



Document Title	Relationships and Sex Education Policy Part 1: Relationships Education Part 2: Sex Education
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Approved by:	Trust Board of INMAT
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Review Frequency:	Every 2 years
Revisions	Additional information added around assessment, resources, the right to withdraw and staff training.

Part 1 – Relationships Education

Rationale

InMAT schools believe that our Relationships Education curriculum ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. We are preparing children for life in modern Britain, developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

This policy sets out the Trust's approach to delivering compulsory **Relationships Education** and **Health Education**, and discretionary **Sex Education** (SE) at the primary level, collectively referred to as RSHE. This policy is written for primary school provision across the Trust.

The curriculum is designed to give pupils the knowledge, skills, and understanding they need to lead confident, healthy, and independent lives and to become respectful, active, and responsible citizens, preparing them for life in modern Britain.

Definition

Relationships Education is compulsory for all primary school pupils. It is designed to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online. The curriculum will foster pupil wellbeing, develop resilience and character, and promote the Trust values of Inclusion, Integrity, Initiative, Inspiration, and Involvement.

Aims

The aims of Relationships Education in our schools is to:

- Develop skills and attitudes in our pupils that will enable them to participate fully and contribute positively whilst thriving in modern Britain.
- "To put in place the building blocks needed for positive and safe relationships of all kinds." (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education: FAQs)
- Ensure that pupils understand Britain is a country rich in diversity and difference. Individual characteristics make people unique; everyone has differences, and everyone is welcome in our schools.
- Provide clear information to parents and carers about the Relationships Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- Enable pupils to reflect on their own experiences, considering how they are developing character, both personally and socially. Teach co-operation skills so that pupils behave with integrity, feeling confident about their emerging selves and how they can contribute to school and to society.
- Enable children to reflect on their own mental health and consider how their actions affect the mental health of others.

- Ensure all students receive the support and respect they need as they move through the school and provide the skills to show empathy and support to peers if and when it is needed. The DfE guidance states, "Teachers should always seek to treat individual students with sympathy and support."
- Develop an understanding of the protected characteristics listed in the Equality Act 2010 and gain a historical perspective of how equality and freedoms have been won over time and should not be taken for granted.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

All pupils will be taught to:

- Understand what a healthy, positive, and respectful relationship looks like.
- Be safe, both physically and emotionally, and to know how to seek help.
- Develop self-respect, confidence, and a strong sense of their own identity.
- Understand the diverse society in which they live and respect difference and equality.
- Develop knowledge of the law as it relates to relationships, safety, and wellbeing.

We have reviewed this policy in consultation with parents/carers and have taken into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

Teaching of Relationship Education

Relationship Education is delivered by class teachers through lessons in each year group and through Personal Social Health Economic Education (PSHE) sessions. It is also delivered through assemblies where children discuss images taken from current news stories and relate those stories to their own lives while exploring and considering the lives of others.

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

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

Statutory Curriculum Content (Primary)

- The INMAT curriculum ensures coverage of the following statutory content areas:

Area	Statutory Content to be Taught
Families and People Who Care for Me	Diverse family structures (e.g., single-parent, same-sex parents, blended families). How to form and maintain strong, positive relationships with family and friends. The concept that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.
Respectful, Kind Relationships	The importance of self-esteem and building a strong sense of one's own identity through developing skills and interests. How to recognise and manage different feelings, resolving conflict, and the differences between online and offline relationships. The importance of respecting others, including those with protected characteristics (e.g., race, disability, sexual orientation).
Online Relationships and Safety	The benefits and risks of the online world. Teaching that there is a minimum age for joining social media sites (currently 13), and the reasons this protects children. How to critically evaluate their online relationships and sources of information, including awareness of risks like people pretending to be someone else (grooming). The importance of privacy and location settings to protect information online, and the risk that any material provided online might be circulated permanently.
Being Safe	Age-appropriate, factual teaching on the law as it relates to sexual abuse, harassment, exploitation, and grooming (e.g., county lines). How to recognise and report emotional, physical, and sexual abuse. The concept of privacy and the difference between appropriate and inappropriate contact. How to ask for advice or help for themselves or others, and to keep trying until they are heard.

