

<p><b>Learning Objective: Relationships</b> To understand and respect different relationships, know how they may change and your rights within a relationship</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>To know what a loving relationship looks like</li> <li>To show respect to different relationships</li> <li>To understand that marriages/civil partnerships are a choice</li> <li>To explore how and why relationships come to an end</li> </ul>	
<p><b>Vocabulary:</b></p> <p>arranged marriage forced marriage interracial</p>	<p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Show an interest in the progress of an enquiry</li> <li>Show that they have extended their thinking beyond the PSHE session</li> <li>Evaluate a range of reasoned conclusions</li> <li>Identify assumptions and evaluate their impact</li> <li>Summarise the progress of an enquiry</li> <li>Suggest ways in which an enquiry might move to make progress</li> <li>Suggest and explain new and novel ideas that build on the ideas of others</li> </ul>	
<p><b>Suggested Lessons</b></p>	<p><b>Aims of Sessions:</b></p>	<p><b>Content:</b></p>
	<p><b>Recap of prior learning:</b></p>	
<p><b>1</b></p>	<ul style="list-style-type: none"> <li>How and where to access advice and support to help manage their own or others' feeling</li> <li>To know about the different types of relationships people have in their lives</li> <li>How to recognise risk in relation to friendships and keeping safe</li> </ul>	<p>L.O. To know what a loving relationship looks like</p> <p>Skills Focus: Show that they have extended their thinking beyond the PSHE session</p> <p>Start the session by recapping the different types of relationships from the previous units. This could link to units where different families were the focus but also the children's own personal relationships with friends etc.</p> <p>Make a list of the different relationships such as with a doctor, with a teacher, with their parents.</p> <p>Explain to the children that a loving relationship doesn't necessarily mean romantic but can be people that we care for. Following on from this, split the children into groups and ask them to sort the different listed relationships into loving and other.</p> <p>Children to then consider what their own personal relationships are like. Linking back to the children's own relationships, ask them to consider what qualities are shown. How do you treat each other? How would you like to be treated? Challenge the children to think about the qualities and how consistent they are. Would someone you are in a loving relationship with force you to do something you didn't want to do?</p>

		<p>Activity – Provide the children with a template. Ask them to draw what they think a positive relationship is and then write the qualities needed around it.</p> <p>Plenary – If you were in a loving relationship with someone and they did something that was unloving then how would you respond? Who could help you?</p>
<p>2</p>	<ul style="list-style-type: none"> <li>• That families don't all have the same structure*</li> <li>• To recognise and respect similarities and differences between people and there are a range of factors that contribute to a person's identity</li> </ul>	<p>L.O. To show respect to different relationships</p> <p>Skills Focus:          Show that they have extended their thinking beyond the PSHE session          Evaluate a range of reasoned conclusions</p> <p>Start the session by asking the children what makes us special and different. Link back to previous sessions on the subject. Follow up with the question about relationships. How can these be different?</p> <p>Explain that these differences are often a human right as this links to our freedom to choose who we could have a relationship with.</p> <p>Link back to history by giving the children an example of a relationship that used to be outlawed. This could be interracial, different religions or same sex relationships (if possible use <i>The case for loving: The fight for interracial marriage by Selina Alko</i> to highlight the struggles people used to face). Highlight more recent changes such as legalising gay marriage (13<sup>th</sup> March 2014, with the first marriage taking place on 29<sup>th</sup> March 2014).</p> <p>Go deeper by asking the children why they think these laws have changed, potentially linking to the equality act 2010. How do you think these people felt when their relationship was deemed unlawful?</p> <p>Explain to the children that some people think that some relationships are still wrong but the law in the UK makes it clear that you should not be persecuted based on your choice of relationship.</p> <p>Activity – Work together as a group to think of as many different relationship types as you can. Can possibly headline this with the quote <i>infinite diversity in infinite combinations</i>.</p> <p>Ask the children to feedback and share some of the combinations. If suitable, ask the children to close their eyes and then raise their hand if they have found any of the relationships unusual. Bring the children back together and explain that many people have different opinions but sometimes you have to set these aside and give people the respect and kindness regardless of your personal feelings. Link back to The Case for Loving story and consider how people should have acted within it.</p>

