

St Winefride's Catholic Voluntary Academy



Relationships Health and Sex Education Policy

Date: January 2026

To be reviewed: January 2027

This policy was written by:

C. Monk (based on the Catholic Education Service model policy)

Approved by: R Patman

Date:

SCHOOL MISSION STATEMENT

We are a happy and caring community, striving to achieve excellence in everything we do. We are proud of our long tradition of educating both Catholic and non-Catholic children of Shepshed and surrounding areas since 1846. We welcome all children and aim to give each child the opportunity to develop academically, physically, emotionally and spiritually in the way we pray, work, play and learn each day.

*Together as one family; together in friendship,
together in learning, together in Christ.*

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RHSE). We set out our rationale for, and approach to relationships and sex education in the school.

Consultation activities in connection to the renewal of this policy include:

- Parent/care questionnaire
- review of RHSE curriculum content with staff
- consultation with school governors

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Lent term 2026. This policy will be reviewed every year by the Head teacher, RHSE Co-ordinator, the Governing Body and Staff. The next review date is January 2027.

Dissemination

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RHSE curriculum will also be published on the school's web site.

DEFINING RELATIONSHIPS AND SEX EDUCATION

The DfE guidance states that "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"¹. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

¹Relationships Education, Relationships and Sex Education (RHSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, seniorleadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RHSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, seniorleadership teams, teachers Page 19

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RHSE which are statutory parts of National Curriculum Science.

However, the reasons for our inclusion of RSE go further.

RATIONALE

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RHSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RHSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RHSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RHSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion through the teaching of RHSE.

AIM OF RSHE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;

³GravissimumEducationis1

- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- how to keep themselves safe by assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church’s teaching on relationships and the nature and meaning of sexual love;
- the Church’s teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- **how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;**
- **how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.**

Outcomes

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RHSE is sensitive to the different needs of individual pupils in respect to pupils’ different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school’s inclusion policy).

EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

BROAD CONTENT OF RHSE

Three aspects of RHSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Our programme will cover all aspects of the National Curriculum for RHSE through a cross-curricular approach.

PROGRAMME / RESOURCES

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

Children's understanding of what they have been taught will be assessed by the class teacher using a wide range of assessment strategies including using questions, feedback to written work and in discussion. Assessment will help the teacher in the planning and delivery process of the curriculum.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RHSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RHSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RHSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHSE programme to meet their child's needs.

Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the [DfE's RSE and Health Education guidance, July 2025 P6](#) for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RHSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RHSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the headteacher, as well as the subject leads for Science, Religious Education, Physical Education, RHSE, PSHE and Computing.

However, all staff will be involved in developing the attitudes and values aspect of the RHSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RHSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'⁵.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RHSE

Governors

- draw up the RHSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RHSE within PSHE.

Headteacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

⁴CES Checklist for External Speakers to Schools, 2016

PSHE/RHSE Co-Ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RHSE and the provision of in-service training.

All Staff

RHSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RHSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RHSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti-Bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RHSE in PSHE classes will link to/complement learning in those areas identified in the RHSE audit.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RHSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RHSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RHSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSE) and Health education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, P40 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RHSE takes place. Effective RHSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RHSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

APPENDIX

We follow Ten Ten's programme for Catholic Primary Schools, **Life to the Full**, which teaches Relationships Education and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. We supplement this with KAPOW, teaching Economic Wellbeing and Citizenship on a two year rolling programme.

