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| Learning Objectives | Learning Activities, Ideas and Resources | Learning Outcomes |
| Families | | |
| * That through the love, care and nurturing of those we live with many people are given the security of family. * That there are many different types of happy caring families where children have good childhoods. * List the places that people can go to for help and get support whenever relationships in families, with friends online or with strangers make them feel lonely, unhappy, pressured or uncomfortable.   **Key Words** Family, care, single parent families, same-sex parent families, foster families, step-parents and blended families, multi-generational families, consensus, respect, love  **Key Values** Compassion, Thankfulness  **Theological Drivers,** God (Eternal), Creation (Created), People of God (Expansive), Gospel (Included), Kingdom of God (Faithful) | ***The topic of Families is always difficult and sensitive - it is worth ensuring you really know your cohort and it maybe that some children may find this an extremely difficult topic; depending on their context, some may need extra support.***  **Recap from learning in KS1** Can you remember what we learnt about families in KS1?  A) Ask Children to think of as many different types of families that they can think of - 5 minutes in groups. Collect these on a white board.  Show this clip  <https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-family-different-families-same-love/zhbt8xs>  Did the children and adults on this film think of the same kinds of families that we had thought of? (As in KS1 materials, pupils may identify School as Family and Church/other religious or community group as some people’s family - it maybe that this more general idea of family is raised as an extra/other family.)  Were there any that they missed - were there any that we missed? Add to our list.  B) What are families like?  Ask pupils in groups of four to make a consensus map of families : Before this activity - model the idea of a consensus map, i.e.: “Weekends are for ….”    Family 1 Family 2  What is shared?  Family 4  Family 3  *The ideas for activity are taken from* [*https://www.educateandcelebrate.org/product/recipe-for-a-family/*](https://www.educateandcelebrate.org/product/recipe-for-a-family/)  C) Based on the consensus map - write a recipe for a family that all pupils can agree upon. (Citizenship - British Values) Why should we show respect for other people’s families?    D) What should someone do if their family is not like our recipe, for example, if they feel very unsafe or unhappy in their family? Who can they tell? And what might they say or write? (Explain who they can talk to in school and offer them <https://www.childline.org.uk/>.)  E) Ask pupils this question: **Who shows us love?** List some names - from home, relatives, friends, childminders, School lunchtime Supervisors TAs, teachers, after-school club workers, etc.  **How do they show us love? What do they do for us?**  **https://youtu.be/uhCQuGTIGl0**  Can we classify the way people show us love under these headings:  Saying nice things, Hugs, Spending time with someone, Doing kind things, Giving Gifts.  Would we like to make any other classifications?  *Headings have been drawn from this resource Gary Chapman, The Five Love Languages (Moody Publishers 2004)*  **How can we show love?** What ways can we show them we are grateful for their love and show them love back? Chose one person (in your family) who has shown you love and choose how you will show it back this week. “Person’s name: I pledge to …………………………. ………………………….. this week because you showed me love in this way ………………………………… Thank you.  **Extension Question**  Do all people show or like to be shown love in the same way? Can you think of examples?  How can you ensure that you show someone love in the way that they will most appreciate and understand? | *These activities will help pupils to*  *work towards achieving the following*  *expected outcomes:*  *Emerging*   * *Talk about how we can show care and thanks to people who show us love in our families* * *Describe different families to our own and talk about how we can show them respect* * *Describe where to go for help if you feel unhappy or unsafe in your family*   *Expected*  *Explain that a feature of positive family life is caring relationships. Describe the different ways in which people care for one another.*   * *Discuss and evaluate the different ways that you can show appreciation to those who care for you.* * *Explain why it is important to recognise and give respect to different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families, etc.).* * *Explain how to recognise if family relationships are making you feel unhappy or unsafe, and show that you know how to seek help or advice.*   *Exceeding*   * *Explain why different expressions of care may be interpreted differently by members within the same family.* |
| Learning Objectives | Learning Activities, Ideas and Resources | Learning Outcomes |
| Friendship (Year 3/4) | | |
