

# PSHE and RSE Programme of Study 2021



## Curriculum intent

At Putnoe Primary School, children's well-being, happiness and safety are our first priority using PSHE as the key vehicle through which we share this with children. We aim to provide all of our children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives in modern Britain. PSHE is underpinned by the school's Behaviour and Discipline Policy and our Values Education. It is accessed throughout the curriculum, as well as being taught in isolation, following a coherently planned curriculum which provides children with opportunities to learn new skills, practice and apply embedded skills and allows children quality time to reflect on what it means to them.

## Implementation

The Programme of Study has been taken from the PSHE association and adapted to fit the needs of the children at Putnoe Primary School. It includes suggested resources, information for teachers and quality key texts  
The Programme of study is broken down into three core themes:

- Core theme 1. Relationships (R) – Autumn Term (All year groups will cover the 3 themes, but they are not always taught in the order below)
- Core theme 2. Living in the Wider World (L) – Spring A and Summer B
- Core theme 3. Health and Wellbeing (H) – Spring B and Summer A and B

The units have been organized to allow PSHE weeks and days to fall when the unit is being taught. Each term has a core theme focus which ensures consistency across year groups and phases and provides a clear progression from EYFS to Year 6. Assemblies, focus days and other whole school events are planned around the core themes.

Autumn: Relationships			Spring: Living in the Wider World and Health and Wellbeing			Summer: Health and Wellbeing and Living in the Wider world		
Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Keeping safe	Physical health and Mental wellbeing	Money and work	Growing and changing

The Programme of Study ensures thorough coverage of the statutory guidance set out by the Department for Education for Relationships and Sex Education (RSE) and Health Education. This has been embedded within the Programme of Study whilst ensuring a broad and balanced curriculum is being delivered.

# Putnoe Primary School PSHE and RSE: LONG-TERM OVERVIEW

	<b>Autumn: Relationships</b>			<b>Spring: Living in the Wider World and Health and Wellbeing</b>			<b>Summer: Health and Wellbeing and Living in the Wider world</b>		
	<b>Families and Friendships</b>	<b>Safe relationships</b>	<b>Respecting ourselves and others</b>	<b>Belonging to a community</b>	<b>Media literacy and digital resilience</b>	<b>Keeping safe</b>	<b>Physical health and Mental wellbeing</b>	<b>Money and work</b>	<b>Growing and changing</b>
<b>EYFS</b>	Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves and others	How to show feelings. Seeking help from trusted adults should they need to	Self-confidence and how to feel good about self- success. Understand how to adjust behaviours to different situations	Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are	Understanding that a range of technology is used in places such as homes and schools	Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground	Understanding basic hygiene including dressing and going to the toilet	Jobs in familiar environments such as their family and their school	Understanding good practices regarding sleep, exercise, eating and hygiene help with healthy growth
<b>Year 1</b>	Roles of different people; families. feeling cared for	Recognising privacy. staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs, looking after the environment	Using the internet and digital devices. communicating online	How rules and age restrictions help us. keeping safe online	Keeping healthy; food and exercise, hygiene routines. sun safety	Strengths and interests; jobs in the community	Recognising what makes them unique and special; feelings. managing when things go wrong
<b>Year 2</b>	Making friends. feeling lonely and getting help	Managing secrets. resisting pressure and getting help. recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities. being the same and different in the community	The internet in everyday life; online content and information	Safety in different environments; risk and safety at home. emergencies	Why sleep is important, medicines and keeping healthy. keeping teeth healthy; managing feelings and asking for help	What money is. needs and wants. looking after money	Growing older. naming body parts. moving class or year
<b>Year 3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour. the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used, assessing information online	Risks and hazards. safety in the local environment and unfamiliar places	Health choices and habits: what affects feelings; expressing feelings	Different jobs and skills; job stereotypes; setting personal goals	Personal strengths and achievements. managing and re-framing setbacks
<b>Year 4</b>	Positive friendships, including online	Responding to hurtful behaviour. managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Medicines and household products. drugs common to everyday life	Maintaining a balanced lifestyle; oral hygiene and dental care	Making decisions about money; using and keeping money safe	Physical and emotional changes in puberty; external genitalia; personal hygiene routines. support with puberty