St Winefride's Long Term Plan

<p>EYFS*</p>	<p><u>Advent 1:</u> Module 1, Unit 1 5 x 5-10 minute sessions over 5 days</p> <p>KAPOW: Economic Wellbeing or Citizenship Unit</p> <p><u>Advent 2:</u> Module 2, Unit 1 2 x 15 minute sessions</p> <p>Module 2, Unit 2 3 x 20 minute sessions</p>	<p><u>Lent 1:</u> Module 2, Unit 3 2 x 20 minute sessions</p> <p>Module 2, Unit 4 4 x 20 minute sessions</p> <p><u>Lent 2:</u> Module 3, Unit 1 2 x 20 minute sessions</p> <p>Module 3, Unit 2 1 x 20 minute session</p>	<p><u>Pentecost 1:</u> Module 1, Unit 2 3 x 20 minute sessions</p> <p><u>Pentecost 2:</u> Module 1, Unit 3 3 x 20 minute sessions</p> <p>Module 1, Unit 4 1 x 20 minute session</p>
<p>KS1</p>	<p><u>Advent 1:</u> Module 1, Unit 1 5 x 5-10 minute sessions over 5 days</p> <p>KAPOW: Eco Wellbeing Unit</p> <p><u>Advent 2:</u> Module 2, Unit 1 1 session</p> <p>Module 2, Unit 2 3 sessions</p>	<p><u>Lent 1:</u> Module 2, Unit 3 2 sessions</p> <p>Module 2, Unit 4 5 sessions (3 to be covered)</p> <p><u>Lent 2:</u> Module 2, Unit 4 5 sessions (2 to be covered)</p> <p>Module 3, Unit 1 2 sessions Module 3, Unit 2 1 session</p>	<p><u>Pentecost 1:</u> Module 1, Unit 2 4 sessions</p> <p><u>Pentecost 2:</u> Module 1, Unit 3 3 sessions</p> <p>Module 1, Unit 4 2 sessions</p>

<p>LKS2</p>	<p><u>Advent 1:</u> Module 1, Unit 1 5 x 5-15 minute sessions over 5 days 1 x 40 minute session</p> <p>KAPOW: Eco Wellbeing Unit</p> <p><u>Advent 2:</u> Module 2, Unit 1 4 x 15 minute sessions</p> <p>Module 2, Unit 2 2 sessions</p>	<p><u>Lent 1:</u> Module 2, Unit 3 2 sessions</p> <p>Module 2, Unit 4 3 sessions</p> <p><u>Lent 2:</u> Module 3, Unit 1 2 sessions</p> <p>Module 3, Unit 2 1 session</p> <p>Module 1, Unit 3 3 sessions</p>	<p><u>Pentecost 1:</u> Module 1, Unit 4 2 sessions</p> <p><u>Pentecost 2:</u> Module 1, Unit 2 Year 3 – first two sessions only Year 4 – all five sessions (puberty unit)</p>
<p>UKS2</p>	<p><u>Advent 1:</u> Module 1, Unit 1 5 x 5-15 minute sessions over 5 days</p> <p>Module 2, Unit 1 1 session</p> <p>KAPOW: Eco Wellbeing Unit</p> <p><u>Advent 2:</u> Module 2, Unit 2 4 sessions</p> <p>Module 2, Unit 3 2 sessions</p>	<p><u>Lent 1:</u> Module 2, Unit 4 4 sessions</p> <p>Module 3, Unit 1 2 sessions</p> <p><u>Lent 2:</u> Module 3, Unit 2 1 session</p> <p>Module 1, Unit 2 4 sessions puberty unit</p>	<p><u>Pentecost 1:</u> Module 1, Unit 3 4 sessions</p> <p><u>Pentecost 2:</u> Module 1, Unit 4 4 sessions Year 5 – Sessions 3 and 4 only Year 6 – all sessions (making babies sessions 1 and 2)</p>

*Completion of units in EYFS is optional, as requirements are covered through the EYFS curriculum. The four main areas of learning where RSE and PSHE are covered in EYFS are Communication and Language; Personal, Social and Emotional Development, Physical Development and Understanding the World.

Everyone's Welcome/No Outsiders Book Overview

Year Group	Name of Book	Learning Intention	Success Criteria	RSE Objectives
FS2	You choose – Nick Sharratt and Pippa Goodheart.	I can choose.	I can make my own decisions I can tell you things I like I can tell you things I don't like I can ask others what they think.	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.
FS2	Red rockets and rainbow jelly – Sue Heap and Nick Sharatt.	It's okay to like different things.	I know my friends can like different things to me I know we can still be friends.	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.
FS2	Hello hello – Brendan Wenzel.	To say hello.	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 friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends.
FS2	Blue chameleon – Emily Gravett.	To make a friend.	I know everyone is different in my class I can make friends with anyone.	Caring friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends.
FS2	The family book – Todd Parr.	To understand all families are different.	I know what a family is I know what families can look like I know all families are different.	Families and people who care for me: That other 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.
FS2	Super duper you – Sophie Hennessy.	To think about what makes me different.	I know there are lots of things about me	Respectful relationships: The importance of self-respect and how this links to their own happiness.

