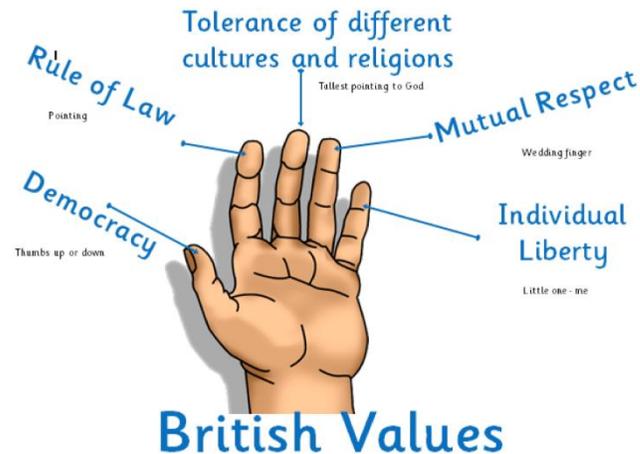




Relationships at FGCS



- The topic of **“Relationships”** features strongly in the Citizenship curriculum, and it also shares ties with FGCS **school policies**, such as the **“Politeness Policy”** and **practices**, such as the **Big Question**, and **Discussion Group**.
- **“Relationships”** is taught both **explicitly** and **implicitly** in FGCS Citizenship lessons.
- Healthy relationships is key to Citizenship’s aim to create well-rounded individuals who exist, as part of a whole, and interact with each other as **Active citizens**.
- Healthy relationships also significantly features in our **British values**, primarily: **“mutual respect”** and **“tolerance of different cultures and religions.”**



- Relationships is taught “explicitly” as a module, covering topics such as “getting on with people”; “being a good neighbour”; “friends and family; and “coping with family change”.
- These topics aim to create happy and healthy individuals with strengthened communication skills.

Explicitly

➤ Relationships

Year 7: topics		
<u>Autumn 1</u> <ul style="list-style-type: none">• Mental Health• Etiquette	<u>Spring 1</u> <ul style="list-style-type: none">• Rights• Relationships	<u>Summer 1</u> <ul style="list-style-type: none">• Democracy
<u>Autumn 2</u> <ul style="list-style-type: none">• Etiquette• Rights	<u>Spring 2</u> <ul style="list-style-type: none">• Relationships• Love and Hate	<u>Summer 2</u> <ul style="list-style-type: none">• Healthy lifestyle



- FGCS also recognises the need to teach pupils about “relationships” as part of the DfE’s statutory guidance on safeguarding in **“Keeping Children Safe in Education” (2016)**.
- Children interact with other children, as well as adults, on a daily basis and with the widespread use of social media in our 21st century world, ensuring children stay safe both offline and online in their daily lives is a priority for our school.
- Teaching pupils about “relationships” also complies with FGCS’s aim to protect children from radicalisation, in line with the **UK government’s “Prevent Duty” (2015)**.
- In addition to this, teaching pupils about “relationships” is central to protecting them from demographic vulnerabilities, like gangs and gang culture.

Implicitly

➤ Safety

➤ Love and Hate



Keeping children safe in education

Statutory guidance for schools and colleges

September 2016



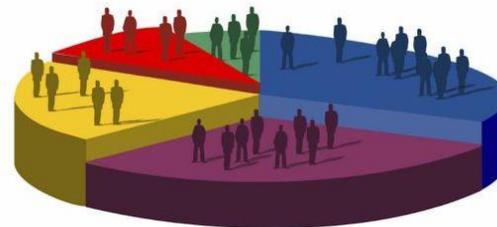
The Prevent duty

Departmental advice for schools and childcare providers

Year 7: topics		
Autumn 1 • Mental Health • Etiquette	Spring 1 • Rights • Relationships	Summer 1 • Democracy
Autumn 2 • Etiquette • Rights	Spring 2 • Relationships • Love and Hate	Summer 2 • Healthy Lifestyle

Year 8: topics		
Autumn 1 • Safety	Spring 1 • Choices	Summer 1 • Democracy
Autumn 2 • Etiquette	Spring 2 • Love and Hate	Summer 2 • Money

Year 9: topics		
Autumn 1 • Growing Up	Spring 1 • Globalisation	Summer 1 • Democracy
Autumn 2 • Etiquette	Spring 2 • Love and Hate	Summer 2 • Money





Policies

➤ Politeness Policy

- “Relationships” shares ties with our school “Politeness Policy”.
- The “Politeness Policy” is also reinforced through the teaching of an “Etiquette” module which Years 7-9 are taught.
- It is also a part of the “respect” British value.



MUTUAL RESPECT





Year 7: topics

Autumn 1

- Mental Health
- Etiquette

Spring 1

- Rights
- Relationships

Summer 1

- Democracy

Autumn 2

- Etiquette
- Rights

Spring 2

- Relationships
- Love and Hate

Summer 2

- Healthy lifestyle



Year 8: topics

Autumn 1

- Safety

Spring 1

- Choices

Summer 1

- Democracy

Autumn 2

- Etiquette

Spring 2

- Love and Hate

Summer 2

- Money



Year 9: topics

Autumn 1

- Growing Up

Spring 1

- Globalisation

Summer 1

- Democracy

Autumn 2

- Etiquette

Spring 2

- Love and Hate

Summer 2

- Money



Practices

- Big Question
- Discussion Group



FGCS's Big Question is designed to get pupils thinking critically and creatively about important, interesting and meaningful questions.

- “Relationships” feature in the topics for discussion.
- “Relationships” feature in the discussion of the topic.
- Pupils use their skills of relating further in a “Discussion Group” on the Big Question which occurs weekly.



Year 10: Lessons focused on the Big Question for the week

Autumn 1

- What is cultural capital and why do I need it?
- When should I not sound like myself?
 - Does alien life exist?
 - Is religion ever an excuse?
- What is the history of the East End?
 - Is modern art rubbish?
- Did Dixie chicken ever hurt anyone?

Spring 1

- How much can you save an hour a day?
- What character traits do you need to be rich?
 - Are humans divided into leaders and followers?
- How much does it cost to be an adult?
 - Is gender fixed?
- Could we survive without the internet?

Summer 1

- Whoever needed algebra when they left school?
 - What is most likely to kill you?
 - Has football replaced religion?
- What are the most famous mess-ups or mistakes of all time?
 - Is cleanliness next to godliness
- Fake news – is lying ever justified?

Autumn 2

- Should we try to conquer all fear?
 - Could wars benefit society?
- How can you win friends and influence people?
 - Should we all give up our cars?
 - Do your parents mess you up?
 - Should we be happy at all costs?

Spring 2

- What single event has changed the course of your personal history?
- When has the movie ever been better than the book?
 - What can't women do?
- What shouldn't humans try and control?
 - Who invented the teenager?
 - What should we do with old people?

Summer 2

- Can great leaders be idiots?
- If I gave you £10, what would you do with it?
- How are other cities in the UK different to London?
 - Is torture ever justified?
 - Why do we need music?
 - What are marginal gains?
- Why does everything have to change?