

PSHE (Personal, Social, Health, Economic Education) & Citizenship Policy

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RATIONALE

At Chad Vale Primary School we recognise the importance of personal, social and health education (PSHE) and citizenship. It helps to give pupils the knowledge; skills and understanding they need to lead confident, healthy and independent lives and to become informed active and responsible citizens.

At Chad Vale Primary School pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They are encouraged to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

At Chad Vale Primary School pupils are encouraged to find out about the main political and social institutions that affect their lives. They are also encouraged to learn about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Section 78 of the Education Act 2002 states:

"The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is balanced and broadly based curriculum which –

(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

(b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life."

The Equality Act 2010, as paraphrased in the statutory guidance for schools (published by the Department for Education in May 2014), states at paragraph 5.1 that the Public Sector Equality Duty:

"... applies to public bodies, including maintained schools and ... [states that] In carrying out their functions, public bodies are required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it."

This is the statutory basis for PSHE & Citizenship in primary schools.

AIMS

The aim of this policy is to give a framework that will allow the school to deliver the curriculum so that pupils develop the knowledge, skills and understanding that will allow them to:

- Develop confidence and responsibility and make the most of their abilities.
- Prepare them to play an active role as citizens in Modern Britain.
- Develop a healthy, safer lifestyle.
- Develop good relationships and respect the differences between people.

These aims will be achieved by providing pupils with a breadth of opportunities to:

- Take and share responsibility.
- Feel positive about themselves.
- Participate in discussions
- Make real choices and decisions.
- Meet and talk with a range of people from different backgrounds, cultures and communities.
- Develop relationships through work and play.
- Consider social and moral dilemmas.
- Ask for help, finding information and advice.
- Preparing for change.

PROGRESSION

EYFS	
<p>The curriculum for EYFS underpins all future learning by supporting, fostering, promoting and developing children's:</p> <p>Personal, social and emotional well-being; in particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self-image and self-esteem are promoted.</p> <p>Positive attitudes and dispositions towards their learning; in particular an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners.</p> <p>Social skills; in particular by providing opportunities that enable them to learn how to co-operate and work harmoniously alongside and with, each other and to listen to each other.</p>	
KEY STAGE 1 (Y1 – Y2)	KEY STAGE 2 (Y3 – Y6)
<p>During KS1 pupils learn about themselves as individuals and as members of their community.</p> <p>They build on their own experiences and on the EYFS curriculum related to personal, social and emotional development.</p> <p>They learn the basic rules and skills needed to keep themselves safe and ensure they behave in a positive manner. They have opportunities to show they can take some responsibility for themselves and their environment.</p> <p>They begin to learn about their own and other</p>	<p>During KS2 pupils learn about themselves as developing, growing and changing individuals with their own unique experiences and ideas. They also learn more about the different communities which they belong too.</p> <p>They become more mature, independent and self-confident.</p> <p>They learn about the wider world and the interdependence of communities within it.</p> <p>They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues, political and social institutions.</p>

<p>people's feelings and they become aware of the views, needs and rights of other children and older people.</p> <p>As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.</p>	<p>They learn how to take part more fully in school and community activities.</p> <p>As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school. They are supported to understand these changes throughout Y5 & Y6. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning and to resist bullying.</p>
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CURRICULUM

At Chad Vale, our teachers plan activities which ensure coverage of the Early Years Foundation Stage Curriculum and the National Curriculum requirements. This is supported through 'PATHS' (Promoting Alternative Thinking Strategies) in YR-3, 'Dorothy.com' materials in Y4-6 and 'Educate & Celebrate' materials throughout the school. It is also supported through the school 'family ethos' and events such as business challenges, charity events, educational visits and visiting speakers.

Curriculum coverage is detailed in the appendix and parents are invited to speak to staff if they would like more details regarding this.

