

## Respectful Relationships Curriculum Overview

Statutory	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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.</p> <p>RR1</p>	<p>Explicit teaching on difference through texts and resources.</p>			<p>To understand that each person and family is unique. To celebrate their own preference, families and beliefs.</p> <p>Kite Trust unit of work.</p>	<p>Respect – what does this look like? How do we show this, even when we may not agree with someone? Model.</p> <p>To understand that respect is fundamental to friendships and having positive relationships.</p>	<p>Extend work on difference at age-appropriate level.</p> <p>Look at adult relationship choices, race and culture.</p> <p>Preferences – clothes, music, hobbies.</p> <p>Kite Trust unit of work</p>	<p>Extend work on difference at age-appropriate level.</p> <p>Look at disability, gender (birth gender, gender they present with and identify with, use of pronouns and respecting right to change pronouns).</p> <p>Kite Trust unit of work.</p>
<p>The importance of self-respect and how this links to their own happiness.</p> <p>RR2</p>	<p>All year groups to talk about self-respect when teaching respectful relationships and mental wellbeing.</p> <p>Be confident and happy</p> <p>Feel that they matter</p> <p>Empathise with others</p> <p>Achieve personal goals (not giving up at first setback)</p> <p>Be resilient (Sticking to tasks)</p> <p>Link to Values Curriculum.</p>						
<p>That in school and 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 positions of authority.</p> <p>RR3</p>	<p>Respect for authority</p> <p>Adults in school</p>	<p>Medical staff</p>	<p>Emergency services</p>	<p>Repeat need for respect, in order for people in jobs to be able to do their job properly.</p> <p>Discuss what ‘positions of authority’ means.</p> <p>Why do people have authority?</p> <p>Why is there a need to respect it?</p> <p>What should they do if they disagree with someone in authority?</p> <p>How to disagree/challenge respectfully</p> <p>How to get help if someone in authority scares them or makes them feel uncomfortable.</p>			
<p>Practical steps they can take in a range of different contexts to</p>	<p>What it means to be ‘kind’.</p>	<p>Learning to listen to others.</p>	<p>Focussing on good things about each</p>	<p>What it means to negotiate and compromise.</p>	<p>To understand how to not pressure</p>	<p>What is meant by mutual respect?</p>	<p>Revisit how they can improve and support</p>

<p>improve or support respectful relationships. RR4</p>	<p>To understand personal space and boundaries.</p>	<p>How to say sorry when things go wrong and how to forgive.</p>	<p>other. How to praise and compliment others and what it feels like to give and receive praise.</p>	<p>To accept difference and understand that friends do not always agree with each other.</p>	<p>someone to think or do something they do not want to. Repeat work on personal space and boundaries.</p>	<p>This does not mean you need to agree on everything or that your own needs are not important.</p>	<p>respectful relationships.</p>
<p>The conventions of courtesy and manners. RR5</p>	<p>All year groups to teach at age-appropriate level and have high expectations. Say please and thank you Be on time Take turns Not talk over people or shout Use respectful language e.g. not swear or name-call Be aware of personal space and boundaries Hold doors open for people Allow other people to go first Offer to help where they can</p>						
<p>About different types of bullying (including cyber-bullying), the impact of bullying, responsibility of bystanders (primarily reporting to an adult) and how to get help. RR6</p>	<p>Please see unit on bullying.</p>						
<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive. RR7</p>	<p>Ensure children understand no toys or activities are restricted by gender.</p>	<p>Look at stereotypes through fairy tales. Princesses, witches etc.</p>	<p>Introduce idea of gender stereotypes. Are there jobs/toys etc that are limited by gender? Is it ok for girls to like sport/boys to like pink? Do certain clothes only belong to one gender?</p>	<p>To understand why stereotypes are damaging. What does it mean to assume something about someone when you don't know them?</p>	<p>Look at stereotypes in relation to people overcoming barriers because of their gender, ability, race etc. Positive achievements that have changed perceptions.</p>	<p>Look at stereotypes in children's picture books over time. Role of women in 70's books compared to now. When did books start to represent people of colour?</p>	<p>Stereotypes of race. How did this create barriers? <a href="#">Link to unit of work on Travellers.</a></p>

						Disability? Different families? Portrayal of same-sex adult relationships in books. Kite Trust unit of work.	
The importance of permission-seeking and giving in relationships with friends, peers and adults. RR8	Understanding personal space in terms of a 'bubble'. How to say 'no'. How to seek permission – 'Please may I...?' Link to Pants Rule	Reinforce work in Reception. Link to Pants Rule	How else do people say 'no?' Non-verbal cues Appropriate and inappropriate contact. How to seek help if uncomfortable.	Look at what permission means. Use scenarios to support when it is important to have permission. Understand that if no permission given, then not ok to go ahead.	Link permission to self-respect. Knowing when they want to do something or not Understanding saying 'no' does not make them a bad friend.	Link permission with age-appropriate scenarios. Link to online relationships – sharing images and photos. What is meant by peer pressure? What if it is adult pressuring us? Where and how to get help.	