

# **St. John Chrysostom Federation**



## **Relationship and Health Education Policy**

## **This policy has been developed through consultation with:**

- Children
- Parents
- Governing body
- Staff

The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and guidance from the PSHE Association.

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education and Health Education (RSHE) is underpinned by two key biblical passages:

*So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV) I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)*

All school staff, parents and carers have been made aware of this policy, which is available to view via the Federation website, paper copies are also be available at the school office.

## **Rationale**

Relationships & Health Education (RHE) is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that ‘Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being’.

Our Relationships & Health Education curriculum adopts an holistic approach that promotes positive health and wellbeing.

## **Definition of Relationship Education:**

Relationships Education is learning accurate and age-appropriate skills, exploring values and attitudes, acquiring knowledge about the body, reproduction and the life cycle. Relationships Education gives children and young people essential skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives. Learning how to stay safe on and offline in the digital world in which they live.

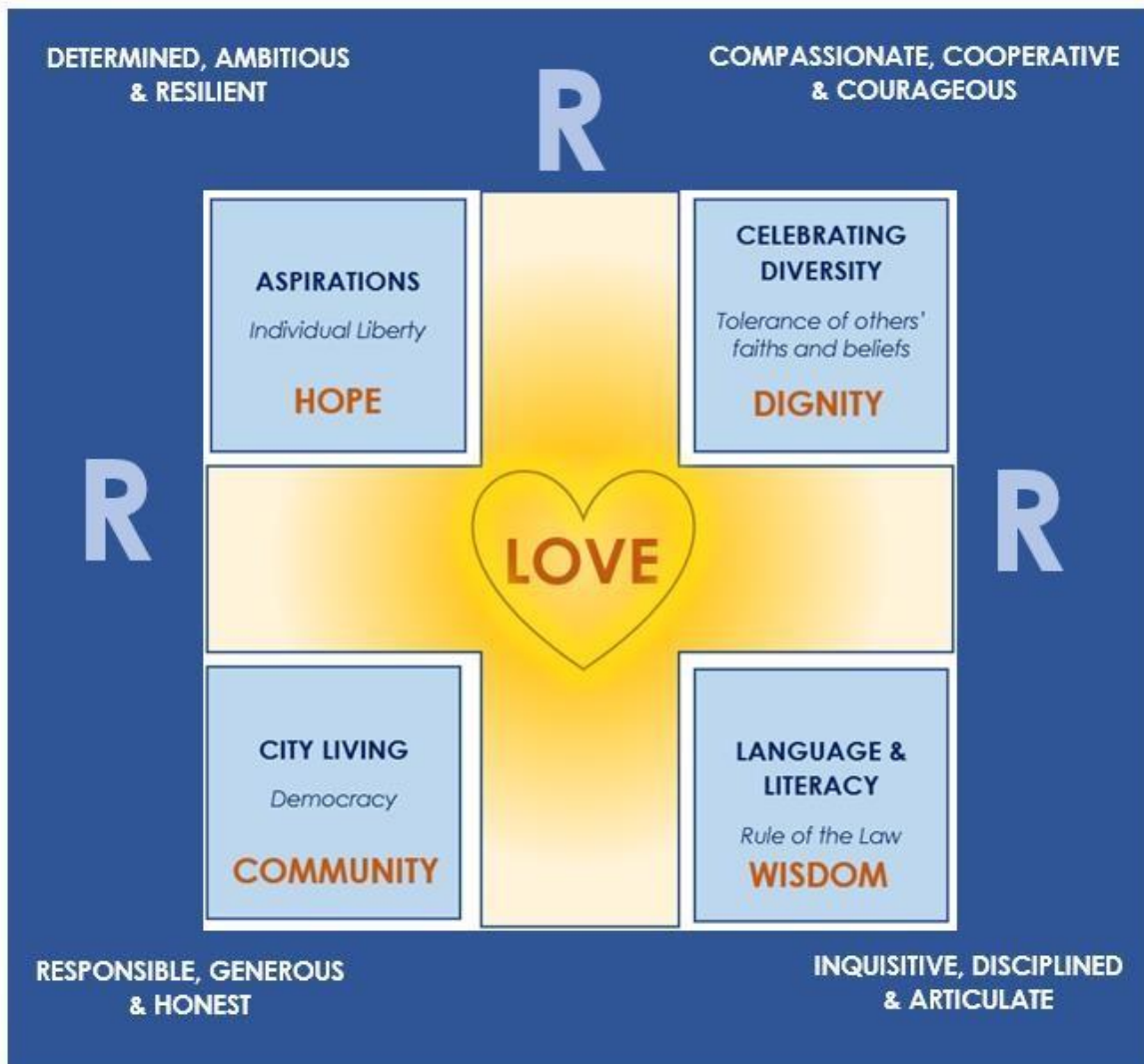
## **Definition of Health Education:**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to

understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

### Our school setting

St John Chrysostom Federation serves children from the two schools St. John's C of E Primary School and St. Chrysostom's C of E Primary School. There is a diverse mix of children and families with increasing numbers who are new to the area and the country. The federation has a high proportion of its pupils on free school meals and a high proportion have been identified as having Special Educational Needs. Despite our schools being Church of England, Christian settings, a large proportion of our children and families follow the Islamic faith. The Federation will ensure that relationships education meets the needs of all children within our communities.



## **Aims and Objectives of this Policy**

The overall aim of this Relationships & Health Education policy is to enable effective planning, delivery and assessment of RHE.

### **Our Relationships & Health Education programme aims to equip our pupils with skills to prepare students for an adult life in which they can**

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/consent.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- To reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.
- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy

Teaching staff within our school will be confident in planning, delivering and assessing the Relationships Education curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents questions, responding appropriately.

## **Morals, Values, and Equalities Framework**

Relationships & Health Education strives to reduce intolerance and discrimination based on sexual orientation, disability, cultural or religious denomination.

Through Relationships Education, St John Chrysostom Federation is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The Relationships & Health Education curriculum (Appendix1) will reflect the values of our PSHE curriculum and will be taught within the context of

relationships.

- The Relationships Education at St John Chrysostom Federation primary reflects our ethos, and encourages children to explore faith, cultural perspectives in a respectful way.
- Relationships Education will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

### **Delivery of Relationships & Health Education**

Many aspects of Relationships & Health Education are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child and respond in a timely manner to questions that may arise from these lessons to reinforce learning.

Relationships & Health Education is delivered by class teachers and at times with the support of the school nurse in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups (menstruation).

Ground Rules are used in all PSHE and Relationships & Health Education lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality, if a disclosure is made then the school child protection/safeguarding procedures must be followed.

Relationships & Health Education are taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

Pupils are able to ask anonymous questions by writing a note for the class worry / question box. This box is found in every classroom. Younger pupils use worry dolls to verbally discuss with adults.

Resources used are flexible in order to meet the needs of the pupils and curriculum. Lessons are differentiated to ensure they are accessible to all.

Correct medical/scientific and inclusive language will be used throughout the Relationships & Health Education PSHE curriculum.

Relationships & Health Education is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, active teaching and learning, role play/scenarios, card sorting, link texts (No Outsiders scheme) and small groups and whole class discussions.

Across both Key Stages, pupils will be supported to develop skills including, recognising and assessing potential risks, assertiveness, self-respect and

managing conflict.

External agencies can be invited to support or enhance the delivery of relationships education. These include: the school nurse, the police, NSPCC. External agencies and visitors are invited to make themselves familiar with and understand the school's Relationships Education policy and Child Protection Policy and work within these policies.

All input into RHE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

## **Parental involvement**

The Federation is committed to working with parents who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and Relationships Education programme.

To promote effective communication and discussion between parents and their children, we notify parents through information sessions, letters and the school website about what particular aspects of Relationship Education will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parents are also informed that the Relationships & Health Education curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our Federation.
- To ensure our Federation works in line with the Equality Act (2010).
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

## **Parent right to withdraw**

From September 2020, parents will no longer have the right to withdraw their child from relationships education at primary school (DfE, 2019).

## **Menstruation and Period Poverty**

Period poverty is estimated to affect around 1 in 10 women in the UK. With over 50 food banks in Greater Manchester it is an issue we take seriously as a school.

Pupils are beginning to menstruate as early as in Year 4.

Pupils who are menstruating can obtain sanitary products, as part of the DfE free period products campaign (2020), from any member of staff. Sanitary bins are provided along with guidance on safe usage.