<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people. recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted. different media types, their role and impact	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Healthy sleep habits; sun safety. medicines, vaccinations, immunisations and allergies	Identifying job interests and aspirations. what influences career choices. workplace stereotypes	Personal identity. recognising individuality and different qualities; mental wellbeing
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure. consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity. challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Keeping personal information safe. regulations and choices; drug use and the law; drug use and the media	What affects mental health and ways to take care of it. managing change, loss and bereavement; managing time online	Influences and attitudes to money. money and financial risks	Human reproduction and birth. increasing independence; managing transition

## YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	<p><b>Families and friendships</b> Positive friendships, including online</p> <p>PoS Refs: R10, R11, R12, R13, R18 R31</p>	<ul style="list-style-type: none"> <li>about the features of positive healthy friendships such as mutual respect, trust and sharing interests, leadership</li> <li>strategies to build positive friendships</li> <li>how to seek support with relationships if they feel lonely, scared or excluded</li> <li>how to communicate respectfully with friends when using digital devices</li> <li>how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>what to do or whom to tell if they are worried about any contact online</li> <li>To recognize the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should be treated with respect by others, including online- Charter of rights, school values, school ambassadors, head teachers award.</li> </ul>	<ul style="list-style-type: none"> <li><b>Library</b></li> <li><b>Year 4 Topic box</b></li> <li>Relationships</li> <li>Feeling scared- topic box (All different ways you might feel scared)</li> <li>Me and my fear Topic box (Loneliness)</li> <li>Leadership- topic box</li> <li><b>PSHE association</b></li> <li><a href="#">Google and Parent zone Be Internet Legends</a></li> <li>Being friends- Althea - (Lots of different types of friends)</li> </ul>
	<p><b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>PoS Refs: R20, R23, R27, R28</p> <p><b><u>Anti-Bullying week- 15<sup>th</sup>-19<sup>th</sup> November</u></b></p>	<ul style="list-style-type: none"> <li>to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>how to manage pressures associated with dares</li> <li>when it is right to keep or break a confidence or share a secret</li> <li>how to recognise risks online such as harmful content or contact</li> <li>how people may behave differently online including pretending to be someone they are not</li> <li>strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling,</li> </ul>	<ul style="list-style-type: none"> <li>You, Me and Empathy by Jayneen Sanders, <b>Library</b></li> <li>Respecting Others</li> <li><b>Year 4 Topic box</b></li> <li><b>PSHE association and other websites</b></li> <li><a href="#">Google and Parent zone Be Internet Legends</a></li> <li><a href="#">1 decision Computer safety (£)</a></li> <li><a href="#">Fake news</a></li> <li><a href="#">Smart with a heart</a> <a href="https://www.childnet.com/young-people/primary/get-smart">https://www.childnet.com/young-people/primary/get-smart</a></li> </ul>

		<p>harassment or the deliberate excluding of others); how to report concerns and get</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Spring A- Living in the wider world</b></p>	<p><b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively</p> <p>Pos Refs: R32, R33</p>	<ul style="list-style-type: none"> <li>• about respecting the differences and similarities between people and recognise what they have in common with others, e.g. family, culture, ethnicity, race, gender (see 'protected characteristics' in the Equality Act 2010)</li> <li>• to recognise what they have in common with others e.g., shared values, likes and dislikes, aspirations</li> <li>• Making choices, that actions follow decisions they have made</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone <ul style="list-style-type: none"> <li>• <a href="#">What are your rights and responsibilities?</a></li> <li>• <a href="#">How are your wants and needs similar/ different in school compared to home?</a></li> </ul> </li> </ul>	<p><b>Library</b></p> <ul style="list-style-type: none"> <li>• The truth Pixie by Matt Haig</li> </ul> <p><b>Year 4 Topic box</b></p> <ul style="list-style-type: none"> <li>• Prince Henry- (covers gay rship but also being allowed to choose- year 3)</li> <li>• <a href="#">Feelings- (a poem that describes all the feelings and why everyone is different)</a></li> <li>• <a href="#">Making choices- topic box</a></li> </ul> <p><b>PSHE association</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Premier League Primary Stars KS2 PSHE Diversity</a></li> </ul>

