



InMAT

Document Title	Relationships and Sex Education Policy Part 1: Relationships Education Part 2: Sex Education
Revision Number:	1.1
Approved by:	Trust Board of INMAT
Approval Date:	27/09/2023
Review Frequency:	Every 2 years

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 Kingsley Primary our PSHE curriculum is based on Coram Life Education's 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-rseandhealth-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%2019%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%2019%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 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/RSE



PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Reception
Key Themes
Life cycles
Girls and boys

Learning Intentions	Skills	Assessment Questions
Understand that there are changes in nature and humans.	I can describe the life cycle of an animal.	Do they use relevant vocabulary? Can they put the stages in order? Can they explain seasonal changes?
Name the different stages in childhood and growing up.	I can describe how a baby grows to an adult and what they might need.	What vocabulary do they use? Can they explain how they have changed and the skills they have learnt? What experience do they have of younger or older children?
Understand that babies are made by a man and a woman.	I can tell you some things about how babies are made.	Do they use the correct vocabulary for male and female body parts? Can they match a baby animal to its mother?
Use the correct vocabulary when naming the different parts of the body.	I can tell you the scientific names for my body parts.	Do they have a good knowledge of body part names in addition to private parts?
Know how to keep themselves safe.	I can tell you the PANTS rule.	Can they name trusted adults? Do they know the correct vocabulary for their private parts? Do they practice keeping safe during times when they go to the toilet etc?

Y1
Key Themes
Getting help
Becoming independent
Body parts

Learning Intentions	Skills	Assessment Questions
To think of what babies need to stay happy and healthy.	I can tell you some things that babies need.	Can they describe the needs of a baby? Can they describe what a baby may do? Can they explain how babies communicate their needs?

To identify the changes they have made since they were a baby.	I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.	Can they give you an example of what they would like to improve or learn?
To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.	I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.	Do they identify trusted adults in their lives as well as those in the community? Do they have a good balance? Can they distinguish between a secret and a surprise (like a birthday present)?
To identify some internal organs and systems and those body parts which are private.	I can name the body parts girls and boys have that are the same and which body parts are different.	Do they use the correct vocabulary? Can they explain how someone would keep their private parts private? Do they understand why?
To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.	I can name the adults I can talk to at home and school if I need help.	See above

Y2

Key Themes

Being supportive

Dealing with loss

Life cycles

Learning Intentions	Skills	Assessment Questions
To give positive feedback to someone.	I can give support to a friend.	How do they help their friends? Do they give advice when they are worried? Do they give positive feedback during group activities or sharing time?
To recognise the range of feelings associated with loss and to discuss things people can do to feel better.	I can describe feelings of loss and suggest what someone can do if a friend moves away.	What experience do they have regarding this? Do they show empathy to the people in this lesson?
To identify the different stages of growth and what people are able to do at these different stages.	I can describe the stages of growth I have been through and what I look forward to in my future.	Can they give you an example of what they would like to improve or learn? Could they set themselves a goal?
To identify the human private parts/genitalia and explain that they are used to make a baby.	I can name the human private parts that are used to make a baby.	Do they use the correct vocabulary? Are they beginning to understand the processes of reproduction? Do they use vocabulary related to seeds (sperm) and eggs.
To explain who can see someone's private part, what consent means and how to protect privacy.	I can talk about keeping private parts private.	Do they identify trusted adults in their lives as well as those in the community? Do they have a good balance? Do they practice asking or giving consent?

Y3

Key Themes

Keeping safe

Relationships

Menstruation

Learning Intentions	Skills	Assessment Questions
To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.	I can explain what body space is and how it feels when someone is too close to me.	Do they practice giving or asking for consent? Are they aware of appropriate touch? Do they express their feelings in an appropriate way?
To identify the different types of relationships people have and their different purposes and qualities.	I can tell you some of the different relationships I have.	Can they distinguish how they would behave with a parent/carer and a friend? Could they tell you what is different about their relationships?
To identify what makes a positive relationship and what makes a negative relationship.	I can tell you what qualities a healthy positive relationship has.	Consider their friendships within school. Do they use vocabulary such as trust, kindness, caring, listening, support?
To identify puberty changes.	I can describe how a girls and boys body will change when it reaches puberty.	What is their current experience (some may be going through changes already)? Do they use the correct vocabulary? Do they also make reference to emotional changes?
To explain menstruation cycle as something that happens when a sperm does not meet an egg.	I can tell you what happens to a womans body when the sperm does not meet the egg.	Do they use the correct vocabulary? Do they know the names of their own private parts?

Y4

Key Themes

Managing difficult feelings

Relationships including marriage

Body changes during puberty

Learning Intentions	Skills	Assessment Questions
To identify the different emotional reactions to different types of change and discuss.	I can describe how change can make a person feel (both negative and positive).	Can they make links with this and changes during puberty? How do they cope with change during the day (in home or at school)? Consider those children with SEND who may need more support with managing change.
To understand how the onset of puberty can have emotional as well as physical impact.	I can explain why young people can have mixed up feelings when they go through puperty.	How do they manage their own emotions? Can they make links with physical changes during puberty?
To learn what happens to a woman or a mans body during puberty and that this is linked to reproduction.	I can explain why puberty happens.	Can they talk about the reproduction cycle? Do they understand why people may not choose to have a baby? Do they know/use the correct vocabulary for body parts?

