

Fair Field Junior School



Personal, Social, Health and Economic Education (PSHE) Policy Including Relationships, Sex and Health Education (RSHE)

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.

Personal, Social, Health and Economic Education (PSHE) Policy Including Relationships, Sex and Health Education (RSHE)	
Written by:	Carol Gold & Davinia Leggett
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Approved by:	FGB
Date:	25.06.26
Review frequency:	Annually
Target Audience:	All Stakeholders

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.

1. Statement of Intent

At Fair Field Junior School, we are committed to providing a high-quality, inclusive Personal, Social, Health and Economic (PSHE) education that enables all pupils to thrive both now and in the future. We recognise that PSHE, including Relationships, Sex and Health Education (RSHE), is central to pupils' personal development, wellbeing, and ability to engage successfully in learning and life.

Our approach reflects our core values of **respect, honesty, perseverance, kindness, forgiveness and inclusion**, which underpin all aspects of school life. We strive to create a safe, nurturing and stimulating environment where every child feels valued, heard and respected. Within this environment, pupils are supported to develop confidence, resilience, emotional literacy and the ability to build positive, respectful relationships.

Our policy reflects the latest statutory requirements (September 2026) and ensures that teaching is inclusive, age-appropriate and responsive to the needs of our diverse school community.

2. Vision and Principles

We believe that every child deserves an education that prepares them not only academically, but also socially, emotionally and morally. PSHE / RSHE is not an isolated subject; it is embedded throughout our curriculum and daily interactions, shaping behaviour, attitudes and relationships.

Through our PSHE provision, we aim to ensure that pupils:

- Develop a strong sense of identity, self-worth and belonging
- Understand how to keep themselves safe, both offline and online
- Build healthy, respectful relationships
- Develop emotional intelligence and resilience
- Respect diversity and understand equality
- Become responsible, active citizens in modern Britain

Our curriculum reflects a commitment to Inclusion and belonging, ensuring that all children see themselves represented and valued, while also developing understanding of others' lived experiences.

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.

3. Statutory Requirements (September 2026 onwards)

This policy complies with the **Relationships Education, Relationships and Sex Education and Health Education Regulations (2019)**, updated July 2025 and in force September 2026.

In line with statutory requirements:

- **Relationships Education** is compulsory for all primary pupils
- **Health Education** is compulsory for all state-funded schools
- **Sex Education** is not compulsory in primary schools, but is recommended

Our curriculum also supports duties under:

- The **Education Act 2002** and Academies Act 2010
- **Equality Act 2010**
- **Keeping Children Safe in Education (KCSIE)**
- The **Prevent Duty**

We ensure that our curriculum promotes pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life.

4. Curriculum Framework and Approach

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. (Appendix 1)

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. (Appendix 2)

Jigsaw

We deliver our PSHE / RSHE curriculum through the Jigsaw programme, which provides a coherent, progressive and age-appropriate structure across Key Stage 2. This programme is carefully sequenced to revisit key themes with increasing depth and complexity.

The six core units ("Puzzles") taught annually are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

These units ensure full coverage of statutory Relationships and Health Education while developing wider personal and social skills.

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.

Term	Puzzle	Key Content
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education - see Section 6).

Learning is further enriched through cross-curricular links, particularly within Science (human development and reproduction) and Computing (online safety).

5. Inclusion Creates Belonging

A distinctive feature of our curriculum is our commitment to Inclusion, which is taught alongside Jigsaw.

Through this approach:

- Pupils explore themes linked to the protected characteristics (age, disability, race, religion, sex, relationships, and identity) in an age-appropriate manner
- Learning is often facilitated through high-quality literature, providing both “mirrors” (reflecting pupils’ own lives) and “windows” (into others’ experiences)
- British Values such as Mutual Respect, Tolerance, Individual Liberty Rule of Law and Democracy are explicitly taught
- Pupils develop empathy, understanding and respect for diversity

Fair Field Junior School allocates one 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. This ensures that inclusion is not an add-on, but a lived experience embedded throughout the curriculum and school culture.

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 Disability/Neurodiversity Relationships Race Who you choose to love Presenting yourself Sex Religion To have a baby	Inclusion Kindness Respect Forgiveness	Mutual Respect Tolerance Individual Liberty Rule of Law Democracy

6. Relationships Education

Relationships Education is at the core of our PSHE provision and focuses on teaching the fundamental building blocks of positive, respectful relationships.

Pupils learn:

- The importance of family, including that families may look different but provide love and care
- How to build and maintain healthy friendships
- How to treat others with respect, kindness and honesty
- Skills in communication and conflict resolution
- How to recognise unhealthy or unsafe relationships
- The importance of boundaries, consent and personal safety

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.

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.

7. Health Education

Health Education supports pupils in developing the knowledge and skills needed to maintain both physical and mental wellbeing.