At The Abbey Primary School our PSHE curriculum is based on PSHE Association and No Outsiders schemes of work.

For more information about our curriculum, see our curriculum overview in Appendix 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Assessment

Pupils' development in Relationships and Sex Education (RSE) will be assessed in a proportionate and age-appropriate way. While formal examinations are not required, it is important that schools monitor and track progress to ensure pupils are developing the intended knowledge, understanding and skills. Assessment may take place through teacher observation, class discussion, reflective activities, pupil voice, and low-stakes quizzes or written responses. These approaches enable staff to identify misconceptions, inform future planning and provide appropriate support where needed. Although the INMAT policy does not currently specify how pupil progress in RSE is monitored, establishing a clear and consistent approach to assessment will ensure that delivery is effective and that pupils are appropriately supported in their personal development.

Roles and responsibilities

The Board of Trustees will approve the RSE policy, and CEO and School Improvement Leads will hold the headteacher to account for its implementation.

The right to withdraw

Children may not be withdrawn from Relationship Education lessons. There is no reference to sex or reproduction in Relationship Education lessons. Parents have the opportunity to view any new materials being used to teach Relationships Education as and when they are introduced.

Resources

Each InMAT school will appoint a PSHE lead to oversee Relationship Education. The PSHE lead will support and provide resources for each school. Teaching resources and materials will be formally reviewed prior to use to ensure they are appropriate for the age and stage of pupils, factually accurate, and free from bias. This process will consider the suitability of language, imagery and context, as well as alignment with statutory guidance and the school's values. Where necessary, materials will be adapted to ensure they present balanced perspectives and promote inclusion, respect and critical thinking.

PART 2 – Sex Education

Rationale

At InMAT we place Sex Education firmly within our PSHE curriculum. We believe passionately that our PSHE curriculum will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal development lies at the cornerstone of our InMAT ethos; we are preparing children for life in modern Britain. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

Definition

Sex Education is about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It involves children acquiring information and being informed about the physical and emotional changes that happen during puberty, forming positive values and attitudes in their family life. Central to this is the growth of self-esteem and taking responsibility for oneself and one's actions.

The word 'sex' is used in its widest form and focuses on differences in gender as well as sexual reproduction. As the children grow older our aim is to help them become aware of, and understand the changes their bodies are starting to make as well as the emotional changes that they may start to feel.

The Trust has determined that, in addition to the compulsory Relationships and Health Education, it is appropriate to provide some Sex Education (SE) to our pupils. This teaching will be factual, sensitive, and integrated into a broader curriculum that promotes safety and healthy development.

Aims

Our aims in Sex Education are to:

- Teach children the appropriate language to talk about themselves and their bodies and to be able to make informed choices about their bodies when they grow older.
- Inform children about the human reproductive cycle at an age appropriate time.
- Enable pupils to understand and manage their own feelings and emotions as they experience adolescence.
- Promote attitudes of self-respect in our pupils and respect for others.
- Provide channels for our pupils to feel able to communicate their needs and be able to ask for help in an atmosphere where questions relating to sex and relationships can be asked and answered
- Teach pupils about peer pressure and to have the confidence and skills to deal with unwanted pressure; understand that some parts of the body are private and what to do if someone is making you feel uncomfortable.
- Provide children with understanding about personal hygiene and germs, including bacteria, viruses, how they are spread and the importance of keeping our bodies clean.
- Enable children to make sense of the messages that they receive about relationships and growing up from the world around them.
- To enable pupils to differentiate between appropriate / inappropriate behaviour in relationships.
- Provide clear information to parents and carers about the Sex Education and Health Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- We will provide opportunities for parents and carers to air their views about our curriculum and we will consider all views given.

