

PSHE Links to A Journey In Love (RSE)



Year Group	Journey In Love	DFE Guidance
<p>▪ <b>Year 6</b></p> <p>Aim: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focussing on Catholic teaching, children will also know and understand about the conception of a child within Marriage.</p>	<p><b>1) Social and Emotional</b></p> <p><b>Learning Intention:</b> To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.</p> <p><b>1) Physical</b></p> <p><b>Learning Intention:</b> To explain how human life is conceived.</p> <p><b>2) Spiritual</b></p> <p><b>Learning Intention:</b> To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.</p>	<p><b>Families and people who care for me</b></p> <p>Stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children’s security as they grow up. That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.</p> <p><b>Caring Friendships</b></p> <p>How important friendships are in making us feel happy and secure, and how people choose to make friends. The characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interest and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p><b>Respectful relationships</b></p> <p>The importance of respecting others, even when they are very different from them, (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy or manners. The importance of self-respect and how this links to their own happiness. That in schools and in wider society they can expect to be treated with respect by</p>

		<p>others, and in turn, they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is and how stereotypes can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b></p> <p>The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them. Sometimes people act very differently online, including pretending to be someone they are not. Understand how data is shared and used online.</p> <p><b>Being Safe</b></p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and, the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? Each person's body belongs to them , understanding differences between appropriate and inappropriate contact.</p>
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