

Great Sankey Primary School



PSHE / SMSC Policy

'Together We Learn and Grow'

Intent

At Great Sankey Primary School our PSHE curriculum is accessible to all and aims to maximise the outcomes for every child, so that they know more, remember more and understand more.

As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially. It will give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Statutory requirements

PSHE is a non-statutory subject. However, it is highly valued at GSP. Ensuring that our pupils are given the tools to become well rounded, healthy, happy individuals is key to our school ethos.

There are aspects of PSHE we are required to teach; as a school we must cover the following:

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.
- We must teach health education under the same statutory guidance.

Implementation

What we teach:

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance.

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage. Cycle A and Cycle B are attached to this document.

SMSC development is also highly valued at GSP, the ways in which our children are involved in SMSC teaching are:

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

How we teach it:

Our PSHE / SMSC Curriculum Framework is a whole school thematic approach so that different year groups will be working on the same themes at the same time throughout the year.

This allows for cross-phase collaboration and enables school to link the PSHE curriculum to our whole school assemblies.

This whole school approach allows teachers to plan and build a progressive, spiral programme of learning year on year allowing children to build on what they know and deepen their understanding.

As a school we have chosen to use the core themes from the PSHE Association Programme of Study as a basis for our curriculum framework and have adapted it to reflect the context of our school and local community, and to address our pupils' needs and stages of development.

The Core Themes are:

Health and Wellbeing– Healthy Lifestyles, Growing and Changing, Keeping Safe

Relationships – Feelings and Emotions, Healthy Relationships, Valuing Difference

Living in the Wider World – Rights and Responsibilities, Environment, Money

We have built our PSHE curriculum to be bespoke to our school. Therefore, visits, values, local and global events are all built into the curriculum whilst allowing time to respond to current affairs which we are unable to predict. (See Cycle A & B attached)

PSHE lessons take place weekly

Some parts of the PSHE curriculum are folded into other parts of your curriculum, or covered as part of our wider school offer, such as in values assemblies, whole-school events or visits. Each school year begins with a whole school visit as part of our 'Together We Learn and Grow' topic.

The majority of the PSHE curriculum is taught by the class teacher. However, the school nurse does speak to Year 5 and 6 children about body change and puberty to ensure we also meet the needs of the UKS2 Science Curriculum and allow for questions to be answered by a healthcare professional. We do call on other professionals to speak to the children as and when we feel it appropriate also. For example: PCSO, dental nurse etc.

All pupils are involved in PSHE lessons, regardless of ability or special educational needs or disability.

We have a Code of Conduct for PSHE lessons ensuring teachers don't let their personal beliefs and attitudes influence their teaching.

We are also a My Happy Mind school delivering a 20 minute lesson from the My Happy Mind portal each week.

Roles and responsibilities

Governors

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

Headteacher & Personal Development Lead

The headteacher and PSHE lead are responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

Delivering PSHE in a sensitive way

Following the carefully planned PSHE curriculum

Modelling positive attitudes to PSHE

Monitoring progress

Responding to the needs of individual pupils

Collecting children's thoughts and feelings in a PSHE floor book

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

If a child finds an area of PSHE particularly pertinent to their own circumstances then the class teacher will treat the child with compassion and respect.

Monitoring

The delivery of PSHE is monitored by the PSHE lead through:

Talking to children

Observing PSHE displays

Monitoring PSHE floorbooks

Discussions with teachers

This policy will be reviewed by the PSHE lead regularly. At every review, the policy will be approved by Governors, SLT, staff, the headteacher where amendments are made.