Teaching

Sex Education and Health Education, is part of the PSHE curriculum, and is delivered by class teachers.

Although there are not specific Sex Education and Health lessons in Key Stage 1, where children mention their body parts, staff will use the correct names. The SE curriculum content will be taught at the most age-appropriate time (usually in Year 6) and will cover:

- **Human Reproduction:** Factual information about human reproduction, including conception, gestation, and birth.
- **Puberty:** The physical and emotional changes that occur during puberty, including menstrual health and hygiene.

Inclusion, Equality, and The Law

At InMAT we consider that all pupils and adults should have equal access to Sex and Health Education, regardless of gender, race, faith, age, disability, sexual orientation, gender identity. The RSHE curriculum actively promotes the Equality Act 2010 protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

LGB and Transgender Content: This will be taught in an age-appropriate way as part of promoting respect for difference. Teaching practice will ensure resources:

1. Avoid oversimplifying complex concepts.
2. Do not encourage pupils to question their gender identity or suggest social transition is a simple solution to distress.

Prevention of Harassment: The curriculum plays a preventative role by ensuring pupils understand that bullying and harassment include the use of derogatory terms related to sex, race, disability, or sexual orientation.

The right to withdraw

Parents / carers may withdraw their child from Sex Education and Health Lessons. Each school in the Trust will inform parents / carers before the lessons are delivered. Parents will have the opportunity to view the lessons and resources in order to make an informed choice about the content before withdrawing their child. The headteacher must provide their decision on any withdrawal request in writing, clearly outlining the rationale for the outcome. While parents have the right to request withdrawal in line with statutory guidance, there may be exceptional circumstances in which a request is refused. These could include safeguarding considerations, where it is deemed that participation is necessary to protect the child's welfare or ensure they receive essential knowledge to keep themselves safe. In such cases, the written response will explain the reasons for the decision and any next steps.

Procedure: Parents must complete a withdrawal form (Appendix 2) and meet with the Head Teacher to discuss their request. The Head Teacher will consider the request and discuss the educational implications, including the content that their child will miss and alternative educational provision during that time.

The Head Teacher will record the agreed actions.

Note: There is no right to withdraw a child from the compulsory Relationships Education or Health Education components of the curriculum.

Resources

The PSHE lead in each school will provide lesson plans and resources for Sex Education and Health education.

Openness with Parents and Availability of Resources

- The Trust is committed to full transparency with parents/carers regarding the RSHE curriculum.
- **Transparency:** The school will actively engage with parents and be transparent about all materials used to deliver RSHE.
- **Resource Access:** Parents have the right to view all curriculum materials and resources used to teach RSHE/Health Education upon request, including videos, external resources, and lesson plans.
- **External Providers:** If external providers are used, the school will ensure there are no contractual restrictions preventing parents from viewing the content used in lessons.
- **Sensitive Topics:** For highly sensitive or new topics, such as those related to transgender content, the school will consult with parents on the content of external resources in advance, ensuring materials are balanced, age-appropriate, and do not oversimplify complex issues.

Staff training

The PSHE lead for the school will lead staff training to ensure all staff are confident in their contribution to the Sex Education and Health policy. All staff delivering RSE and Sex Education must have a clear understanding of the curriculum outcomes for each year group and be confident in the statutory requirements, including which elements of the curriculum parents have the right to withdraw their child from. Staff should receive appropriate training to ensure they understand the boundaries of withdrawal, safeguarding responsibilities and how to respond appropriately to sensitive or unexpected questions during lessons. Training should also support staff in creating a safe, respectful classroom environment where pupils feel able to ask questions while maintaining professional boundaries. Visitors, such as school nurses or other health professionals, may play a valuable role in supporting staff training and enhancing subject knowledge.

