

Relationships, Sex and Health Education Policy



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1. Introduction

Carlton Road Academy takes its responsibility to provide relevant, effective, and responsible Relationships and Health education to all its pupils as part of the academy's personal, social, health and economic education (PSHEE) curriculum very seriously. High-quality Relationships and Sex Education (RSE) is essential for the personal development, wellbeing and safeguarding of our pupils. It supports children to develop healthy, respectful relationships, understand emotions, keep themselves safe (both online and offline), and prepare for the challenges of later life in an age-appropriate way.

Carlton Road Academy wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and that it is safe to voice opinions and concerns relating to the sex education provision.

This policy has been developed in consultation with parents, pupils, and staff from Carlton Road Academy to ensure that it meets the academy community. The policy is available on the Academy website and is reviewed and approved by the Trustees annually.

2. Policy Aims

Through the delivery of high quality, evidence-based and age-appropriate Relationships and Health Education, Carlton Road Academy aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education Carlton Road Academy hopes pupils will have developed resilience and feelings of self-respect, confidence, and empathy in preparation for the responsibilities and experiences of adult life.

3. Definitions

3.1 Relationships education

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

This teaching is sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

3.2 Relationships and sex education (RSE)

Sex education is not compulsory in primary schools, but we teach sex education in upper key stage 2, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We also cover human reproduction in the science curriculum, but this is in line with the factual description of conception in the science curriculum.

4. Roles and responsibilities

4.1 Headteacher

The Headteacher with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed, and timetabled appropriately. They will

ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils. They will also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request. The Headteacher will liaise with parents regarding any concerns or opinions regarding Relationships and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

4.2 Staff

Teachers of Relationships and Health Education will ensure that they are up to date with academy policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

4.3 Parents

Carlton Road Academy expects parents to share the responsibility of sex education and support their children's personal, social, and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through academy PSHEE. Parents are also encouraged to seek additional support in this from the academy where they feel it is needed.

4.4 Pupils

The focus for primary relationships education supports children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. Building children's understanding and skills at primary is essential for preparing them for their future. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships later in life.

Pupils should support one another with compassion and empathy for example . listening in class, being considerate of other people's feelings and beliefs. Following confidentiality rules that are set in class are key to effective learning.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in academy related to relationships, sex education or keeping safe.

5. Implementation and curriculum

It is important that Carlton Road Academy implement the Relationships and Health and wellbeing policy consistently throughout the academy and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and are responsive to their behaviour and development.

In line with the 2026 statutory guidance, teaching is:

- Age- and developmentally appropriate
- Inclusive and accessible, including for pupils with SEND
- Sensitive and factual, using correct language for body parts
- Safeguarding-led, with clear routes for support
- Informed by pupil voice
- Delivered in partnership with parents

Relationships and Health Education will be delivered in PSHE (via the Jigsaw programme) and science lessons, aspects may also be delivered by specialists such as the police education team or representatives from the local authority; sometimes key themes are shared in assemblies, such as in Anti Bullying week . Carlton Road Academy understands that different pupils of the same age may develop at different stages and staff will be able to plan provision to take into account these differences. Appendix 1 sets out the themes that will be taught to pupils before the end of primary. Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online.

[Carlton Road Academy provides sex education beyond the national curriculum for science, with details on content included at the end of Appendix 1.]

Carlton Road Academy wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. Carlton Road Academy believes that an integrated, whole-academy approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered within Science, Computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHE).

By the end of their primary education Carlton Road Academy expects pupils to know the information set out at Appendix 2.

5.1 Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. We recognise that children whose questions go unanswered might instead turn to inappropriate sources of information, including online. In this case, they may wish to put the question to one side and seek advice from the PSHE lead- Steph Knight.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box: this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships
- children being given the opportunity to speak to staff members on a one-to-one basis outside of lesson time
- reminding children that at Carlton Road Academy we have no outsiders, that "Everyone Belongs" and that all of us regardless of our sexual orientation or beliefs are valued and included

5.2 Pupils with special educational needs

Carlton Road Academy works hard to ensure that all aspects of the academy curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE and health education.

Carlton Road Academy will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods
- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities
- use of storybooks

6. Withdrawal from RSE

Carlton Road Academy hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents have the right to withdraw their child from sex education and should state this in writing and send it in writing to the headteacher.

Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under the National Curriculum for Science. Before withdrawing or making a request, the Academy strongly urges parents to carefully consider their decision as sex education is a vital part of the academy curriculum and supports child development.

7. Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the academy and follow the Trust complaints policy.

8. Equal opportunities

The Academy has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. [RSE or Relationships] and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social, and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the academy's behaviour policy. This can be found on Carlton Road Academy's website.

9. Safeguarding and confidentiality

We hope to provide a safe and supportive community at Carlton Road Academy where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at academy or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the academy's child protection and safeguarding procedure will be followed. This can be found on Carlton Road Academy's website.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Leads, Lorraine Reed or Tracy Johnson, to decide what is in the best interest of the child.

