

Fair Field Junior School



Relationship, Sex, Health Education (RSHE) Policy

Statement of Intent

Fair Field Junior School is committed to nurturing an individual's potential and thirst for learning by offering a safe, happy and stimulating environment. We build all we do on our shared values: Respect, Honesty, Perseverance, Kindness, Forgiveness and Inclusion.

RSHE Policy	
Written by:	Finella Parmar & Davinia Leggett
Date:	15.09.24
Approved by:	FGB
Date:	10.01.25
Review frequency:	Every 2 years
Target Audience:	Governors, Parents and Staff

The governing body shall conduct the school with a view to promoting high standards of educational achievement. Fair Field Junior School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Aims

At Fair Field Junior School, we believe every child deserves the skills and knowledge to thrive in an increasingly complex and ever changing world. Our inclusive ethos ensures that all children, regardless of background or individual differences, are nurtured, inspired, and empowered to succeed.

We recognise the exciting opportunities available in modern life, alongside the challenges and risks children and young people face. Our aim is to equip pupils with the tools to live safe, healthy, and fulfilling lives, enabling them to manage their academic, personal, and social experiences with confidence and resilience.

In alignment with the Department for Education's (DfE) statutory guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education (2019), we have embedded RSHE into our curriculum to reflect our school values:

- **Nurture:** We foster a safe and supportive environment where all pupils feel valued, respected, and cared for, encouraging positive relationships and personal well-being.
- **Inspire:** We deliver a curriculum that motivates children to explore their individuality and grow as confident, responsible members of society.
- **Succeed:** We equip pupils with the skills, knowledge, and attitudes they need to achieve personal and academic success, preparing them for life beyond school.

At Fair Field Junior School, our Relationship, Sex, and Health Education (RSHE) programme is designed to nurture children's personal growth, social understanding, and economic awareness while promoting citizenship, physical and mental health, and emotional well-being. It provides children with the essential knowledge, skills, and understanding they need to lead confident, healthy, and independent lives, equipping them to become informed, active, and responsible citizens.

Relationships and Sex Education (RSE) is a vital part of our curriculum, focusing on the emotional, social, and cultural development of our pupils. It involves learning about healthy lifestyles, positive relationships, family life, human development, human sexuality, sexual health, diversity, and personal identity. Through RSE, we provide a combination of factual information and opportunities for pupils to explore values and address important issues in a safe and inclusive environment.

By embedding these topics within our nurturing and inspiring ethos, we ensure that pupils develop the confidence, knowledge, and values needed to succeed as individuals and as part of their wider community.

We are dedicated to helping our pupils grow into happy, healthy, and safe individuals who are equipped to navigate the challenges and opportunities of the modern world. By fostering their development, we aim to prepare them for successful adult lives and meaningful careers. Aligned with our core values of kindness, inclusion, perseverance, honesty, forgiveness, and respect, we deliver a thoughtfully planned programme of learning. This programme provides pupils with the knowledge, understanding, and skills they need to manage their lives effectively, both now and in the future, while embodying these values in their daily actions and interactions.

Statutory requirements

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

The well-being, happiness, and safety of our children are our highest priorities. RSHE lies at the heart of everything we do; it is integral to our approach and deeply embedded in our ethos.

Our RSHE curriculum is broad and balanced, ensuring that it:

- Supports the spiritual, moral, cultural, mental, and physical development of our pupils.
- Fosters self-esteem, mental health, and emotional well-being, helping children build and maintain meaningful and respectful relationships with themselves and others.
- Equips children with essential knowledge and skills to stay healthy and safe, both physically and emotionally.
- Prepares pupils for the challenges, responsibilities, and opportunities they encounter now and in their future lives as adults.

Policy development

This policy has been developed in consultation with governors, staff and parents.

Curriculum

We have developed the RSHE curriculum in consultation with staff, parents and pupils taking into account the age, needs and feelings of pupils and our school community.

At Fair Field we follow the *Jigsaw* programme which is enhanced by our own resource: *Inclusion Creates Belonging – Together we Thrive*.