Training includes: whole teaching staff CPD on No Outsiders, CPD on answering difficult questions and how to adapt learning for pupils with SEND.

Managing Difficult Questions and Sensitive Disclosures

Teachers will respond to pupils' questions in a factual, age-appropriate, and non-judgemental manner, respecting the diverse beliefs of our community.

- **Questions within scope:** Questions will be answered honestly, using appropriate terminology, and linked to the curriculum.
- **Questions outside the scope of the policy (e.g., SE topics from which a child has been withdrawn):**
 - The teacher will advise the child to speak with their parent/trusted adult.

- The teacher will reassure the child that they can always seek help from a trusted adult in school.
- If the question raises a safeguarding concern, the matter will immediately be passed to the Designated Safeguarding Lead (DSL) in line with the school's Child Protection Policy.

Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher through:

- Individual schools monitoring arrangements.
- Pupils' development in RSE. This is monitored by class teachers as part of our internal assessment systems.
- Local Academy Committee (LAC) members should monitor the delivery and impact of RSE.

Evaluation: The effectiveness of the RSHE policy and curriculum will be evaluated by:

- Reviewing pupil voice surveys.
- Assessing pupils' development of skills and understanding through subject monitoring (e.g., lesson observations, work scrutiny).
- Reviewing the implementation of policy procedures (e.g., parental feedback, use of external providers).

This policy will be reviewed by INMAT every 2 years.

At every review, the policy will be approved by the Board of Trustees.

Links with other policies

This Sex Education and Health Policy should be read in conjunction with:

This Policy takes its legal framework from the following legislation and statutory guidance:

- [Relationships and education relationships and sex education](#)
- [Keeping children safe in education](#)
- [Behaviour and discipline in schools](#)
- [Mental health and behaviour in schools](#)
- [The SEN Code of Practice](#)
- [The Equality Act 2010](#)

Appendix 1: By the end of primary school pupils should know:

Families and people who care about me	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 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	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 or advice from others, if needed

Respectful relationships	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 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	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	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
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Appendix 2: Parent form – withdrawal from sex education within RSE

To be completed by the parents			
Name of Child:		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent Signature			

To be completed by the school	
Agreed actions from discussion with parents	

Appendix 3: Our Curriculum Map for PSHE/SRE

Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of [EYFS materials](#).

Statutory RSHE

Statutory RSHE

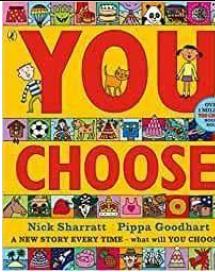
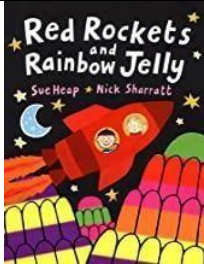
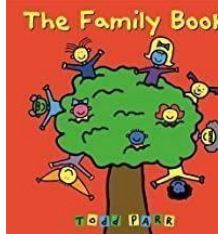
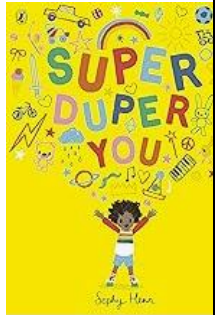
Economic Wellbeing & Careers

