



**Neatishead, Salhouse Federation in partnership with Fleggburgh VC
Primary School**

Relationships Education, Relationships and Sex Education and Health
Education Policy (RHSE)

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| Formally adopted by the Governing Board of:- | Neatishead & Salhouse Federation |
| On:- | 29/01/2020 |
| Chair of Governors:- | R Barker |
| Date for review:- | September 2022 |

Our schools aim to be happy and safe places where everyone shares a love of learning. Our Christian core values of respect, responsibility, courage, trust, perseverance and compassion underpin all we do.

'Soar on Wings'

1. Introduction:

This policy covers our school's approach to Relationships Education, Relationships and Sex Education and Health Education.

Our aim is to support all the children in our schools to achieve excellent outcomes alongside developing and growing into their potential as individuals made in the image of God.

The policy has been produced through local and national guidance and in consultation with staff, governors, cluster schools and with our pupils and their parents. The policy was developed in line with:

- Relationships Education, Relationships and sex education and Health Education Guidance 2019
- Keeping Children safe in Education
- The Church of England's Vision for Education
- Education Act 2002
- Education and Inspection Act 2006
- Equalities Act 2010
- SEND Code of Practice 0-25 years

All compulsory subject content will be delivered in an age and developmentally appropriate way. It will be taught sensitively and inclusively. Our Christian core values of respect, responsibility, compassion, courage, trust and perseverance will underpin our planning and delivery.

The policy aims to

- Establish the intent and aims of the RHSE curriculum we offer
- Outline the approach of teaching RHSE
- Clarify intended outcomes of RHSE provision for pupils
- Reflect the ethos and vision of the school and the Diocese

The policy will be used to:

- Provide clear guidance and a teaching framework for teachers
- Share the planned RHSE programme with stakeholders
- Support continuity and progression of learning.

The policy can be accessed via the school website. Hard copies are available through the school office.

2. Vision and Values

We aim for our school communities to be happy and safe where everyone shares a love of learning. To support this aim we take strength and direction from Isaiah 40:31

**“They will soar on wings like eagles;
They will run and not grow weary,
They will walk and not be faint.”**

Our Christian values of Responsibility, Respect, Courage, Compassion, Perseverance and Trust underpin all we say and do, so that in God's Grace we can lay a solid foundation from where our children can, "soar on wings", having the strength to overcome challenges and to build for themselves full and purposeful lives.

To lay that solid foundation we will commit to:

- Ensuring we know the needs of all our children and providing inspirational teaching and empowering learning opportunities to meet their needs,
- Investing in and celebrating the uniqueness of each individual in our school community,
- Fostering and understanding that knowledge, wisdom and skills are achieved through hard work and perseverance,
- Demonstrating empathy, compassion and forgiveness so that we all have the courage to take risks and learn from our mistakes,
- Growing global citizens who value others and cherish themselves.

An education based on Christian vision and values is centred on the whole child. RHSE is viewed as an enabler of this, supporting children to have the essential knowledge, values and skills to be themselves and support others to be happy, healthy and safe in a modern world.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and developmentally appropriate manner. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, within which they value their sexuality and take responsibility for their health and wellbeing both now and in the future.

We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives.

The objective of RSHE is to support children's physical, emotional and moral development, through the teaching of essential knowledge, skills and values within the framework of the law, relevant provisions of the Equality Act, 2010 and through the teaching of the Christian perspectives on relationships and sex.

Effective RSHE can make a significant contribution to the development of personal skills needed by children to establish and maintain relationships.

RSHE will ensure children are encouraged to understand the importance of stable, loving relationships, respect, love, and care in line with our Christian values. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes.

The following principles are based on research evidence, supported by a wide range of leading organisations including NSPCC, Barnardo's, The Children's Society and education unions.

We are committed to ensuring RHSE

- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where pupils feel safe and encourage participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and developmental stage of children, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that children can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives children opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- Respects gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in every-day school life
- Meets the needs of all children with their diverse experiences - including those with special educational needs and disabilities
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

3. Entitlement and Equality of Opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and developmentally appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem. We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law, to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another. Through consultation, assessment and regular reviews of the curriculum we ensure that we recognise and respect children's' different abilities, levels of maturity, personal circumstances including gender identity, faith or

culture and that of their family, friends and the wider whole-school community in accordance with the school's approach to inclusion.