MONITORING

Assessment and recording strategies:

As PSHE & Citizenship is skills based, it is difficult to formally assess and record. However, a record of the activities and discussions is kept in the form of written work. Assessment criteria would be how successfully the aims and objectives were achieved. The most important form of assessment is formative assessment, which should be done regularly and oral feedback should be given.

Quality of Teaching and Learning:

The delivery of the curriculum is monitored by all staff (Head Teacher, Subject Leader, Class Teachers) through the regular review of termly Programmes of Study, class visits and examples of children's work.

At Chad Vale Primary School, subject leader time is allocated to the PSHE Leader. The purpose being is to enable Subject Leaders to review, maintain familiarity with and monitor standards of achievement in the subject area. Monitoring is detailed on our annual monitoring cycle.

ROLES & RESPONSIBILITIES

Role of the co-ordinator:

- To be responsible for interacting with all colleagues on matters relating to PSHE & Citizenship.
- To be responsible for promoting mutual understanding of PSHE & Citizenship and it's relationships within the curriculum as a whole.
- To ensure the delivery of PSHE & Citizenship within the overall aims of the school.
- To promote the personal and professional development of members of the school and to arrange effective feedback procedures of courses attended.
- To manage, review and co-ordinate PSHE & Citizenship resources/budget.
- To be responsible for encouraging and organising links with outside agencies concerned with PSHE and Citizenship.
- To liaise regularly with the Head Teacher regarding issues concerning the School Council and to develop links throughout the school.

RESOURCES

The PSHE & Citizenship is structured into topics, which are exemplified in the appendix. More details are available from the class teacher.

Chad Vale Primary School also pays an annual subscription to the 'Health Education Service'. This service entitles the school to:

- Annual visit/policy/practice check/ mini audit.
- Telephone/on line advice, guidance and crisis support.
- Loan and delivery to teaching resources.
- Advice on grant support and free teaching resources (varies from year to year).
- Discount on courses/ insets or consultancy
- Network meetings.
- Newsletters and information updates, circulars and guidance.
- Life Caravan annual visits to support health and drug education.

EQUAL OPPORTUNITIES

PSHE & Citizenship by its very nature allows children of all races, religions, genders, physical and mental abilities, cultures and class to have access to and be able to participate in the curriculum.

When teachers select resources, invite speakers or encourage children to share their experiences, their choice should represent equality of opportunity for all and affirmation of their identity and thereby raising their self-worth and self-esteem.

CROSS CURRICULAR LINKS

Although PSHE & Citizenship is not a core or foundation subject of the National Curriculum, the Governors recognise its value and the need that it fulfils within the pupils of the school. Therefore it has a place and a high profile within the caring ethos of the school and within its pastoral role.

PSHE & Citizenship is taught discretely each week but is also taught in a cross-curricular way, e.g. issues are followed up in Science work such as healthy eating, E-Safety issues are followed up in Computing lessons.

Alongside the curriculum there are projects designed to extend the personal skills and knowledge acquired in PSHE & Citizenship. It is the intention of Chad Vale Primary School to give every child at least one opportunity to take part in a residential experience during KS2.

BRITISH VALUES STATEMENT

The government set out its definition of British values in the 2011 Prevent Strategy. The Department for Education have recently reinforced the need for schools to ensure that the curriculum:

“Actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

At Chad Vale Primary school we recognise and respect the democratic, multicultural, multi faith nature of the United Kingdom and understand that we play a crucial role in promoting these values. We welcome children from all backgrounds and are committed to our Equal Opportunities policy.

Every individual belongs to a range of different groups, and therefore has a range of different loyalties and affiliations. Children need to know and feel confident with all aspects of their own identity but also to be open to exploring their values and attitudes, and to be able to engage positively with individuals in schools and the wider community.

Our PSHE/RE provision is based on the assumptions that everyone has equal worth and everybody has a right to be treated with respect. If these are our underlying values, then we can introduce and reinforce

these values through teaching about British Values, citizenship, local and global communities, cultural diversity, gender and gender identity, sexual orientation, family diversity and disability education. There is a need for pupils to recognise prejudice, stereotyping and injustice and to equip pupils with the confidence and skills to challenge discrimination in any form.