Links With Other Policies:

This policy links to the following policies and procedures:

Mental Health Policy

RSE policy

Safeguarding Policy

IT Policy

Teaching and Learning Policy



PSHE LTP – Cycle A



Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School & British Value Links:	Our School Values	Be Honest British Value – Rule of Law	Be Accepting British Value – Tolerance	Be Responsible British Value – Individual Liberty	Be Resilient British Value – Democracy	Be Kind British Value – Mutual Respect
PSHE Association Themes:	Families and Friendships Respecting Ourselves and Others Money and Work		Growing and changing Media literacy and digital resilience Physical health and mental wellbeing		Belonging to a community Keeping safe Safe relationships	
KS1 (PSHE Association Links – Y1)	<p>Week 1 = Together We Learn and Grow + Transition</p> <p>Week 2 = Our school values – what are values?</p> <p>Week 3 = Roles of different people in our family.</p> <p>Week 4 = How different families may look.</p> <p>Week 5 and 6 = Together we can book by Caryl Hart / Ali Pye. Celebrating friendship, compassion and kindness.</p> <p>Week 7 = Black History Month work. Look at influential figures from the past.</p>	<p>Week 1 = What does it mean to be honest? The Boy Who Cried Wolf.</p> <p>Week 2 = Anti-Bullying Week</p> <p>Week 3 = Fundamental British Values (Rule of Law and Understanding Rules) Why do we have rules?</p> <p>Week 4 = How behaviour affects others; being polite and respectful</p> <p>Week 5 = Different Jobs in our community.</p> <p>Week 7 = The Odd Egg by Emily Gravett (No Outsiders)</p>	<p>Week 1 = What does it mean to be accepting?</p> <p>Week 2 = What happened to you? James Catchpole / Karen George. Exploring disability awareness and tolerance.</p> <p>Week 3 = Martin Luther King Day and Celebrating Differences Week. Who was Martin Luther King?</p> <p>Week 4 = Elmer by David McKee (No Outsiders)</p> <p>Week 5 = Lesson linked to British Value of Tolerance. Why is it important to respect others?</p> <p>Week 6 = Safer Internet Day – Using the internet and digital devices; communicating online.</p>	<p>Week 1 = What is Fairtrade?</p> <p>Week 2 = What does it mean to be responsible?</p> <p>Week 3 = Lesson linked to British Value of Individual Liberty. Making the right choices.</p> <p>Week 4 = Recognising what makes them unique and special; feelings and managing when things go wrong.</p> <p>Week 5 = Keeping healthy; food and exercise,</p> <p>Week 6 = Hygiene routines; and why is it important to stay safe in the sun?</p>	<p>Week 1 = What is Resilience?</p> <p>Week 2 = What rules are and caring for others' need.</p> <p>Week 3 = Why is it important to look after the environment?</p> <p>Week 4 = Lesson linked to British Value of Democracy. Why should we make decisions together?</p> <p>Week 5 = Lesson linked to disability awareness - What happened to you by James Catchpole. No Outsiders.</p> <p>Week 6 = How rules and age restrictions help us keep safe online.</p>	<p>Week 1 = What does it mean to be kind?</p> <p>Week 2 = Max the Champion by Sean Stockdale, Alexandra Strick and Ros Asquith (No Outsiders)</p> <p>Week 3 = Do all people have a safe place to live? Early links to living as a refugee.</p> <p>Week 4 = Recognising privacy; staying safe; seeking permission.</p> <p>Week 5 = What does it mean to show mutual respect?</p> <p>Week 6 = Lesson linked to celebrating Nelson Mandela Day and links with South Africa. Do something kind in your community!</p>
LKS2 (PSHE Association Links – Y3)	<p>Week 1 = Together We Learn and Grow + Transition</p> <p>Week 2 = Our school values – what are values and why do we have them?</p> <p>Week 3 and 4 = What makes a family; Do all families need to be the same?</p> <p>Week 5 and 6 = This is our house by Michael Rosen (No Outsiders)</p>	<p>Week 1 = Why is Honesty Important? Does Honesty Help To Build Trust?</p> <p>Week 2 = Anti-Bullying Week</p> <p>Week 3 = Fundamental British Values (Rule of Law and Understanding Rules) Why do we have rules? Consequences for breaking rules.</p> <p>Week 4 = Recognising respectful behaviour; the</p>	<p>Week 1 = How can we show acceptance?</p> <p>Week 2 = Dogs can't do ballet by Anna Kemp. (No Outsiders)</p> <p>Week 3 = Martin Luther King Day and Celebrating Differences Week. Why do we still remember Martin Luther King?</p> <p>Week 4 = A Crayon's Story by Michael Hall. (No Outsiders)</p>	<p>Week 1 = Why is Fairtrade Important?</p> <p>Week 2 = How can we be responsible in our daily lives?</p> <p>Week 3 = Lesson linked to British Value of Individual Liberty. Making the right choices and freedom of speech.</p> <p>Week 4 = Personal strengths and achievements; managing and reframing set backs.</p>	<p>Week 1 = How can we show resilience?</p> <p>Week 2 + 3 = The values of rules and laws; rights, freedoms and responsibilities.</p> <p>Week 4 = Lesson linked to British Value of Democracy – Is a Democracy Important.?</p> <p>Week 5 = Invite a visitor in linked to our community, keeping safe or safe relationships.</p>	<p>Week 1 = Are we kind all of the time?</p> <p>Week 2 = The Hueys in the new jumper by Oliver Jeffers. (No Outsiders)</p> <p>Week 3 = Lesson linked to Refugee Week. See books previous year.</p> <p>Week 4 = Personal boundaries; safely responding to others; the impact of hurtful behaviour.</p>