The *Jigsaw* Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Our *Inclusion Creates Belonging: Together we Thrive* resource is delivered by class teachers. These half-termly sessions are linked to the British Values and the Nine Protected Characteristics. This resource focuses on using picture books to develop children's understanding in an age appropriate way.

Our RSHE curriculum is set out in **Appendix 1**.

It is important to note that different parts of Relationships and Health education are taught across the curriculum in the subject areas of Computing and Science.

Computing:

Connections are made to the Computing Curriculum, ensuring pupils understand the importance of using the internet safely. This includes recognising the risks to their emotional and physical well-being, personal safety, and reputation when sharing personal information, engaging in social networking, or sharing and downloading images.

Science:

It is a statutory requirement for all pupils to learn about human biology and reproduction as part of the Science Curriculum. Correct biological terms for body parts are consistently used, ensuring clarity and understanding.

In Key Stage 2, pupils are taught:

- That life processes shared by humans and other animals include nutrition, growth, and reproduction.
- About the key stages of the human life cycle.

RSHE Programme

Our school values of respect, honesty, perseverance, kindness, forgiveness and inclusion are embedded in everything we do. Children are involved in discussions, assemblies and moments of reflection related to what this means and how it is shown. Our *Inclusion Creates Belonging* and RSHE sessions promote respect for others and our British Values. This is reiterated through our therapeutic Behaviour Policy.

Jigsaw and *Inclusion Create Belonging: Together we Thrive* covers all areas of RSHE for the primary phase.

Jigsaw:

The table below gives the learning theme of each of the six units within *Jigsaw* and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. <i>Jigsaw</i> Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Fair Field Junior School allocates time for RSHE each week to teach the knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies, praise and reward system, through relationships child to child, adult to child and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class teachers deliver the weekly lessons to their own classes.

Inclusion Creates Belonging:

The table below gives the learning themes, School values and British values covered across the *Inclusion Creates Belonging: Together we Thrive* resource. These are linked to the 9 protected characteristics.

Themes	School Values covered	The British values covered
Age	Inclusion	Mutual Respect
Disability/Neurodiversity	Kindness	Tolerance
Relationships	Respect	Individual Liberty
Race	Forgiveness	Rule of Law
Who you choose to love		Democracy
Presenting yourself		
Sex		
Religion		
To have a baby		

Fair Field Junior School allocates one RSHE session each half term to cover our *Inclusion Creates Belonging* sessions which are taught by class teachers.

Our school library offers the children the chance to read books which provide them with a 'mirror' into their own lives or a 'window' into the lives of people who are different to them.

Delivery of RSHE

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

The key themes are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

See **Appendix 2** for what all pupils should know by the end of primary school.

Relationships Education

In primary schools, Relationships Education focuses on teaching the core building blocks and key characteristics of positive relationships. This includes fostering healthy friendships, understanding family relationships, and developing respectful connections with peers and adults.

Pupils learn essential skills such as taking turns, treating others with kindness, consideration, and respect, and valuing honesty and truthfulness. They are also introduced to the importance of seeking and giving permission, respecting personal privacy, establishing personal space and boundaries, and understanding the difference between appropriate and inappropriate physical contact.

The curriculum highlights the qualities of healthy friendships, family relationships, and other relationships children may encounter. By exploring these topics in various contexts, pupils develop a

strong foundation for understanding the characteristics of relationships that promote happiness and security. This knowledge empowers them to identify and navigate less positive relationships they may encounter in the future.

Our approach to teaching about families emphasises sensitivity and thoughtful consideration, grounded in our understanding of our pupils and their individual circumstances. Families come in many forms, all of which can provide loving and supportive environments for children. These can include, for example, single-parent families, families with LGBTQ+ parents, families led by grandparents, adoptive families, foster families, and other unique structures. Our aim is to ensure that no child experiences stigma related to their home circumstances. Our school community is wonderfully diverse, and it is essential to reflect this inclusivity by valuing all family structures equally and with sensitivity, recognising that each child's support system is unique and equally important.