Economic Wellbeing & Careers

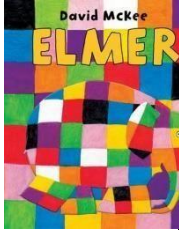
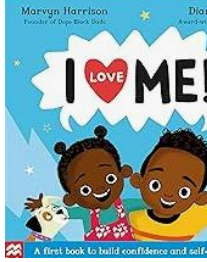
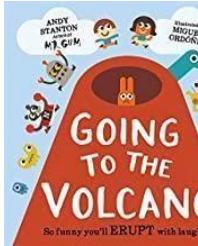
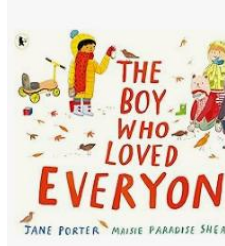
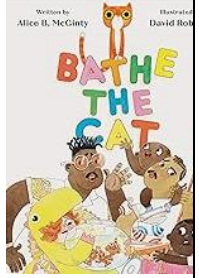
 School Plus course available - see [Appendix 2](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing 	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing 	Keeping safe online	Me, my body and staying safe	Money and work 	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing 	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing 	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy 	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing 	Positively engaging with our world	Respecting boundaries 	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing 	Managing money and online spending 	Changes in puberty (and sex education) 	Drug education: assessing risk and managing influences	Developing our understanding of AI	Looking to the future

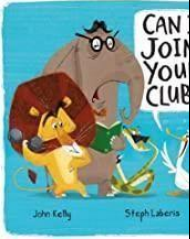
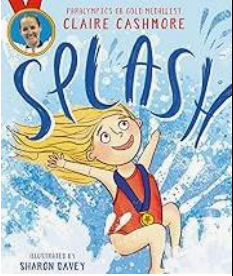
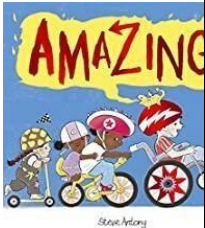
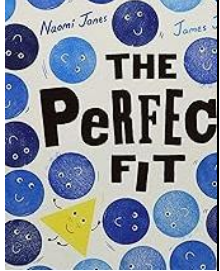
No Outsiders:

Year Group	Reception					
Book						
Title	You Choose	Red Rockets and Rainbow Jelly	Hello Hello	Blue Chameleon	The Family Book	Super duper you
Author	Nick Sharratt and Pippa Goodhart	Sue Heap and Nick Sharratt	Brendan Wenzel	Emily Gravett	Todd Parr	Sophie Henn
Learning Objective	I can choose what I like	It's ok to like different things	Saying hello	Making new friends	All families are different	To think about what makes me different

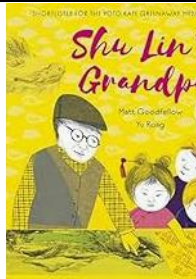
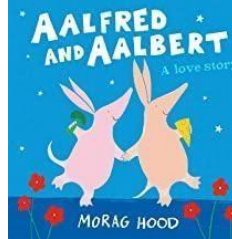
Theme	Respectful Relationships – I can make my own decisions/I can tell you things I like and don't like/I can ask others what they think	Respectful Relationships – I know my friends can like different things than me/I know we can still be friends	Caring relationships – I know in my class we are not all the same/I know we are all different/I know I can make friends with different people/I know how to make friends	Caring relationships – I know everyone is different in my class/I can make friends with anyone	Families and people who care for me - I know what a family is/I know that families can look like/I know all families are different	Respectful relationships – I know there are a lot of things about me/I know feelings can change/I know I am growing up
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Year Group	Year 1					
Book						
Title	Elmer	I love me	Going to the Volcano	Errol's Garden	The boy who loved everyone	Bathe the cat
Author	David McKee	Marvyn Harrison and Diane Ewen	Andy Stanton	Gillian Hibbs	Jane Porter and Maisie Paradise Shearing	Alice B McGinty and David Roberts

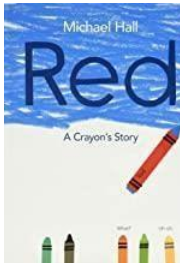
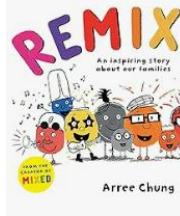
Learning Objective	I like the way I am	To like myself	To join in	To work together	To make you feel welcome	To work together
Theme	Respectful relationships – I know ways we are different, I know how to welcome people	Respectful relationships – I know I am different/I can tell you how I am different/I can tell you what is great about me	Caring friendships – I know how it feels to join in/I know how it feels to be left out/ I can let people join my games	Respectful relationships – I know I can ask for help if I need it/I know how to ask for help/I know how to respond if someone asks for help.	Respectful relationships – I know we all have feelings/I can choose when to share my feelings/I can choose how to share my feelings	Families and people who care for me – I know all houses get messy/I know families can work together to clean the house/I can work as a team and solve a messy problem

