

## C21 - RSHE CURRICULUM POLICY



# RYDES HILL

PREPARATORY SCHOOL & NURSERY

### CHILDREN'S MISSION STATEMENT

*Think deeply, live wisely, love generously*

### MISSION STATEMENT

#### IN OUR SCHOOL WE WILL TRY TO:

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic school where children learn how to live in a loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the school based on shared moral values.
- ❖ The importance placed on development of individual talents is at the heart of what school stands for and all are encouraged and challenged to be the best they can be.

Written By :	Nicola Leclezio – Subject Lead Updated annually – last update	29 <sup>th</sup> September 2020 9 <sup>th</sup> May 2024
Reviewed By :	Cate Rowson – Deputy Head (Academic)	10 <sup>th</sup> May 2024
Approved By:	Sarah Norville – Headmistress	12 <sup>th</sup> May 2024
Governor Review By :	Academic Committee	26 <sup>th</sup> June 2024

## Contents

Revision History.....	3
Abbreviations, Acronyms and Definitions.....	3
Defining Relationship and Sex Education.....	3
Statutory Curriculum Requirements .....	4
Rationale .....	4
Values and Virtues.....	4
Aim of RSHE and the Mission Statement .....	5
Inclusion and Differentiated Learning.....	6
Equalities Obligations.....	6
Broad Content of RSHE.....	6
Parents and Carers .....	7
Balanced Curriculum .....	8
Responsibility for the Teaching Programme .....	8
External Visitors.....	8
Other Roles and Responsibilities regarding RSHE.....	8
Relationship to Other Policies and Curriculum Subjects.....	9
Children’s Questions .....	9
Supporting Children and Young People who are at risk .....	10
Confidentiality and Advice .....	10
Monitoring and Evaluation.....	11
Appendix 1 - Diocese of Arundel & Brighton Recommended resources.....	12
Appendix 2 – Curriculum Overview.....	13

## Revision History

Revision	Paragraph Number	Revision
November 2016		Original
September 2019	Paragraph 13 Paragraph 14 Paragraph 21 Paragraph 30 Paragraph 33	Deleted Final sentence added New New New
September 2020		Complete rewrite
September 2022	Appendix 2	Change to the curriculum map to link with the Journey in Love programme and support the PHSCE curriculum
May 2024	Paragraph 15, 25, 29, 31 Paragraph 39 Appendix 3 Appendix 4	PHSCE changed to as Life Skills  Sentence added Life Skills Map Protected Characteristics Map

## Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
<i>Protected Characteristics</i>	Characteristics protected by the Equality Act 2010 include :- Age, disability including SEN, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.
RSHE	Relationship, Sex and Health Education
SEND	Special Educational Needs and Disabilities

## Defining Relationship and Sex Education

1. The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”<sup>1</sup>. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to

<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

make moral decisions in conscience. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”<sup>2</sup> This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

## Statutory Curriculum Requirements

2. We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSHE go further.

## Rationale

“I have come that you might have life and have it to the full”

*(Jn.10.10)*

3. We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.
4. At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.
5. Following the guidance of the Bishops of England and Wales and as advocated by the DFE, RSHE will be firmly embedded in the PSHCE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.
6. All RSHE will be in accordance with the Catholic Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## Values and Virtues

7. Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God’s call to love others with a proper respect for their

---

<sup>2</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy, and compassion.

## **Aim of RSHE and the Mission Statement**

8. Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognize the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a "positive and prudent sexual education"<sup>3</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

9. Objectives:

To develop the following attitudes and virtues:

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

To develop the following personal and social skills:

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

---

<sup>3</sup> *Gravissimum Educationis 1*

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

To know and understand:

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

## **Inclusion and Differentiated Learning**

10. We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. This links with P16 Behaviour rewards and sanctions and P19 Disability, inclusion and SEN.

## **Equalities Obligations**

11. The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children. This links to P18 Equality and diversity.

## **Broad Content of RSHE**

12. Three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.
13. Our lessons will follow the 'Journey in Love' scheme, starting at Nursery and moving through each year group up to Form One. Please see Appendix 1 and 2 for further details.
14. Teaching strategies will include:
- establishing ground rules

- distancing techniques
  - discussion
  - project learning
  - reflection
  - experiential
  - active
  - brainstorming
  - film & video
  - group work
  - role-play
  - trigger drawings
  - values clarification
15. A record of each session is kept in each teacher's planning for the delivery of RSHE through a combination of RE, Life Skills and Science. The programme will be assessed, monitored and evaluated by the RE, Life Skills and Science Coordinators in accordance with the school's monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an age appropriate level.

