

Ashwell Primary School

PSHCE Curriculum

Respectful Relationships Knowledge Organiser



Year 1 – Respectful Relationships

Core Knowledge / skills to be acquired:

- To understand and respect the differences and similarities between people
 - define similarity and difference
 - understand that boys and girls can both do the same tasks and enjoy the same things but that stories, TV and people sometimes say that boys do this and girls do that.

Key Vocabulary:

- difference
- similarity
- girl
- boy
- gender
- stereotype

Curriculum Enrichment / Cultural Capital Opportunities

- Feeling Good Week
- Anti-bullying Week

Prior knowledge / skills this builds on (ELG):

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to other's needs.

What comes next (Y2):

- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- The importance of permission seeking and giving in relationships with friends, peers and adults.
- The importance of respecting others, even when they are very different from them (physically, in character, personally or backgrounds) or make different choices or have different preferences or beliefs.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority.

Year 2 – Respectful Relationships

Core Knowledge / skills to be acquired:

- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- The importance of permission seeking and giving in relationships with friends, peers and adults.
- The importance of respecting others, even when they are very different from them (physically, in character, personally or backgrounds) or make different choices or have different preferences or beliefs.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority.

Key Vocabulary:

- Physical contact
- Consent
- Boundaries
- Permission
- Respect
- Difference

Curriculum Enrichment / Cultural Capital Opportunities

- Feeling Good Week
- Anti-bullying Week

Prior knowledge / skills this builds on (Y1):

- To understand and respect the differences and similarities between people
 - define similarity and difference
 - understand that boys and girls can both do the same tasks and enjoy the same things but that stories, TV and people sometimes say that boys do this and girls do that.

What comes next (Y4):

- That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See 'protected characteristics' in Equality Act 2010)
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- Can recognise and challenge stereotyping with confidence.
- Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes.

Year 4 – Respectful Relationships

Core Knowledge / skills to be acquired:

- That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See 'protected characteristics' in Equality Act 2010)
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- Can recognise and challenge stereotyping with confidence.
- Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes.

Key Vocabulary:

- Similarity
- Difference
- Bias
- Diversity
- Identity
- Sexual orientation
- Gender
- Disability
- Discrimination
- Bullying
- Stereotype

Curriculum Enrichment / Cultural Capital Opportunities

- Feeling Good Week
- Anti-bullying Week

Core Knowledge / skills this builds on (Y2):

- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- The importance of permission seeking and giving in relationships with friends, peers and adults.
- The importance of respecting others, even when they are very different from them (physically, in character, personally or backgrounds) or make different choices or have different preferences or beliefs.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority.

What comes next (Y5):

- Know the importance of permission-seeking and giving in relationships with friends, peers and adults.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- That sexuality is expressed in a variety of ways between consenting adults
- Know that sexual intercourse may be one part of a sexual relationship

Year 5 – Respectful Relationships

Core Knowledge / skills to be acquired:

- Know the importance of permission-seeking and giving in relationships with friends, peers and adults.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- That sexuality is expressed in a variety of ways between consenting adults
- Know that sexual intercourse may be one part of a sexual relationship

Key Vocabulary:

- Consent
- Permission
- Sexual intercourse
- Sexual contact
- Relationship

Curriculum Enrichment / Cultural Capital Opportunities

- Feeling Good Week
- Anti-bullying Week

Prior knowledge / skills this builds on:

- That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See 'protected characteristics' in Equality Act 2010)
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- Can recognise and challenge stereotyping with confidence.
- Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes.

What comes next (Y6):

- The concept of "keeping something confidential or secret", when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- To be aware of different types of relationship, including those between friends, families, civil partnerships and marriage
- Learn what values are important to them in relationships
- Appreciate the importance of friendship in intimate relationships
- Know where to find support and advice when they need it

Sexual relationships:

- Sex as form of loving expression including self-exploration
- Consent
- Healthy relationships, including controlling relationships.
- Falseness of sexual images in media/ pornography, myths.
- The law
- Learn to answer each other's questions about sex and relationships with confidence

Year 6 – Respectful Relationships

Core Knowledge / skills to be acquired:

- The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- To be aware of different types of relationship, including those between friends, families, civil partnerships and marriage
- Learn what values are important to them in relationships
- Appreciate the importance of friendship in intimate relationships
- Know where to find support and advice when they need it

Sexual relationships:

- Sex as form of loving expression including self-exploration
- Consent
- Healthy relationships, including controlling relationships.
- Falseness of sexual images in media/ pornography, myths.
- The law
- Learn to answer each other's questions about sex and relationships with confidence

Key Vocabulary:

- Confidence
- Trust
- Relationship
- Civil partnership
- Marriage
- Intimacy
- Sexual intercourse
- Consent
- Controlling relationship
- Healthy relationship
- Sexual images
- Pornography
- Age of consent

Curriculum Enrichment / Cultural Capital Opportunities

- Feeling Good Week
- Anti-bullying Week

Prior knowledge / skills this builds on (Y5):

- Know the importance of permission-seeking and giving in relationships with friends, peers and adults.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- That sexuality is expressed in a variety of ways between consenting adults
- Know that sexual intercourse may be one part of a sexual relationship

What comes next (KS3):

- the difference between biological sex, gender identity and sexual orientation
- to recognise that sexual attraction and sexuality are diverse
- that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
- how the media portrays relationships and the potential impact of this on people's expectations of relationships
- to clarify and develop personal values in friendships, love and sexual relationships
- the importance of trust in relationships and the behaviours that can undermine or build trust
- how to safely and responsibly form, maintain and manage positive relationships, including online
- the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)