	<p><b>Belonging to a community</b> What makes a community, shared responsibilities?</p> <p>PoS Refs: L4, L6, L7</p>	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities aswell as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<ul style="list-style-type: none"> <li>• How to make a better world. By Keilly Swift</li> </ul> <p><b>Library</b></p> <ul style="list-style-type: none"> <li>• World Community</li> <li>• Children of Britain: Just Like Me</li> </ul> <p><b>Year 4 Topic box</b></p> <p><b>PSHE association</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PSHE association Inclusion, belonging and addressing extremism</a></li> <li>• <a href="#">RSPCA - Compassionate class KS2</a></li> <li>• <a href="#">Worcester University - Moving and moving home (KS2)</a></li> <li>• <a href="#">Experian - Values, Money and Me (KS2)</a></li> </ul>
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	<p><b>Media literacy and Digital resilience</b></p> <p>How data is shared and used</p> <p>PoS Refs: L13, L14</p>	<ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g., from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	<ul style="list-style-type: none"> <li>• Once Upon Online By David Bedford</li> </ul> <p><b>Library</b></p> <p><b>Year 4 Topic box</b></p> <p><b>PSHE association</b></p>
<p><b>Spring B- Health and wellbeing</b></p>	<p><b>Keeping safe</b></p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H41, H46</p>	<ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a 'drug'</li> <li>• that drug common to everyday life (e.g., cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places,</li> <li>• including road, cycle, rail, water and firework safety</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Books from the library for different lessons?</b></li> </ul> <p><b>Library</b></p> <p><b>Year 4 Topic box</b></p> <p><b>PSHE association</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>PSHE Association – Drug and Alcohol Education (Year 3-4)</u></a></li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer A — Health and wellbeing</b></p>	<p><b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p>	<ul style="list-style-type: none"> <li>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>what good physical health means and how to recognise early signs of physical illness</li> <li>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>the importance of regular visits to the dentist and the effects of different foods,</li> <li>drinks and substances on dental health</li> <li>Cover in Autumn 2 atm but would like to move it to this term</li> </ul>	<ul style="list-style-type: none"> <li>Good Enough to Eat: A Kids Guide to Food and Nutrition by Lizzy Rockwell</li> </ul> <p><b>Library</b></p> <ul style="list-style-type: none"> <li>Selection of books available from the library</li> </ul> <p><b>Year 4 Topic box</b></p> <p><b>PSHE association</b></p> <ul style="list-style-type: none"> <li>PSHE Association - Health Education:</li> <li>food choices, physical activity &amp; balanced lifestyles</li> <li>1 decision Keeping/staying healthy (£)</li> <li>PSHE Association - Dental Health</li> </ul> <p><b>Other resources</b></p> <ul style="list-style-type: none"> <li><a href="http://archive.foodafactoflife.org.uk/Activity.aspx?siteId=14&amp;sectionId=61&amp;contentId=55">http://archive.foodafactoflife.org.uk/Activity.aspx?siteId=14&amp;sectionId=61&amp;contentId=55</a></li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer B- Living in the wider world</b></p>	<p><b>Money and Work- My Money week 13<sup>th</sup>- 17<sup>th</sup> June</b></p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p>	<ul style="list-style-type: none"> <li>how people make different spending decisions based on their budget, values and needs</li> <li>how to keep track of money and why it is important to know how much is being spent</li> <li>about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>how people spend money can have positive or negative effects on others e.g., charities, single use plastics- invite in charities</li> </ul>	<ul style="list-style-type: none"> <li>Usborne: Money for beginners by Eddie Reynolds</li> </ul> <p><b>Library</b></p> <p><b>Year 4 Topic box</b></p> <p><b>PSHE association</b></p> <ul style="list-style-type: none"> <li>Experian - Values, Money and Me (KS2)</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer B — Health and wellbeing</b></p>	<p><b>Growing and changing</b></p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs</li> <li>about the physical and emotional changes during puberty</li> <li>Introduce key facts about the menstrual cycle and menstrual wellbeing</li> <li>Discuss erections and wet dreams</li> <li>strategies to manage the changes during puberty including menstruation</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>how to discuss the challenges of puberty with a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>What's going on inside my head by Molly Potter</li> </ul> <p><b>Library</b></p> <ul style="list-style-type: none"> <li>Growing Up</li> </ul> <p><b>Year 4 Topic box</b></p> <p><b>PSHE association</b></p> <ul style="list-style-type: none"> <li>Medway Public Health Directorate - Primary RSE lessons</li> </ul>

		how to get information, help and advice about puberty	
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# Potential PSHE/RSE themed days/ weeks

