

# Growing Up: Relationships

<p><b>Aim:</b></p> <p>To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.</p> <p>To learn that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others.</p> <p>To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>To know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p> <p>To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>I understand what a loving relationship is and that there are many types of relationships.</p>	<p><b>The Big Questions:</b></p> <p>What is a loving relationship?</p> <p>What kinds of loving relationships are there?</p>	<p><b>Resources:</b></p> <p><a href="#">Lesson Pack</a></p> <p>It is recommended that this unit is taught alongside the accompanying <a href="#">Learning Journey Record Resource Pack</a>.</p>
<p><b>Success Criteria:</b></p> <p>I understand the terms associated with love, relationships and sexual orientation.</p> <p>I appreciate that people differ in terms of sexual orientation and who they love.</p> <p>I can describe what makes a loving relationship.</p>	<p><b>Key/New Words:</b></p> <p>Sex, heterosexual, homosexual, gay, lesbian, bisexual, sexual orientation, society, race, age, civil partnership, commitment.</p>	<p><b>Preparation:</b></p> <p>Access to the YouTube video <b>'Love Has No Labels'</b></p> <p><a href="#">Loving Relationships Activity Sheet</a> - one per child.</p> <p><a href="#">Elements of a Loving Relationship poster</a>.</p>







## Prior Learning

It would be useful if children have already experienced learning about differences and respecting others.











## Special Considerations

It would be useful to know in advance if any children in the class have same-sex parents, or might find the lesson content difficult due to personal circumstances.

## Learning Sequence

	<p><b>Reconnecting - Relationships:</b> Share the Big Questions on the <a href="#">Lesson Presentation</a>, asking children to reflect upon these quietly. Then, with a talk partner, they can <a href="#">create a mind map, noting down words or phrases they associate with loving relationships and different types of relationships</a>. Use this as a baseline assessment to check the level of understanding the children have about different types of relationships and their confidence with using the terminology required.</p>	
	<p><b>Reconnecting - Relationships:</b> Introduce useful vocabulary for today's lesson. Some children will be familiar with some terms, while others might not. Explain each term clearly, as it appears on the Lesson Presentation.</p>	
	<p><b>Exploring - Loving Relationships:</b> First, watch the video <b>'Love Has No Labels'</b>. Work through the <a href="#">Lesson Presentation</a> with the class, which firstly addresses what the children have seen in the video and involves a discussion about it. Ask children to work with a talk partner, to list the different types of relationships they observed in the video. As a class, ask questions about the video (about the crowd's reactions and about the children's responses to the video). Gently challenge stereotypes or misconceptions that children may describe or share. Explain that there are many different types of loving relationships between many different types of people.</p>	

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	<b>Exploring – Loving Relationships:</b> Share the images on the slide of different types of loving relationships and discuss these with the class. Ask the children to talk with their talk partner about what all these relationships might have in common, in terms of elements needed in a loving relationship. Share the children's suggestions and discuss <b>why they thought these were important factors in a loving relationship</b> . Share ideas on the <b>Lesson Presentation</b> and compare them to the class suggestions.	
	<b>Exploring – Loving Relationships:</b> Explain to the children that a loving relationship must be mutual and consensual, meaning both people want to be in the relationship. Explain that forcing someone to marry is illegal, but that it does happen in the world. However, there is support to help those people.	
	<b>Reflecting – What Is a Loving Relationship?:</b> Ask children to return to the Big Questions from the beginning of the lesson. <b>Have the children's descriptions changed in light of what they have learnt today, or in terms of the vocabulary they use to describe what loving relationships can be like?</b>	
	<b>Consolidating – Recipe for a Loving Relationship:</b> This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Children create a recipe for a loving relationship on the <b>Loving Relationships Activity Sheet</b> , using everything they have seen and learnt from the video and <b>Lesson Presentation</b> . Extend ideas from the main body of the lesson, so that the elements of a loving relationship are used to form sentences and put into context (e.g. a dash of support, for when times are tough).	
	<b>Supporting:</b> Encourage children to use the <b>Elements of a Loving Relationship Poster</b> as a prompt for their writing.	
	<b>Extending:</b> Ask children to consider the issues that people in certain relationships (lesbian, gay couples, mixed race, etc.) might face and think of ways to re-educate people, so these issues might become less of a problem.	
	<b>Developing:</b> Provide the class with a variety of quality texts aimed at older readers. Here are some examples; 'The Skull of Truth', by B. Coville, 'Box Girl', by S. Withrow, 'The Pants Project', by C. Clarke, 'In Our Mothers' House', by P. Polacco, 'Donovan's Big Day', by L. Newman and 'Holly's Secret', by N. Garden. These can be put in the book corner for individuals to read, or in guided/class reading.  Use the <b>Lesson Presentation</b> and video watched to design a 'Love Has No Labels' poster to display around school, exploring and promoting the idea that there are many different types of relationships.	

### Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

<b>Policies:</b>	If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
<b>Rules:</b>	Remind children of the class agreement or ground rules for discussion.
<b>Expect:</b>	Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
<b>Procedures:</b>	Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
<b>Ask:</b>	Encourage children to ask any questions they may have, before, during or after the lesson, and provide a question box for children to submit questions anonymously if they prefer.
<b>Respond:</b>	Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
<b>Enable:</b>	Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.