To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.	I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.	See above
To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.	I can explain why some people choose to get married, have a civil ceremony or live together.	Consider their own experience of marriage, civil partnerships or co-habiting. Can they give reasons why people do get married? Do they have an understanding of consent?

Y5
Key Themes
Managing difficult feelings
Getting help
Managing change

Learning Intentions	Skills	Assessment Questions
To describe the intensity of different feelings and strategies to build resilience.	I can begin to manage challenging emotions by building my resilience.	What is their understanding of resilience? Do they use it in their learning and other areas? How do they self-regulate their emotions?
To understand the different types of feelings and emotions associated with puberty.	I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.	Do they use different vocabulary to highlight intensity (e.g. cross, angry, frustrated, mad)? Are they respectful of the emotions of other people? Consider their skills learnt or used during previous units.
To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.	I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.	Can they name trusted adults both in their personal life and community? Do they understand the importance of sharing unsafe secrets?
To identify the different types of products someone might use during puberty or menstruation.	I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.	Check their understanding of the menstruation cycle. Do they use the correct vocabulary for reproductive organs?
To explain how people might feel at times of change and loss. To consider strategies when coping with this.	I can give examples of feelings and emotions people have at times of change.	Consider their experience of change and loss. How do they cope with change during the day (in home or at school)? Consider those children with SEND who may need more support with managing change? Do they use relevant emotional terminology?

Y6
Key Themes

Self esteem
Keeping safe
Body Image

Learning Intentions	Skills	Assessment Questions
To identify types of emotional responses and some strategies for coping with change.	I can name some of the feelings and emotions people have during change.	What is their understanding of resilience? Do they use a broad range of vocabulary to describe emotions? What strategies do they use themselves? How do they selfregulate their feelings?
To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.	I can give examples of how someone could cope with or get support during puberty.	Could they name people and places where someone can get support? What advice would they give to someone? Can they give sympathetic advice or support?
To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.	I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.	Consider their own body image? How do they describe themselves? What is their understanding of how the social media, influences and processes such as editing and filters affects a persons
		body image? What do they see as 'normal'?
To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.	I can explain how to stay safe when sharing images and information online.	Do they know the laws and restrictions around using social media? What can they recall from previous lessons in online safety? What is their experience of using social media? What do they consider risky behaviour online?
To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.	I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.	What advice would they offer - is it appropriate? Does it take into account previous learning about secrets, consent, appropriate touch and emotional needs? Can they explain why confidentiality would need to be broken?


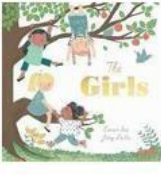
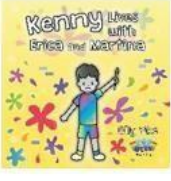

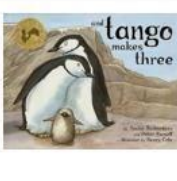
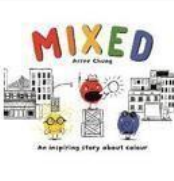




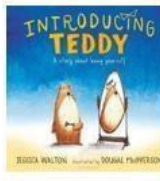

EYFS and key stage one

EYFS						
Learning Intention	To understand the importance of friendship	To understand that all families are different	It is OKAY to like different things	To say what I think	To celebrate my family	To understand that we can make friends with different people
Year 1						
Learning Intention	To like the way I am	To understand that we share the world with lots of people	To understand that we are different but should embrace inclusion	To understand equality and that everyone can join in	To understand how to work together	To find ways to play together and to make sure we all join in
Year 2						
Learning Intention	To understand what diversity is	To understand the importance of friendship	To understand that we communicate in different ways	To understand acceptance	To know where I belong	To have self confidence

Lower key stage two- Years 3 and 4

Year 3						
Learning Intention	To understand what 'discrimination' means	To be welcoming	To understand ageism and stereotypes	To understand how to be yourself	To understand conflicting feelings	To understand how difference can affect someone
Year 4						
Learning Intention	To understand that there is more to unite us than divide us	To know when to be assertive	To be who you want to be	To accept differences and be inclusive	To find common ground	To understand how to deal with uncomfortable emotions

Upper key stage two- Years 5 and 6

<p>Year 5</p>						
<p>Learning Intention</p>	<p>To justify my actions</p>	<p>To explore friendship</p>	<p>To consider consequences</p>	<p>To recognise when someone needs help</p>	<p>To accept people who are different to me</p>	<p>To consider responses to racist behaviour</p>
<p>Year 6</p>						
<p>Learning Intention</p>	<p>To challenge causes of racism</p>	<p>To understand immigration and friendship</p>	<p>To understand the importance of not judging others</p>	<p>To understand the importance of voting and to celebrate differences</p>	<p>Understand transgender and transitioning</p>	<p>To consider language and the freedom of speech</p>