<p style="text-align: center;"><b>3</b></p>	<ul style="list-style-type: none"> <li>• How to recognise risk in relation to friendships and keeping safe</li> <li>• How to recognise and respond if a friendship is making them feel worried, unsafe or uncomfortable</li> </ul>	<p>L.O. To understand that marriages/civil partnerships are a choice</p> <p>Skills Focus:            Show an interest in the progress of an enquiry            Show that they have extended their thinking beyond the PSHE session</p> <p>Link back to previous sessions on relationships and then ask the children to consider the reasons people get married. Remind children that marriages can be between the same sex or different. A marriage between the same sex can be called a civil partnership. Take the responses from the children and then provide the children with an alternative perspective e.g. traditionally royal families would arrange different marriages for alliances, religion and status. Do we see this much anymore? Why do you think that?</p> <p>Go back to the idea of marriage. Explain that this is when two people choose to come together. Some marriages are not a choice and people can be forced into them for a range of different reasons.</p> <p>Talk about the different ways people might meet their partners. Some people have arranged marriages which is where their families introduce them in the hopes they get married and the couple has the choice. An arranged marriage is different to a forced marriage where the couple has no choice but to marry.</p> <p>In this country forced marriages are illegal (2014) and this includes taking someone from this country and forcing them to marry abroad.</p> <p>If you were being forced to marry, or someone was being forced to marry who could you tell? Reassure the children that the people being forced to marry wouldn't get in trouble.</p>
<p style="text-align: center;"><b>4</b></p>	<ul style="list-style-type: none"> <li>• How to recognise and ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	<p>L.O. To explore how and why relationships come to an end</p> <p>Skills Focus:            Summarise the progress of an enquiry            Suggest ways in which an enquiry might move to make progress            Suggest and explain new and novel ideas that build on the ideas of others</p> <p>*Be aware of any situations currently happening in your class.</p> <p>Recap what a makes a healthy and loving relationship. Can you ever think of a time where you had a loving relationship with someone that came to an end? (e.g. friendship) Discuss reasons as to why it came to an end.</p> <p>How does a loving relationship make you feel? (positive)</p>

		<p>Discuss, if you didn't feel positive about a relationship anymore, what would you do?</p> <p>If you were in a relationship that made you unhappy, is it better to stay in it or leave it?</p> <p>Imagine you were in a relationship that had turned negative and you decided to leave it, how would you feel? How would the other person feel?</p> <p>Discuss that ending a relationship can be difficult; especially if other people are involved (family) but eventually people will feel better as it's the right thing for you. Sometimes people who end romantic relationships can become friends and sometimes they can still be kind to each other.</p> <p>Activity – mind map reasons to stay in a relationship and reasons to end a relationship.</p>
<p><b>Evidence for assessment will be from:</b></p>		<ul style="list-style-type: none"> <li>• That people have different kinds of relationships in their lives, including romantic or intimate relationships*</li> <li>• That people who are attracted to and love each other can be of any gender, ethnicity or faith *</li> <li>• That adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• Understand that marriage is a choice and should be wanted equally by both people and that forcing someone to marry against their will is a crime*</li> </ul>
<p><b>Resources needed for project:</b></p>		<p><i>The Case for Loving: The fight for interracial marriage by Selina Alko</i>  Video link to story:  <a href="https://www.youtube.com/watch?v=PNC7OiCj4ms">https://www.youtube.com/watch?v=PNC7OiCj4ms</a></p>
<p><b>Challenge:</b> All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p><b>SEND:</b></p>		<p>Challenge through questioning</p> <p>Support through pre learning and scaffolds</p>