



# InMAT

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## Part I – 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.

### Definition

Relationship Education became compulsory in all primary schools from September 2020. DfE guidance (2019) states that primary schools must “put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts including online.” At InMAT our policy helps to “foster pupil wellbeing and develop resilience and character”, alongside 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.

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

At Ashby Fields Primary School our PSHE curriculum is based on Scarf and the 'No Outsiders' curriculum.

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, LGBT 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).

## **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.

## **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.

### **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.

### **Equality of Opportunity**

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 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.

### **Resources**

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

### **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.

### **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.

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

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- Keeping children safe in education

[https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#:~:text=Added%20'Keeping%20children%20safe%20in%20education%20\(from%201%20September%202020,to%20KCSIE%202019%20until%20then.&text=Added%20a%20link%20to%20the,%2C%20colleges%20and%20other%20providers'.](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#:~:text=Added%20'Keeping%20children%20safe%20in%20education%20(from%201%20September%202020,to%20KCSIE%202019%20until%20then.&text=Added%20a%20link%20to%20the,%2C%20colleges%20and%20other%20providers'.)

- Behaviour and discipline in schools

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

- Mental health and behaviour in schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- The SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- The Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=Equality%20Act%20provisions%20which%20came,work%2C%20education%2C%20associations%20and%20transport>

## Appendix I: By the end of primary school pupils should know:

<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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> <p>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</p>
<p>Respectful relationships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

	<p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
<p>Online relationships</p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
<p>Being safe</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>



**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

### Scarf Overview

Topic Cycle	Autumn		Spring		Summer	
Green Values	Year A Outside and Inside (School Grounds)		Year A Globe Trotters (Global Citizenship)		Year A Health Heroes (Healthy Living)	
	Year B Waste Warriors (Waste)		Year B Nature Lovers (Biodiversity)		Year B Water Wizards (Water and Marine)	
EYFS	<p>Me and My Relationships [Scarf]</p> <ul style="list-style-type: none"> <li>All about me</li> <li>What makes me special</li> <li>Me and my special people</li> <li>Who can help me?</li> <li>My feelings</li> </ul> <p><b>Settling-</b> starting school PPT</p> <p>and books, following rules</p> <p><b>Mantras to keep us safe/protective behaviours</b> -to be introduced to</p> <p><b>Safe chairs/worry eater-</b> to be introduced and begin to use</p> <p>when directed by an adult.</p> <p><b>Sunshine circles-</b> to play games supported by the adults in setting. Join in and follow simple instructions.</p> <p><b>Playing and sharing-</b> adults to model expectations and to play alongside peers in setting and to make friendly gestures and play with another child.</p> <p><b>Emotion cards/feel brave</b></p>	<p>Keeping Safe [Scarf]</p> <ul style="list-style-type: none"> <li><a href="#">What's safe to go onto my body</a></li> <li><a href="#">Keeping Myself Safe - What's safe to go into my body (including medicines)</a></li> <li><a href="#">Safe indoors and outdoors</a></li> <li><a href="#">Listening to my feelings</a></li> <li><a href="#">Keeping safe online</a></li> <li><a href="#">People who help to keep me safe</a></li> </ul> <p><b>Germ smart-</b> to learn the basics of personal hygiene practise through germ smart.</p> <p><b>Safe</b> – street/road safety and getting lost, fire safety. PANTS rule.</p> <p><b>Healthy bodies-</b>to be shown manage their own needs, wash their hands, go to the toilet.</p>	<p>Valuing differences [scarf]</p> <ul style="list-style-type: none"> <li>I'm special</li> <li>Same and different</li> <li>Same and different families</li> <li>Same and different homes</li> <li>I am caring</li> <li>I am a friend</li> </ul>	<p>Growing and changing [Scarf]</p> <ul style="list-style-type: none"> <li><a href="#">Seasons</a></li> <li><a href="#">Life stages - plants, animals</a></li> <li><a href="#">Human</a></li> <li><a href="#">Life Stages: Human life stage - who will I be?</a></li> <li><a href="#">Where do babies come from?</a></li> <li><a href="#">Getting bigger</a></li> <li><a href="#">Me and my body - girls and boys</a></li> </ul>	<p>Being my best [Scarf]</p> <ul style="list-style-type: none"> <li><a href="#">Bouncing back when things go wrong</a></li> <li><a href="#">Yes, I can!</a></li> <li><a href="#">Healthy eating</a></li> <li><a href="#">My healthy mind</a></li> <li><a href="#">Move your body</a></li> <li><a href="#">A good night's sleep</a></li> </ul>	<p>Rights and Respects [scarf]</p> <ul style="list-style-type: none"> <li><a href="#">Looking after my special people</a></li> <li><a href="#">Looking after my friends</a></li> <li><a href="#">Being helpful at home and caring for our classroom</a></li> <li><a href="#">Caring for our world</a></li> <li><a href="#">Looking after money (1): recognising, spending, using</a></li> <li><a href="#">Looking after money (2): saving money and keeping it safe</a></li> </ul>