6<sup>th</sup> September- Zero waste week

27<sup>th</sup> September- Cycle to school week

**October- Black History Month**

October 1<sup>st</sup>- World smile day

October 1<sup>st</sup> ADHD awareness day

October 18<sup>th</sup> Anti- Slavery Day

**15<sup>th</sup>- 19<sup>th</sup> November- World Bullying week**

21<sup>st</sup> January- World Hugging Day

8<sup>th</sup> February- Safer internet day

22<sup>nd</sup> February- World Thinking day

25<sup>th</sup> February- International stand up to a Bullying day

25<sup>th</sup> March- International Day of Remembrance of victims of slavery

1<sup>st</sup> April- Walk to Work Day

2<sup>nd</sup> April- Autism Awareness Day

7<sup>th</sup> April- World Health day

19<sup>th</sup> April- Wear PJS to workday

28<sup>th</sup> and 29<sup>th</sup> April - World wish Day

4<sup>th</sup> May- Deaf awareness

6<sup>th</sup> May- Sun awareness

1<sup>st</sup> June- Volunteers week

5<sup>th</sup> June -World environment day

6<sup>th</sup> June- world carers week

**13<sup>th</sup>- 17<sup>th</sup> June -My money week-**

30<sup>th</sup> June- RSE day

4<sup>th</sup> July- National child obesity week

# Other PSHE books that might be useful.

My new brother or sister

I know someone with a visual impairment

Emmys Eczema

My first trip on an airplane

Going on holiday

My brother-

Guess the baby-

Having a hearing test

Moving – KS2

Hospitals- KS2

Relationships- year5/6

Our rights- KS2- having the right to grow up feeling safe.

## **Reading books for Upper KS2 for discussing SEN, mental health, refugees**

### **Can you see me? - Libby Scott**

#### **Autistic girl**

This book is written by a 11-year-old autistic girl. It is about a girl called Tally, who is an autistic girl who starts high school (year 7) at Kingswood academy. Only her best friend Layla knows who she really is. Tally hides her autism, as many girls do, in an attempt to fit in with everyone else, and be normal... even though it makes her feel uncomfortable and exhausted by the end of the day. She's misunderstood and bullied, and it makes her life more challenging, over and above the challenges faced when started a new school. This book really gets you to think about whether you have been guilty if thinking of and treating, autistic people like the 'other'. Us versus them. Normal versus.... not. What is normal anyway? This is a question you're forced to ask yourself as you go on this journey with Tally, her family and her friends

### **How to look after a lost dog- Ann M Martin**

#### **Autism girl**

Twelve-year-old Rose is fascinated by homophones/homonyms, rules and prime numbers. And life as a single-parented only child with high-functioning autism is not easy. School is difficult when she cannot control herself. Her father finds life in general - and his daughter in particular - hard. When he brings home a stray dog, Rose at last has an unquestioning friend and confidant. But when her father unwittingly loses the dog when their town is flooded, she employs her methodical systems to trace it. Her unyielding logic then forces a decision - and a family meltdown. Often heart-rending, Martin's narrative relentlessly echoes Rose's autistic traits as it reveals the depth of tragedy which has affected the family - but offers readers resolution in the final pages.

### **The space we're in- Katya Balen**

#### **Autism boy**

10-year-old Frank loves codes and numbers; they're a way to make sense of the world, as well as providing secret languages to share with his friends and mum. Frank's five-year-old brother Max is autistic and for him the world is often scary when anything unexpected, too loud or too bright can cause him to have a meltdown. The story is narrated by Frank and shows the frustration that he goes through dealing with the unfairness of life.