## **SEND**

Our Federation currently provides additional and/or adapted provision for children with a wide range of needs. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding.

## **Evaluating and monitoring learning**

To ensure that the curriculum content and teaching is effective, the delivery of Relationships & Health Education will be assessed and evaluated in the classroom. Pupil evaluation of Relationships & Health Education is carried out via surveys and

discussions.

The school will use pupil voice to influence and amend learning activities through questioning, draw and write activities, entrance and exit tickets, mind maps, and discussion.

Relationship & Health Education is monitored on an annual basis by the PSHE Coordinators in the Federation to ensure that the content is relevant for the pupils and resources are updated.

### **Pupil Involvement**

We involve pupils in the development of the Relationships & Health Education curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

Relationships & Health Education is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the Relationships & Health Education work, in addition to those already used in the classroom.

### **Equalities Act**

The Relationship & Health Education policy promotes equal opportunities and the school ensures that the teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, experiences or family background.

Inappropriate actions and bullying are not tolerated at St John Chrysostom Federation and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and anti-bullying.

### **Confidentiality and Child Protection Issues**

A child's confidentiality may not always be maintained by the teacher or member of staff concerned. Relationship & Health Education discussions or lesson content may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If this occurred or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must inform the named Designated Safeguarding Lead and follow the procedure set out in the Safeguarding and Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.



## **Process of professional development for Staff**

Staff are updated via email and staff meetings of developments in key aspects of Relationship & Health Education, including links with safeguarding, inclusion, equality, child protection and anti-bullying.

Regular staff training is provided at staff meetings and INSET days by external organisations, such as healthy schools.

## **This Relationship & Health Education Policy is supported by and links to the:**

Federation Safeguarding and Child Protection Policy

Federation Relationships Education, Relationships and Sex Education Guidance (RSE) and Health Education – DfE statutory guidance (2019)

Federation Behaviour Policy

Date Approved:	June 2023
Date of review:	September 2024
Approval : Governing Body	

## Appendix A

### Relationships and Health Education

#### Year 1

#### Year 1 - Lesson 1

#### Who are the people in my life that love and care for me? (family)

##### **PSHE Programme of Study Links:**

**KS1 R2.** to identify the people who love and care for them and what they do to help them feel cared for

**KS1 R3.** about different types of families including those that may be different to their own

**KS1 L6.** to recognise the ways they are the same as, and different to, other people

##### **Learning Objectives:**

To learn about the people in my life that care for me and love me.

##### **Learning outcomes:**

I can...

- ✓ Identify the important relationships in my life and those that provide love.
- ✓ Describe a family and understand that all families are special and different.
- ✓ Recognise the different ways our that people care for us and how we can care for them in return

#### Year 1 – Lesson 2

#### What are the differences and similarities between people?

##### **PSHE Programme of Study Links:**

**KS1 R23.** to recognise the ways in which they are the same and different to others

**KS1 L6.** to recognise the ways they are the same as, and different to, other people

##### **Learning objectives:**

To learn about the similarities and differences between themselves and other people.

##### **Learning outcomes:**

I can...

- ✓ Identify similarities and differences in people
- ✓ Recognise that we are all equal and that it is acceptable to be different
- ✓ Respect and value difference

#### Year 1 – Lesson 3

#### What are the similarities between girls and boys? (body parts)

##### **PSHE Programme of Study Links:**

**KS1 R23.** to recognise the ways in which they are the same and different to others

**KS1 H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

##### **Learning Objectives:**

To learn about the similarities between boys and girls.

## **Learning Outcomes:**

I can...

- ✓ Describe similarities and differences between ourselves and others
- ✓ Name the main parts of the body
- ✓ Name body parts including male and female genitalia

**Year 1 vocabulary – penis, vulva, testicles, vagina, genitals**

## Relationships and Health Education

### Year 2

#### Year 2 – Lesson 1

##### What is private? (Body Parts)

###### **PSHE Programme of Study Links:**

**KS1 R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

**KS1 H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

**KS1 R15.** how to respond safely to adults they don't know

**KS1 R16.** about how to respond if physical contact makes them feel uncomfortable or unsafe

###### **Learning Objectives:**

To learn about what parts of our bodies are private.

###### **Learning outcomes:**

I can...

