









What should we know?	Connections	What should we be able to do?
<ul style="list-style-type: none"> • Our school's Christian foundation holds the belief that we are continually invited into a relationship with a God whose love never fails. (Ethos) • There are different types of committed, stable relationships that can contribute to human happiness and are important for bringing up children. • How to judge whether other children, adults or sources of information are trustworthy; whether a relationship is safe (and to recognise this in others' relationships); and how to seek help and advice, including reporting concerns about others if needed. • What marriage is, including the legal status of marriage, who can marry under UK law (Citizenship), that it is an important relationship choice that should be entered into freely; the characteristics and legal status of other long term relationships. • For many Christians marriage is a sacrament, a holy bond before God; there are various vows and rituals shared in different ceremonies by Christians and by those of other beliefs. (RE) • For some people the single life is a positive choice. • People of differing beliefs do not always agree about the significance of marriage and whether same-sex couples can be married. (RE) • Stereotypes based on gender, race, religion, sexual orientation or disability can cause damage and we should expect and give respect in school and in wider society. (UK Law Citizenship) • There are different types of bullying (including cyberbullying) and they have an impact; bystanders have a responsibility to report bullying; how and where to get help. • The online rights, responsibilities and opportunities (UK Law - Citizenship); having the same expectations of behaviour online as offline. 	<p> Different types of committed relationship</p> <p> Marriage and the Law in the UK</p> <p> Different Christian beliefs, vows and rituals</p> <p> Other weddings, rituals and beliefs in society</p> <p> Different beliefs about same-sex relationships/marriages/sex</p> <p> Single life</p> <p> Stereotyping: the Law and the school's beliefs</p> <p> The impact of bullying and how to stand up</p>	<ul style="list-style-type: none"> • Explain that for our school's Christian foundation there is a concept of relationship that is beyond human; people can have a relationship with a God whose love will never fail. (Ethos) • Describe and offer a personal evaluation of the different kinds of committed, stable relationships that exist and that can contribute to human happiness; explain why they might be a healthy context for raising children. • Show understanding that not all people or sources of information are trustworthy; describe contexts where someone might be unsafe; explain how someone could seek help or advice, including if the concern was for someone else. (Safeguarding) • Explain the UK legal definition of marriage and who can enter into it; explain the legal status of other long-term relationships; evaluate these options. (Citizenship) • Explain different Christian beliefs and rituals for marriage; describe the vows that people make and consider how they might affect a marriage; 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) • Consider the benefits and demands placed on people for whom the single life is their vocation, their choice or their found experience. (RE) • Explain that people hold different religious and cultural beliefs about sex before marriage and about same-sex relationships and marriage. (RE) • Describe the negative impact that stereotyping can have and how it can be detected, addressed and reported when observed; explain the legal (UK law Citizenship) rights to respect and equality. • Explain the impact that different types of bullying can have on people (including cyberbullying); explain how a non-bystander would behave when observing bullying; describe how to report bullying; explain what having high expectations of behaviour means when online.

Vocabulary	Definition
Stereotype	Labelling an individual or a group of people and having a simplified opinion that “They are all...”
Bullying	Behaviour that treats someone or makes someone feel as if they are worth less than others
Marriage	An inter-personal union that forms a familial bond and is recognised legally and socially and, in some cases, religiously. It grants the participating partners mutual rights and responsibilities.
Co-habitation	To live together as if married but without legal or religious sanction
Sacrament	A religious sign or symbol (especially associated with Christianity) which is believed to give divine grace as well as represent it.
Theological vocabulary	Definition
Created	Our school believes that we have been created and are carefully made.
Dignity	Our school believes that we need to see and treat ourselves and others with huge respect, as people who are crafted by God.
Worthy	Having great value; we are all worthy of looking after and protecting.
Community	We are a part of a group and our relationships have an impact on others. We should try to show kindness and help everyone feel happy and safe. Jesus taught “Love your neighbour as yourself” (Matthew 22:37-39).
Wisdom	Knowing what is true or right and discerning what are good actions; understanding how one might be ‘played’ and making loving choices.
Frail	People can make poor choices about their wellbeing, and the wellbeing of others - this is part of being human.
Forgiveness	We can start again if we recognise our bad choices and try not to make them again. Christians believe God can help us live with more care for ourselves and others.
Faithful	Staying true to someone and sticking by them; being loyal and constant even when it is difficult.
Expansive	God wants us to work towards wholeness and reconciliation with others, especially those who let us down or who we let down. 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.