We promote British values in the following ways:

DEMOCRACY

Respect for democracy, democratic participation and active involvement of all pupils is evident across the school.

- ✓ We aim to provide pupils with a broad general knowledge of, and promote respect for, public institutions and services.
- ✓ We teach pupils how they can influence decision-making through the democratic process.
- ✓ Pupils have the opportunity to have their voices heard and are able to express their views freely through our Pupil questionnaires, pupil teacher conferencing and School Council who have regular meetings and input back to classes.
- ✓ The elections of School Council representatives each year are based solely on pupil votes (which helps to highlight some of the advantages and disadvantages of democracy and how it works in Britain). This effective involvement of pupils in democratic procedures enables them to influence and make decisions in matters which affect their lives within school. The whole school also elect Y6 'Pupil Governors' who attend and participate in governing body sub-committee meetings.

THE RULE OF LAW

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through classroom/ collective worships.

- ✓ Pupils are taught to have respect for the basis on which the law is made and how the law is applied in England.
- ✓ We teach children the value and reasons behind laws, that they govern and protect all of us, the responsibilities that this involves and the consequences when laws are broken.
- ✓ We welcome visits from members of the wider community and from public institutions such as the Police, the Fire Service and other institutions to help reinforce the importance of the Rule of Law for our pupils.
- ✓ We ensure that school rules and expectations are clear and fair and our pupils understand that rules are there to protect us just as living under the rule of law protects all individuals. The Chad Vale 'Golden Rules' are displayed throughout the school and there are a range of whole-school rewards and consequences, detailed further in our Behaviour and Achievement Policy.

INDIVIDUAL LIBERTY

We support pupils to develop their self-knowledge, self-esteem and self-confidence. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and how to exercise these safely through;

- ✓ E-Safety, Life Education sessions, PSHE lessons, collective worship, class assemblies, achievement assemblies and school menu choices.

- ✓ Pupils are taught to respect the rights of others and to consider their responsibilities toward other people including taking responsibility for their behaviour.
- ✓ Within school, pupils are actively encouraged to make positive or 'good' choices.
- ✓ We provide opportunities for developing leadership skills by appointing Sports Leaders, E-Safety Pupil Steering Group, Y6 Graduation Ball Committee, roles within Business Challenge, Higher Order Thinking afternoons/Day a Week School, Eco-Committee and other jobs and roles in class.
- ✓ Pupils are given the freedom to make choices for participation in our numerous extra-curricular clubs and opportunities.
- ✓ We welcome freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and challenging stereotyping of others.
- ✓ We implement and actively promote a strong anti-bullying culture and invite visitors into school to support our anti-bullying policy.
- ✓ Our Charging and Remissions Policy supports all parents who cannot afford to pay additional costs for any trip, club or residential.

MUTUAL RESPECT

- ✓ Part of our school ethos and behaviour policy revolves around the 24 dispositions set out in The Birmingham Agreed syllabus for RE and these are also used as themes for collective worship.
- ✓ Collective worship is central to the life of the school and impacts positively on the behaviour, attitudes and relationships of the whole school community. Pupils are expected to show mutual respect towards everything and everyone, regardless of individual differences, at all times.
- ✓ Our School Code is displayed on a high profile display in the main entrance;



- ✓ All children, adults and visitors are expected to behave respectfully and we will challenge anybody who displays prejudicial or discriminatory behaviour.
- ✓ Pupils take part in assemblies and class discussions related to what this means and how it is shown.

TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

- ✓ We help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life. This is achieved through enhancing pupils understanding, through the curriculum, of their place in a culturally diverse society and by giving pupils opportunities to experience such diversity, for example through exploring stories and celebrations from a variety of faiths and cultures.
- ✓ Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.
- ✓ Children visit places of worship that are important to different faiths. Worships and discussions involving identifying and combating discrimination, prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.
- ✓ We encourage children to participate in a wide range of events and provide opportunities for pupils to serve the wider community in order to nurture tolerance and harmony, understanding and respect between all members of our society.