			I know my feelings can change I know I am growing up and I can change.	
Year 1	Elmer – David McKee.	I like the way I am.	I know ways we are different I know how to welcome people.	Respectful relationships: The importance of self-respect and how this links to their own happiness.
Year 1	I love me – Marvyn Harrison and Diane Ewen.	To like myself.	I know I am different I can tell you how I am different I can tell you what is great about me.	Respectful relationships: The importance of self-respect and how this links to their own happiness.
Year 1	Going to the volcano – Andy Stanton.	To join in.	I know how it feels to join in I know how it feels to be left out I can let people join my games.	Caring friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends.
Year 1	Errol's garden – Gillian Hibbs.	To ask for help.	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: The importance of permission-seeking and giving in relationships with friends, peers and adults.
Year 1	Someone just like you by Helen Docherty and David Roberts.	To make you feel welcome/safe.	I know we all have feelings I can choose when to share my feelings I can choose how to share my feelings.	Respectful relationships: Practical steps they can take in a range of different contexts to improve or support respectful relationships.
Year 1	Bathe the cat – Alice B McGinty and David Roberts.	To work together.	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.	Families and people who care for me: That other 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.

Year 2	Can I join your club? – John Kelly and Steph Laberis.	To welcome different people.	I have friends who are different to me I don't leave people out	Caring friendships: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
Year 2	Splash – Claire Cashmore.	I know I can be what I want to be.	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	Respectful relationships: The importance of self-respect and how this links to their own happiness.
Year 2	Amazing – Steve Antony.	To consider what makes a good friend.	I know what a friend is I know how to be a good friend.	Caring friendships: The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
Year 2	How to be a lion – Ed Vere.	To have self-confidence.	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.	Caring friendships: 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.
Year 2	Is that your mama? – Patrice Lawrence and Diane Ewan.	To know all families look different.	I know what a family is I know families look different I can tell you about different kinds of families.	Families and people who care for me: That families are important for children growing up because they can give love, security and stability. That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.
Year 2	The perfect fit – Naomi Jones and James Jones.	To know I fit in.	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.	Caring friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends.

Year 3	This is our house – Michael Rosen.	To understand what discrimination means.	I know what discrimination is I can recognise discrimination I know how to make sure discrimination doesn't happen in my class.	Caring friendships: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
Year 3	We're all wonders – RJ Palacio.	To find my wonder.	I know we are all different I know sometimes people try to fit in I know why people sometimes try to fit in I can recognise my differences I am proud of my differences.	Respectful relationships: The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
Year 3	The truth about old people – Elna Ellis.	To recognise a stereotype.	I know what a stereotype is I can recognise a stereotype I can challenge stereotypes.	Respectful relationships: What a stereotype is, and how stereotypes can be unfair, negative or destructive.
Year 3	I am Nefertiti – Annemarie Ang and Natelle Quek.	To show respect.	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.	Respectful relationships: The importance of respecting others even when they are very different from us (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs. <ul style="list-style-type: none"> • 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 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.
Year 3	Shu Lin's Grandpa – Matt Goffellow and Yu Rong.	To show welcoming behaviour.	I know we were all new in class once I can remember how it feels when you don't know anyone	Caring friendships: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

			I can show empathy.	
Year 3	Aalfred and Aalbert – Morag Hood.	To find common ground.	I know there are more things that we have in common than divide us.	Respectful relationships: Practical steps they can take in a range of different contexts to improve or support respectful relationships.
Year 4	Red: a crayon's story – Michael Hall.	To help someone be who they are.	I know sometimes people change I know what judgement is/ I know how to be non-judgemental.	Caring friendships: The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, how to manage these situations and how to seek help or advice from others, if needed.
Year 4	When sadness comes to call – Eva Eland.	To look after my mental health.	I know what mental health is I can recognise when I am feeling sad or unhappy I have strategies to make myself feel better.	Caring friendships: The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
Year 4	Julián is a mermaid – Jessica Love.	To show acceptance.	I know people can choose what to wear I know people in my community wear different things I can be accepting of differences.	Respectful relationships: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.
Year 4	My beautiful voice – Joseph Coelho and Allison Colpoys.	To speak up.	I know I have a voice I can choose to use my voice to add my ideas I know sometimes it feels hard to speak out I can find ways to speak up when I am nervous.	Respectful relationships: The importance of self-respect and how this links to their own happiness.
Year 4	Remixed – Arree Chung.	To understand how families change.	I know how families can change I know change can be hard to make	Families and people who care for me: The characteristics of healthy family life, commitment to each