### **A kind of spark – Ellie McNicoll**

#### **Autism girl**

Addie's class are told they have a 'fun' new project to study in the run-up to Halloween. As the teacher recounts how 16th century women were accused of witchcraft for reasons as innocuous as being left-handed, 11-year-old Addie is left stunned. She's horrified that innocent people, including women from her own area, were persecuted, executed, then forgotten by society. The revelation leaves her determined to lobby for a local memorial in her small Scottish village. Oppression of those with perceived 'differences' is of course not confined to the history books. And Addie, who is autistic, experiences this at first hand and in various forms, both at school and in the local community. But we soon see that she is not one to sit back and accept injustice – and with support from a new girl at school - she fights valiantly for what she knows is right

## **The curious incident of the dog in the nighttime- Mark Haddon**

### **Asperger's syndrome- boy**

Christopher, a boy with Asperger's syndrome, sees the world and makes sense of it in his own particular way became a success for children and adults alike. When Christopher finds a dead dog on his neighbour's lawn, he applies the principles he has learnt from Sherlock Holmes, his own literary hero, to the situation and so begins the narration of his remarkable story. In particular, Christopher traces the mystery surrounding his mother's absence and his father's unexpected behaviour, drawing on the clues he can understand.

## **The Goldfish Boy-**

### **OCD**

12-year-old Matthew is trapped in his bedroom crippling OCD, spending most of his time starting out of his window as the inhabitants of Chestnut Close go about their business. Until the day he is the last person to see his next-door neighbour's toddler, Teddy, before he goes missing. Matthew must turn detective and unravel the mystery with help of a brilliant cast of supportive characters.

## **Wonder**

### **Disability**

*Wonder* is the story of a ten-year-old boy who lives with his parents and sister in New York. August, or Auggie, is an ordinary boy in many ways. He rides a bike and likes playing with his Xbox. But Auggie has deformities of the face and looks very different from other children. At the start of the book, he tells us 'My name is August. I won't describe what I look like. Whatever you're thinking, it's probably worse.' In the street, people look at Auggie and his appearance shocks them.

Auggie has never been to school because he has spent a lot of time in hospital. His mother teaches him at home, but now he's ten, she thinks he should go to school. At first, Auggie doesn't want to go. He worries that other students will look at him and say horrible things. But then he visits a school with his mum, he likes the headteacher and decides to go. Auggie's first year at school has good times and bad times. Auggie makes some good friends, but other children are horrible to him. At the end of the year, Auggie goes on a school trip and a frightening event there changes things completely.

## **Show us who you are- Ellie McNicoll**

### **Autism and ADHD**

When 12-year-old Cora meets Adrien, they become inseparable - not that she has any choice about it. Cora is struggling to fit in at school, whilst Adrien is home-schooled, so he's adamant they will be friends. Cora grudgingly complies. Adrien is carefree, funny, unpredictable, and, it turns out, a kind and loyal friend too. Cora soon finds there's a lot to learn from him - not least that things are better once you stop worrying about trying to fit in. Adrien's dad runs Pomegranate Technologies, an AI company that recreates people in perfect hologram form. An intrigued Cora starts to visit Pomegranate and is spellbound when she gets to meet a 'real' hologram. However, everything there is not quite what it seems, and disaster is about to strike...It's a rollercoaster-ride of a book, and along the way raises a wealth of valuable ideas about neurodivergence, friendship and life in general, in a natural, unself-conscious way. Cora is autistic and Adrien has ADHD. Adrien neatly describes their two conditions as 'cousins' and their brains 'from the same outer circle'. Set in the near future and with a twisting plot that weaves in themes of acceptance, ethics, equality and loss, this is a hugely powerful #ownvoices book that reminds us of the value of friendship and importance of learning to like yourself. At times funny, at times shocking, at times gut-wrenchingly moving, but always utterly unputdownable.

## **Theres a boy in the girl's bathroom- Louis**

### **Behaviour- Potential ADHD**

There's a Boy in the Girls' Bathroom, he shows the same sensitivity to Bradley Chalkers, one boy whose behaviour has increasingly alienated him from his teachers and his peers. Bradley seems unable to change but then Carla arrives. Carla believes in Bradley; gradually Bradley begins to believe in himself. Without preaching and with his familiar humour, Sachar tells a heartwarming story.

## **The lost diary of Sami Star- Karen McCombie**

### **Relationships, anxiety, family pressure**

Hannah's parents seem to have forgotten her, preoccupied by current quarrels with her older sister. School isn't much better – Hannah's noticing a rift with her two so-called best friends, who seem wholly concerned with boys and whether other people are wearing the 'right' jeans. Then she finds a journal in the park. Hannah is fascinated by its creator, Sami, whose quirky photos and drawings appear in the diary.

Sami seems really cool, but kind of sad. Hannah decides to try and find her and return the diary – but who is she? Can Hannah unpick the clues in the diary to find her?