4. Teaching and Learning

The RSHE programme will be coordinated by the Executive Headteacher and Heads of school. It will be taught by qualified teachers and supported by classroom assistants. The schools are committed to working with outside agencies who will provide further support and depth to the programme.

Staff involved in the delivery of RSHE will receive specialist training and peer support to ensure that children receive clear and consistent approaches to RSHE throughout their time at our schools.

Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal system.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE because of the particular expertise or to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, the school will:

- Check the visitor or visiting organisation's credentials
- Ensure the teaching delivered by the visitor fits with their planned programme and our published policy
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils
- Ask to see the materials visitors will use as well as a lesson plan in advance, to ensure it meets the full range of pupils' needs (e.g. special educational needs)
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times
- Monitor and evaluate the visitor input to inform future planning

RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

High quality text will be used to support teaching and learning (Appendix 3)

5. Curriculum

The majority of elements of the RSHE curriculum are a statutory requirement. RSHE will be taught through a 'spiral curriculum' focussed on two key themes;

1. Protective Behaviours
2. All about Me

This approach means that children will gain knowledge, develop values and acquire skills gradually during their school years by revisiting core themes to build on prior learning.

RSHE will support the school's commitment to safeguard children through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended RSHE curriculum is detailed in the Appendices, but may vary in response to emerging issues and to reflect the rapidly changing world in which our children are living and learning.

Wherever possible the curriculum will be complemented by themed assemblies and cross-curricular links.

Under the [National Curriculum](#), the basics of sex education fall within the science curriculum.

Key Stage 1 (age 5-7years) Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

6. Protective Behaviours

The 'Protective Behaviours' theme is about personal safety. It encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. Protective Behaviours encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.

Protective Behaviours uses a Rights and Responsibility approach, and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with.

An overview of the content is in Appendix 1

7. All About Me

The 'All About Me' theme is designed on a spiral curriculum and based on a values and human rights approach. It is built on the premise that it is much better to drip feed positive messages and have little conversations, to ensure that children will feel prepared for the changes of puberty and for the challenges of moving on to high school.

The programme is split in to 6 core categories; children having one lesson from each per year:

- My personal identity
- My Relationships (families, friendships and personal relationships)
- My Body (understanding anatomy, autonomy, and physical and emotional changes)
- My Thoughts, Feelings & Behaviours (emotional literacy)
- My Choices & Personal Boundaries (understanding consent)
- My Health (physical and emotional wellbeing)

An overview of the programme content is in Appendix 2

8. Assessment and Monitoring

Pupils' learning will be formatively assessed in lessons to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. This will be an important approach to identify gaps and misconceptions in children's thinking. Assessment activities will be implicit, forming part of a normal teaching activity.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, peer support meetings, informal drop-ins, pupil perception feedback, parental feedback and self and school evaluations coordinated by the senior leadership team.

Governors will monitor the quality of provision, pupil progress and accessibility of the RSHE provision. Specific governor responsibilities are in section 38 and 39 of the RSHE Guidance. The observations and findings of which will be used to identify and inform future staff training and resource needs.

9. Responding to pupil's questions

There will always be sensitive and possibly controversial issues within the subjects of RSHE. These may be a matter of age and developmental appropriateness, contrasting personal beliefs including disagreement with the official teaching of the Church and otherwise. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly, within the framework of the class working agreement.

At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting, and will also be provided with an opportunity to raise anonymous questions in a way their teacher has shown them.

Teachers will answer questions as fully as they feel age and developmentally appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may

delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate, and will never answer personal questions about their own body, personal circumstances or lifestyle choices.

If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the child to ask a parent or trusted adult at home.

10. Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss confidentiality and the teacher will ensure so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided.

Teachers will also work closely with the school's pastoral system to advise of topic coverage so that the school can be responsive to pupil's pastoral needs, and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in any activity that puts them at risk of harm, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with the Safeguarding policy.

11. Involving parents and carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is a collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through an annual informal meeting which will provide a valuable opportunity to develop awareness of emerging RSHE topics, and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children.