	<p>Week 7 = Black History Month work. Linked to a relevant PSHE book in school.</p>	<p>importance of self-respect; courtesy and being polite.</p> <p>Week 5 = Different jobs and skills; job stereotypes.</p> <p>Week 6 = Do all jobs pay the same?</p> <p>Week 7 = We're all wonders (No Outsiders)</p>	<p>Week 5 = Lesson linked to British Value of Tolerance. Why is it important to respect others and why is it important to learn about other faiths, cultures?</p> <p>Week 6 = Safer Internet Day – How the internet is used; assessing information online.</p>	<p>Week 5 = Health choices and habits</p> <p>Week 6 = How do we express our feelings?</p>	<p>Week 6 = Risks and hazards; safety in the local environment and unfamiliar places.</p>	<p>Week 5 = Why is mutual respect important?</p> <p>Week 6 = Lesson linked to celebrating Nelson Mandela Day and links with South Africa. Do something kind in your community!</p>
<p>UKS2 (PSHE Association Links – Y5)</p>	<p>Week 1 = Together We Learn and Grow + Transition</p> <p>Week 2 = Our school values – Are values important?</p> <p>Week 3 and 4 = Managing friendships and peer influence.</p> <p>Week 5 and 6 = And Tango Makes Three by Justin Richardson, Peter Parnell. (No Outsiders). Same Sex Families.</p> <p>Week 7 = Black History Month work. Look at Modern Day influential figures.</p>	<p>Week 1 = Are we honest all of the time? Why / Why Not?</p> <p>Week 2 = Anti-Bullying Week</p> <p>Week 3 = Fundamental British Values (Rule of Law and Understanding Rules) Why do we have rules, what happens when we break them and rules in public life.</p> <p>Week 4 = Responding respectfully to a wide range of people; recognising prejudice and discrimination.</p> <p>Week 5 = Identifying job interests and aspirations; what influences career choices; work place stereotypes.</p> <p>Week 6 = Why are some jobs paid more than others?</p> <p>Week 7 = How to heal a broken wing by Bob Graham. (No Outsiders)</p>	<p>Week 1 = Is acceptance the same as tolerance?</p> <p>Week 2 = The Thing (No Outsiders)</p> <p>Week 3 = Why is the work of Martin Luther King still important today? Celebrating Differences Week</p> <p>Week 4 = The Island by Armin Greder. (No Outsiders)</p> <p>Week 5 = Lesson linked to British Value of Tolerance. How can we show tolerance to different groups in society and why is this important?</p> <p>Week 6 = Safer Internet Day – How information online is targeted; different media types; their role and impact.</p>	<p>Week 1 = How can we support fairtrade?</p> <p>Week 2 = Can you imagine a world without responsibility?</p> <p>Week 3 = Lesson linked to British Value of Individual Liberty. Making the right choices, freedom of speech and how these impact public life. Link to school value of Responsibility.</p> <p>Week 4 = Personal identity; recognising individuality and different qualities; mental wellbeing.</p> <p>Week 5 = Healthy sleep habits</p> <p>Week 6 = (Keeping Safe In Places Around The Worlds) Sun safety; medicines, vaccinations, immunisations and allergies.</p>	<p>Week 1 = Do we need to be resilient in our lives?</p> <p>Week 2 + 3 = Protecting the environment; compassion towards others</p> <p>Week 4 = Lesson linked to British Value of Democracy – What would happen if we didn't have a Democracy?</p> <p>Week 5 = Invite a visitor in linked to our community, keeping safe or safe relationships.</p> <p>Week 6 = Keeping safe in different situations, including responding in emergencies, first aid and FGM.</p>	<p>Week 1 = How does being unkind impact on others' lives?</p> <p>Week 2 = My Princess Boy by Cheryl Kilodavis. (No Outsiders)</p> <p>Week 3 = Refugees and Homelands book by Louise Spilsbury – Why do some people need to escape their homes?</p> <p>Week 4 = Physical contact and feeling safe.</p> <p>Week 5 = Is mutual respect earned or given?</p> <p>Week 6 = Lesson linked to celebrating Nelson Mandela Day and links with South Africa. Do something kind in your community!</p>