## Parents and Carers

16. We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Catholic Church assists parents and carers in educating their children. The School will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.
17. Parents will be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the School's approach will help to increase confidence in the curriculum. As well as the Headmistresses open door policy, there is an opportunity for all parents to raise topics at the twice termly Parents Forum meetings.
18. Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headmistress. The school will provide support by providing material for parents to help the children with their learning.
19. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

## Balanced Curriculum

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

## Responsibility for the Teaching Programme

22. Responsibility for the specific relationships and sex education programme lays with the form teachers and science teacher. However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

## External Visitors

23. Rydes Hill School will occasionally call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.<sup>4</sup>
24. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

## Other Roles and Responsibilities regarding RSHE

25. Governors
- The Governing Body have delegated the drawing up of the RSHE Policy to the Academic sub-Committee.
  - The Academic Committee will ensure that the policy is available to parents via the School's website;

---

<sup>4</sup> CES Checklist for External Speakers to Schools, 2016



- The Academic Committee will ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Christian beliefs;
- The Academic Committee will ensure that parents know of their right to withdraw their children;
- The Governing Body will appoint a governor to share in the monitoring and evaluation of the programme, including resources used;
- The Academic sub-Committee will ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within Life Skills.

#### 26. Headmistress

The Headmistress takes overall delegated responsibility for the implementation of this policy and for liaison with the parents and appropriate agencies.

#### 27. Life Skills/RSHE Co-Ordinator

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

#### 28. All Staff

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

### **Relationship to Other Policies and Curriculum Subjects**

29. This RSHE policy is to be delivered as part of the PSHCE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)
30. Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.
31. Learning about RSHE in Life Skills classes will link to/complement learning in those areas identified in the RSHE audit.

### **Children's Questions**

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

### Controversial or Sensitive issues

33. There will always be sensitive or controversial issues in the field of RSHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Catholic Church, of illegal activity or other doubtful, dubious or harmful activity. We believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.
34. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

### **Supporting Children and Young People who are at risk**

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

### **Confidentiality and Advice**

36. All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.
37. All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.
38. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, Headmistress, but that the pupils would always be informed first that such action was going to be taken.

## **Monitoring and Evaluation**

39. The RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. This is done in conjunction with the Life Skills monitoring and evaluation. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.

## **Appendix 1 - Diocese of Arundel & Brighton Recommended resources**

A Journey in Love - Sr Jude Groden RSM and contributors    Mc Crimmons

A Journey in Love supporting DVD                                  Mc Crimmons

[www.mccrimmons.com/shop/books/a-journey-in-love--volume-1--book](http://www.mccrimmons.com/shop/books/a-journey-in-love--volume-1--book)

**DVDs, CDs and any other programme(s) not listed here are not in accordance with diocesan policy and should not be used.**

## Appendix 2 – Curriculum Overview

This is summarised from the Journey in Love programme. It forms part of the School’s PHSCE Curriculum map.

	Nursery	Kindergarten	Lower Transition	Upper Transition	Lower Preparatory	Middle Preparatory	Higher Preparatory	Form One
<p><b>RSHE (Relationships and Sex education and Health Education)</b></p> <p>Summarised from “A Journey of Love”</p>	<p><b>EYFS - The wonder of being special and unique</b></p> <p>Social &amp; Emotional: To recognise the joy of being a special person in my family.</p> <p>Physical: To recognise that we are all different and unique.</p> <p>Spiritual: To celebrate the joy of being a special person in God’s family.</p>	<p><b>EYFS - The wonder of being special and unique</b></p> <p>Social &amp; Emotional: To recognise the joy of being a special person in my family.</p> <p>Physical: To recognise that we are all different and unique.</p> <p>Spiritual: To celebrate the joy of being a special person in God’s family.</p>	<p><b>We meet God’s love in our FAMILY.</b></p> <p>Social &amp; Emotional: To recognise signs that I am loved in my family.</p> <p>Physical: To recognise how I am cared for and kept safe in my family.</p> <p>Spiritual: To celebrate ways that God loves and cares for us.</p>	<p><b>We meet God’s love in the COMMUNITY.</b></p> <p>Social &amp; Emotional: To recognise the joy and friendship of belonging to a diverse community.</p> <p>Physical: To describe ways of being safe in communities.</p> <p>Spiritual: To celebrate ways of meeting God in our communities.</p>	<p><b>How we live in LOVE.</b></p> <p>Social: &amp; Emotional: To describe and give reasons how friendships make us feel happy and safe.</p> <p>Physical: To describe and give reasons why friendships can break down, and how they can be repaired and strengthened.</p> <p>Spiritual: To celebrate the joy and happiness of living in friendship and with God and others.</p>	<p><b>God loves us in our DIFFERENCES.</b></p> <p>Social &amp; Emotional: To describe how we should all be accepted and respected.</p> <p>Physical: To describe how we should treat others making links with the diverse modern society we live in.</p> <p>Spiritual: To celebrate the uniqueness and innate beauty of each of us.</p>	<p><b>God loves us in our CHANGING AND DEVELOPING.</b></p> <p>Social &amp; Emotional: To share knowledge and understanding of emotional relationship changes as we grow and develop.</p> <p>Physical: To show knowledge and understanding of the physical changes in puberty.</p> <p>Spiritual: To celebrate the joy of growing physically and spiritually.</p>	<p><b>The wonder of God’s love in CREATING NEW LIFE.</b></p> <p>Social &amp; Emotional: To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.</p> <p>Physical: Explain how human life is conceived.</p> <p>Spiritual: Show an understanding of how being made in the image and likeness of God informs decisions with others, including life-long relationships.</p>