- ✓ Recognise I have the right to protect my body from inappropriate or unwanted contact.
- ✓ Label the parts of the body that are private
- ✓ Explain who they would speak to if their privacy was not respected

#### Year 2 – Lesson 2

##### What happens when the body grows young to old?

###### **PSHE Programme of Study Links:**

**KS1 H8.** about the process of growing from young to old and how people's needs change

###### **Learning Objectives:**

- ✓ To explore how all living things including humans start life as babies

###### **Learning outcomes:**

I can...

- ✓ Recognise how all living things including humans start life as babies
- ✓ Identify key stages in the human life-cycle (baby, child, adult)
- ✓ Explore how I have changed since I was a baby

#### Year 2 – Lesson 3

##### What is fair, unfair, kind and unkind? (friendship)

###### **PSHE Programme of Study Links:**

**KS1 R4.** to recognise what is fair and unfair, kind and unkind, what is right and wrong

**KS1 R12.** to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

###### **Learning Objectives:**

- ✓ To recognise when something is unfair or unkind.
- ✓ To know how to respond if someone was being unkind and who to tell about this.

**Learning Outcomes:**

**I can...**

- ✓ Recognise what is fair and unfair behaviour
- ✓ Give examples of kindness and unkind behaviours

**Year 2 vocabulary – penis, vulva, testicles, vagina, genitals**

## Relationships and Health Education Year 3

### Year 3 – Lesson 1

#### What is personal space?

##### **PSHE Programme of Study Links:**

**KS2 R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

**KS2 R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

**KS2 R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

##### **Learning Objectives:**

To learn about what is meant by personal space.

##### **Learning Outcomes:**

I can...

- ✓ List reasons why touch is important
- ✓ Describe what kind of physical contact is acceptable or unacceptable.
- ✓ Describe how to respond to unwanted contact.
- ✓ Define what is personal space and personal boundaries.

### Year 3 – Lesson 2

#### Year 3 – Lesson What does a healthy relationship look like?

##### **PSHE Programme of Study Links:**

**KS2 R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

**KS2 R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

**KS2 R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

**KS2 R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

**KS2 R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

##### **Learning Objectives:**

To learn about what a healthy relationship looks like and what skills are required to maintain a relationship.

##### **Learning Outcomes:**

I can...

- ✓ Recognise different types of healthy relationships
- ✓ Describe what makes a relationship unhealthy
- ✓ Understand how to develop positive relationships, including recognising and responding to someone feeling lonely.
- ✓ Identify who to talk to if worried and required support

### **Year 3 - Lesson 3**

#### **Why is being equal important in relationships?**

#### **PSHE Programme of Study Links:**

KS2 R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

#### **Learning Objectives:**

To learn about the importance of equality.

#### **Learning outcomes:**

I can...

- ✓ Listen to others and respond or challenge other views appropriately.
- ✓ Define the meaning of respect in relationships and the importance of working with others collaboratively.
- ✓ Understand the importance of respecting other people's feelings.

#### **Year 3 vocabulary – no new health vocabulary introduced**

## Relationships and Health Education

### Year 4

#### Year 4 – Lesson 1

##### What is diversity?

###### **PSHE Programme of Study Links:**

**KS2 L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

**KS2 R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

**KS2 R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

**KS2 R34.** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

**KS2 R2:** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

**KS2 R7.** to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

###### **Learning Objective:**

To learn about the importance of diversity and celebrating difference.

###### **Learning Outcomes:**

- ✓ Identify similarities and differences between people.
- ✓ Recognise diversity within our communities
- ✓ Describe different groups to which we are part of in our communities.
- ✓ Demonstrate respect for difference and communicate this to others

#### Year 4 – Lesson 2

##### Do boys and girls have different roles?

###### **PSHE Programme of Study Links:**

**KS2 L9.** About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

**KS2 L10.** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

###### **Learning Objective:**

To learn about the roles played by boys and girls.

###### **Learning Outcomes:**

- ✓ Identify simple gender stereotypes
- ✓ Define the meaning of the words 'stereotype' and 'discrimination'
- ✓ To reflect on what we feel about difference and that different things contribute to our identity
- ✓ Challenge stereotypical thinking



## **Year 4 – Lesson 3**

### **What changes happen to my body?**

#### **PSHE Programme of Study Links:**

**KS2 H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

**KS2 H34.** about where to get more information, help and advice about growing and changing, especially about puberty

**KS2 H31.** about the physical and emotional changes that happen when approaching and during puberty

#### **Learning Objective:**

To learn about the changes that happen to my body when I become an adult and how to maintain my personal hygiene.