The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

12. Parental right to have a child excused

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is

excused from sex education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory sex education, they should discuss this with the Headteacher, making clear which aspects of the programme they do not wish their child to participate in.

The head teacher should outline to the parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once a decision has been made, they must inform the school in writing stating their reasons as to why they would like their child withdrawn. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to have their child excused from non-statutory sex education

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

13. Review date or Monitoring and Review

The Governing Board monitors the impact of RSHE on an annual basis. The Governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 2 years, or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

The next review date of this policy is currently set for September 2022

Appendix 1 Protective Factors

| Protective Factors | | | | |
|--------------------|--|--|---|---|
| Reception | <p>Feelings: There are no such things as good or bad feelings</p> | <p>Body Awareness: Naming private body parts:</p> | <p>Scary body feelings: Feeling sad, afraid, angry, confused etc</p> | <p>Telling & Secrets: Children will construct their own support networks hands.</p> |
| Year 1 | <p>Feelings: Feelings are feelings, not good or bad, it is how we behave when we have feelings that matters</p> | <p>Unsafe Feelings & Body Awareness: Our bodies warn us if we feel unsafe - we call these feelings Early Warning Signs</p> | <p>Body Privacy & Secrets: Naming private body parts: Safe & unsafe secrets</p> | <p>Telling & Networks: Children will construct their own support networks hands.</p> |
| Year 2 | <p>Feelings, Rights & Responsibilities: What are Rights & Responsibilities?</p> | <p>Unsafe Feelings, Problem Solving: Recognising Early Warning Signs. Is my fun, fun for everyone?</p> | <p>Body Awareness & Personal Space: My body belongs to me. No one has the right to touch me in a way I don't like.</p> | <p>Networks & Using Them: Children will construct their own support networks hands.</p> |
| Year3/4 | <p>Feelings, Rights & Responsibilities: A feeling is a feeling, not good or bad, right or wrong. What are rights & responsibilities Exploring children's rights and the responsibilities that come with them.</p> | <p>Unsafe Feelings: Identifying children's Early Warning Signs. Strategies as to what to do when experiencing their EWS. Exploring situations when feelings turn to feeling scared.</p> | <p>Body Awareness & Telling/Secrets My body belongs to me. Safe and unsafe secrets</p> | <p>Networks & Using Them: Children will construct their own support networks hands. Keep telling</p> |
| Year 5/6 | <p>Rights & responsibilities, Feelings: Exploring the Rights of the child. Emotions and Empathy</p> | <p>Safe feelings, Fun to Feel Scared & EWS: Exploring & creating safe places. Situations when it feels fun to feel scared. Recognising EWS. Is my fun for everyone? Recognising EWS</p> | <p>Secrets Safe and unsafe secrets</p> | <p>Networks & Using Them: Children will construct their own support networks hands. Keep telling</p> |

Appendix 2 All About Me

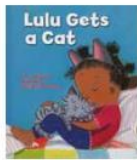
| All About Me | | | | | | |
|--------------|---|---|---|--|---|--|
| | Me | My Relationships | My Body | My Thoughts, Feelings & Behaviours | My Choices & Personal Boundaries | My Health |
| Reception | Similarities/differences. We are all unique & special | Explore important relationships and that not all families are the same. | NSPCC Pants Learning about private parts and their names | Exploring & recognising feelings, | Understanding just because you like something doesn't mean everyone does. | Develop simple skills to prevent disease spreading |
| Y1 | Looking at personal relationships, & support networks | Answering children's questions about where babies come from | Safe & appropriate touching. Naming Private parts and understanding when it is okay to be naked NSPCC Pants | Exploring feelings and how they can affect our behaviours. developing empathy | Explore different types of touch & consider how they like to be touched. | How germs spread |
| Y2 | Challenge gender stereotypes. promote positive expectations, aspirations, & identities regardless of gender | Explore different types of love, friendship, family etc. and how we can care for important people in our lives. | Early warning signs. Personal body rules. Private parts and private spaces. NSPCC Pants | Anger itself is not bad- it is how people sometimes behave that makes anger unsafe. looking at how we feel when angry and how to manage our feelings | Review of all the rules children have learnt about safe and appropriate touching. | Healthy food choices Hydration |

