

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

	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
EYFS	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
Year 1	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
Year 2	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
Year 3	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
Year 4	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

Year 5	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
Year 6	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 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn A and B — Relationships	<p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R20, R30, R32 R34</p>	<ul style="list-style-type: none"> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get about respecting the differences and similarities between people and recognise what they have in common with others, e.g. sexual orientation, SEND and disability (see ‘protected characteristics’ in the Equality Act 2010) about the link between values and behaviour and how to be a positive role model- Charter of rights, school values, ambassadors, headteachers award how to listen and discuss issues respectfully (responding politely and not answering back) how to constructively challenge points of view they disagree with and ways to participate effectively in discussions online and manage conflict or disagreements about body language and non-verbal communication, including gestures and how this can be interpreted 	<ul style="list-style-type: none"> My mouth is a volcano by Julia Cook <p>Library</p> <ul style="list-style-type: none"> What is Right and Wrong, Who Decides? Where do Values come from and Other big Questions <p>Year 6 Topic box</p> <p>PSHE association</p> <ul style="list-style-type: none"> Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing
	<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone’s right to be loved about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage and civil partnership mean e.g., a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married 	<ul style="list-style-type: none"> The Boy, The Mole, The Fox and The Horse by Charlie Mackesy <p>Library</p> <p>Year 6 Topic box</p> <p>PSHE association</p> <ul style="list-style-type: none"> Medway Public Health Directorate Primary RSE

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| | | <ul style="list-style-type: none">• that to force anyone into marriage is illegal• how and where to report forced marriage or ask for help if they are worried• CPD needed for teachers as to what they can and can't say | |
|--|--|---|--|

	<p>Safe relationships</p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p> <p><u>Anti-bullying week- 15- 19th November</u></p>	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’ • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations 	<ul style="list-style-type: none"> • Let’s talk about body boundaries Consent and respect by Jayneen Sander <p>Library</p> <p>Year 6 Topic box</p> <ul style="list-style-type: none"> • Say no to bullying (scanned into PSHE 2021 folder) <p>PSHE association</p> <ul style="list-style-type: none"> • Thinkuknow Play Like Share • FPA – Growing up with Yasmine and Tom (£) • Other resources • Guided reading- extracts of Twitch by MG Leonard
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<p>Spring A — Living in the wider world</p>	<p>Belonging to a community</p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this 	<ul style="list-style-type: none"> • Welcome to our World by Moira Butterfield <p>Library</p> <ul style="list-style-type: none"> • What is Right and Wrong, Who Decides? • Where do Values come from and Other big Questions <p>Year 6 Topic box</p> <p>PSHE association</p> <ul style="list-style-type: none"> • Premier League Primary Stars KS2 PSHE Diversity • PSHE association Inclusion, belonging and addressing extremism • Premier League Primary Stars KS2 PSHE Inclusion
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Media literacy and Digital resilience

Evaluating media sources; sharing things online

PoS Refs: H37, L11, L13, L15, L16

- about the benefits of safe internet use e.g., learning, connecting and communicating
- how and why images online might be manipulated, altered, or faked
- how to recognise when images might have been altered
- why people choose to communicate through social media and some of the risks and challenges of doing so
- that social media sites have age restrictions and regulations for use
- the reasons why some media and online content is not appropriate for children
- how online content can be designed to manipulate people's emotions and encourage them to read or share things
- about sharing things online, including rules and laws relating to this
- how to recognise what is appropriate to share online
- how to report inappropriate online content or contact

- Dr Christian's Guide to Growing Up online by Dr Christian Jessen

Library

- Growing Up: Girl Talk: A Survival Guide To Growing Up
- Growing Up: Boy Talk: A Survival Guide To Growing Up

Year 6 Topic box

PSHE association

- [Google and Parent zone Be Internet Legends](#)
- [BBFC - lessons Let's watch a film! Making choices about what to watch](#)
- [City of London Police - Cyber Detectives](#)

Keeping safe

Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

PoS Refs: H37,H41, H42, H46, H47, H48, H49, H50

- how to protect personal information online
- to identify potential risks of personal information being misused
- **strategies for dealing with requests for personal information or images of themselves**
- **to identify types of images that are appropriate to share with others and those which might not be appropriate**
- **what to do if they take, share or come across an image which may upset, hurt or embarrass them or others**
- **how to report the misuse of personal information or sharing of upsetting content/ images online**
- **about the different age rating systems for social media, T.V, films, games and online gaming**
- **why age restrictions are important and how they help people make safe decisions about what to watch, use or play**
- about the risks and effects of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs ([links to Science Autumn 2 Unit of Work](#))
- to recognise why people, choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- about the organisations where people can get help and support concerning drug use
- how to ask for help if they have concerns about drug use
- about mixed messages in the media relating to drug use and how they might influence opinions and decisions
- how to help keep themselves safe in the local environment or unfamiliar places, including road, cycle, rail, water and firework safety
- [about age-appropriate dress code. social media influences](#)