#### **Learning Outcomes:**

- ✓ Label the main parts of the body and how it differs for boys, girls, men and women
- ✓ Describe key body changes when men and women become adults
- ✓ Explain key steps required to maintain personal hygiene into adulthood.

## **Year 4 - Lesson 4**

### **Periods**

**Year 4 vocabulary – single parents, same-sex parents, step-parents, blended families, foster parents, gender identity and sexual orientation, puberty, personal hygiene, vagina, vulva, penis, testicle, breasts, periods, pubic hair, nipples, internal and external reproductive organs, hormones, ovaries, ovum, fallopian tube, uterus, sanitary towels, sperm cell, human embryo, fertilisation (not how sperm and egg meet), human foetus, blood, vaginal discharge, menstrual cycle**

## Relationships and Health Education Year 5

### Year 5 - lesson 1 What is puberty?

#### **PSHE Programme of Study Links:**

KS2 H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

KS2 H34. about where to get more information, help and advice about growing and changing, especially about puberty.

#### **Learning Objectives:**

To learn about puberty and what it means for me.

#### **Learning Outcomes:**

I can...

- ✓ Label the main parts of the body, including genitalia.
- ✓ Define puberty and list physical and emotional changes that happen to boys and girls during puberty as they change into adults, and able to reproduce.
- ✓ Describe how periods affect girls both physically and emotionally
- ✓ Explain the steps required to look after my body during puberty and how to manage my personal hygiene.

### Year 5 – Lesson 2

#### What are the different relationships in my life?

#### **PSHE Programme of Study Links:**

KS2 R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

KS2 R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

KS2 R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. Feeling lonely and excluded.

#### **Learning Objectives:**

To learn about the different relationships in my life. Be aware of when someone is feeling lonely or excluded and how to respond to this.

#### **Learning Outcomes:**

I can...

- ✓ Identify different relationships in my life.
- ✓ List the roles of those that care for me.
- ✓ Describe what a healthy relationship looks like.
- ✓ Identify who I would approach for help

### Year 5 – Lesson 3

#### What is unwanted touch?

**PSHE Programme of Study Links:**

**KS2 R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

**KS2 R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

**KS2 R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

**Learning Objectives:**

To learn about unwanted touch and where to find support if I need it.

**Learning Outcomes:**

I can...

- ✓ Recognise that my body belongs to me and recall how to protect my body.
- ✓ Describe inappropriate and appropriate touch
- ✓ Explain the right to privacy and where on my body is private

**Year 5 vocabulary – acne, body odour, vaginal discharge, sperm, erection, wet dreams, hormones – testosterone and oestrogen, scrotum, Vas Deferens, womb, cervix, apocrine glands, consent (in regards to unwanted touch)**

## Relationships and Health Education Year 6

### Year 6 - lesson 1

#### What changes happen in my life?

#### **PSHE Programme of Study Links:**

**KS2 H35.** about the new opportunities and responsibilities that increasing independence may bring

**Learning Objectives:** To learn about how responsibilities, rights and duties are part of our lives now and how they will change in the future

#### **Learning Outcomes:**

I can...

- ✓ Identify how as we grow and change we have increased independence and responsibilities.
- ✓ Describe how to keep safe with increased independence
- ✓ Explain why I have more responsibilities as I grow older.
- ✓ Identify reasons why transition may be challenging

### Year 6 – Lesson 2

#### What happens in a loving relationship (incl. marriage) and what is forced marriage?

#### **PSHE Programme of Study Links:**

**KS2 R5.** that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

**KS2 R6.** that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

**KS2 R19.** that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

**KS2 R20.** that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

#### **Learning Objectives:**

To learn about how a loving relationship might result in marriage and what is meant by 'forced marriage'.

#### **Learning Outcomes:**

I can...

- ✓ Identify the positive qualities and expectations for different relationships.
- ✓ Describe different types of relationship, including marriage
- ✓ Explain the similarities and differences between friendships and intimate relationships
- ✓ Define forced marriage.

**Year 6 vocabulary – responsibilities, independence, transition (between schools), adulthood, marriage, civil partnership, forced marriage**