Requests to withdraw from the PSHE curriculum

PSHE is a compulsory part of the national curriculum. As a result, parents do not have a legal right under section 405 of the Education Act 1996 to withdraw their child.

Agreed by governors following FGB on 25/1/16

The PATHS® Programme for Schools (UK Version) Curriculum

RECEPTION & YEAR ONE

Unit 1: Fostering positive Classroom Climate
Lesson 1: Circle Rules
Lesson 2: PATHS® Animals:
Lesson 3: PATHS® pupil of the day
Lesson 4: Compliments 1
Unit 2: Basic feelings 1
Lesson 5: We all have happy feelings
Lesson 6: Happy
Lesson 7: Sad
Lesson 8: Twiggie makes friends
Lesson 9: Compliments 2
Unit 3: Basic Feelings 2
Lesson 10: Mad or Angry 1
Lesson 11: Scared or Afraid
Lesson 12: My feelings
Lesson 13: Mad 2
Unit 4: Self Control
Lesson 14: Twiggie learns to do turtle part 1
Lesson 15: Twiggie learns to do Turtle 2
Lesson 16: Turtle Technique review
Lesson 17: Appropriate Turtles 1
Lesson 18: Appropriate Turtles 2
Lesson 19: Calm or Relaxed
Unit 5: Sharing, Caring and Friendship
Lesson 20: Sharing and Caring 1
Lesson 21: Sharing and Caring 2
Lesson 22: Twiggie Special Day
Lesson 23: Advanced Compliments
Lesson 24: Feelings Review
Unit 6: Basic Problem Solving
Lesson 25: Making Choices
Lesson 26: Solving Problems
Lesson 27: Solving problems with Friends
Unit 7: Intermediate Feelings
Lesson 28: Comfortable and Uncomfortable
Lesson 29: Different Types of Feelings
Lesson 30: Excited
Lesson 31: Tired
Lesson 32: Frustrated
Lesson 33: Proud
Unit 8: Advanced Feelings
Lesson 34: Love
Lesson 35: Worried
Lesson 36: Disappointed
Lesson 37: Jealous
Lesson 38: Furious
Lesson 39: Guilt
Lesson 40: Generous
Unit 9: Wrap Up
Lesson 41: PATHS® review
Lesson 42: Saying Goodbye
Lesson 43: Ending and transistoning
Lesson 44: PATHS® Party

YEAR TWO

Unit 1: Establishing a Positive Classroom Environment
Lesson 1: Formulating Classroom Rules
Lesson 2: PATHS® Readiness Lesson
Lesson 3: PATHS® Pupil of the Day – Complimenting
Unit 2: Introduction to Feelings
Lesson 4: Introduction to Feelings
Lesson 5: Happy, Sad, Private
Lesson 6: Activities on Happy and Sad
Lesson 7: Fine, Excited, Tired
Lesson 8: Activities on Excited and Tired and A Review of All Feelings
Unit 3: Feelings and Behaviours
Lesson 9: Scared or Afraid, Safe
Lesson 10: Activities on Scared or Afraid and Safe
Lesson 11: Cross or Angry
Lesson 12: PATHS® Review Lesson
Unit 4: Self Control and Anger Management
Lesson 13: Self-Control I (Anger Management)
Teachers Manual on the Control Signals Poster and teaching Self-Control and problem Solving
Lesson 14: Self-Control II (Anger Management)
Lesson 15: Self-Control III
Lesson 16: Calm or Relaxed and Relaxation Practice
Unit 5: Anger Management and Problem-Solving
Lesson 17: Control Signals Poster (Anger Management)
Lesson 18: Problem Discussion – Angry Arthur
Lesson 19: Problem-Solving Meeting
Lesson 20: Surprised, Expect
Lesson 21: Problem Discussion On Surprised
Lesson 22: Problem-Solving – Privacy and Telling Your Feelings
Unit 6: Friendship and Feeling Lonely
Lesson 23: What Is A Good Friend?
Lesson 24: Lonely
Lesson 25: Making Friends
Lesson 26: Shy
Lesson 27: Story/Activity on Shy and Problem-Solving Activity
Lesson 28: Embarrassed
Lesson 29: PATHS® Review Lesson
Unit 7: Manners and Listening to Others
Lesson 30: By Accident, On Purpose
Lesson 31: Manners 1
Lesson 32: Manners 2
Lesson 33: Manners 3
Lesson 34: Manners 4
Lesson 35: Fair Play Rules
Lesson 36: Listening To Others
Lesson 37: Sharing
Unit 8: Feelings/Emotions/Behaviours
Lesson 38: Decision Wheel
Lesson 39: Curious, Interested, and Bored
Lesson 40: Proud, Ashamed
Lesson 41: Story/Activity on Proud
Lesson 42: Frustrated
Lesson 43: Hopeful, Disappointed
Lesson 44: Story/Activity on Hopeful
Lesson 45: Problem Discussion on Frustrated or Disappointed
Lesson 46: PATHS® End of Year Review
Lesson 47: Planning a PATHS® Party