	<p><b>stories/Values stories and assemblies-</b>To begin to understand my emotions/feelings and recognise them.</p> <p><b>Values-</b> Cooperation</p> <p>Intro class responsibilities .Golden time</p> <p><b>Learning stars/learning line-</b>listening and communicating</p> <p><b>Learning Partners/groups-</b>building relationships with peers and being introduced to different children.</p> <p><b>Continuous Provision-</b> begin to select resources with support from an adult. Begin to show basic social skills. Begin to build constructive relationships with another or small group. Adults to model resolving conflict</p>					
<p style="text-align: center;"><b>Year 1 Units</b></p>	<p><b>Relationships (InMAT)</b></p> <ol style="list-style-type: none"> <li>I like the way I am</li> <li>Find ways to play together</li> <li>I can share how I feel</li> <li>To know parts of my body which are private</li> <li>I can tell you about special people in my life</li> <li>I share the world with lots of people</li> <li>To agree and disagree</li> <li>To show respect for other people</li> </ol>	<p><b>Valuing Difference [scarf]</b></p> <ol style="list-style-type: none"> <li>Same or different?</li> <li>Unkind, tease, or bully?</li> <li>Harold's school rules</li> <li>It's not fair!</li> <li>Who are our special people</li> <li>Our special people ballons</li> </ol>	<p><b>Living in the wider world (InMAT)</b></p> <ol style="list-style-type: none"> <li>Why do we follow rules?</li> <li>How do I join in?</li> <li>I know how to join in</li> <li>How can I look after my school?</li> <li>What is special about my family?</li> <li>Hair it's a family affair – Mylo Freeman</li> <li>Where does money come from?</li> <li>How do I save money?</li> </ol>	<p><b>Keeping safe [scarf]</b></p> <ol style="list-style-type: none"> <li>Super Sleep</li> <li>Who can help</li> <li>Good or bad touches</li> <li>Sharing pictures</li> <li>What could Harold do?</li> <li>Harold loses Geoffrey</li> </ol>	<p><b>Health and well-being (InMAT)</b></p> <ol style="list-style-type: none"> <li>To know what keeps our bodies healthy.</li> <li>To know how I keep clean.</li> <li>To recognise what I am good at and to set a target.</li> <li>To understand what change is (growing and changing)</li> <li>To know how to stay safe at home.</li> <li>To know how to ask for help when I need it.</li> </ol>	<p><b>Rights and Respect [scarf]</b></p> <ol style="list-style-type: none"> <li>Harold has a bad day</li> <li>Around and about the school</li> <li>Basic first Aid</li> </ol> <p><b>Growing and Changing</b></p> <ol style="list-style-type: none"> <li>Then and now</li> <li>Taking care of a baby</li> <li>Surprises and</li> <li>Keeping privates private</li> </ol>