A short and accessible story about the challenges of teen life, family relationships and friendship. Acknowledging common problems of anxiety and the pressure to conform, it's a perfect read for anyone who likes real-life stories with a touch of mystery. It also has a dyslexia-friendly layout, font and paper.

## **The Boy at the back of the class Onjali Q. Raúf**

### **Refugee.**

The arrival of a new boy in class sparks a funny, moving and quietly powerful story for young readers. Our narrator – we only discover her name in the last chapter – is immediately intrigued by her new classmate, who doesn't speak, or smile, and disappears at break times. She's determined to become his friend and as she gets to know him learns that Ahmet is a refugee from Syria. Finding out that his family are lost somewhere in Europe she decides to help – something that exposes both the prejudice and generosity of those around her. The plotline is very lively – it includes some excellent comic scenes at Buckingham Palace – and Raúf manages to keep the story positive and uplifting while still illustrating the cruelty and bigotry that refugees face.

Onjali Q. Raúf is Founder and CEO of the London based human rights organisation Making Herstory, working in partnership with other movements to end the abuse, trafficking and enslavement of women and girls in the UK and beyond. Based in part on the stories she encountered when working in refugee camps, *The Boy at the Back of the Class* is a remarkable debut that deserves to be ranked as a modern classic.

## **Asking for a friend- Kate Mallinder**

### **Loneliness, bullying, illness and loyalty**

Teenagers Agnes, Hattie and Jake know each other from the school bus. After convincing their parents that a change of scene will help them to focus on exam revision, they embark on a week's study break together to Weston-super-Mare. However, they each have a personal reason for wanting to get away. Agnes wants to visit her elder sister to persuade her to move back home to Manchester; Hattie is laying low after being shunned by her tight-knit circle of friends, following an incident at a party; and Jake is concerned that he is seriously ill but is too frightened to tell anyone. Throughout the trip, they share some important moments and come to understand the nature of true friendship, each realising that they cannot run away from their fears but must face them head on. This touching novel is sensitively written and explores a number of issues, such as loneliness, bullying, illness and loyalty with honesty, warmth and humour.

## **Key stage 1 and year 3 and 4**

### **Isaac and his amazing Asperger's Superpower- Melanie Walsh**

#### **Asperges**

Isaac introduces himself, explaining from the outset that he has 'superpowers', making him slightly different. He then guides us through some of the many challenges faced by children with Asperger's Syndrome.

### **All my stripes (KS1) Shaina Rudolph**

#### **Autism**

Zane the zebra feels different from the rest of his classmates. He worries that all they might see is his autism stripe

### **Through the eyes of us- Jon Roberts**

#### **Autism- differences**

Kya and Martha are like 'two different colours sitting on a beautiful rainbow'. They are both on the autistic spectrum, but this certainly does not mean that they are the same. In this sequel to Roberts' first book about his daughter, we are introduced to her friend Martha, highlighting similarities, but also their many differences. We see them both enjoying school, but, while Martha tends to be chatty and outgoing, Kya takes time to process questions and likes to quietly repeat words. At lunchtime, they enthusiastically devour their spaghetti, but with Martha clearly struggling to know when she is full. And at bedtime, while they both like routines, Kya just wants to keep on moving while Martha knows when she needs to get to sleep. Autism is a spectrum, and no two experiences are identical. Charmingly brought to life with exuberant illustrations by Hannah Rounding, this is a book which shares valuable autism-related experience, such as how certain activities may stimulate and why different textures can appeal. Above all, it is a beautiful book, rich in its universal sense of childhood fun and friendship, as we witness two children's affection for each other, their classmates and their families.

### **Talking is not My Thing! - Rose Robbins**

#### **Autism and non- verbal communication**

It's evening and it's a familiar scene. Two siblings come in from the garden to eat, play and get ready for bed. The only difference here is that one of two explains to the reader that she doesn't speak. However, it doesn't deter the family from doing all the things any family would do – including locating lost toys and playing occasional tricks on each other. With speech bubbles, bright colours and characters so lively they leap off the page, this is a vibrant and happy book. It's refreshing to see a picture book recognise non-verbal communication, and this example is particularly rare in the fact that it's the narrator who is non-verbal. Plus (although not overtly stated in the story) she is on the autistic spectrum. Important points are effectively made (such as the fact that speech is not the only way to communicate) but without overegging the messages. We see the older sister teaching her younger brother a guessing game, and the younger brother reading her a story. And again, without comment, no parents feature, but rather a grandparent is shown as lead carer. This is a celebration of diversity and neurodiversity, but also quite simply a lovely picture book to share with any child.