10. Monitoring, review, and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly and will inform parents of any revisions to the Academy policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- yearly feedback from pupils
- yearly feedback from parents
- feedback from staff
- curriculum review.

Carlton Road Academy will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

11. Support

We hope that pupils will feel safe in the academy environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social, and emotional development, including matters raised by or relating to sex and relationships education. We promote the academy ethos as one of inclusion and acceptance throughout all areas of

academy activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

There are a number of ways parents and carers can make contact with staff in our Academy to ask questions or seek support for themselves or their families. The best place to start will be their child's current class teacher or our Deputy Head Teacher, Mrs Reed.

You can make contact with us via the main school office, in person, by phone or via MyEd.

This policy will be reviewed annually

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12. Appendices

12.1 Appendix 1 for Primary RSE: Relationships Education Primary Stage Curriculum and Outcomes

The content below is from the National Curriculum. At Carlton Road we use “Jig Saw” to structure the delivery the PSHE and RSE national curriculum. You can read the full extent of the content and the year groups in which it is taught on our website.

- [Carlton Road Academy - Personal, Social, Health, Relationships and Sex Education](#)

<i>Families and people who care for me</i>	• 1. That families are important for children growing up safe and happy because they can provide love, security and stability. • 2. The characteristics of safe and happy family life, such as 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. • 3. That the families of other children, 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. • 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<i>Caring friendships</i>	• 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. • 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • 6. How to manage conflict, and that resorting to violence is never right. • 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

<i>Respectful, kind relationships</i>	• 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • 7. The conventions of courtesy and manners. • 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
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In addition:

The [National] Curriculum for Science covers:

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants.

Carlton Road Academy PSHE also covers the below, in addition to the National Curriculum for Science, which parents have the right to withdraw pupils from:

- Conception (Year 6)

12.2 Appendix 2: Health Education for Primary Stage Curriculum and Outcomes

General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation	
	2. The importance of promoting general wellbeing and physical health.	
	3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	
	4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	
	5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	
	6. That isolation and loneliness can affect children, and the benefits of seeking support.	
	7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	
	8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	
	9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	
	10. That it is common to experience mental health problems, and early support can help.	
Wellbeing online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	
	2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	

	3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	
	4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	
	5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	
	6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	
	7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	
	8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	
	9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.	
	10. That they have rights in relation to sharing personal data, privacy and consent.	
	11. Where and how to report concerns and get support with issues online.	
Physical health and fitness	1. The characteristics and mental and physical benefits of an active lifestyle.	
	2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.	
	3. The risks associated with an inactive lifestyle, including obesity.	
	4. How and when to seek support including which adults to speak to in school if they are worried about their health.	
Healthy eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content).	
	2. Understanding the importance of a healthy relationship with food.	
	3. The principles of planning and preparing a range of healthy meals.	
	4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	

Drugs, alcohol, tobacco and vaping	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	
Health and prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	
	2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	
	3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	
	4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.	
	5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	
	6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils	
Personal safety	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	
	2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	
Basic first aid	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	
	2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	
Developing bodies	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	
	2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	
	3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	

12.3 Appendix 3: Rainbow Way text suggestions

During the year the children share age-appropriate texts(stories) to help them understand the different aspects of our PSHE / RSE curriculum. These include a selection from the choices below. NB these may be subject to change as and when new books become available.

<u>EYFS/KS1</u>			
British Vales Protected Characteristics Proud Values	Year Group	Enquiry Question	Text
Individual liberty Respect and tolerance Religion or belief Open-minded, respect	EYFS	What are my choices?	You Choose by Nick Sharratt and Pippa Goodheart
Individual liberty Respect and tolerance Race, religion or belief Open-minded, respect	EYFS	Is it okay to like different things?	Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt
Respect and tolerance Race, religion or belief Respect	EYFS	How can we be friendly?	Hello Hello by Brendan Wenzel
Respect and tolerance Marriage and civil partnership, sexual orientation, pregnancy and maternity Respect, open-minded	EYFS	How are families different?	The Family Book by Todd Parr
Respect and tolerance Marriage and civil partnership, sexual orientation, pregnancy and maternity Respect, open-minded	EYFS	What is special for me and my family?	Mommy, Mama and Me by Leslea Newman, Carol Thompson
Respect and tolerance Race, religion or belief Open-minded, respect, unity	EYFS	How can I make friends?	Blue Chameleon by Emily Gravett
Respect and tolerance Race, religion or belief Open-minded, respect, unity	Year 1	How do we fit in?	Elmer by David Mckee
Respect and tolerance Religion or belief Open-minded, respect, unity	Year 1	How can we join in?	Going to the Volcano by Andy Stanton
Respect and tolerance Religion or belief	Year 1	How can we play together?	Want to Play Trucks? by Ann Stott and Bob Graham