| | | | | | | |
|------|--|--|-----------------------------|---|--|---|
| Y3/4 | Exploring how children see themselves & work towards creating a positive self-image | Exploring different types of families and understanding that not all families look the same. | My ancestry and family tree | PB. Theme 1 & 2 exploring how feelings may influence behaviours & who to talk to if we have a worry | Review EWS. Explore personal boundaries & touch. recognising everyone is different | Understanding the importance of exercise and sleep. |
| | Similarities & differences between friends - consider their own talents, qualities & ambitions | Exploring qualities of a good friend, managing relationships | | Recognising early signs of anger, developing skills to manage negative behaviours | Exploring privacy & recognising how it may change with growing up. Private behaviours in private spaces. | |
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|-------|---|---|--|---|---|---|
| Y 5/6 | Promote positive expectations, aspirations and identities for both girls and boys. Challenge gender stereotypes | Exploring relationships including romantic. Consider how a crush may feel and pressures to have a boy/girlfriend. Relationship dilemmas | Physical & emotional changes during puberty. Development of sexual anatomy, Menstruation, Wet dreams | Exploring how people's feelings may influence their behaviour & how these may impact others around them. Options of behaviours that may be safer & more considerate | Review EWS. Exploring the difference between 'good'/'bad' secrets & who to talk to if they have worries. Support networks | Explore how to take responsibility for healthy lifestyle choices linked to diet, exercise and hygiene |
| | Reflect on how much they have achieved, changed during primary. opportunity to set goals for future | What makes someone a good friend & spotting healthy/unhealthy relationships? | Consensual sex Age appropriate information about , pregnancy how babies are conceived, grow and develop | Developing a growth mindset & resilience. How and when to ask for help | Rights & responsibilities when it comes to consent, personal boundaries. Public/private spaces & touch | |

Picture books

A mixture of books for 4–11-year-olds. No child is ever too old for a great picture book, and we've used this symbol * where they are best suited to older children.

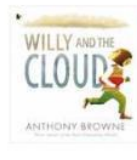


Lulu Gets a Cat
Anna McQuinn

Illustrator Rosalind Beardshaw

Understanding pets' feelings and needs can help children develop their empathy muscles. Lulu learns how to make her new cat feel at home in this gently delightful book.

Alanna Books



Willy and the Cloud*
Anthony Browne

Explaining dark moods to a child can be challenging. Browne uses the image of a personal cloud hanging over the central character in this multi-layered, powerful and moving book.

Walker Books



Grandad's Island*
Benji Davies

A sensitive exploration of the emotions involved in bereavement, and healing. Davies subtly conveys a positive message about letting go whilst always carrying the loved one in your heart.

Simon & Schuster

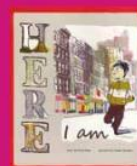


King of the Sky*
Nicola Davies

Illustrator Laura Carlin

A lonely boy in a new country meets an old man, and they start to share a passion for racing pigeons. Superb book, exploring inter-generational understanding and what helps people to feel less alone.

Walker Books

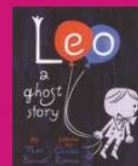


Here I Am*
Patti Kim

Illustrator Sonia Sánchez

A powerful wordless picture book about the chaotic feelings of a boy coming to a new country, and how these emotions gradually ease as he experiences kindness.

Curious Fox

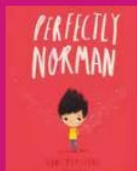


Leo: a Ghost Story*
Mac Barnett

Illustrator Christian Robinson

A lonely ghost is glad when a family moves into his house, but he is rejected and forced to roam the streets before finally finding a true friend. An unusual story about difference and the value of having an open heart and mind.

Chronicle Books



Perfectly Norman
Tom Percival

In this beautifully illustrated story Norman suddenly finds himself with a pair of wings, and struggles to accept himself until other children reveal that they also have wings!

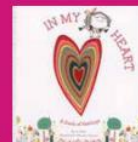
Bloomsbury Children's Books



The Parrot and the Merchant
Marjan Vafaian

A Persian merchant loves keeping colourful birds in cages, but her favourite talking parrot longs to escape. A lovely story based on a Rumi fable, which sparks empathic reflection on how our actions affect other creatures.

