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| * That our school’s foundation believes that we are continually invited into a relationship with a God whose love never fails. (Ethos) .
* That 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: judge when a relationship is unsafe (and to recognise this in others’ relationships); and , how to seek help and advice including reporting concerns about others, if needed.

Different types of committed relationship * What marriage is, including the legal status of marriage, who can marry under UK law (Citizenship), that it an important relationship choice that should be entered into freely. The characteristics and legal status of other long term relationships.
* That for many Christians marriage is a sacrament, a holy bond before God, and we should know the vows and rituals shared in different ceremonies held by Christians and by those of other beliefs.. (RE)
* That for some people the single life is a positive choice
* That people of differing beliefs do not agree about the significance of marriage and whether same-sex couples can be married. (RE)
* How stereotypes based on gender , race and religion , sexual orientation or disability, can cause damage and we should expect and give respect in school and in wider society (UK Law Citizenship)
* About different types of bullying (including cyberbullying), the impact of bullying and the responsibilities of bystanders to report bullying and how and where to get help.
* The rights, responsibilities and opportunities online. (UK Law - Citizenship). Having the same expectations of behaviour online as not online..
 | C:\Users\katys.CHURCHHOUSE.001\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JYENIJ52\stap-bullying[1].jpgC:\Users\katys.CHURCHHOUSE.001\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QC22M1PT\431991_334681279910855_275158619196455_857698_1604414405_n[1].jpgC:\Users\katys.CHURCHHOUSE.001\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QC22M1PT\equal-marriage[1].pngC:\Users\katys.CHURCHHOUSE.001\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GZRMWECG\person-2686885_640[1].pngC:\Users\katys.CHURCHHOUSE.001\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QC22M1PT\3_Christian_Marriage_Custom[1].jpgBills drafted to amend Sri Lanka marriage law - Britishasianews.comC:\Users\katys.CHURCHHOUSE.001\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JYENIJ52\jewish-wedding-chuppah[1].jpgStereotyping: The UK Law and the School’s beliefsThe impact of bullying including cyberbullying - how to stand up, report and have high behaviour expectations Different beliefs surrounding sex and same-sex marriage Single lifeOther than Christian weddings rituals and beliefsDifferent Christian beliefs vows and ritualsMarriage and the law in the UK | * Explain that for our school’s Christian foundation there is a concept of relationship that is beyond human: that 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 can contribute to human happiness. Explain why they might be a healthy context in which to raise children.
* Show understanding that not all people or sources of information are trustworthy. Describe contexts where it is unsafe for someone, and 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 that state .Explain the legal status of other long term relationships and evaluate the relative value of these options.(Citizenship)
* Explain different Christian beliefs and rituals for marriage. Describe the vows that people take and consider how that might affect a marriage if people lived by those. 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)
* 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 same sex relationships and marriage.(RE)
* Describe the negative impact that stereotyping can have on protected groups and how it can be detected, addressed and reported when observed. The legal (UK law Citizenship) right of respect and equality can be explained.
* Explain the impact that different types on 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.
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What words should we understand and be able to use.

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| **Vocabulary**  | **Definition**  |
| Stereotype | Labelling of an individual or a group of people and holding / expressing the simplified and standardised opinion that “they are all like …….” |
| Bullying  | Behaviour that treats someone or makes someone else feel as if they are worth less than others |
| Marriage | An inter-personal union that forms a familial bond that 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, without legal or religious sanction |
| Sacrament | A religious sign or symbol, especially associated with Christian churches, in which a sacred or spiritual power is believed to be transmitted through material elements viewed as channels of divine grace. |
| **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 ourselves and treat others with huge respect as people who are crafted by God. |
| Bullying  | Behaviour that treats someone or makes someone else feel as if they are worth less than others  |
| Worthy | Having great value .We are all worthy of looking after and protecting.  |
| Community  | We are a part of a group and in our relationships we need to realise we can have an impact on others. We need to 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 through insight what are good actions. Understanding how one might be “played” and making loving choices. |
| Frail (Fallen) | People are inclined to make poor choices for their own well being, and the well being of others, this is part of being human  |
| Forgiveness | We can start again, if we recognise our bad choices and start afresh. Christians believe God can help you live with more care for yourself or others |
| Faithful  | Staying true to someone and sticking by them , being loyal and constant even when it is tricky |
| Expansive | God wants us to work towards wholeness and reconciliation with others who let us down and 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. |