YEAR THREE

Unit 1: Establishing a Positive Classroom Environment and Enhancing Self-Esteem
Lesson 1: Classroom Rules: Mr Jones' Class
Lesson 2: PATHS® Pupil of the Day (Complimenting)
Unit 2: Basic Emotions
Lesson 3: Introduction to Feelings – Happy, Sad and Private
Lesson 4: Fine, Excited and Tired
Lesson 5: Scared/Afraid and Safe
Lesson 6: Cross/Angry I
Lesson 7: Cross/ Angry II – Recognising Angry
Lesson 8: Calm, Relaxed and Worried
Lesson 9: PATHS® Review Lesson I
Unit 3: Improving Self-Control, Self-Awareness and Anger Management
Lesson 10: Self-Control I: Steps For Calming Down
Lesson 11: Self-Control II: Learning Self-Control
Lesson 12: Control Signals Poster I: Anger Management
Lesson 13: Control Signals II: Using the Control Signals Poster
Unit 4: Using Our Thinking Skills
Lesson 14: Cross/Angry III (Baxter and His Temper)
Lesson 15: Making Good Choices
Lesson 16: Problem-Solving Meeting: Biography of Mother Teresa
Lesson 17: Problem-Solving Meeting II: School Transitions (For Reinforcement see Lesson 25)
Unit 5: Friendship, Getting along With Others 1
Lesson 18: Listening to Others
Lesson 19: Fair Play Rules
Lesson 20: Introduction to Manners: Why Are They Important?
Lesson 21: Shy and Lonely
Lesson 22: Making Friends (Baxter Makes a New Friend)
Lesson 23: Frustrated
Lesson 24: Being a Good Winner/Loser
Lesson 25: Problem-Solving Meeting III – Friendship/Playtime
Unit 6: Feelings In Relationships 1
Lesson 26: Jealous and Content/Satisfied
Lesson 27: Like/Love and Dislike/Hate and Tolerance
Lesson 28: Different Points Of View
Lesson 29: Guilty
Lesson 30: Proud and Ashamed
Lesson 31: Feelings Review 2: Guessing Game
Unit 7: Getting along With Others 2
Lesson 32: Keeping a Friend (Baxter's Challenge)
Lesson 33: Making Up With Friends
Lesson 34: Greedy/Selfish and Generous
Unit 8: Feelings and Expectations
Lesson 35: Surprised, Delighted and Disgusted
Lesson 36: By Accident, On Purpose
Lesson 37: Disappointed and Hopeful
Unit 9: Feelings About School
Lesson 38: Fair/Not Fair
Lesson 39: Curious/Interested, Bored, Confused and Confident
Lesson 40: Trying Harder/Overcoming Obstacles: Attributions Of Success/Perseverance
Unit 10: Feelings In Relationships 2
Lesson 41: Malicious and Kind
Lesson 42: Rejected and Included
Lesson 43: Teasing
Lesson 44: Problem Solving Meeting IV: Bullying
Unit 11: Endings and Transitions
Lesson 45: PATHS® Review Lesson 2
Lesson 46: Planning a PATHS® Party