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the *Jigsaw* Programme covers these is explained in the mapping document: *Jigsaw 3-11* and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships unit in *Jigsaw* covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in *Jigsaw* e.g. the Celebrating Difference Unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the *Jigsaw* Programme covers these is explained in the mapping document: *Jigsaw 3-11* and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me unit in *Jigsaw* covers most of the statutory Health Education, some of the outcomes are taught elsewhere in *Jigsaw* e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the *Jigsaw* Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in *Jigsaw* this is taught as part of the Changing Me unit.

Again, the mapping document transparently shows how the *Jigsaw* whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools' (p. 23). Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Fair Field Junior School, we believe children should understand the facts about human reproduction before they leave primary school so they are well prepared for adolescence and their transfer into secondary education.

We define Sex Education as understanding reproduction and it is taught as part of the Year 5 Science curriculum: reproduction in animals and in humans.

Parents' right to request their child be excused from Sex Education

The school recognises the primary role in a pupil's RSE lies with parents. We wish to foster a positive and supporting partnership with the parents of pupils at our school through mutual understanding, trust and co-operation. Parents do not have the right to withdraw their pupils from relationships education; they only have the right to withdraw their child from those non-statutory aspects of sex education not included within the Science curriculum, relationships or health education however this rarely happens as parents recognise the importance of this aspect of their child's education. Parents considering withdrawal are invited to meet with the Headteacher and / or RSHE Leader who will explore any concerns. Where children are withdrawn, they will receive appropriate, purposeful work linked to our RSHE curriculum.

Roles and responsibilities

The governing body:

The governing body will approve the RSHE policy and expect the Headteacher to report on its implementation.

The Headteacher:

The Headteacher is responsible for ensuring that RSHE is taught consistently and effectively across the school.

Staff:

Staff are responsible for:

- delivering RSHE in a sensitive, child friendly way
- being mindful and aware of children who may have personal experiences linked to content delivered.
- ensuring that pupils learn about diversity with relationships
- following school procedures in managing any disclosures or safeguarding concerns should they arise
- modelling positive attitudes to RSHE
- responding to the needs of individual pupils

- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory elements of RSE
- monitoring progress

Staff do not have the right to opt out of teaching RSHE; anyone who has concerns are requested to discuss this with the Headteacher or the RSHE Leader.

Pupils:

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Monitoring and Evaluation

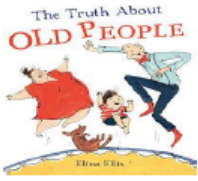

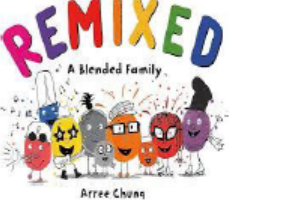



The RSHE Leader will monitor delivery of RSHE through discussion with teaching staff and observation to ensure consistent and coherent curriculum provision.


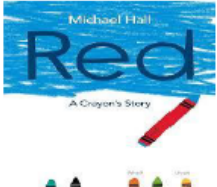
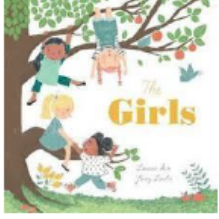
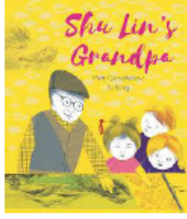


This policy will be reviewed by the RSHE Leader in consultation with the link governor every 2 years taking account of any feedback from pupils, parents and staff and will be approved by the Governing Body


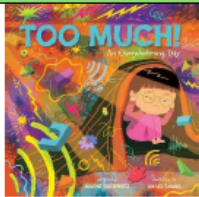
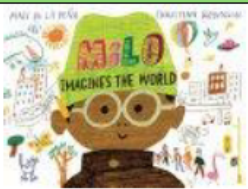
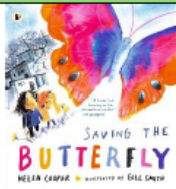
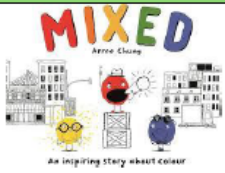
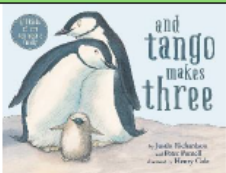
The Trustees monitor this policy on an annual basis. The Governors give serious consideration to any comments from parents about the RSHE programme, and makes a record of all such comments.