PSHE LTP – Cycle B



Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School & British Value Links:	Our School Values	Be Honest British Value – Rule of Law	Be Accepting British Value – Tolerance	Be Responsible British Value – Individual Liberty	Be Resilient British Value – Democracy	Be Kind British Value – Mutual Respect
PSHE Association Themes:	Families and Friendships Respecting Ourselves and Others Money and Work		Growing and changing Media literacy and digital resilience Physical health and mental wellbeing		Belonging to a community Keeping safe Safe relationships	
KS1 (PSHE Association Links – Y2)	Week 1 = Together We Learn and Grow + Transition Week 2 = Our school values – what are values? Week 3 and 4 = Making friends; feeling lonely and getting help. Week 5 and 6 = Two Places To Call Home by Jess Rose – No Outsiders book linked to different families. Week 7 = Black History Month work. Look at influential figures from the past.	Week 1 = What does it mean to be honest? The Boy Who Cried Wolf. Week 2 = Anti-Bullying Week Week 3 = Fundamental British Values (Rule of Law and Understanding Rules) Why do we have rules? Week 4 = Recognising things in common and differences; playing and working cooperatively; sharing opinions. Week 5 = What money is; needs and wants; looking after money. Week 7 = The First Slodge by Jeanne Willis. (No Outsiders)	Week 1 = What does it mean to be accepting? Week 2 = Errol's Garden (No Outsiders) Week 3 = Why is it important to stand up for what we believe in? Week 4 = What the Jackdaw saw (No Outsiders) Week 5 = Lesson linked to British Value of Tolerance. Why is it important to respect others? Week 6 = Safer Internet Day – The Internet in everyday life; online content and information.	Week 1 = What is Fairtrade? Week 2 = What does it mean to be responsible? Week 3 = Lesson linked to British Value of Individual Liberty. Making the right choices. Week 4 = Growing older; naming body parts. Week 5 = Why sleep is important; medicines and keeping healthy Week 6 = How can we show our emotions and know when it is right to ask for help?	Week 1 = What is Resilience? Week 2 = Belonging to a group; roles and responsibilities Week 3 = Being the same and different in the community. Week 4 = Lesson linked to British Value of Democracy. Why should we make decisions together? Week 5 = I Am Not A Prince by Rachael Davis. No Outsiders Book linked to empowerment and being yourself. Week 6 = Safety in different environments; risks and safety at home and in emergencies.	Week 1 = What does it mean to be kind? Week 2 = Blown Away by Rob Biddulph. (No Outsiders) Week 3 = Community pledge – What can we do to help our community this year? Week 4 = Should we always keep secrets if they can put people in danger? Week 5 = Lesson linked to Mutual Respect. Week 6 = Lesson dedicated to carrying out your community pledge from earlier in the half term.
LKS2 (PSHE Association Links – Y4)	Week 1 = Together We Learn and Grow + Transition Week 2 = Our school values – what are values and why do we have them? Week 3 = Positive friendships Week 4 = Can friendships online be positive?	Week 1 = Why is Honesty Important? Does Honesty Help To Build Trust? Week 2 = Anti-Bullying Week Week 3 = Fundamental British Values (Rule of Law and Understanding Rules) Why do we have rules? Consequences for breaking rules.	Week 1 = How can we show acceptance? Week 2 = Sulwe by Nupita Ylong. Links to Acceptance. Week 3 = People around the world who have stood up for their beliefs and values. Week 4 = Julian is a Mermaid (No Outsiders Book)	Week 1 = Why is Fairtrade Important? Week 2 = How can we be responsible in our daily lives? Week 3 = Lesson linked to British Value of Individual Liberty. Making the right choices and freedom of speech. Week 4 = Physical and emotional changes	Week 1 = How can we show resilience? Week 2 = What makes a community? Week 3 = Different responsibilities within our community Week 4 = Lesson linked to British Value of	Week 1 = Are we kind all of the time? Week 2 = King and King by Linda Dehann. (No Outsiders) Week 3 = Community pledge – What can we do to help our community this year? Week 4 = Responding to

