

# Glenleigh Park Primary Academy

Growth, Perseverance, Positivity, Achievement



## Wellbeing Curriculum

### Year 6 Term 5

*Our school's vision for our Wellbeing Curriculum is that children are able to keep themselves physically, mentally and emotionally safe and healthy, throughout their lives. They will do this by developing the skills and knowledge they need to make informed choices, build healthy & positive relationships and by knowing where to seek help when it is needed.*

*If you have any questions or concerns about any aspect of the Wellbeing Curriculum please contact the Wellbeing Lead, Mr Wheeler, through the school office for further information, clarification and support.*

#### **This term we will be learning...**

- That people have different kinds of relationships in their lives, including romantic or intimate relationships
- That people who are attracted to or love one another can be of any gender, faith or ethnicity
- About the ways that couples care for each other
- That adults can choose to be part of a committed relationship or not (including marriage/ civil partnerships)
- That marriage should be equally wanted by both parties and nobody should be forced into this (this is a crime)

#### **Points to note– Relationships**

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing, throughout their lives. These lessons will look at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. It also helps children to understand that relationships can change over time and explores some ways that changing relationships can be managed– ensuring that behaviour remains respectful, even when things do change. As a result of the very sad death of Sarah Everard and other young females, last year, there has been a huge focus in the media but also within education on ensuring that our curriculum fully covers and supports children and young people in learning what respectful relationships are and their responsibilities towards one another in making sure nobody falls victim to peer on peer abuse of any kind, whether of a sexual nature, based on ethnicity, faith, sexuality, disability and so on. We are committed to supporting our children to being able to form and maintain respectful relationships throughout their lives.

#### **Our Key question for terms 5 and 6 is...**

***What will change as we become more independent?***

***How do friendships change as we grow?***

#### **Key Vocabulary we will learn and use...**

*Relationships, attraction, caring, love, marriage, forced marriage, arranged marriage, commitment, civil partnership, legal, culture, respect*

If your child needs help and support these websites have information that can help...

[www.childline.org.uk/](http://www.childline.org.uk/)  
[www.freedomcharity.org.uk](http://www.freedomcharity.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

#### **Points to note– Marriage**

Pupils will have differing views on marriage depending on their family circumstances, faith and personal values. Teachers will be sensitive to the fact children may live in families where parents have not married, have separated or divorced by talking inclusively and sensitively about the quality of a relationship, love, respect and trust and talk equally favourably of people who are not in a romantic relationship.

Arranged marriage refers to a marriage where parents, or the wider family, play an instrumental role in matching people, based on the belief that the marriage will support the growing of love and commitment to last a lifetime. The people getting married retain the right to refuse the marriage if they feel it is an unsuitable match. If the parents or wider family do not listen to their child's wishes not to marry then this becomes a forced marriage. Forced marriage exists across a range of cultures but is illegal.