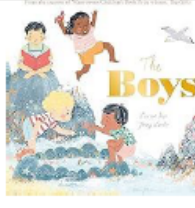
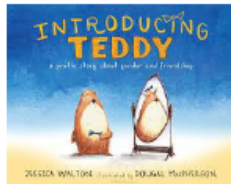

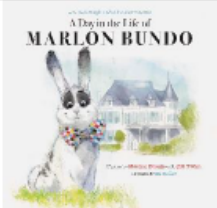
Appendix 1

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Getting on and Falling Out Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Year Group	Year 3					
Book						
Title	The Truth About Old People	We're All Wonder	Remixed – A blended family	Blanket Bears	I am Nefertiti	Who's Your Real Mum?
Author	Elina Ellis	R.J. Palacio	Arree Chung	Samuel Langley-Swain	Annemarie Anang	Bernadette Green
Themes	Age	Disability	Relationships	To have a baby	Race	Who you choose to love
School Values	Inclusion Kindness Respect	Inclusion Kindness Respect	Inclusion Kindness Respect	Kindness Respect	Forgiveness Inclusion Kindness Respect	Inclusion Kindness Respect
British Value	Mutual Respect Tolerance Individual Liberty	Mutual Respect Tolerance Individual Liberty	Mutual Respect Tolerance Individual Liberty	Mutual Respect Individual Liberty	Mutual Respect Tolerance Individual Liberty	Mutual Respect Tolerance
Learning Objective	To recognise that people of all ages deserve respect and kindness.	To recognise the importance of accepting and celebrating differences.	To explore how families come together in different ways.	To explore the concept of adoption and understand how it provides children with loving families, emphasizing the importance of care, love, and belonging.	To understand the importance of saying people's names correctly and how this shows respect for their identity and culture, exploring themes of belonging and inclusion.	To ensure that all families are treated equally and with respect.
Success Criteria	<ul style="list-style-type: none"> I can identify positive qualities and abilities of older people. I can explain why age discrimination is unfair and how to treat people of all ages equally. I can share ideas on how to connect with and show respect to older people in my community. 	<ul style="list-style-type: none"> I can explain why it is important to be kind to people who may look or act differently. I can describe how Auggie feels in the story and why. I can suggest ways to make everyone feel included and valued 	<ul style="list-style-type: none"> I can describe what a blended family is and how families can look different. I can explain why all types of families deserve respect and understanding. I can share ways to make everyone feel included, no matter what their family looks like 	<ul style="list-style-type: none"> I can explain what adoption means and why some children may need adoptive families. I can describe the experiences of the Blanket Bears as they stay with a foster family and later find a forever home. 	<ul style="list-style-type: none"> I can explain why saying a person's name correctly is important and how it makes them feel respected and included. I can identify how Nefertiti's feelings changed throughout the story and why. 	<ul style="list-style-type: none"> I can explain that families come in many different forms, and all families are special. I can identify that people can choose who they love, and that's okay. I can demonstrate kindness and respect to people, no matter who they love or what their family looks like