| * What the characteristics of good friendship are * That it is good to be kind in our friendships and not leave people out and feeling lonely * That friendships have ups and downs, and that we can learn from these, but it is never right to be violent * How to know who to trust in our relationships and to work out what to do when we are uncomfortable or unhappy - how to solve conflicts and how to seek help   **Key words** truth, respect, loyalty, kindness, generosity and shared interests, compatibility, high expectations, repentance  **Key Values** Friendship, Truthfulness, Forgiveness, Peace, Reconciliation, Trust  **Theological Drivers** Creation (Created) Fall (Frail) People of God (Expansive) Salvation (Forgiven) Kingdom of God (Faithful) | **Recap on what we learnt in KS1 about Friendship**  Select Materials from <https://rshp.scot/second-level/#friendships>  Part 1 What is a friend? and Part 2 Making and Keeping Friends  This will mainly help meet the learning outcomes.  You can add to this by using an adapted activity from the **Love and Sex Matters** **Downloadable worksheets** on this website KS2 4.1 , 4.2  **Aims**  To explore what we look for in a friend and what compatibility is, and whether we can be friends with people who are very different to us and what we might gain by being expansive and inclusive.  **Method**  Pupils in groups of 4. Create a person who they are going to take out to make friends with others. (Sheet 2.4.1)  10 mins  They take their person out to meet at least 4 different people 10 minutes  They decide in their groups who they could most easily be friends with and why.  Who they would struggle to be friends with and why. (Sheet 2.4.2)  Feedback - what might someone learn / gain by being friends with… Who they did not think they wanted to be friends with initially? How could someone find ways of enjoying being with someone quite different to them? Give examples from the lesson.  How can we be open and expansive in the way we think about who we can be friends with? Return to key starting question, “What is a Friend?”  **Forgiving Friends?**  Key question for each scenario - Should you forgive? What else might you need to know? How can you reconcile (make friends again)?  Offer pupils these **5 Scenarios (**ask different tables to start with a different scenario):  *1. My best friend has decided that the new person in the class is cooler than me, so he/she doesn’t want to hang out with me anymore.*  *2. My friend went in my coat pocket and took my last two toffee eclairs that my grandma had given me before school.*  *3. My best friend called me a racist name, they have done it before and said sorry, but this is the fifth time.*  *4. Someone I thought was my friend has not invited me to their birthday party.*  *5. My friend pushed me off the play equipment and I broke my arm.*  ***Feedback from Scenarios -*** *pupils offer what they have discussed.*  ***Summary Question*** *Is there any behaviour(s) that would be really hard/impossible to forgive? What might you need to do then? (Suggestions - pray - let them go in love - stay away - protect yourself?)*  **Extension Activity**  What are the 5 most common reasons friends fall out??  For each one suggest a peaceful resolution. | *These activities will help pupils to*  *work towards achieving the following*  *expected outcomes:*  *Emerging:*   * *Describe a good friend* * *Talk about good ideas for how to make up after you have fallen out with someone*   *Expected*   * *Describe what makes a good friendship including trust, truth, respect, loyalty, kindness, generosity and shared interests* * *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* * *Explain some different ways in which friends can cope when there are fallings out and describe the importance of trying to forgive and how people can make peace again and not resort to violence.* * *Describe what it means to have high expectations in friendships and family: list some of the behaviours that should never be acceptable.*   *Exceeding*   * *Order the possible reasons that people fall out from most common to least common and try to offer solutions for reconciliation for each* |

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| Lesson Objectives | Learning Activities, ideas and Resources | Lesson Outcomes |
| Relationships and Marriage | | |
| * That marriage is a formal and legal commitment which is intended to be lifelong * That relationships can bring us joy and they give us meaning. They are good for us; through our relationships we learn who we are, how to be less selfish and how to think of others * That for most Christians and people of other faiths and beliefs there is often a special ceremony of promises and rituals to mark marriage.   **Key Words.** Commitment, Vows, laws, ceremonies, wedding, marriage  **Key Values** Compassion, Perseverance, Respect, Thankfulness, Justice  **Theological Drivers** God (Eternal/ Trinity), Creation (Created), Incarnation (Worthy), Kingdom of God (Faithful) | Q. What is Marriage?  think, pair, share what they think marriage is.  “Room Divide” discussion - Agree / Disagree  Read out a series of statements and get pupils to stand on the Agree / Disagree continuum.  Statements **Marriage is**…  1. When two people love each other and decide to live with each other and share everything  2. When two families decide it would be good to unite  *3.* The legally or formally recognized commitment between two people as partners in a personal relationship which unites them economically and socially. (Official definition.)  4. A special day when the lady wears a white floaty dress and the man wears a smart suit and they have a great big party  5. A commitment between two people who love each other, who make promises in front of God , to say that they will see each other through the joys and sorrows of life and support and care for each other, no matter what.  Discuss pupils’ ideas, especially where they differ. Try to draw out the difference between a wedding (the day or event that marks the beginning of the marriage) and the marriage as a state of living in union. This debate may touch on cultural differences (arranged marriage / a union of two families not just two individuals).  *Pupils may bring up the topic of divorce and this will need to be handled sensitively and as a matter of fact. Divorce is not* Included in the KS2 Curriculum.  **Marriage and the Law in England and Wales**  **Ask pupils:**  **A Who can get married?**  Q1. At what age do you think people should be allowed to get married? Why do you think that?  **What does the Law say in England and Wales?**  **Answer: You can be married at 16 with a parent’s (or a legal guardian’s) permission ( and from 18 without it).**  Q2. Do you think the law should say there are some people who should not be able to marry each other?  **What does the Law say in England and Wales?**  **Answer: You can marry anyone of the opposite or same sex (although there is a difference between a religious and a civil ceremony - some religious institutions will not conduct same-sex marriages).**  **Certain close relatives are not allowed to marry, nor can people who are currently married to someone else.**  **For Foreign Nationals, special conditions need to be met.**  **B) Where can people get married?**  Q) Have you been to weddings? Where were they held? Who conducted the ceremony and who was present?  **What does the Law say?**  **Answe:. Wedding ceremonies can take place in Registry Offices or licenced venues (these are Civil Marriages) or in religious buildings. They can be conducted by an “authorised registrar” in a registry office, or an “authorised celebrant” (usually a minister of religion but not always). There must be at least two other competent people present to be witnesses. The marriage register will be signed by the couple, the celebrant or registrar and the two witnesses.**  **Leave the summary of the Law on the board:**  **16 or over / Not a close relative/ Not currently married / Not a Foreign National who does not meet the visa requirements/ Authorised celebrant or Registrar/ In a registry office, licenced venue or a religious building / at least 2 witnesses/ sign the register. British Values**  **Activity - in groups of 3**  2 people act as the couple wishing to be married and the other person acts as the person who they have come to ask if they can be married (a registrar or celebrant).  Act out the questions and answers that would have to be asked to make sure it would be a legal marriage.  **Summary - Give 5 rules surrounding marriage in England and Wales.**  **Possible extra lesson to explore the reality and wonder of long-term relationships. (Could happen at anytime in this sequence of learning activities.)**  If you can find two or three couples in your community who have been in long-term relationships (over 15 years) who would be happy to come in and talk about their relationship and why it has worked for so long . You could brief the couples and ask them to bring in photos and mementos that have been part of their relationship, ask them talk about what has been the most difficult thing about being together and what has been the most joyous. (A variety of couples would make it a richer experience).  Pupils can plan questions before and jot down notes. *You could possibly offer a counterpoint of someone who has decided that they are happiest single and why for them that is the best way of living*.  Follow up – What have I learnt about what can help to keep a relationship going over a long period of time?  **The Marriage Service in the Church of England**  **A) Hold a m Role- Play wedding**  **Using Worksheet KS2 5.1 from Love and Sex Matters materials on this website.**  **Ask pupils to enact a wedding using the script used in Anglican Churches. (You could ask a local priest to help you.)**  **Ask pupils:**  What makes this a religious ceremony?  What do you think is the most important part of this ceremony?  What do you think it would be like as a person making these promises?  **B) Exploring some key vows**  Using Worksheet KS2 5.2 Promises - Ask pupils in pairs/ threes to fill in the table and then feed back to the whole class  **Extension Question:**  Of all the vows/ promises made in the wedding ceremony (Sheet 5.1), which would be the hardest to keep and why. Which might be the easiest to keep and why?  **C) Why Marry?**  **Using Worksheet KS2 5.3**  Ask pupils in a group to organise these cards into a diamond 9 of best/most important reason for marriage to the least important.  Feedback and discuss as a class.  Why do some people choose not to marry - what are the benefits of that?  **Final Question.**  **Christians might argue that at a Christian marriage it is God who joins people together and that a belief and trust in God helps a marriage to last.**  Can you see any strength in this opinion?  Do you agree with it?  Give reasons for your answer.  Study of Marriages in other religions and world views would be good to include here - taken from materials from the locally agreed syllabus for RE. | *These activities will help pupils to*  *work towards achieving the following*  *expected outcomes:*  Emerging   * Know that marriage is a legal commitment between two people (British Values - Law) * Explain that some people get married using specials words and rituals from their belief system or worldview   Expected   * Explain that marriage is a formal and legal commitment which is intended to be lifelong (British Values Law) * Give examples of positive long-term relationships that bring joy and meaning to those involved. * Explain the benefits of strong life-long relationships: they are usually 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. * Explain the significance of special ceremonies of promises and rituals to mark marriage that are held in the Christian (and at least one other) traditionor worldview*. (RE)*   Exceeding   * Evaluate the vows or promises made in a religious ceremony and explain which would be the hardest to live by, giving reasons for the answer |
| Learning Objectives | Learning Activities, Ideas and Resources | Learning Outcomes |
| Anti-Bullying | | |
| •That there are different types of bullying, and reasons why people bully others.  •How to not be a bystander and get help.  •How we can protect ourselves and others from bullying.  •What stereotypes are and how they can be unfair and hurt people.  **Key Words** Bullying, Stereotypes, Race, Gender, Body Shaming, Transgender, Bystander, Upstander  **Key Values** Courage, Perseverance, Compassion, Justice, Respect  **Key Theological Drivers**  Creation (Created) Incarnation (Worthy) Gospel (Included) Salvation (Forgiven) | **Years 3 and 4**  Recap - what did we learn about bullying in KS1? (Record on the board.)  Use a selection of materials from these resources to look at types of bullying and how someone can defend themselves:  A) Use this Newsround video to reinforce previous learning and ask pupils to answer these questions : <https://www.bbc.co.uk/newsround/13905962> “How to recognise bullying”   * What exactly is bullying? * What forms can it take? * What might a bully get out of bullying? * How is the person they are bullying made to feel?   B) Scroll down the same link and watch “Its not your fault”  Alex gives various advice about ant-bullying; what does he suggest? What are Alex’s tips?    C) Select from these ideas from the rshp.scot bullying Activity Plan and slides (<https://rshp.scot/second-level/>). The questions on slide 13 and the Kindness challenge make a good summary activity.  **Years 5 and 6 Prejudiced-based bullying**  Recap what bullying is from previous learning – definition of prejudice and prejudice-based bullying, how it makes people feel, etc.  **Stereotyping - gender**  Select materials from [https://rshp.scot/second-level/#fairandequal](https://rshp.scot/second-level/" \l "fairandequal), which explores gender stereotypes, equality and transgender issues. Some really excellent ideas and activities here.  **Race/religion-based bullying**  <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-bullying-and-racism/z7tv8xs>  A complex depiction of layers of racism in an urban context out of school.  The teachers notes below the clip can help to follow this up.  Central question - what bullying is taking place? How will it make people feel?  Pupils try to suggest a resolution.  **Appearance prejudiced bullying - including self-bullying**  Although this clip is tagged for KS3, the language, tone and strategy suggested is very suitable for KS2 and it addresses a major form of bullying (that affects mental health, wellbeing and self-esteem for pupils at KS2 )  <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks3-body-talk-and-body-bullying/z63r8xs>  Follow up questions for pupils:   * How do we bully each other about our bodies and appearance? * How does that make us feel? * What does the clip mean when it talks about ‘self-bullying’? * What strategies are used to make people feel better about themselves? * Should our class ban bad body talk and only have “Bright-body talk?”   **Summary: reinforce learning**  Describe gender, transgender race. religious and body/appearance, prejudice and bullying. Test understanding of key words.  