style-type: none"> • Pupils can talk about the people who care for them and give them love, and the things that they do to share that care. • Pupils can talk about the ways that they might show that they enjoy being in their families. • Pupils can show that they understand that different people have different kinds of families. • Pupils can talk about what is the same across all families. • Pupils can tell you who they might go to for help if they feel 	<ul style="list-style-type: none"> • Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another. • Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them. • Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). 	<ul style="list-style-type: none"> • Pupils can consider and evaluate the factors that will sustain and uphold strong family life and the factors that may create stresses on family life. • Pupils will be able to suggest strategies for managing disagreements and conflicts within a family. • Pupils will be able to explain the effects of change within a family, including loss, separation, disappointment, divorce and bereavement. Pupils can suggest strategies 	<ul style="list-style-type: none"> • Pupils can explain the differences between biological families and families as people who you live with, and the way someone can experience and create families through life. • Pupils can explain that ‘family’ can be used as a strong and meaningful metaphor for connection, care and responsibility to others e.g. the family of a tutor group, school, of God (the Church, God as Father), humankind, neighbourhood, country or group of friends. • Pupils can analyse whether loyalty to a biological family is the

	<p>unsafe or unhappy in their family.</p>	<ul style="list-style-type: none"> • Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc). • Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice. 	<p>for managing these and can describe how to access support.</p>	<p>same as loyalty to another type of family.</p> <ul style="list-style-type: none"> • Pupils can analyse and explain what they think is the strongest type of family and how 'families' can intersect.
<p>Friendship</p>	<ul style="list-style-type: none"> • Pupils can describe what a good friend is like. • Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like. • Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not 	<ul style="list-style-type: none"> • Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them. • Pupils can talk about the ways in which friends can cope when there are 	<p><i>Schools may choose to teach Friendship in KS3 rather than KS4</i></p>	<ul style="list-style-type: none"> • Pupils can analyse what creates and maintains good friendships (including online), can describe the positive qualities, and steps that can be taken to help to improve and support relationships. • Pupils can explain the importance of having good boundaries, having strategies for managing conflict and for working towards reconciliation.

	<p>their friend and try to include them in a game or activity.</p> <ul style="list-style-type: none"> • Pupils can talk about what you can do if you fall out with your friend. 	<p>fallings-out and can describe how someone can make peace again and not resort to violence.</p> <ul style="list-style-type: none"> • Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices. • Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable. 		<ul style="list-style-type: none"> • Pupils can describe contexts where it might be best to end a relationship. • Pupils can talk through how it feels to lose a friend and how to live with loss.
Relationships and Marriage	n/a	<ul style="list-style-type: none"> • Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong. • Pupils will be able to give examples of positive long-term relationships that bring joy and meaning to those involved. • Pupils can explain the benefits of strong life-long relationships: they are 	<ul style="list-style-type: none"> • Pupils can describe and offer a personal evaluation of the different kinds of committed, stable relationships that exist and can contribute to human happiness; why they might be a healthy context in which to raise children. 	n/a

		<p>good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness.</p> <ul style="list-style-type: none"> • Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview). (RE) 	<ul style="list-style-type: none"> • Pupils can explain the UK legal definition of marriage (<i>Marriage (same-sex couples) Act 2013</i>) and describe who can and cannot enter into that state. • Pupils can explain the legal status of other long-term relationships and evaluate the relative value of these options. (Citizenship) • Pupils can explain the different Christian beliefs and rituals for marriage. They can describe the vows that people take and consider how they might affect a marriage if people lived by those promises. Pupils can explain the rituals and promises taken by people who are not Christian (e.g. Hindu, Muslim, Jewish, Humanist) and consider how they might affect a marriage. (RE) 	
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Anti-bullying	<ul style="list-style-type: none"> • Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful. • Pupils can talk about where to go for help if they are bullied. • Pupils can talk about why it is good to be kind to people. • Pupils can talk about how you might support someone who has been hurt 	<ul style="list-style-type: none"> • Pupils can show understanding about the different types of bullying that people can encounter. • Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying. • Pupils can explain what stereotyping is and how bullying can be damaging for someone. • Pupils can explain how people can keep 	<ul style="list-style-type: none"> • Pupils can demonstrate that they recognise bullying and its impact in all its forms; can describe the skills and strategies needed to manage being targeted or witnessing others being bullied. • Pupils can explain the negative impact that stereotyping, prejudice and discrimination can have on protected 	n/a