- Once Upon Online By David Bedford
Library

Year 6 Topic box

- Roads safety- [KS2 – THINK!](#)
- Film: [Film: Road ready? Expect the unexpected – THINK!](#)
- Quiz based on the film: [Kahoot!](#)
- Hazard spotting powerpoint: [Hazard-spotting.pptx \(live.com\)](#)
- Water safety: [water-safety-lesson-plan.pdf \(canalrivertrust.org.uk\)](#)

PSHE association

- [BBFC - lessons Let's watch a film! Making choices about what to watch](#)
- [Google and Parent zone Be Internet Legends](#)
- [PSHE Association – Drug and Alcohol Education \(Year 5-6\)](#)
- [City of London Police - Cyber Detectives](#)

Physical health and Mental wellbeing

What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24

- that mental health is just as important as physical health and that both needs looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- **Why balancing time online with other activities helps to maintain their health and wellbeing**
- **strategies to manage time spent online and foster positive habits e.g., switching phone off at night**
- **what to do and whom to tell if they are frightened or worried about something they have seen online**

- Stand Tall Like A Mountain by Suzy Reading

Library

- You Are Awesome: Find Your Confidence And Dare To Be Brilliant At (Almost) Anything
- You Are a Champion: How to Be the Best You Can Be
- Stuck on a loop Series of Books.
- Building Boy, The (death)

Year 6 Topic box

- Badgers Parting Gift- Year 3

PSHE association

- [PSHE Association Mental Health and wellbeing lessons \(KS2 Y5-6\)](#)
- [Every Mind Matters KS2 Social media, sleep & physical and mental wellbeing](#)
- [Guardian foundation and National Literacy Trust - NewsWise](#)
- [Winston's Wish – Loss and bereavement](#)

Money and Work

Influences and attitudes to money, money and financial risks

PoS Refs: L18, L22, L23, L24

My Money week- 13th- June

- about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money
- about value for money and how to judge if something is value for money
- how companies encourage customers to buy things and why it is important to be a critical consumer
- how having or not having money can impact on a person’s emotions, health and wellbeing
- about common risks associated with money, including debt, fraud and gambling
- how money can be gained or lost e.g., stolen, through scams or gambling and how these put people at financial risk
- how to get help if they are concerned about gambling or other financial risks- invite charities in who help people with gambling addictions

- Once Upon Online By David Bedford

Library

Year 6 Topic box

PSHE association

- [PSHE Association and GambleAware – Exploring risk in relation to gambling](#)
- [Experian - Values, Money and Me \(KS2\)](#)

Growing and changing

Human reproduction and birth; increasing independence; managing transitions and consent

PoS Refs: H24, H33, H35, H36

- to recognise some of the changes as they grow up e.g., increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school
- practical strategies that can help to manage times of change and transition e.g., practicing the bus route to secondary school
- identify the links between love, committed relationships and conception
- [what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults](#)
- [how pregnancy occurs i.e., when a sperm meets an egg and the fertilised egg settles into the lining of the womb](#)
- [that pregnancy can be prevented with contraception²](#)
- [about the responsibilities of being a parent or carer and how having a baby change someone’s life](#)
- [that you must have consent to have sex with someone- taught by an external PSHE expert](#)

- Usborne: What’s happening to me? Boys and Girls versions.

Library

- Growing Up: Girl Talk: A Survival Guide To Growing Up
- Growing Up: Boy Talk: A Survival Guide To Growing Up

<https://youtu.be/pZwvrXVavnQ> (consent with tea agreed by Bedford police as suitable for school- brilliant video)

Year 6 Topic box

PSHE association

- [Medway Public Health Directorate](#)
- [Primary RSE](#)
- [City to Sea – Rethink Periods](#)

- [Every Mind Matters KS2 - Transition to secondary school](#)

² Pupils are often aware that sexual intercourse does not always result in a baby, and they may already be aware of or have heard about some common methods of contraception (e.g., condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education

Statements highlighted in bold in year 5 are to help to cover some areas that are taught in year 6.

Purple statements, resources come from staff.

Potential PSHE/RSE themed days/ weeks

6th September- Zero waste week

27th September- Cycle to school week

October- Black History Month

October 1st- World smile day

October 1st ADHD awareness day

October 18th Anti- Slavery Day

15th- 19th November- World Bullying week

21st January- World Hugging Day

8th February- Safer internet day

22nd February- World Thinking day

25th February- International stand up to a Bullying day

25th March- International Day of Remembrance of victims of slavery

1st April- Walk to Work Day

2nd April- Autism Awareness Day

7th April- World Health day

19th April- Wear PJS to workday

28th and 29th April - World wish Day

4th May- Deaf awareness

6th May- Sun awareness

1st June- Volunteers week

5th June -World environment day

6th June- world carers week

13th- 17th June -My money week-

30th June- RSE day

4th 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.