Year Group	Year 2					
Book						
Title	Can I Join Your Club?	Splash	Amazing	How to Be a Lion	Is that your mamma?	The perfect fit
Author	John Kelly and Steph Laberis	Claire Cashmore	Steve Antony	Ed Vere	Patrice Lawrence and Diane Ewan	Naomi Jones and James Jones
Learning Objective	To welcome different people	To know I can be what I want to be	To think about what makes a good friend.	To have self-confidence	To know all families look different	To know I fit in

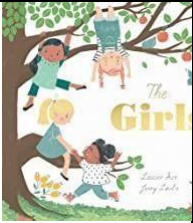
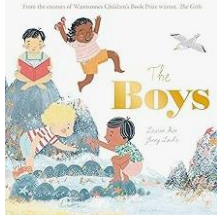
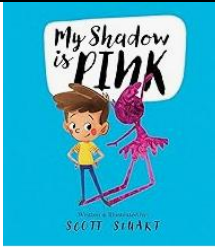
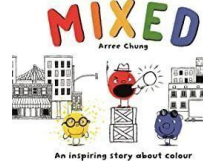
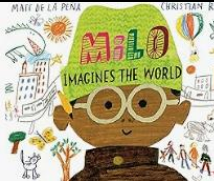
Theme	Caring friendships – I have friends who are different to me/I don't leave people out	Respectful relationships – I know we all have dreams/I know sometimes dreams can seem impossible to achieve/I know why it's important not to give up	Caring friendships – I know what a friend is/I know how to be a good friend.	Caring friendships – I know we are all different/I know sometimes people want you to change/I know what confidence is/I know how to help someone feel more confident	Families and people who care for me – I know what a family is/I know families look different/I can tell you about different kinds of families	Caring friendships – I know how it feels to join a game/I know how it feels to be left out of a game/I can think of ways to make sure everyone can join in
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Year Group	Year 3					
Book						

Title	This Is Our House	We're all Wonders	The Truth About Old People	I am Nefertiti	Shu Lin's Grandpa	Aalfred and Aalbert
Author	Michael Rosen	FJ Palacio	Elina Ellis	Annemarie Anang and Natelle Quek	Matt Goodfellow and Yu Rong	Morag Hood
Learning Objective	To understand what discrimination is.	To understand what a bystander is.	To recognise a stereotype	To show respect	To show welcoming behaviour	To find common ground.
Theme	Caring friendships – I know what discrimination is/I can recognise discrimination/I know how to make sure discrimination doesn't happen in my class	Respectful relationships – I know we are all different/I know sometimes people try to fit in/I can recognise my differences/I am proud of my differences	Respectful relationships – I know what a stereotype is/I can recognise a stereotype/I can challenge stereotypes	Respectful relationships – I know everyone has a name/I know why names are important/I know why I don't get to decide what to call you	Caring friendships – I know we were all new in class once/I can remember how it feels when you don't know anyone/I can show empathy	Respectful relationships – I know there are more things that we have in common can divide us.