	<p>Week 5 and 6 = Along came a different (No Outsiders)</p> <p>Week 7 = Black History Month work. Linked to a relevant PSHE book in school.</p>	<p>Week 4 = Respecting differences and similarities; discussing different sensitively.</p> <p>Week 5 = Making decisions about money; using and keeping money safe.</p> <p>Week 6 = Why is having a budget important?</p> <p>Week 7 = The Way Back Home by Oliver Jeffers. (No Outsiders).</p>	<p>linked to acceptance.</p> <p>Week 5 = Lesson linked to British Value of Tolerance. Why is it important to respect others and why is it important to learn about other faiths and cultures?</p> <p>Week 6 = Safer Internet Day – How data is shared and used.</p>	<p>through to old age and personal hygiene. (Covered in depth through UKS2 Science Curriculum)</p> <p>Week 5 = Maintaining a balanced lifestyle</p> <p>Week 6 = Why is it important to have good oral hygiene? Links to LKS2 science Curriculum.</p>	<p>Democracy – Is a Democracy Important?</p> <p>Week 5 = Safe relationships – Can we trust everyone that we meet?</p> <p>Week 6 = Medicines and household products; drugs common to everyday life.</p>	<p>hurtful behaviour; managing confidentiality;</p> <p>Week 5 = Recognising risks online.</p> <p>Week 6 = Lesson dedicated to carrying out your community pledge from earlier in the half term.</p>
<p>UKS2 (PSHE Association Links – Y6)</p>	<p>Week 1 = Together We Learn and Grow + Transition</p> <p>Week 2 = Our school values – Are values important?</p> <p>Week 3 = Attraction to others</p> <p>Week 4 = romantic relationships; civil partnership and marriage.</p> <p>Week 5 and 6 = The Girls (No Outsiders)</p> <p>Week 7 = Black History Month work. Look at Modern Day influential figures.</p>	<p>Week 1 = Are we honest all of the time? Why / Why Not?</p> <p>Week 2 = Anti-Bullying Week</p> <p>Week 3 = Fundamental British Values (Rule of Law and Understanding Rules) Why do we have rules, what happens when we break them and rules in public life.</p> <p>Week 4 = Expressing opinions and respecting other points of view, including discussing topical issues.</p> <p>Week 5 = Influences and attitudes to money, money and financial risks.</p> <p>Week 6 = What risks do people take with money and how can they prevent these?</p> <p>Week 7 = Leaf by Sandra Deichman (No Outsiders)</p>	<p>Week 1 = Is acceptance the same as tolerance?</p> <p>Week 2 = The Artist Who Painted A Blue Horse by Eric Carl. (No Outsiders)</p> <p>Week 3 = How do people stand up for what they believe in? Peaceful Protesting.</p> <p>Week 4 = Rose Blanche by Ian McEwan. (No Outsiders)</p> <p>Week 5 = Lesson linked to British Value of Tolerance. How can we show tolerance to different groups in society and why is this important?</p> <p>Week 6 = Safer Internet Day – Evaluating media sources; sharing things online.</p>	<p>Week 1 = How can we support fairtrade?</p> <p>Week 2 = Can you imagine a world without responsibility?</p> <p>Week 3 = Lesson linked to British Value of Individual Liberty. Making the right choices, freedom of speech and how these impact public life. Link to school value of Responsibility.</p> <p>Week 4 = What effects mental health and ways to take care of it?</p> <p>Week 5 = Managing change, loss and bereavement</p> <p>Week 6 = Managing our time online.</p>	<p>Week 1 = Do we need to be resilient in our lives?</p> <p>Week 2 = Valuing diversity; What is a stereotype?</p> <p>Week 3 = What does it mean to discriminate?</p> <p>Week 4 = Lesson linked to British Value of Democracy – What would happen if we didn't have a Democracy?</p> <p>Week 5 = Are all relationships safe and healthy? Peer pressure etc.</p> <p>Week 6 = Recognising and managing pressure; consent in different situations.</p>	<p>Week 1 = How does being unkind impact on others' lives?</p> <p>Week 2 = Dreams of freedom by Amnesty International. (No Outsiders)</p> <p>Week 3 = Community pledge – What can we do to help our community this year?</p> <p>Week 4 = Keeping personal information safe; regulations and choices</p> <p>Week 5 = Drug use and the law; drug use and the media.</p> <p>Week 6 = Lesson dedicated to carrying out your community pledge from earlier in the half term.</p>