Year Group	Year 4					
Book						
Title	My wandering dreaming mind	Red	The Girls	Shu Lin's Grandpa	The Many Colours of Harpreet Singh	Mary Wears What She Wants
Author	Merriam Sarcia Saunders	Michael Hall	Lauren Ace	Matt Goodfellow	Supriya Kelkar	Keith Negley
Themes	Disability/ Neurodiversity	Present yourself	Relationship	Race	Religion	Sex
School Values	Inclusion Kindness Respect	Inclusion Kindness Respect	Inclusion Kindness Respect	Inclusion Kindness Respect	Inclusion Kindness Respect	Kindness Respect
British Values	Mutual Respect Tolerance	Mutual Respect Tolerance Individual Liberty Rule of Law	Mutual Respect Tolerance Individual Liberty	Mutual Respect Tolerance Individual Liberty Democracy Rule of Law	Mutual Respect Tolerance Individual Liberty Rule of Law	Mutual Respect Tolerance Individual Liberty
Learning Objective	To understand how ADHD can affect a person's thoughts and to develop.	To understand the importance of being true to yourself and embracing your identity	To recognise the importance of friendship and how it supports us through various stages of life	To celebrate the importance of inclusion and diversity.	To recognise the importance of being proud of our identity and culture	To explore how challenging stereotypes can create a positive change
Success Criteria	<ul style="list-style-type: none"> I can explain what ADHD is and how it can affect the way a person thinks and experiences the world. I can describe how the main character in experiences their day and the challenges they face due to ADHD. I can suggest ways to support and help a friend who might have ADHD. 	<ul style="list-style-type: none"> I can explain how Red's journey in the story shows the importance of being true to yourself. I can describe why it is important to respect people for who they are. I can suggest ways to support and be kind to people who might feel different or misunderstood. 	<ul style="list-style-type: none"> I can reflect on what makes a good friend I can identify ways to celebrate and encourage my friends' achievements and individuality 	<ul style="list-style-type: none"> I can explain what race is and how people from different races may have different experiences. I can identify ways to celebrate and respect the differences in people's cultures and backgrounds. I can describe why everyone should be treated fairly and equally, regardless of their race. 	<ul style="list-style-type: none"> I can reflect how it feels to be in an unfamiliar situation I can share examples of how I express my feelings or show pride in my own identity I can celebrate diversity and support others 	<ul style="list-style-type: none"> I can reflect on how it feels to stand out or go against what others expect I can identify ways to support others to make brave choices I can suggest ways to encourage equality in my community.

Year Group	Year 5					
Book						
Title	I Remember	Too Much! An overwhelming day	Milo Imagines the World	Saving the Butterfly	Mixed	And Tango makes three
Author	Jeanne Willis and Raquel Catalina	Jolene Gutierrez	Matt de la Pena	Helen Cooper	Arree Chung	Justin Richardson
Themes	Age	Disability/ Neurodiversity	Relationships	Race	Race	Who you choose to love
School Values	Inclusion Kindness Respect	Inclusion Kindness Respect	Inclusion Kindness Respect	Kindness Respect	Forgiveness Inclusion Kindness Respect	Inclusion Kindness Respect
British Values	Mutual Respect Tolerance Individual Liberty	Mutual Respect Tolerance Individual Liberty	Mutual Respect Tolerance Individual Liberty	Mutual Respect Tolerance Individual Liberty Rule of Law Democracy	Mutual Respect Tolerance Individual Liberty	Mutual Respect Tolerance
Learning Objective	To recognise that people of all ages deserve respect and kindness.	To develop empathy and strategies for supporting and respecting individuals with diverse needs.	To ensure that all families are treated equally and with respect.	To understand the experiences of people from diverse racial or cultural backgrounds.	To celebrate the importance of inclusion and diversity.	To ensure that all families are treated equally and with respect.
Success Criteria	<ul style="list-style-type: none"> I can identify positive qualities and abilities of older people. I can explain why age discrimination is unfair and how to treat people of all ages equally. I can share ideas on how to connect with and show respect to older people in my community. 	<ul style="list-style-type: none"> I can explain that disabilities include both visible and invisible differences, such as sensory sensitivities. I can describe how the main character in <i>Too Much!</i> experiences the world differently. I can suggest ways to show respect, understanding to people with sensory 	<ul style="list-style-type: none"> I can explain that families come in many different forms, and all families are special. I can identify that people can choose who they love, and that's okay. I can demonstrate kindness and respect to people, no matter who they love or what their family looks like 	<ul style="list-style-type: none"> I can explain how the story of <i>Saving the Butterfly</i> reflects the challenges people might face when they feel different or excluded. I can describe how the characters in the story show resilience and courage in difficult situations. I can discuss why empathy and inclusion are important in creating a fair 	<ul style="list-style-type: none"> I can explain what race is and how people from different races may have different experiences. I can identify ways to celebrate and respect the differences in people's cultures and backgrounds. I can describe why everyone should be treated fairly and equally, regardless of their race. 	<ul style="list-style-type: none"> I can explain that families come in many different forms, and all families are special. I can identify that people can choose who they love, and that's okay. I can demonstrate kindness and respect to people, no matter who they love or what their family looks like
		differences or other disabilities.		and welcoming community.		