Year 2 units	<p><b>Relationships (InMAT)</b></p> <p>To understand what diversity is</p> <ol style="list-style-type: none"> <li>1. I can recognise different behaviours</li> <li>2. I know how feelings can be hurt</li> <li>3. To think about what makes a good friend</li> <li>4. To choose when to share my body</li> <li>5. I know how to be a good friend</li> <li>6. I can share my opinion</li> <li>7. To know I belong</li> </ol>	<p>Me and relationships</p> <ol style="list-style-type: none"> <li>1. Being a good friends</li> <li>2. Types of bullying</li> <li>3. Don't do that</li> <li>4. Bullying or teasing</li> </ol> <p><b>Valuing Difference</b></p> <ol style="list-style-type: none"> <li>1. An act of kindness</li> <li>2. Solve a problem</li> </ol>	<p><b>Living in the wider world (InMAT)</b></p> <ol style="list-style-type: none"> <li>1. What communities do I belong to?</li> <li>2. Who can help me?</li> <li>3. How do I make you welcome?</li> <li>4. How do I make sure everyone understands?</li> <li>5. How can we look after our community?</li> <li>6. How can I save energy</li> <li>7. What do I need, what do I want?</li> <li>8. Why do we need to save money?</li> </ol>	<p><b>Keeping Safe</b></p> <ol style="list-style-type: none"> <li>1. Harold's Picnic</li> <li>2. How safe would you feel</li> <li>3. What should Harold do?</li> <li>4. I don't like that?</li> <li>5. Fun or not?</li> <li>6. Should I tell?</li> </ol>	<p><b>Health and well-being (InMAT)</b></p> <ol style="list-style-type: none"> <li>1. To make informed choices about my health.</li> <li>2. To recognise my feelings and describe them.</li> <li>3. Sex education (check parental consent) To use correct names for body parts (boys and girls)</li> <li>4. To recognise what I am good at and set myself goals</li> <li>5. To know how to stay safe online.</li> <li>6. To know how to stay safe outside</li> </ol>	<p><b>Growing and Changing</b></p> <ol style="list-style-type: none"> <li>1. <u>A helping hand</u></li> <li>2. <u>Sam moves away</u></li> <li>3. <u>Haven't you grown!</u></li> <li>4. <u>My body, your body</u></li> <li>5. <u>Respecting privacy</u></li> <li>6. <u>Some secrets should never be kept</u></li> </ol> <p><b>7. Being my best</b></p> <ol style="list-style-type: none"> <li>8. My body needs Basic first aid</li> </ol>
Year 3 units	<p><b>Relationships (InMAT)</b></p> <ol style="list-style-type: none"> <li>1. I can recognise bullying.</li> <li>2. To know what to do if I don't like a touch.</li> <li>3. To explore caring relationships</li> <li>4. To recognise safe and unsafe behaviour.</li> <li>5. To consider different types of relationships</li> </ol>	<p><b>Valuing Difference (SCARF)</b></p> <ol style="list-style-type: none"> <li>1. Respect and challenge.</li> <li>2. Family and friends.</li> <li>3. Let's celebrate our differences.</li> <li>4. Zeb.</li> </ol> <p><b>Being My Best (SCARF)</b></p> <ol style="list-style-type: none"> <li>1. Body teamwork.</li> <li>2. For or against?</li> <li>3. I am fantastic!</li> </ol>	<p><b>Living in the wider world (InMAT)</b></p> <ol style="list-style-type: none"> <li>1. What is the difference between needs and wants?</li> <li>2. How are we different?</li> <li>3. How do I make sure everyone is treated with respect?</li> <li>4. How do families work?</li> <li>5. How do we save money?</li> <li>6. What is community?</li> </ol>	<p><b>Keeping Safe (SCARF)</b></p> <ol style="list-style-type: none"> <li>1. Safe or unsafe?</li> <li>2. Danger or risk?</li> <li>3. The risk robot?</li> <li>4. Super searcher.</li> <li>5. Help or harm?</li> <li>6. Alcohol and cigarettes: the facts.</li> </ol>	<p><b>Health and well-being (InMAT)</b></p> <ol style="list-style-type: none"> <li>1. What are nutrients?</li> <li>2. What is bacteria?</li> <li>3. To be welcoming.</li> <li>4. To understand what a bystander is.</li> <li>5. What do I do if a fire starts in my home?</li> </ol>	<p><b>Growing and Changing (SCARF)</b></p> <ol style="list-style-type: none"> <li>1. Relationship tree.</li> <li>2. Body space.</li> <li>3. None of your business!</li> <li>4. Secret or surprise?</li> <li>5. My changing body.</li> <li>6. Basic first aid.</li> </ol>