Tiny Owl



In My Heart: A Book of Feelings
Jo Witek

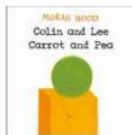
Illustrator Christine Roussey

In order to understand other people's feelings, children need to be able to identify and articulate their own. An intriguingly designed book with illuminating descriptions of how different emotions feel, physically.

Abrams Applesseed

Picture books

A mixture of books for 4–11-year-olds. No child is ever too old for a great picture book, and we've used this symbol * where they are best suited to older children.



Colin and Lee, Carrot and Pea Morag Hood

Colin is a carrot struggling to fit in with the peas' games. Sparsely witty illustrations celebrate their growing realisation that their differences don't have to divide them.

Two Hoots



You're Safe With Me Chitra Soundar

Illustrator Poonam Mistry

The forest creatures are afraid of the thunder and strong winds, but reassured by a mother figure. Great for exploring relationships, and different perspectives.

Lantana



Can I Join Your Club? John Kelly

Illustrator Steph Laberis

Duck really needs some new friends but none of the other animals will let him join their club. So he starts one of his own and he welcomes everyone in. A story that shows the importance of being open to making real connections, not judgments.

Little Tiger Press



My Name is Not Refugee* Kate Milner

A boy describes his experience of having to leave his town, asking very direct questions of the reader that invite reflection about how we would cope in his situation. Ends with the powerful message that Refugee is just a label – not a name.

Barrington Stoke



15 Things Not to Do with a Granny Margaret McAllister

Illustrator Holly Sterling

A granny is a wonderful person to have in your life, but never make assumptions about what grannies do! A book which will make everyone laugh whilst getting children thinking about their own family members, and what they really need.

Frances Lincoln

Novels, poetry, graphic novels

Thirteen superb stories, a poetry book and two graphic novels to help children immerse themselves in other people's lives. Perfect for 7–11-year-olds, with this symbol * showing those suitable for the top of this age range.

** denotes books which are demanding, often emotional reads, suitable for emotionally mature readers. Please read them in order to decide which children they are appropriate for.



Me and Mister P Maria Farrer

Illustrator Daniel Rieley

Arthur is struggling with conflicting feelings of jealousy, guilt and love, caused by his brother's learning difficulties. Then Mr P (a polar bear) stumbles through the front door... and helps Arthur cope with his emotions.

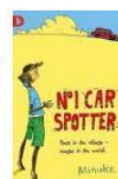
Oxford University Press



The Road to Ever After* Moira Young

A magical adventure about an unlikely friendship between thirteen-year-old Davy, who is homeless, and the elderly Miss Flint. Deeply touching, this is an example of how great writing creates characters children will care about – ones that expand their emotional understanding.

Macmillan Children's Books



The No. 1 Car Spotter Fights the Factory Atinuke

Illustrator Warwick Johnson Gadwell

An African village is overcome with problems caused by a corrupt developer, but the brilliant Oluwalase Babatunde Benson (the No. 1 Car Spotter) saves the day. Lovely insights into different emotions and life challenges.

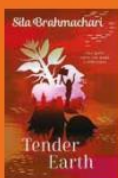
Walker Books



The Wild Robot Peter Brown

What does it mean to be human? That's the question raised by this tale of a shipwrecked robot. The robot, Roz, is inadvertently activated and gradually learns to feel, to care and to love. The ability to feel empathy is at the heart of Roz's journey.

Piccadilly Press



Tender Earth* Sita Brahmachari

Empathy can motivate people to try to make a difference. In this sensitive coming-of-age story, readers experience Laila's growing determination to make a stand against racism in her community. Even small acts of empathy can change lives.

Macmillan Children's Books



Ballerina Dreams Michaela and Elaine DePrince

Illustrator Ella Okstad

Don't be misled by the cover – this is a gritty true story of how a Sierra Leone orphan overcame racism as she followed her ballerina dreams. It opens children's eyes to very different life experiences, and has a message of hope – Michaela is now a principal ballerina.