### **Pablo and the Noisy Party- Andrew Brenner**

#### **Autism and differences**

When Pablo is invited to his cousin's party, he finds the music and laughter just too overwhelming, and that's before he's even set foot inside the room. So he goes back to the car, where it's quiet. There, he gets out his crayons and starts to draw. Before long, his imaginary friends are there to help him explore and make sense of the situation. Fans of CBeebies will already know Pablo and friends from the successful TV series with its all-autistic 'core' cast. Both television series and books feature the same band of cartoon animals who come to life when Pablo picks up his pencils to help him understand different situations. The book illustrates how everyone is unique, each animal displaying different traits to which some children will no doubt relate, and all children can learn to understand. Amongst others there is a giraffe with anxiety, an orang-utan who can't keep still and a mouse who hates loud noises. Particularly effective is the way the book shows that it's okay for people not to feel the same as one another. In this story, both Pablo and Llama learn that they do not like parties, and Pablo's mother and friends fully understand and support them. This empowering series competently reflects neurodiversity and like the TV series, has been developed by writers who are themselves on the autistic spectrum, and is based on real-life experiences.

### **A friend for Henry-**

#### **Autism- Friendship**

Henry's keen to make friends in his class. However, it's proving a bit of a challenge and he's getting increasingly frustrated with his peers. There's the girl who waves her hands right in his face, the boy who runs off with the mat that Henry has put in the "right" place, even a child who digs up worms. Plus, people get cross with him for doing things that he thinks are kind. However, with time, Henry learns that friendship is possible, and the benefits are definitely mutual.

This is a gentle story of a boy who often struggles to understand the behaviour of those around him. The author's own experience has given her a well-defined awareness of some of the challenges and experiences that children on the autistic spectrum can encounter. However, autism is not referred to directly and the trials of trying to find friendship are undoubtedly universal. All young readers will empathise with Henry and find reassurance in the book's ultimate message of hope

### **LOUD- Rose Robbins**

#### **ADHD**

Little Abigail's not having a great day. Her teacher wants the class to concentrate on writing, but Abigail can't stop fidgeting, fiddling, scribbling and giggling. She's soon dispatched off to the Cooling Down room. People just don't seem to know what else to do to help her, and in fact Abigail's not even sure she knows herself. Then Abigail meets music teacher Miss Butler and finds that she can express herself through singing. Abigail is surprised to discover that she actually loves writing – when it's songwriting! Although it's implied that Abigail has ADHD, this is a book that will resonate with any child who's ever found it tricky to do what is expected of them. Meanwhile, adults will pick up on the poignancy of such a young child already so resigned to feeling misunderstood. Thank goodness for Miss Butler, who breezes in like a calm and reassuring breath of fresh air and finds out how to engage Abigail. Well researched and beautifully delivered, with many casually inclusive elements, this a powerful reminder that behaviour often perceived as "challenging" may actually signify frustration and a need for empathy and support.

### **The Rabbit Listened- Cori Doerrfeld**

#### **Anger- listening**

Taylor creates a magnificent structure from building blocks and is immensely proud of the result, so is devastated when it is destroyed by a passing flock of birds.

One by one, a variety of well-meaning creatures attempt to console the distraught child, each offering different advice on how to deal with the situation. Chatty chicken suggests they talk about it, angry bear wants to shout and roar, while sly snake encourages Taylor to spoil someone else's game. However, nothing makes Taylor feel any better until Rabbit arrives and takes a more passive approach. Sensitive and insightful, this poignant story provides an ideal starting point for discussion about how it feels when things go wrong. Emphasising the importance of listening, reflecting and allowing time to come to terms with difficult emotions, it demonstrates how to find positive ways to move forward. The tale encourages children to explore strategies to manage turbulent feelings, helping them to develop their emotional intelligence. Sparse, repetitive text and gentle illustrations in soft tones evoke a sense of calm contemplation. Taylor's gender is unspecified, giving this marvellous picture book broad appeal.