Year Group	 <div style="text-align: center;">Year 6</div> 						
Book							
Title	My Shadow is Purple	The Island	The Proudest Blue	The Boys	Introducing Teddy	You're so Amazing	A Day in the Life of Marlon Bundo
Author	Scott Stuart	Armin Greder	Ibtihaj Muhammad	Lauren Ace	Jessica Walton	James & Lucy Catchpole	Marlon Bundo and Jill Twiss
Themes	Sex	Race	Religion	Relationships	Present yourself	Disability	Who you choose to love
School Values	Inclusion Kindness Respect	Forgiveness Inclusion Kindness Respect	Inclusion Kindness Respect	Inclusion Kindness Respect	Inclusion Kindness Respect	Inclusion Kindness Respect	Inclusion Kindness Respect
British Values	Mutual Respect Tolerance Individual Liberty	Mutual Respect Tolerance Individual Liberty	Mutual Respect Tolerance Individual Liberty Democracy Rule of Law	Mutual Respect Tolerance Individual Liberty Democracy Rule of Law	Mutual Respect Tolerance Individual Liberty Rule of Law	Mutual Respect Tolerance Individual Liberty Rule of Law	Mutual Respect Tolerance Individual Liberty Democracy Rule of Law
Learning Objective	To develop kindness and empathy towards others who may be different to us.	To understand the impact of prejudice and exclusion, and to reflect on the importance of compassion, acceptance, and inclusion.	To understand respect the importance of individuality and cultural identify	To explore how relationships and friendship can change over time	To understand the importance of kindness and inclusion	To recognise what makes us unique and amazing	To respect different types of loving relationships and to explore the importance of fairness, equality, and acceptance.
Success Criteria	<ul style="list-style-type: none"> I can identify and describe what makes people unique and how differences 	<ul style="list-style-type: none"> I can identify examples of prejudice and exclusion in the story and explain their effects on 	<ul style="list-style-type: none"> I can explain why special clothing is important to people I can describe how special clothing is a 	<ul style="list-style-type: none"> I can explain how the boys' friendship changes as they grow and face different challenges 	<ul style="list-style-type: none"> I can reflect on how it feels to be different and how I can help others in that situation I can identify actions that make others feel welcomed and valued. 	<ul style="list-style-type: none"> I can explain why it's important to celebrate the important qualities within ourselves I can reflect on why everyone has 	<ul style="list-style-type: none"> I can explain what it means to have different types of relationships, including same-sex relationships.

	<p>should be respected</p> <ul style="list-style-type: none"> I can show understanding of how it feels to be excluded or judged for being different 	<p>individuals and communities.</p> <ul style="list-style-type: none"> I can discuss why it is important to challenge stereotypes and show compassion toward people who are different from us. I can suggest ways to promote inclusion and respect in my own community 	<p>symbol of pride and identity</p> <ul style="list-style-type: none"> I can share my thoughts about what makes me proud of my culture. 	<ul style="list-style-type: none"> I can reflect on what makes a good friend and how to maintain friendship over time <p>I can suggest ways to strengthen friendships</p>		<p>something amazing about them.</p>	<ul style="list-style-type: none"> I can describe the challenges Marlon Bundo and Wesley face in the story and how they overcome them. I can discuss the importance of standing up for fairness and equality. I can identify ways to show respect and acceptance for people of all orientations.
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Appendix 2

What all pupils should know by the end of primary school taken from DFE Statutory Guidance Relationship Education (Primary) updated in September 2021.

	Pupils should know...
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • 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 • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness

	<ul style="list-style-type: none"> • that in school and in 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 • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.