	6. To explore what makes a friendship.		7. Where do I get help in an emergency?			
Year 4 units	<b>Relationships</b> (InMAT) 1. To define a 'good secret' and a 'bad secret'. 2. To explore and understand courtesy. 3. To recognise an 'uh oh' feeling. 4. I have skills to solve a conflict. 5. I understand there are different points of view. 6. I can express my own opinion.	<b>Valuing Difference</b> (SCARF) 1. Can you sort it? 2. What would I do? 3. The people we share our world with.  <b>Being My Best</b> (SCARF) 1. What makes me, ME! 2. Harold's seven R's. 3. Basic first aid.	<b>Living in the wider world</b> (InMAT) 1. When should I be assertive? 2. How do we show acceptance? 3. How do I 'pay it forward'? 4. How do the choices I make affect the environment? 5. Why save money? 6. What is credit?	<b>Keeping Safe</b> (SCARF) 1. Danger, risk or hazard? 2. How dare you? 3. Keeping ourselves safe. 4. Raising challenge (2) 5. Picture wise. 6. Medicines: Check the label.	<b>Health and well-being</b> (InMAT) 1. How do choices I make affect me? 2. Why am I incredible? 3. To manage my emotions. 4. To find common ground. 5. To understand that changes happen at puberty. 6. How do I stay safe online? 7. To choose when to be assertive.	<b>Growing and Changing</b> (SCARF) 1. Moving house. 2. My feelings are all over the place. 3. All change. 4. Preparing for puberty. 5. Secret or surprise? 6. Together.
	<b>Relationships</b> (InMAT) 1. To know when to tell a secret. 2. To recognise when someone might need support. 3. To recognise and manage dares. 4. I can express my own opinion. 5. To listen and respond respectfully to a wide range of people. 6. To understand different types of relationships – arranged marriage, marriage, civil partnership.	<b>Valuing Difference</b> (SCARF) 1. Qualities of friendship. 2. Kind conversations. 3. Happy being me. 4. Stop, start, stereotypes.  <b>Being My Best</b> (SCARF) 1. It all adds up. 2. Different skills.	<b>Living in the wider world</b> (InMAT) 1. How are laws made? 2. Is it ok for children to read this book? 3. How do we stop segregation? 4. How do I stand up for what is right? 5. What is anti-social behaviour? 6. Why is it my responsibility? 7. Is Greta Thunberg, right? 8. Why do we pay tax?	<b>Keeping Safe</b> (SCARF) 1. Stop bullying. 2. Play, like, share. 3. Decision dilemmas. 4. Ella's diary dilemma. 5. Vaping: healthy or unhealthy? 6. Would you risk it?	<b>Health and well-being</b> (InMAT) 1. To explore friendship. 2. How do I move on from loss? 3. How does alcohol affect the body? 4. How does smoking affect the body? 5. What is the difference between legal and illegal drugs? 6. What are the consequences of sharing images online?	<b>Growing and Changing</b> (SCARF) 1. How are they feeling? 2. Taking notice of our feelings. 3. Dear Ash. 4. Growing up and changing bodies. 5. Changing bodies and feelings. 6. Help! I'm a teenager – get me out of here!