Pupils are taught:

- Mental wellbeing and emotional regulation
- Healthy lifestyles, including diet, exercise and sleep
- Online safety and managing digital risks
- Substance education (including drugs, alcohol and tobacco)
- Basic first aid and personal safety
- Puberty and bodily changes

We emphasise the link between physical health and mental wellbeing, supporting pupils to understand how to care for themselves holistically. 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.

8. Sex Education

While not statutory, we believe it is important that pupils are prepared for adolescence.

Sex education is delivered in an age-appropriate, factual manner, primarily through:

- The Science curriculum (human reproduction)
- Upper Key Stage 2 PSHE lessons

We define sex education as learning about human reproduction, conception and birth, ensuring pupils are equipped with accurate knowledge before transitioning to secondary school.

Parents have the right to request that their child be withdrawn from the non-statutory aspects of sex education. They do not have the right to withdraw their child from Relationships Education, Health Education or those elements of sex education that form part of the statutory Science curriculum.

The school recognises that parents have the primary role in their child's Relationships, Sex and Health Education (RSHE). We are committed to fostering a positive and supportive partnership with parents based on mutual understanding, trust and cooperation.

Parents who are considering withdrawing their child are encouraged to meet with the Headteacher and/or the PSHE/RSHE Leader to discuss any concerns and consider the available options. In practice, requests for withdrawal are rare, as most parents recognise the importance of this aspect of their child's education.

Where a child is withdrawn from the non-statutory elements of sex education, they will be provided with appropriate, purposeful work linked to the RSHE curriculum during those lessons.

9. Safeguarding and Pupil Safety

PSHE is a vital part of our safeguarding provision. Through the curriculum, pupils learn:

- How to recognise unsafe situations
- How to seek help confidently
- That their body belongs to them
- How to report concerns and keep themselves safe

All staff follow safeguarding procedures and respond appropriately to any disclosures. PSHE lessons are delivered in a safe environment where pupils feel able to share concerns responsibly.

10. Teaching and Learning

PSHE is taught weekly by class teachers using a consistent, whole-school approach. Lessons are:

- Inclusive and accessible to all pupils
- Carefully planned and sequenced
- Delivered using interactive and discussion-based methods
- Supported by clear ground rules to ensure respectful dialogue

Learning is reinforced through assemblies, behaviour systems, and everyday interactions, ensuring pupils apply their learning in real-life contexts.

11. Equality, Diversity and Inclusion

We are fully committed to meeting the requirements of the Equality Act 2010. Our curriculum:

- Promotes equality of opportunity
- Challenges discrimination and stereotypes
- Encourages respect for all individuals

All pupils, including those with SEND, are supported through adapted teaching approaches to ensure full access to the curriculum.

12. Working with Parents and Carers

We recognise parents and carers as children's first educators and aim to work in partnership through:

- Clear communication about curriculum content
- Opportunities to view materials
- Open dialogue around sensitive topics

We encourage parents to engage with and support their child's learning.

13. Roles and Responsibilities

Roles and responsibilities

The governing body: will ensure statutory compliance and monitors impact.

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

Staff: are responsible for:

- delivering PSHE / 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 PSHE / 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 PSHE / RSHE; anyone who has concerns are requested to discuss this with the Headteacher or the RSHE Leader.

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

14. Monitoring, Evaluation and Review

PSHE / RSHE provision is monitored through:

- Lesson observations and learning walks
- Pupil voice
- Staff feedback
- Safeguarding and wellbeing data

The policy is reviewed annually to reflect:

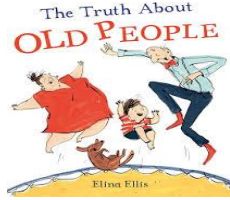
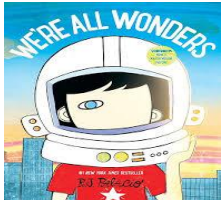
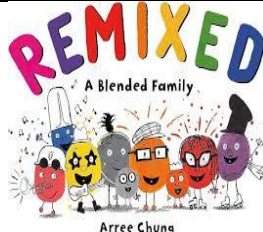
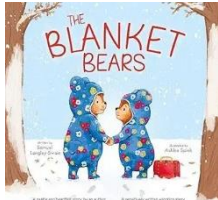
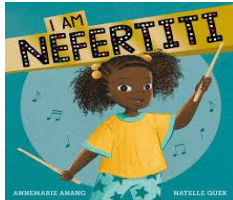
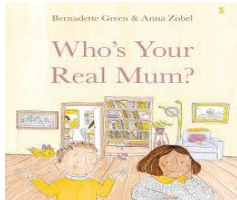
- Updated statutory guidance
- School improvement priorities
- Feedback from stakeholders

