



*Elmley Dray  
School*

## **The Relationships Curriculum for Key Stage 2 : Year 5 and 6**

Within The Stefan Taye School students within Key Stage 2 will be taught about what a relationship is, what friendship is and what family means. They will also learn about safe people who are there to support them through their education, health and care.

Our students will be taught to take turns, how to treat people with respect, kindness, consideration, tolerance and acceptance. The importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Due to the challenges that our students have to overcome every day, they will learn about personal space, boundaries, showing respect and accepting themselves and others regardless of differences.

Working with the online safety, ICT curriculum, students will be taught about the difference between friendships with are social media based only. Teachers will also discuss about how to not share pictures with others.

Taking into account the dynamics of the modern family, the understanding of the different types of family groupings will focus on that families are where the nurturing environment for children is found. Again when discussing families tolerance, acceptance and valuing differences in family make ups will be taught within PHSE and Relationship lessons.

Students who attend The Stefan Taye School very often have negative feelings with respect to their personal attributes and lessons will develop learners to develop self respect, self worth and self esteem whilst valuing the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

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.

Within The Stefan Taye School students will be taught how to use an APP which will support them reporting any concerns about emotional, physical and sexual abuse. The school also provides a range of emails which are available to students and parents which are:

[bullying@stefantayeschool.co.uk](mailto:bullying@stefantayeschool.co.uk)

[safeguarding@stefantayeschool.co.uk](mailto:safeguarding@stefantayeschool.co.uk)

[wellbeing@stefantayeschool.co.uk](mailto:wellbeing@stefantayeschool.co.uk)

The learners will all know about the range of ways that they can raise concerns within the school and who they are able to speak to about their concerns. Staff who are DSLs will be wearing Safeguarding Lanyards. Staff who are part of the Wellbeing Team will wear badges which indicate that they are people they can call upon to seek advice and

## The Framework

<b>Families and people who care for me</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>● that families are important for children growing up because they can give love, security and stability</li><li>● 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</li><li>● 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</li><li>● 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</li><li>● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
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<b>Caring friendships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>● how important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>● 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</li><li>● 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</li></ul>
<b>Respectful relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>● 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</li><li>● practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>● the conventions of courtesy and manners</li><li>● the importance of self-respect and how this links to their own happiness</li><li>● 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</li></ul>

	<ul style="list-style-type: none"> <li>● 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</li> <li>● what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
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<p><b>Online relationships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● 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</li> <li>● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● how information and data is shared and used online</li> </ul>
<p><b>Being safe</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● 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</li> </ul>

	<ul style="list-style-type: none"><li>● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>● how to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>● how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li><li>● how to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>● where to get advice, for example family, school or other sources</li></ul>
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### **Managing difficult questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school will answer questions with age appropriate honesty and this will influence the need to cover some specific concerns or questions that learners have about any aspect of relationships. Some of the more challenging lessons will be delivered in small groups or one to one to ensure that there is comprehension. Difficult challenging questions will also be reported to parents with the response given so that families are able to prepare for the same challenging questions in the home.