Describe the best strategies for combatting these types of negative behaviour.  **Extension**  Evaluate the strategies; explain if you think different strategies are more effective with different types of bullying. Give reasons for your thinking. | *These activities will help pupils to*  *work towards achieving the following*  *expected outcomes:*  Emerging   * Talk about different kinds of bullying and how it can hurt someone * Show understanding of how to report bullying   Expected   * Show understanding about the different types of bullying that people can encounter * Describe how to be safe on the internet and explain how to avoid cyberbullies and cyberbullying * Explain what stereotyping is and how bullying can be damaging for someone * Explain how people can keep themselves safe and ask for help when bullied * Describe how not to be a bystander when someone else is bullied * Explain how to report bullying and support the person who has suffered unkindness   Exceeding   * Explain what you think is the most effective way to combat bullying and explain why you think it is the most effective |

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| Learning Objectives | Learning Activities, Ideas and Resources | Learning Outcomes |
| Making Good Boundaries | | |
| * The importance of permission-seeking and giving in friendships * How to create safe boundaries around our bodies: knowing what is private and public, and what is appropriate and inappropriate contact * We will know how to recognise and report the feeling of being unsafe and to have the vocabulary and confidence to go to the right people to get support * That our school believes that through all the ups and downs of life God never stops loving you   **Key words**: safe and unsafe touching, public and private space, good and bad secrets, resilience  **Key Values**: Perseverance, Courage, Justice, Truthfulness, Respect, Trust  **Theological Drivers** God (Eternal, Trinity) Creation (Created) Incarnation (Worthy) Kingdom of God (Faithful) | Recap what pupils can remember from KS1 about PANTS and privacy  <https://rshp.scot/second-level/#mysenses>  Once again, select the materials from My Senses: Things I like, things I don’t, Consent and My body is mine and all the lessons in the Protecting me/Abuse and relationships section  These lessons are from the Relationships Sexual Health and Parenting resources from the Scotland - they are thorough, thoughtful and generously free to download. They will allow pupils to meet most of the learning outcomes.  **Extension Question**  What are the most effective ways of keeping safe? Why do you think that? Give reasons for you answer.  A class reflection. This can be accompanied by a) jaggy discordant music, then b) peaceful music.  Give all the pupils a picture of a large empty hand.  Explain how this represents the hand of Love (God for those wish to see it as such).  Ask them to think of all the pain, fear and unfairness that they have felt. They can scribble / draw words of feeling into that hand. Ask them to think of all the children we have been thinking about in today’s lesson who could suffer abuse or who have been mistreated or neglected; ask them to write all the words that those children might feel at the way they have been mistreated, including the anger and injustice that they feel.  Remind pupils that they are giving all those feelings into the hand of Love who takes it away. (Based on Psalm 10 :14 “You consider their grief and take it in hand.)  Ask them to fold those hands up very small, or screw them up and leave them at the front by a candle (or in a bin - whatever seems right).  Give all the pupils a new hand of Love. Explain that this hand brings Peace (“My peace I give you, it says, Do not let your hearts be afraid” [John 14: 27]). Ask pupils to write all the words of peace, love, kindness, joy and hope on this hand and colour it with colours that make them feel unafraid and at peace. At the top of the picture, ask them to draw or write the names of all the people they know who love them, protect them and look out for them.  Pupils can put this hand somewhere safe to keep. | *These activities will help pupils to*  *work towards achieving the following*  *expected outcomes:*  Emerging   * Describe right and wrong touching, and know how and where to go to get help.   Expected   * Explain what right and wrong touching is and why you are worth protecting. * Explain how someone could get help if they feel unsafe and outline what words someone might use when seeking help. * Explain the distinction between public and private space and what behaviour is appropriate in those spaces. * Explain what a bad secret is like and where someone might go for help if they were asked to keep a bad secret. * Explain what resilient behaviour is like and how someone can stay hopeful even if those they should be able to trust have let them down (refer to the Christian belief in a greater Love: God, and a greater Good - those who will support and are trustworthy).   Exceeding   * Evaluate the most effective strategies for keeping hope and resilience in the face of harm. |