Faber & Faber



Sky Dancer* Gill Lewis

A great example of how books can help children see different people's perspectives. The characters hold diametrically opposed views about whether to shoot or protect endangered hen harriers on a grouse moor. A superb, uplifting book.

Oxford University Press



Smart** Kim Slater

The assumptions we make about people can inhibit our feelings of empathy. Kieran, the central character here, makes no such judgments and his genuine compassion makes a huge difference to his community.

Macmillan Children's Books



Sputnik's Guide to Life on Earth* Frank Cottrell Boyce

Illustrator Steven Lenton

Sputnik is an alien tasked with writing a guidebook to Earth, who struggles to understand how humans work. With his new, shy friend Prez, he learns about the planet's very best things. Exuberant, witty writing with a strong emotional core.

Macmillan Children's Books

Novels, poetry, graphic novels

Thirteen superb stories, a poetry book and two graphic novels to help children immerse themselves in other people's lives. Perfect for 7–11-year-olds, with this symbol * showing those suitable for the top of this age range.

** denotes books which are demanding, often emotional reads, suitable for emotionally mature readers. Please read them in order to decide which children they are appropriate for.

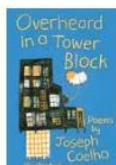


The Song from Somewhere Else* **A.F. Harrold**

Illustrator Levi Pinfold

Francesca (Frank) is bullied but finds courage through an unlikely friendship. A magical story with an ethereal quality, yet firmly rooted in gritty reality.

Bloomsbury Children's Books



Overheard in a Tower Block** **Joseph Coelho**

Illustrator Kate Milner

A powerful poetry collection about growing up. The agonies of missing an absent dad, the grief of a mother and the stresses of city life touch our emotions through Coelho's potent yet approachable voice.

Otter-Barry Books



El Deafo* **Cece Bell**

A moving semi-autobiographical graphic novel told from the viewpoint of a young deaf girl. Thought bubbles and dialogue draw us into Cece's world, making it easy to identify with her self-consciousness and frustration, and with her friends' confused feelings as they struggle to do the 'right thing'.

Amulet Books



Charlie and Me* **Mark Lowery**

Martin takes his big-brother responsibilities very seriously, and understands Charlie (who has health and behavioural issues) like no one else does. A deeply affecting, story, of an epic journey from Preston to Cornwall with an extraordinary twist.

Piccadilly Press



Illegal** **Eoin Colfer and Andrew Donkin**

Illustrator Giovanni Rigano

A young boy makes a terrifying journey from Africa to Europe. Upsetting, important graphic novel with illuminating insights into the experiences of refugees and migrants and their resilience.

Hodder Children's Books



The Guggenheim Mystery **Robin Stevens**

This gloriously inventive art-theft whodunit is narrated by Ted Sparks, who is living with autism and has unusual powers of detection (read *The London Eye Mystery* to meet him for the first time). A lovely depiction of how Ted's family value him for who he is.

Puffin



The Island at the End of Everything** **Kiran Millwood Hargrave**

Amihan is separated from her mother, who has leprosy, and sent to live in an orphanage on a distant island. A gripping read, with beautifully drawn characters to help children expand their emotional understanding.

Chicken House Books

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

<https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/healthy-unhealthy-relationships/>

SEAL

<https://webarchive.nationalarchives.gov.uk/20110812101121/http://nsonline.org.uk/node/87009>

[https://www.egfl.org.uk/sites/default/files/School effectiveness/Health-improvement/RSE/Effective%20RSE.pdf](https://www.egfl.org.uk/sites/default/files/School%20effectiveness/Health-improvement/RSE/Effective%20RSE.pdf)

<https://www.nhs.uk/change4life>

<https://www.mind.org.uk/information-support/for-children-and-young-people/>

<https://www.bbc.co.uk/cbbc/findoutmore/stay-safe-useful-links>

<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

<https://www.childnet.com/teachers-and-professionals>

<https://www.thinkuknow.co.uk/>

<http://www.primaryresources.co.uk/pshe/pshe.htm>

<https://www.educationquizzes.com/ks2/personal-social-and-health-education/>

<https://www.anti-bullyingalliance.org.uk/>

<https://www.empathylab.uk/>