4			<p>manage</p> <p>I understand changes are often out of my control.</p>	<p>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.</p>
Year 4	My brother George – Kelly and Zoey Allen.	To consider how my language affects others.	<p>I know we are all different</p> <p>I know what judgement is</p> <p>I know I can choose how to respond in a situation</p> <p>I know how my language can affect others.</p>	<p>Caring friendships: That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</p> <p>Respectful Relationships: The importance of respecting others even when they are different from them.</p> <p>What a stereotype is and how stereotypes can be unfair, negative or destructive.</p>
Year 5	How to heal a broken wing by Bob Graham.	To recognise when someone needs help.	<p>I know people have different life experiences</p> <p>I can empathise with others.</p>	<p>Respectful Relationships: The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.</p>
Year 5	The boys – Lauren Ace and Jenny Løvlie.	To check in with people.	<p>I know how to work as a team</p> <p>I know how mental health can be affected by friendship</p> <p>I know how to make someone feel valued.</p>	<p>Caring friendships: 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.</p>
Year 5	And Tango makes three – Just in Richardson and Peter Parnell.	To exchange dialogue and express an opinion.	<p>I know there are different ideas about equality around the world</p> <p>I can listen to ideas and respond</p> <p>I can show respect when I disagree</p> <p>I know it's ok to disagree</p>	<p>Respectful Relationships: The importance of respecting others even when they are different from them. (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.</p>
Year 5	To the other side by Erika Meza	To have dreams	<p>I know we are all different</p> <p>I know some people hide who they really are</p> <p>I know how to help someone be</p>	<p>Respectful Relationships: The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or background), or make different choices or have</p>

			proud of who they are.	different preferences or beliefs.
Year 5	Mixed – Arree Chung.	To consider responses to racist behaviour.	I can recognise racism when I see it I know how to challenge racist ideas.	Families and people who care for me: 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. Respectful Relationships: The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.
Year 5	Milo imagines the world – Matt de la Peña and Christian Robinson.	To try not to judge by appearance.	I know appearances can deceive I know it's hard not to judge someone on their appearance I know what non-judgemental means I know how I can try to remain non-judgemental.	Respectful relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Year 6	The island – Armin Greder.	To consider the causes of racism.	I know what prejudice is I can recognise prejudice I know what can happen if prejudice is not challenged I know ways I can challenge prejudice.	Respectful relationships: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs. About different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
Year 6	Introducing Teddy – Jessica Walton.	To show acceptance and non-judgement.	I know we all change as we grow older I know sometimes people can hide the person they really are	Respectful Relationships: Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-

			I know how to make sure my friends trust me.	respect and how this links to their own happiness. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
Year 6	The proudest blue – Ibtihaj Muhammed and S.K. Ali.	To consider how new experiences affect us.	I know how people in my community are different I can show respect to people different to me.	Caring friendships: That healthy friendships are important and welcoming towards others and do not make others feel lonely or excluded. Respectful relationships: The importance of respecting others even when they are very different from us.
Year 6	You need to chill! – Juno Dawson.	To consider responses to change.	I know we are all different I know what judgement is I can choose to respond in a judgemental or a non-judgemental way.	Caring friendships: That healthy friendships are important and welcoming towards others and do not make others feel lonely or excluded. Respectful relationships: The importance of respecting others even when they are very different from us.
Year 6	You're so amazing! – James and Lucy Catchpole.	To consider attitudes towards disability.	I know there are often judgemental attitudes in society about disability I can work to break down those attitudes.	Respectful Relationships: What a stereotype is, and how stereotypes can be unfair, negative or destructive.
Year 6	Saving the butterfly – Helen Cooper and Gill Smith.	To consider how experiences shape us.	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: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.
Year 6	A day in the life of Marlon Bundo – Marlon Bundo and Jill Twiss.	To consider democracy.	I know what democracy is I know how democracy fits into British Values I know we live in a democracy I know how laws can change.	Respectful relationships: The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.