Appendix 1 – Jigsaw content map

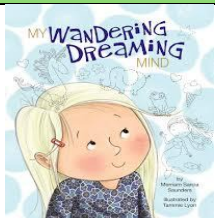
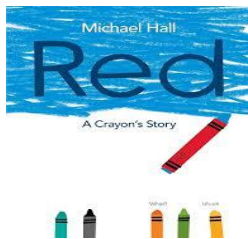
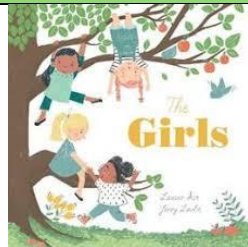
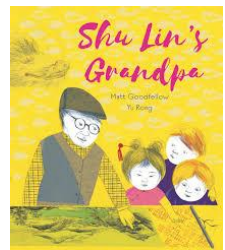
Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	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 Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene 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 Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead 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 Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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 <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

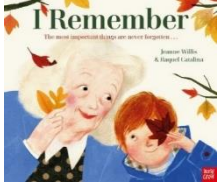
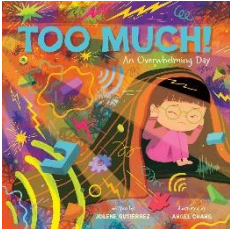
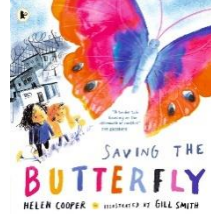
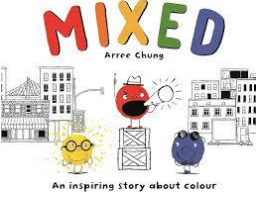
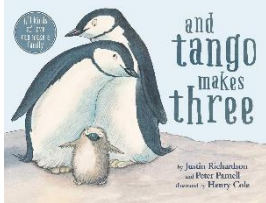
Appendix 2 – Inclusion Creates Belonging Texts

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.

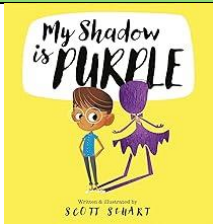
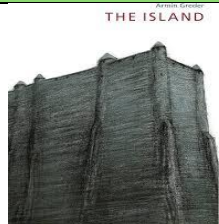
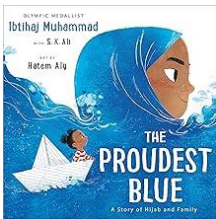
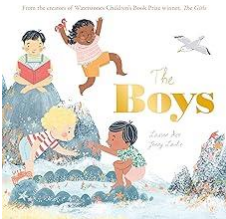
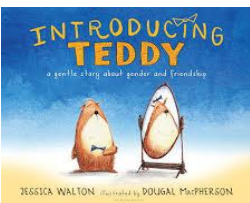
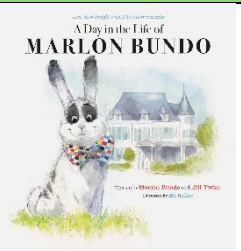
Success Criteria	• I can identify positive qualities and abilities of older people. • I can explain why age discrimination is unfair and how to treat people of all ages equally. • I can share ideas on how to connect with and show respect to older people in my community.	• I can explain why it is important 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	• 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	• 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.	• 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.	• 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
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Year Group	 Year 4 					
Book						
Title	My wandering dreaming mind	Red – A Crayon's Story	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	I can explain what ADHD is and how it can affect the way a person thinks and	I can explain how Red's journey in the story shows the importance of being true to yourself.	I can reflect on what makes a good friend I can identify ways to celebrate and encourage my friends'	I can explain what race is and how people from different races may have different experiences.	- I can reflect how it feels to be in an unfamiliar situation - I can share examples of how I express my	- I can reflect on how it feels to stand out or go against what others expect - I can identify ways to support

	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.	• 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.	achievements and individuality	• 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.	feelings or show pride in my own identity • I can celebrate diversity and support others	others to make brave choices • I can suggest ways to encourage equality in my community.
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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	• 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.	• 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 differences or other disabilities.	• 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	• 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 and welcoming community.	• 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.	• 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
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Year Group	 Year 6 						
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 identity	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	• I can identify and describe what makes people unique and how differences should be respected • I can show understanding of how it feels to be excluded or judged for being different	• I can identify examples of prejudice and exclusion in the story and explain their effects on individuals and communities. • 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	• I can explain why special clothing is important to people • I can describe how special clothing is a symbol of pride and identity • I can share my thoughts about what makes me proud of my culture.	• I can explain how the boys' friendship changes as they grow and face different challenges • I can reflect on what makes a good friend and how to maintain friendship over time I can suggest ways to strengthen friendships	• 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.	• I can explain why it's important to celebrate the important qualities within ourselves • I can reflect on why everyone has something amazing about them.	• I can explain what it means to have different types of relationships, including same-sex relationships. • 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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