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| **Strand** | **Key Stage 1** | **Key Stage 2** | **Key Stage 3** | **Key stage 4** |
| **Family** | 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 unsafe or unhappy in their family. | Pupils can explain that a feature of positive family life is caring relationships. They can describe the different ways in which people care for one another.  Pupils can discuss and evaluate the different ways that you can show appreciation to those who care for you.  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).  Pupils can demonstrate that they canrecognise shared characteristics of healthy family life, including  commitment, care, spending time together; being there for each other in times of difficulty(etc)  Pupils can explainhow to recognise if family relationships are making them feel unhappy or  unsafe, and can show that they know how to seek help or advice | 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, including loss, separation, disappointment, divorce and bereavement within a family. Pupils can suggest strategies for managing these and can describe how to access support. | Pupils can explain the differences between biological families or 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: the family of a tutor group, school, of God (God as Father). The Church or Humankind, a neighbourhood/ a Country or a group of friends can be family.  Pupils can analyse whether allegiance to a biological family is the same as an allegiance to another type of family (a closely knitted community of friends, school grouping or a church or religious family etc ). Pupils can analyse and explain what they think is the strongest type of family and how “families” can intersect. |
| **Friendship** | 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 they will like  Pupils can describe how to recognise if someone is lonely, they can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity.  Pupils can talk about what you can do if you fall out with your friend | 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 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 fallings out and can describe how someone can make peace again and not resort to violence.  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: list some of the behaviours that should never be acceptable. | XXXXXXXXXXXXXXXXXXXXX  Schools may choose to teach Friendship in KS3 rather than KS4 | Pupils can analyse what creates and maintains good friendships (including online). Describe the positive qualities, and steps that can be taken, that 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. Describe contexts where it might be best to end a relationship. Talk through how it feels to lose a friend and how to live with loss. |
| **Relationships and Marriage** | XXXXXXXXXXXXXXXXXXX | 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 good for people, through relationships people have fun, they learn who they are, how to be less selfish, to think of others and learn about forgiveness.  Pupils can explain the benefits and joys that can come from not being married or in a long term relationship.  Pupils can explain about the significance of special ceremonies of promises and rituals to mark marriage that are held in the Christian (and at least one other tradition or worldview). (RE) | Pupils can describe and offer a personal evaluation of the different kinds of committed stable relationships that exist and can contribute to human happiness. The can explain why they might be a healthy context in which to raise children.  Pupils can explain the UK legal definition of marriage (Marriage (same-sex couples) Act 2013) and describe who can and cannot who can 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 about the different Christian beliefs and rituals for marriage. They can describe the vows that people take and consider how that might affect a marriage if people lived by those promises. Pupils can explain the rituals and promises taken by people who are not Christian (eg Hindu/Muslim or Jewish and Humanist) and consider how they might affect a marriage. (RE)  Pupils can consider the benefits and demands placed on people for whom the single life is their vocation, their choice or their found experience (RE)  Pupils can explain that people hold different religious and cultural beliefs about sex before marriage, same sex relationships, marriage and divorce.(RE) | XXXXXXXXXXXXXXXXXXXXX |
| **Anti-Bullying** | 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 because someone has been unkind to them | 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 explain 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 themselves safe and ask for help when bullied  Pupils can describe how not to be a bystander when someone else is bullied  Pupils can explain how to report bullying and support the person who has suffered unkindness. | Pupils can demonstrate that they recognise bullying, and its impact, in all its forms; they 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 groups and how it can be detected, addressed and reported when observed.  Pupils can explain the legal right of respect and equality for all protected groups (British Values - Citizenship)  Pupils can explain about the unacceptability of prejudice-based language and behaviour, offline  and online, including sexism, homophobia, biphobia, transphobia, racism, ableism  and faith-based prejudice (Citizenship)  Pupils can explain how a non-bystander would behave when observing bullying and what actions they might take.  Pupils can describe how to report bullying and explain what having high expectations of behaviour means when online. | XXXXXXXXXXXXXXXXXXXXXX |
| **Making Good Boundaries** | Pupils can talk about how their bodies belong to them, are incredibly special and need to 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 | 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. | XXXXXXXXXXXXXXXXXXXXX | 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** | XXXXXXXXXXXXXXXXXXX | XXXXXXXXXXXXXXXXXXXX | XXXXXXXXXXXXXXXXXXXXX | 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.  Pupils can describe the implications of young parenthood and list the services that offer support for new parents and families |
| **Key underpinning beliefs** | Pupils can talk about the fact that most Christians believe that **God** loves people and that God has always loved them as an individual and always will.  Pupils can talk about why other people are special too (and how most Christians believe that they are **created** by 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 about how humans often let themselves down.  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. | Pupils can explain Christian (and other faiths’) beliefs in an **eternal Love**, that cannot be broken, and 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 most Christians believe in the 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 believe in the **Fall**  and talk about how all people make mistakes and are treat others badly.  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 your community. They can explain what behaviours might endanger **faithfulness** and why it is important for building security, trust and happiness. | 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; they can outline alternative views about that which sustains people and can express their own opinions.  Pupils can evaluate the benefits and difficulties for all relationships and society of living out a belief in the **sacredness and worth** of all people. Pupils can express their own opinions concerning this vision of humanity.  Pupils can explain the **temptations and weaknesses** that mean that people let each other down. Pupils 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, can describe contexts when conflict can be positive, and how to manage conflict, giving examples. They can evaluate the usefulness of ideas of **repentance, forgiveness, reconciliation, restorative justice and peace** in conflict resolution.  Pupils will be able to describe the importance of **faithfulness and commitment** in relationships and explain why these qualities can make for rich and life-long contentment.. | As Key Stage 3 +  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 a neighbourhood, friends, a school, a church (or religious community) truly be a Family? Pupils will be able to give examples to support their argument.  Pupils will be able to evaluate how Christians could make decisions in contexts where their beliefs appear to clash. “**Sacredness and worth of self**” v “**Forgiveness and Reconciliation**”  How long should someone keep forgiving? What is a human flaw or foible and what is unacceptable and harmful (even criminal).  Pupils can outline strategies of how to manage feelings of loss. Pupils will be able to give examples of **Christian beliefs that can support people at times of loss.**  Pupils will be able to explain a Christian idea that people can be **entrusted with creating life** by God and that this s a sacred responsibility. They 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. |