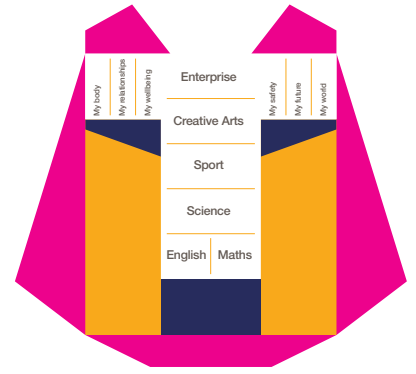


# My Relationships



The 'My Relationships' curriculum consists of three steps.

## Build

In the 'Build' stage students will begin to understand key concepts around respect, privacy, boundaries and consent in all of their friendships and familial relationships as well as when navigating the online world. They will understand what tolerant, respectful and loving relationships look like and know how to report and seek help if they witness concerning or abusive behaviours.

## Grow

At the 'Grow' stage, students will develop further knowledge of consent, privacy and respect in relation to sexual intimacy, marriage and intimate relationships. They will understand and be able to identify discrimination and have a competent understanding of the laws around equality. They will also embrace the safe, respectful and skilful use of technology.

## Launch

By the time students complete 'Launch' stage they will be able to identify extremism, radicalisation and moral concerns in the online and physical space. They will feel empowered to challenge illegal and immoral behaviour or behaviour that makes them uncomfortable and have a confident understanding of their reproductive health and fertility.

# Build

The knowledge and skill to:

- › Know what makes a good friend and the skill to identify and engage with friendships that will positively impact their lives.
- › know what respectful language looks like and the skill to speak respectfully to other people – even those we do not like or agree with.
- › Know what boundaries, privacy and consent are
- › make their boundaries clear to other people as well as respect the boundaries of others.
- › Know what discrimination and stereotypes are, including exploration of racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia.
- › Know the difference between assertiveness and aggression and use assertiveness as part of conflict resolution.
- › Know the different types of family.
- › Know about stranger danger in the online world.
- › Know about self-respect and sexting and the legal issues associated with sexting.
- › use technology safely and respectfully.
- › use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- › understand computer networks, including the internet, and the skill to use the internet safely and for a purpose.
- › Understand and use search technologies effectively.

The attitudes of a student who can clearly explain a variety of relationship types and implications and is tolerant and respectful of relationships different to their own and of the boundaries of others.

# Grow

## The knowledge and skill to:

- › Understand healthy and unhealthy friendships and the skills to end damaging friendships.
- › Understand the relationship between religion and sex.
  - Understand consent and sexual intimacy and know how to vocalise their own boundaries or seek consent from others.
- › Understand contraception and STIs and of the institutions who can support with these areas.
- › Understand digital citizenship and their digital footprint and how to remove material from the online world.
- › Identify discrimination related to racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia, and identify and challenge discrimination.
- › understand the Equality Act and its implications in relation to the rights and responsibilities of each student.
- › understand the types of partner and the legal commitments involved in marriage, civil partnership and divorce, including forced marriage.
- › know how they can contribute positively to the lives of those living and working nearby and in society more widely. The skill to initiate, plan and take part in actions that contribute positively to their wider community.
- › Use technology safely and respectfully
- › Analyse data and meet the needs of known users

The attitudes of a student who is respectful to others and has an outward-facing understanding of their rights and responsibilities in the wider community. This student feels able to challenge discrimination and disrespectful behaviour and feels safe to be clear about their feelings in sexual or intimate situations.

# Launch

The knowledge and skill to:

- › Understand sexual harassment and sexual violence in relationships and the skill to seek help and support for themselves or others if faced with a sexually violent situation.
- › Understand criminal behaviour in relationships including coercive control, harassment and exploitation and of where and how to seek help and support.
- › Understand grooming and county lines and how to seek help and support.
- › Distinguish between healthy and unhealthy relationships including domestic abuse in relationships and how to seek help and support.
- › Understand knife crime and the dangers of being involved in criminal activity in this area, as well as how to seek help and support.
- › identify extremism and radicalisation in the online world and the skills to address it.
- › Understand honor-based abuse and where to seek help and support.
- › Understand online dating including rights, responsibilities and dangers and the skills required to date safely in an online environment.
- › Understand how sex is presented in online and digital media including the dangers of pornography and the skill to understand the legal and moral implications associated with pornography.
- › Understand consent when participating in sexually intimate situations including their rights and responsibilities in relation to consent.
- › Have safe sex including contraception and STIs.
- › Understand reproductive health, safe sex and the menopause.
- › Contribute positively to the lives of those living and working nearby and in society more widely by planning and leading in activities that have a positive impact on their community.
- › Use a range of software and the skill to select, use and combine a variety of software on a range of digital devices to accomplish creative goals.
- › Understand “audience” and the skill to create, reuse, revise and repurpose digital artefacts for a given audience

The attitudes of a young person who feels confident and safe in intimate situations and is able to voice their legal and moral rights and responsibilities in these situations. This student is feels confident to challenge discrimination and unhealthy or disrespectful behaviour, including in the online world, in a way that ensures they are well-protected and protect others too.