Foo

[Type here]

Date of Next Review: June 2025

*Rydes Hill Life Skills & RSHE Curriculum Map*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	In Nursery and Kindergarten, Life Skills is taught through the EYFS areas of learning. In particular through Personal, Social & Emotional Development, Physical Development and Understanding the World.				The wonder of being special and unique (KG) ★	
<b>LT</b>	It's My Body ★	Safety First	Diverse Britain	Be Yourself ★	We meet God's love in our family ★	Aiming High
<b>UT</b>	VIPs ★	One World	Money Matters	Growing Up ★	We meet God's love in the community ★	Think Positive ★
<b>LP</b>	It's My Body ★	Safety First	Be Yourself ★	Diverse Britain	How we live in love ★	Aiming High
<b>MP</b>	TEAM ★	One World	Money Matters	VIPs ★	God loves us in our differences ★	Think Positive ★
<b>HP</b>	It's My Body ★	Aiming High	Be Yourself ★	Safety First	God loves us in our changing and developing ★	Diverse Britain
<b>F1</b>	Think Positive ★	One World	Money Matters	VIPs ★	The wonder of God's love in creating new life ★	TEAM ★

Our Life Skills units come under three branches: **Health & Wellbeing**, **Relationships** and **Living in the Wider World**.

★ indicates units that contain RSHE teaching

The Equality Act of 2010 states that it is against the law to discriminate against anyone because of: Age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation.

At the heart of Christian faith is Love in relationship. St John says that GOD IS LOVE. (1 John 4:8) The whole purpose of Christianity is to live our lives as fully as possible in and through loving

## Appendix 4 – Protected Characteristics Map

Nursery & Kindergarten Nursery & Reception	Lower Transition Year One	Upper Transition Year Two	Lower Preparatory Year Three	Middle Preparatory Year Four	Higher Preparatory Year Five	Form One Year Six
<p><i>To say what I think -</i> ‘You Choose’ by Nick Sharrat and Pippa Goodheart.</p> <p><i>To understand that's its ok to like different things -</i> ‘Red Rockets and Rainbow Jelly’ by Sue Heap and Nick Sharratt</p> <p><i>To make friends with someone different -</i> Blue Chameleon by Emily Gravett</p> <p><i>To understand that all families are different—</i> The Family Book by Todd Parr</p> <p><i>To celebrate my family -</i> Stella brings the Family by Miriam B. Schffer</p>	<p><i>To like the way I am -</i> Elmer by David Mckee</p> <p><i>To play with boys and girls -</i> Ten Little Pirates by Mike Brownlow and Simon Rickerty</p> <p><i>To recognise that people are different ages -</i> My Grandpa Is Amazing by Nick Butterworth</p> <p><i>To understand that our bodies work in different ways -</i> Max the Champion by Sean Stockdale, Alexandra Strick &amp; Ros Asquith</p> <p><i>To understand that we share the world with lots of people</i> My World, Your World by Melanie Walsh</p>	<p><i>To understand what diversity is -</i> The Family Book, by Todd Parr</p> <p><i>To understand how we share the world -</i> The First Slodge by Jeanne Willis</p> <p><i>To understand what makes someone feel proud -</i> The Odd Egg by Emily Gravett</p> <p><i>To feel proud of being different -</i> Just Because by Rebecca Elliot</p> <p><i>To be able to work with everyone in my class -</i> Blown Away by Rob Biddulph</p>	<p><i>To understand how difference can affect someone -</i> Oliver by Birgitta Sif</p> <p><i>To understand what ‘discrimination’ means -</i> This is Our House by Michael Rosen</p> <p><i>To find a solution to a problem -</i> Two Monsters by David Mckee</p> <p><i>Use strategies to help someone who feels different -</i> The Hueys in the New Jumper by Oliver Jeffers</p> <p><i>To be welcoming -</i> Beegu by Alexis Deacon</p>	<p><i>To know when to be assertive -</i> Dogs Don’t Do Ballet by Anna Kemp &amp; Sara Ogilvie</p> <p><i>To overcome language as a barrier -</i> The Way Back Home by Oliver Jeffers</p> <p><i>To ask questions -</i> The Flower by John Light</p> <p>To be used with consideration of particular cohort: <i>To be who you want to be -</i> Red: A Crayon’s Story by Michael Hall</p>	<p><i>To learn from our past -</i> Where the Poppie’s Now Grow by Hilary Robinson &amp; Martin Impey</p> <p><i>To recognise when someone needs help -</i> How to Heal a Broken Wing by Bob Graham</p> <p><i>To recognise my freedom -</i> Dreams of Freedom by Amnesty International</p>	<p><i>To promote diversity -</i> My princess Boy</p> <p><i>To stand up to discrimination -</i> The Whisperer by Nick Butterworth</p> <p><i>To justify my actions -</i> Rose Blanche by Ian McEwan &amp; Roberto Innocenti</p> <p><i>To challenge the cause of racism -</i> The Island by Armin Greder</p> <p><i>To consider how my life may change as I grow up -</i> Love You Forever by Robert Munsch</p>