Open-minded, respect, unity			
Respect and tolerance Race Respect, unity	Year 1	Why should I be proud to be me?	Hair, It's a family affair by Mylo Freeman
Respect and tolerance Race, religion or belief Open-minded, respect, unity	Year 1	How are people different?	My World Your World by Melanie Walsh
Respect and tolerance Race, religion or belief, age Unity, determination	Year 1	Why should we ask for help?	Errol's Garden by Gillian Hibbs
Respect and tolerance Individual liberty Race, religion or belief Unity, open-minded	Year 2	Can we have friends that are different?	Can I Join Your Club? by John Kelly and Steph Laberis
Individual liberty Religion or belief Perseverance, determination	Year 2	What is self-confidence?	How to Be a Lion by Ed Vere
Respect and tolerance Marriage and civil partnership, sexual orientation, age, race, religion or belief Respect, open-minded	Year 2	What is diversity?	The Great Big Book of Families by Mary Hoffman and Ros Asquith
Respect and tolerance Disability Respect, unity, open-minded	Year 2	What makes a good friend?	Amazing by Steve Antony
Respect and tolerance Disability Respect, unity, open-minded	Year 2	How can I use sign language?	What the Jackdaw Saw by Julia Donaldson and Nick Sharratt
Respect and tolerance Religion or belief, race, disability Open-minded, respect, unity	Year 2	What does it mean to belong?	All are Welcome by Alexandra Penfold and Suzanne Kaufman

<u>KS2</u>			
British Vales Protected Characteristics Proud Values	Year Group	Enquiry Question	Text
Respect and tolerance Religion or belief, race	Year 3	What is discrimination?	This is Our House by Michael Rosen

Open-minded, respect, unity			
Respect and tolerance Disability Respect, unity, open-minded	Year 3	What is a bystander?	We're All Wonders by R.J.Palacio
Respect and tolerance Race, religion or belief Respect, unity, open-minded	Year 3	How can we be welcoming?	Beegu by Alexis Deacon
Respect and tolerance Age Respect, unity	Year 3	What is a stereotype?	The Truth About Old People by Elina Ellis
Individual liberty Respect and tolerance Religion or belief Respect, unity, open-minded	Year 3	Why is it good to be different?	The Hueys in the New Jumper by Oliver Jeffers
Respect and tolerance Race, religion or belief, age, disability Respect, unity, open	Year 3	What is it like to live in Britain today?	Planet Omar: Accidental Trouble Magnet by Zanib Mian
Respect and tolerance Race, religion or belief Respect, unity, open-minded	Year 4	Why are people afraid of difference?	Along Came a Different by Tom McLaughlin
Individual liberty Religion or belief Determination, open-minded	Year 4	What does it mean to be assertive?	Dogs Don't Do Ballet by Anna Kemp and Sarah Oglivie
Individual liberty Religion or belief Determination, open-minded	Year 4	Why should I be proud of who I am?	Red: A Crayon's Story by Michael Hall
Individual liberty Religion or belief Unity, respect, open-minded	Year 4	What do we have in common?	Aalfred and Aalbert by Morag Hood
Individual liberty Respect and tolerance Religion or belief Open-minded, unity	Year 4	How can I look after my mental health?	When Sadness Comes to Call by Eva Eland
Individual liberty Respect and tolerance Gender reassignment	Year 4	How can I show acceptance?	Julian is a Mermaid by Jessica Love

Open-minded, respect, unity			
Respect and tolerance Marriage and civil partnership, sexual orientation Respect, unity, open-minded	Year 5	What are consequences?	Kenny Lives with Erica and Martina by Olly Pike
Rule of law Age, religion or belief, race Determination, perseverance	Year 5	How can I justify my actions?	Rose Blanche by Ian McEwan and Roberto Innocenti
Rule of law Democracy Religion or belief Unity, open-minded	Year 5	How can I show empathy?	How to Heal a Broken Wing by Bob Graham
Individual liberty Age Respect, determination	Year 5	How can friendships go wrong?	The Girls by Lauren Lee and Jenny Lovlie
Individual liberty Respect and tolerance Marriage and civil partnership, sexual orientation Unity, open-minded, respect	Year 5	How do views on equality differ in the world?	And Tango Makes Three by Justin Richardson and Peter Parnell
Respect and tolerance Race, religion and belief Respect, unity	Year 6	What is immigration?	King of the Sky by Nicola Davis
Individual liberty Rule of law Religion or belief Respect, open-minded	Year 6	What is freedom of speech?	The Only Way is Badger by Stella J. Jones and Carmen Saldana
Respect and tolerance Rule of law Religion or belief Respect, open-minded	Year 6	Why do some people show prejudice to others?	Leaf by Sandra Dieckmann
Respect and tolerance Race Respect, open-minded, unity	Year 6	What can happen if racism is not challenged?	The Island by Armin Greder
Individual liberty Respect and tolerance Marriage and civil partnership, sexual orientation	Year 6	How can we show acceptance?	Introducing Teddy by Jessica Walton and Dougal MacPherson

Unity, open-minded, respect			
Democracy Respect and tolerance Marriage and civil partnership, sexual orientation Open-minded, respect	Year 6	What is a democracy?	A Day in the Life of Marlon Bundo by Marlon Bundo and Jill Twiss

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