	<p>because someone has been unkind to them.</p>	<p>themselves safe and ask for help when bullied.</p> <ul style="list-style-type: none"> • Pupils can describe how not to be a bystander when someone else is bullied. • Pupils can explain how to report bullying and support someone who has suffered unkindness. 	<p>groups and how it can be detected, addressed and reported.</p> <ul style="list-style-type: none"> • Pupils can explain the legal right of respect and equality for all protected groups. (British Values, Citizenship) • Pupils can explain why prejudice-based language and behaviour, offline and online, is unacceptable (including sexism, homophobia, biphobia, transphobia, racism, ableism, faith-based). (Citizenship) • Pupils can explain how a bystander should behave when observing bullying and what actions they might take. • Pupils can describe how to report bullying and explain what having high expectations of 	
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			behaviour means when online.	
Making good boundaries	<ul style="list-style-type: none"> • Pupils can talk about how their bodies belong to them, are incredibly special and should be protected. • Pupils can identify what is safe and unsafe touching. • Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that. • Pupils will be able to explain how someone can tell a trusted adult if they feel unsafe. 	<ul style="list-style-type: none"> • Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public. • Pupils can explain what a bad secret is like and how to get help. 	n/a	<ul style="list-style-type: none"> • Pupils can explain the importance of having good boundaries. • Pupils can outline strategies for managing conflict. • Pupils can explain what consent is and can describe what mutual respect looks like in relationships. • Pupils can list types of behaviour within relationships that are criminal, including violent behaviour or use of coercive control. • Pupils will be able to explain how to report crime and seek help in those contexts.
Parenting	n/a	n/a	n/a	<ul style="list-style-type: none"> • Pupils can explain the responsibilities of parenthood: what it entails, why it can be joyous and difficult. • Pupils can define what categorises faithful and caring parenting.

				<ul style="list-style-type: none"> Pupils can describe the implications of young parenthood and list the services that offer support for new parents and families.
Key theology	<ul style="list-style-type: none"> Pupils can explain that most Christians believe that God loves people, that God has always loved them as an individual and always will. Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God). Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people. Pupils can give examples of people doing things that hurt others. They can talk 	<ul style="list-style-type: none"> Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death. Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love. Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others. Pupils can explain the Christian belief in the Fall and talk about how all 	<ul style="list-style-type: none"> Pupils can explain and evaluate the Christian belief in an invitation into an everlasting relationship with a God of love as expressed in the Trinity. Pupils can explain how this belief may sustain Christians, can outline alternative views about what sustains people and can express their own opinions. Pupils can evaluate the benefits and difficulties for relationships and society of living out a belief in the sacredness and worth of all people. Pupils can express their own opinions concerning 	(as Key Stage 3+) <ul style="list-style-type: none"> Pupils can evaluate the extent to which the term 'family' is a good metaphor for support or a circle of love echoing the Trinity; can give examples to explain if they think that a neighbourhood, friends, a school, a church (or religious community) can be a family? Pupils will be able to evaluate how Christians could make relationships decisions in contexts where their beliefs appear to clash: honouring and safeguarding self versus forgiveness and reconciliation.

	<p>about how humans often let themselves down.</p> <ul style="list-style-type: none"> • They can describe simply what the word forgiveness means and talk about fresh starts. • Pupils can talk about why it is good to keep friends and the importance of sticking by people and supporting them unless they really hurt us. 	<p>people can make mistakes and treat others badly.</p> <ul style="list-style-type: none"> • Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace. • Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness. 	<p>this vision for humanity.</p> <ul style="list-style-type: none"> • Pupils can explain the temptations and weaknesses that mean people let each other down; can explain how Christian ideas about the Fall and salvation inform a belief in hope for change and a positive future in behaviours and relationships. • Pupils can explain the causes of conflict, describe contexts when conflict can be positive and give examples of how to manage conflict; can evaluate the usefulness in conflict resolution of ideas of repentance, forgiveness, reconciliation, restorative justice and peace. • Pupils will be able to describe the importance of 	<ul style="list-style-type: none"> • Pupils can reflect on how long should someone keep forgiving, what is a human flaw or foible and what is unacceptable, harmful or criminal. • Pupils can outline strategies for managing feelings of loss; will be able to give examples of Christian beliefs that can support people at times of loss. • Pupils will be able to explain the Christian idea that people are entrusted by God with creating life and that this is a sacred responsibility; will be able to evaluate how having this belief will impact on people's sense of duty and honour as parents. Pupils will be able to evaluate whether holding this belief is an advantage or a burden for parenthood.
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			faithfulness and commitment in relationships and explain why these qualities can make for rich and life-long contentment.	
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