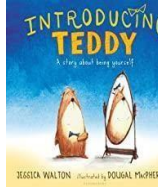
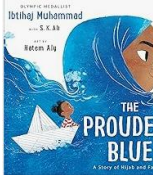
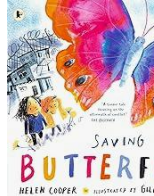
Year Group	Year 4					
Book						
Title	Red: A Crayon's Story	When Sadness Comes to Call	Julian Is a Mermaid	My beautiful voice	Remixed	My brother George
Author	Michael Hall	Eva Eland	Jessica Love	Joseph Coelho	Arree Chung	Kelly and Zoey Allen
Learning Objective	To be proud of who I am.	To look after my mental health.	To show acceptance.	To speak up	To understand how families change	To consider how my language affects others
Theme	Caring friendships – I know sometimes people change/I know what judgement is/I know how to be non-judgemental	Caring friendships – I know what mental health is/I can recognise when I am feeling sad or unhappy/I have strategies to make myself feel better	Respectful relationships – I know people can choose what to wear/I know people in my community where different things/I can be	Respectful relationships – I know I have a voice/I can choose to use my	Families and people who care for me – I know how families can change/ I know change can be hard to manage/I understand	Caring friendships – I know we are all different/I know what judgment is/I know I can choose how to respond in a situation/I know how my language can affect others

			accepting of differences.	voice to add my ideas/I know it is sometimes hard to speak out/I can find ways to speak up when I am nervous	changes are out of my control	
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Year Group	Year 5					
Book						
Title	The Girls	The Boys	And Tango Makes Three	My shadow is pink	Mixed	Milo imagines the world

Author	Lauren Lee and Jenny Lovlie	Lauren Lee and Jenny Lovlie	Justin Richardson and Peter Parnell	Scott Stuart	Arree Chung	Matt de la Pena and Christian Robinson
Learning Objective	To explore friendship	To check in with people	To exchange dialogue and express an opinion	To find self-acceptance	To consider responses to racist behaviour.	To try not to judge by appearance
Theme	Caring friendships – I know what a good friend is/I know how important friendship is/I know sometimes friendship can go wrong/I value people around me.	Caring friendships – I know how to work as a team/I know how mental health can be affected by friendship/I know how to make someone feel valued	Respectful relationships – I know there are different ideas about equality around the world/I can listen to ideas and respond/I can show respect when I disagree/I	Respectful relationships – I know we are all different/I know some people hide who they really are/I know what self-acceptance is/I know how to help someone be proud of who they are.	Families and people who care for me and Respectful relationships – I can recognise racism when I see it/I know how to challenge racist ideas.	Respectful relationships – I know appearances can deceive/I know its hard not to judge someone on their appearance/I know what non-judgemental means/I can try to remain non-judgemental

			know it's okay to disagree			
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Year Group	Year 6						
Book							
Title	The Island	Introducing Teddy	The Proudest Blue	You need to chill!	You're so amazing!	Saving the butterfly	A Day in the Life of Marlon Bundo
Author	Armin Greder	Jessica Walton and Dougal MacPherson	Ibtihaj Muhammed and S.K. Ali	Juno Dawson	James and Lucy Catchpole	Helen Cooper and Gill Smith	Marlon Bundo and Jill Twiss

Learning Objective	To consider causes of racism.	To show acceptance and non-judgement	To consider how new experiences affect us	To consider responses to change	To consider attitudes towards disability	To consider how experiences shape us	To consider democracy
Theme	Respectful relationships – I know what prejudice is/I can recognise prejudice/I know what can happen is prejudice is not challenged/I know ways to challenge prejudice	Respectful relationships – I know we all change as we grow older/I know sometimes people can hide the person they really are/I know how to make sure my friends trust me	Caring friendships/respectful relationships – I know how people in my community are different/I can show respect to people different to me	Caring friendships/respectful relationships – I know we are all different/I know what judgement is/I can choose to respond in a judgemental or non-judgemental way	Respectful relationships – I know there are often judgemental attitudes in society about disability/I work to break down those attitudes	Respectful relationships – I know people have different experiences that can affect their behaviour/I know how to give someone space when they need it/I know sometimes people need time to be ok/I can give someone space and time if they need it	Respectful relationships – I know what democracy is/I know how democracy fit into British Values/I know we live in a democracy/I know how laws can change