Overview of Dorothy.com (more info: <http://dotcomcf.org/>)

Year group	Year 4- Dot Com Making the best of Me	Year 5- Dot Com- Moving On	Year 6- Dot Com – Values Verses Violence
Autumn 1.1	Being Special and unique Respecting others and the world around us.	Difference and Diversity Growing Up and Getting on Taking responsibility	Values of religion Children's rights Friendships
Autumn 1.2	Dealing with fears/ Dangers	Good/bad decisions Bullying Positive Thinking	Groups and gangs Bullying Negative behaviours
Spring 2.1	Respect and values Choices The community	Arguments Crime and Consequences	Weapons The value of life The Law
Spring 2.2	Emergency services / people who help us Feelings / secrets	Weapons Personal Finance Feelings	Emergency Services Team Work Reporting a crime
Summer 3.1	Social media Choices	Transition Free Time	Rights and responsibilities value of money Positive thinking
Summer 3.2	Health Value of money Decisions and consequences	Social Media E-Safety	Making decisions Keeping safe- social media – personal safety

Overview of Educate and Celebrate

Suggested Order of Use and Key Vocabulary		
Year Group	Book Title	Key Vocabulary to be shared with children
Reception	Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharrat	different, same, like
Reception	Mommy, Mama and Me by Leslea Newman and Carol Thompson	family, mummy, mummies
Reception	Elmer	difference, celebrate, equality
Reception	The Artist Who Painted a Blue Horse by Eric Carle	different, good
Year 1	Picnic in the Park by Joe Griffiths and Tony Pilgrim	typical family, different family, mixed race, foster child, stepchild, adoption
Year 1	The Great Big Book of Families by Mary Hoffman and Ros Asquith	typical family, different family, adoption, fostered, difference, religion, tradition
Year 1	The Odd Egg	difference, crocodile, surprise
Year 2	And Tango makes Three by Justin Richardson and Peter Parnell	typical families', 'different families', friendship
Year 2	Rabbityness	difference, typical, not typical, normal, not normal, special, valued
Year 2	Who are you Stripy Horse? By Jim Helmore and Karen Wall	identity, label, discrimination
Year 3	Are you a boy or are you a girl? By Sarah Savage and Fox Fisher	difference, gender, equality, sexist, sexism, stereotype
Year 3	The Hueys in the New Jumper by Oliver Jeffries	difference, same, individual/individuality, acceptance
Year 3	Troll Swap by Leigh Hodgkinson	usual, unusual, typical, expectation, expected, surprise, belong, belonging
Year 4	Nanny Fox by Georgie Adams and Selina Young	typical, different, traditional, stereotype
Year 4	King and King by Linda de Haan and Stern Nijland	marriage, typical, different, law, equality, gay
Year 4	This is our House by Michael Rosen and Bob Graham	sexism, racism, discrimination, equality
Year 5	Dad David, Baba Chris and me by Ed Merchant	adoption, gay, foster care, fostered, birth parents, birth mum, birth dad
Year 5	The Whisperer by Nick Butterworth	love, rumour, betrayal, values, tradition, family, difference, diversity, equality
Year 5	Ferdinand the Bull by Munro Leaf	challenging 'normal', difference, likes, dislikes, values, stereotype
Year 6	William's Doll by Charlotte Zolotrow	typical, different, challenging 'normal', sexism, stereotype
Year 6	We are all born free by Amnesty International	human rights, laws, belonging, equality, belief, religion, free speech, disabled, United Nations, freedoms, article
Year 6	10,000 Dresses by Marcus Ewart and Rex Ray	difference, transgender, discrimination