

Relationships Education

Curriculum Plan



SOUTHRIDGE FIRST SCHOOL – RELATIONSHIPS EDUCATION. Long Term Plan

Purpose of study

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of Primary School pupils should:

Families and people who care for me:

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
 - practical steps they can take in a range of different contexts to improve or support respectful relationships.
 - the conventions of courtesy and manners.
 - the importance of self-respect and how this links to their own happiness.
 - 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 those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
 - the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Nursery

Autumn 1	Being Me in My World <ul style="list-style-type: none">• Help Others to feel welcome• Try to make our Nursery community a better place• Think about everyone's right to learn• Care about other people's feelings• Work well with others• Choose to follow the learning Charter
Autumn 2	Celebrating Difference <ul style="list-style-type: none">• Accept that everyone is different• Include others when working and playing• Know how to help if someone is being bullied• Try to solve problems• Try to use kind words• Know how to give and receive compliment
Spring 1	Dreams and Goals <ul style="list-style-type: none">• Stay motivated when doing something challenging• Keep trying even when it's difficult• Work well with a partner or within a group• Have a positive attitude• Help others to achieve their goals• Are working hard to achieve their own dreams and goals
Spring 2	Healthy Me <ul style="list-style-type: none">• Have made a healthy choice• Have eaten a healthy, balanced diet• Have been physically active• Have tried to keep themselves and others safe• Know how to be a good friend and enjoy healthy friendships• Know how to keep calm and deal with difficult situations
Summer 1	Relationships <ul style="list-style-type: none">• Know how to make friends• Try to solve friendships problems when they occur• Help others to feel part of a group• Show respect in how they treat others• Know how to help themselves and others when they feel upset and hurt• Know and show what makes a good relationship

Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • Understand that everyone is unique and special • Can express how they feel when change happens • Understand and respect the changes that they see in themselves • Understand and respect the changes that they see in other people • Know who to ask for help if they are worried about change • Are looking forward to change

Reception

Autumn 1	<p>Being Me in My World</p> <ul style="list-style-type: none"> • Help Others to feel welcome • Try to make our Nursery community a better place • Think about everyone's right to learn • Care about other people's feelings • Work well with others • Choose to follow the learning Charter
Autumn 2	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • Accept that everyone is different • Include others when working and playing • Know how to help if someone is being bullied • Try to solve problems • Try to use kind words • Know how to give and receive compliments
Spring 1	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • Stay motivated when doing something challenging • Keep trying even when it's difficult • Work well with a partner or within a group • Have a positive attitude • Help others to achieve their goals • Are working hard to achieve their own dreams and goals

Spring 2	Healthy Me <ul style="list-style-type: none">• Have made a healthy choice• Have eaten a healthy, balanced diet• Have been physically active• Have tried to keep themselves and others safe• Know how to be a good friend and enjoy healthy friendships• Know how to keep calm and deal with difficult situations
Summer 1	Relationships <ul style="list-style-type: none">• Know how to make friends• Try to solve friendships problems when they occur• Help others to feel part of a group• Show respect in how they treat others• Know how to help themselves and others when they feel upset and hurt• Know and show what makes a good relationship
Summer 2	Changing Me <ul style="list-style-type: none">• Understand that everyone is unique and special• Can express how they feel when change happens• Understand and respect the changes that they see in themselves• Understand and respect the changes that they see in other people• Know who to ask for help if they are worried about change• Are looking forward to change

Year 1

Autumn 1	Being Me in My World <ul style="list-style-type: none">• Special and safe• My Class• Rights and responsibilities• Rewards and feeling Proud• Consequences• Owing our Learning Charter
Autumn 2	Celebrating Difference <ul style="list-style-type: none">• The same as....• Different from...• What is bullying?• What do I do about bullying?• Making new friends• Celebrating difference; celebrating me
Spring 1	Dreams and Goals <ul style="list-style-type: none">• My treasure chest of success• Steps to goals• Achieving together• Stretchy learning• Overcoming obstacles• Celebrating my success
Spring 2	Healthy Me <ul style="list-style-type: none">• Being Healthy• Healthy choices• Clean and healthy• Medicine safety• Road Safety• Happy, Healthy Me
Summer 1	Relationships <ul style="list-style-type: none">• Families• Making friends• Greetings• People who help us• Being my own best friend• Celebrating my special relationships

Summer 2	Changing Me <ul style="list-style-type: none"> • Life cycles • Changing me • My changing body • Boys' and girls' bodies • Learning and growing • Coping with changes
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Year 2

Autumn 1	Being Me in My World <ul style="list-style-type: none"> • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Our learning charter • Owing our learning charter
Autumn 2	Celebrating Difference <ul style="list-style-type: none"> • Boys and girls • Boys and girls • Why does bullying happen • Standing up for myself and others • Making a new friend • Celebrating difference and still being friends
Spring 1	Dreams and Goals <ul style="list-style-type: none"> • Goals to Success • My learning strengths • Learning with others • A group challenge • Continuing our group challenge • Celebrating our achievement
Spring 2	Healthy Me <ul style="list-style-type: none"> • Being healthy • Being relaxed • Medicine safety • Healthy eating • The healthy me café

<p>Summer 1</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Families • Keeping safe – exploring physical contact • Friends and conflict • Secrets • Trust and appreciation • Celebrating my special relationships
<p>Summer 2 Wheels, Wings and other Things</p>	<p>Changing Me</p> <ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • The changing me • Boys' and girls' bodies • Assertiveness • Looking Ahead

Year 3

Year 3	
<p>Autumn 1</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> • Getting to know each other • Our nightmare school • Our dream school • Rewards and consequences • Our learning charter • Owing our learning charter
<p>Autumn 2</p>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • Families • Family conflict • Witness and feelings • Witness and solutions • Words that harm • Celebrating difference: compliments
<p>Spring 1</p>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • Dreams and goals • My dreams and ambitions • A new challenge • Our new challenge • Our new challenge – overcoming obstacles • Celebrating my learning

<p>Spring 2</p>	<p>Healthy Me</p> <ul style="list-style-type: none"> • Being fit and healthy • Being fit and healthy • What do I know about drugs • Being safe • Being safe at home • My amazing body
<p>Summer 1</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Family roles and responsibilities • Friendship • Keeping myself safe • Being a global citizen 1 • Celebrating my web of relationships
<p>Summer 2</p>	<p>Changing Me</p> <ul style="list-style-type: none"> • How babies grow • Gender • Family stereotypes • Looking ahead

Year 4

<p>Autumn 1</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> • Becoming a class 'team' • Being a school citizen • Rights, responsibilities and democracy • Rewards and consequences • Our learning charter • Owning our learning charter
<p>Autumn 2</p>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • Judging by appearances • Understanding influences • Understanding bullying • Problem-solving • Special me • Celebrating difference: how we look
<p>Spring 1</p>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • Hopes and dreams • Broken dreams • Overcoming disappointment • Creating new dreams • Achieving goals • We did it!

Spring 2	Healthy Me <ul style="list-style-type: none">• My friends and me• Group dynamics• Smoking• Fit for life• Healthy friendships• Celebrating my inner strength and assertiveness
Summer 1	Relationships <ul style="list-style-type: none">• Relationship web• Love and loss• Memories• Are animals special?• Special pets• Celebrating my relationships with people and animals
Summer 2	Changing Me <ul style="list-style-type: none">• Unique me• Growing and changing• Who can I trust• Circles of change• Accepting change• Looking ahead