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| **Core Theme 2: Relationships** | | |
| **Families and people who care for me** | **Caring Friendships** | **Respectful relationships** |
| **iASEND S** | | |
| * Why families are important * Characteristics of healthy family life – caring, spending time together * All families are different, respect those differences and know that other children’s families are characterised by love and care. | * Who are our special people? * Qualities of friends – respect, trust, sharing interests/experiences, sharing * What is a healthy friendship? Positive welcoming, don’t make others feel lonely or excluded | * Importance of respecting others * Conventions of courtesy and manners |
| **iASEND E** | | |
| * How to recognise if family relationships are making them feel unhappy * What marriage/civil partnership is | * How important friendships are in making us feel happy and secure * Recognise types of bullying * Friendships can have ups and downs | * Different types of bullying, impact of bullying and that this is wrong * Importance of permission seeking and compromise in relationships * Marriage/civil partnerships/two people may love each other but not in marriage or civil partnership |
| **iASEND N** | | |
| * How to recognise if family relationships are making them feel unsafe and how to seek advice if needed * Different types of relationship – within families, friendships, romantic/intimate and the factors that affect these (age, gender, power, interests) * Why marriage must be freely entered into * Characteristics and legal status of other types of long term relationship * Roles and responsibilities of parents and carers (unhealthy relationship) * Support services available and how to access them * Awareness of bullying, harassment * Online abuse, physical, emotional and sexual abuse | * How to recognise who to trust * Managing conflict * What is a healthy friendship – trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, management of conflict, reconciliation, ending relationships * Stereotypes based on gender, sex, race, religion, sexual orientation or disability can cause damage * Bullying – impact of bullying, responsibilities of bystanders to report and where to get help. Know about bullying in all its forms text, abuse | * Importance of self- respect and how this links into their own happiness * What a stereotype is * Forced marriage is a crime   Sexual health   * How to recognise the characteristic and positive aspects of healthy one-to-one intimate relationships – mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship * Sexual pressure * Choice to delay sex or enjoy intimacy without sex * Consent * Contraceptives – types, where to obtain, emergency contraception, condom use * Pregnancy/miscarriage * Choices in relation to pregnancy * STI’s and the impact they can have, facts and treatment * Use of alcohol and drugs and how they can lead to risky sexual behaviour * To access confidential sexual and reproductive health advice. |
| **iASEND D** | | |
| * How relationships contribute to human happiness and their importance for bringing up children * Implications of young parenting * Characteristics of successful parenting * Awareness of exploitation and control in relationships | * Respect – tolerance of others beliefs * Know about bullying in all its forms – exploitation and trafficking * Types of behaviours in relationships that are criminal – violent behaviour, coercive control * What constitutes sexual harassment * Equality Act 2010 – everyone in unique and equal | Sexual health   * All aspects of health can be affected by choices they make in sexand relationships e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. * Facts about reproductive health – fertility, potential impact on lifestyle for men and women * Menopause |

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| **Online relationships** | **Being safe** |  |
| **iASEND S** | | |
|  | * Boundaries in friendships, with peers and others * Concept of privacy/surprises * Differences between appropriate and inappropriate or unsafe physical and other contact * How to respond safely and appropriately to adults they may encounter who they do not know * How to recognise and report feeling of being unsafe or bad about any adult |  |
| **iASEND E** | | |
| * People may behave differently online by pretending to be someone they are not * Same principles apply to online relationships as to face to face relationships * Understand to keep safe online * How to report harmful content and contact * Awareness and risk of online friendship with someone they have never met | * How to ask for advice * How to report concerns of abuse – vocabulary to do so * Where to get advice from |  |
| **iASEND N** | | |
| * How information and data is shared and used online * Sharing intimate images * Impact of viewing harmful content – unreal portrayal of sex in pornography * Sharing and viewing of indecent images of children is a criminal offence and can carry severe penalties (including jail) * Protecting on lone presence | * How to communicate consent and how consent can be withdrawn * Concepts and laws relating to rape |  |
| **iASEND D** | | |
| * Safe management of data * Risks and responsibilities online * Online risks – clear personal boundaries, legal and personal risks associated with being asked for images and strategies for managing these risks * How information data is generated and shared | * Concepts and laws relating to sexual content, sexual exploitation, abuse, grooming, coercion, harassment, domestic abuse, forced marriage, honour based violence and FGM and how these can affect current and future relationships |  |