Other Relevant Picture / Resource Books To Support PSHE, Protected Characteristics & Diversity

Below is a selection of picture books linked to the No Outsiders work in school and also linked to other relevant areas of the PSHE curriculum that you might utilise to support your planning. The name of the book, author and relevant link is detailed below:

<u>EYFS / Key Stage 1</u>	<u>Lower Key Stage 2</u>	<u>Upper Key Stage 2</u>
<p>'Look Up' by Nathan Bryan linked to Black History month and Mae Jemison.</p> <p>Max The Champion by Sean Stockdale</p> <p>Fantastic Families by Omari McQueen</p> <p>Fabulous Frankie by Simon James Green</p> <p>When Jelly Had A Wobble – Michelle Robinson (Managing Emotions and Anxiety)</p> <p>My Daddies! By Gareth Peter</p> <p>The Pirate Mums by Jodie Lancet-Grant</p> 	<p>We are all different – A celebration of diversity by Tracey Turner.</p> <p>Amazing Me, Amazing You by Christine McGuinness</p> <p>Standing On her Shoulders – Inspirational Black Women From History by Monica Clark-Robinson</p> <p>Loud! By Rose Robbind (Links to managing anger and ADHD)</p> <p>Uncle Bobby's Wedding by Sarah S.Brannen</p> 	<p>'The Place For Me – Stories about the Windrush Generation' by Floella Benjamin.</p> <p>We are all different – A celebration of diversity by Tracey Turner.</p> <p>Black and British – David Olusoga</p> <p>The Girl With Two Dads – Mel Elliot</p> <p>Refugees and Homelands – Civil Rights Stories by Louise Spilsbury</p> <p>Break the Mould by Sinead Burke</p> 
Books Linking To Religion & Tolerance:		
<p>The Best Diwali Ever by Sonali Shah</p> <p>In My Mosque by M.O Yuksel</p> <p>The Proudest Blue by Ibtihaj Muhammad</p> <p>Sulwe by Lupita Nyong</p>		
Books Linking To Money Management – Saving & Spending and Looking After Money		
<p>It's A No Money Day – Kate Milner</p> <p>Cash – How To Save It, Earn It and Spend It by Rashmi SirdeShpande</p> <p>Save It & Spend It by Cinders McLead</p>		