Year 6 units	<b>Relationships</b> (InMAT)	<b>Valuing Difference</b> (SCARF)	<b>Living in the wider world</b> (InMAT)	<b>Keeping Safe</b> (SCARF)	<b>Health and well-being</b> (InMAT)	<b>Growing and Changing</b> (SCARF)
	<ol style="list-style-type: none"> <li>1. To create a safety guide for children.</li> <li>2. To have self-respect and respect others.</li> <li>3. To recognise domestic violence.</li> <li>4. To understand that marriage is a commitment entered into freely by both people.</li> <li>5. To manage conflict.</li> <li>6. To consider when perseverance is the right choice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ok to be different.</li> <li>2. We have more in common than not.</li> <li>3. Respecting differences.</li> <li>4. Boys will be boys? – challenging gender stereotypes.</li> </ol> <p style="text-align: center;"><b>Being My Best</b> (SCARF)</p> <ol style="list-style-type: none"> <li>1. This will be your life!</li> <li>2. Basic first aid, including sepsis awareness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Where does racism come from?</li> <li>2. What does home feel like? (Responses to immigration)</li> <li>3. What is freedom of speech?</li> <li>4. How can democracy change the world?</li> <li>5. What is fake news?</li> <li>6. How are resources in my community allocated?</li> <li>7. How are decisions made in government?</li> </ol>	<ol style="list-style-type: none"> <li>1. Think before you click.</li> <li>2. To share or not to share?</li> <li>3. Rat park.</li> <li>4. What sort of drug is...?</li> <li>5. Drugs: It's the law.</li> <li>6. Alcohol: What is normal?</li> </ol>	<ol style="list-style-type: none"> <li>1. How can online photos distort reality?</li> <li>2. What is the impact of substance abuse?</li> <li>3. To learn about human reproduction</li> <li>4. What is the impact of peer pressure?</li> <li>5. To celebrate personal achievements and identify goals.</li> <li>6. To consider how transition may affect me (moving to secondary school)</li> </ol>	<ol style="list-style-type: none"> <li>1. I look great!</li> <li>2. Media manipulation.</li> <li>3. Pressure online.</li> <li>4. Helpful or unhelpful? Managing change.</li> <li>5. Is this normal.</li> <li>6. Making babies.</li> </ol>

## No Outsiders

At Ashby Fields Primary School, we believe in the importance of equality and everybody having the same opportunities. This is modelled by our staff and taught through lessons and other experiences both discretely and explicitly. One of the subjects that this is taught through is the subject of Personal Development (PD).

As part of our PD curriculum, we follow a scheme called No Outsiders. This scheme was created by Andrew Moffat MBE, who was nominated for the Global Teacher Prize in 2018-19. No Outsiders has three core values:

- Respect for diversity through education in schools;
- Commitment to community cohesion through understanding and acceptance of difference;
- Promotion of dialogue to counter fear and hate in society.

No Outsiders is a scheme that involves the use of age appropriate story books (see below for a list of the books we use) to teach about seven of the protected characteristics of the Equality Act 2010. These include:

- age
- disability
- gender reassignment
- race
- religion or belief
- gender
- sexual orientation.

It is important we create a school culture in which children, staff and the whole school community work together to foster an environment of inclusivity through effective spiritual, moral, social and cultural (SMSC) and character education.

We believe that it is vital that our pupils can discuss inappropriate and discriminative language and understand how to address boundaries in order to prepare them for a future in modern Britain.

We strive to ensure that our pupils are surrounded by a consistent message:

- There are no outsiders here.
- Everyone is different.
- We like being different.
- We are all equal in our difference.
- I can get along with you even if we are different.
- We live in the U.K., our British values support this and the law says this too.

We will work alongside our families, parents and carers to deliver this message of inclusivity. You are very welcome to call in to see your child's class teacher to discuss this approach and to view the picture books we use for this.

At Ashby Fields Primary School, there are no outsiders - Everyone is welcome!