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Dear Parents and Carers,

Each half term, each class is given two PSHE (Personal, Social and Health Education) inspired books to read in class. The children listen to the story, then think about all of the concepts to do with PSHE which the book relates to. They turn these concepts into philosophical questions and they then discuss the possible answers to these questions.

The children are encouraged to use their skills to define and refine questions, find meanings, justify their ideas and explain what they mean. They learn to speak with confidence, they learn to listen well to each other and they learn to build on the thoughts and ideas of each other to create a meaningful dialogue. They find polite ways to say that they agree and disagree with each other's points of view and they practise finding examples and evidence to describe and clarify their thoughts and opinions – all at a level appropriate to their age.

This activity aims to build communities of enquiry where children develop their creative, critical, caring and collaborative thinking skills.

<b>Caring</b> Listening, concentrating, valuing and appreciating e.g. showing interest in, and sensitivity to, others' experiences and values.	<b>Collaborative</b> Responding, communicating, supporting and conciliating e.g. building on each other's ideas, shaping common understandings and purposes.
<b>Critical</b> Questioning, interrogating, reasoning and evaluating e.g. seeking meaning, evidence, reasons, distinctions and good judgements.	<b>Creative</b> Connecting, relating, suggesting and speculating e.g. providing comparisons, examples, criteria, alternative explanations or conceptions.

At our recent RSHE parental consultation, parents asked for information about these books so that they could investigate the contents of the books themselves and prepare to talk to their children about the books at home.

These are the books being used, in Year 4 for PSHE Read Aloud, this academic year:

Term	Spring 2	Summer 1		Summer 2	
Theme	Healthy Me	Relationships		Changing Me	
Bangladesh	<b>After the Fall</b> by Dan Santat	<b>Who's in a Family?</b> by Robert Skutch	<b>The Tear Thief</b> by Carol Ann Duffy	<b>The Librarian of Basra</b> by Jeanette Winter	<b>How to Live Forever</b> by Colin Thompson
China	<b>Tiger In My Soup</b> by Kashmira Sheth	<b>The Lonely Beast</b> by Chris Judge	<b>Who's in a Family?</b> by Robert Skutch	<b>The Flower</b> by John Light	<b>After the Fall</b> by Dan Santat
India	<b>The Dot</b> by Peter H. Reynolds	<b>The Sea Saw</b> by Tom Percival	<b>Who's in a Family?</b> by Robert Skutch	<b>The Dark</b> by Lemony Snicket	<b>The Flower</b> by John Light
Tibet	<b>How to Live Forever</b> by Colin Thompson	<b>Who's in a Family?</b> by Robert Skutch	<b>Grandad's Island</b> by Benji Davies	<b>The Tear Thief</b> by Carol Ann Duffy	<b>The Dark</b> by Lemony Snicket

<b>Book and Author</b>	<b>Themes to be explored</b>
<b>Grandad's Island</b> by Benji Davies	This is a story to help children understand about loss and a reminder that our loved ones live on in our memories long after they're gone.
<b>The Dark</b> by Lemony Snicket	This is the story of how Laszlo stops being afraid of the dark – the children have an opportunity to discuss their fears and how they overcome them.
<b>The Sea Saw</b> by Tom Percival	This is a story about Sofia, who one day loses her beloved teddy at the beach. It will facilitate a discussion about loss, being patient and about time.
<b>The Dot</b> by Peter H. Reynolds	This is the story of Vashti, who thinks she cannot draw. But her teacher is sure that she can and encourages Vashti to sign the angry dot she makes in frustration on a piece of paper. This act makes Vashti look at herself a little differently, and helps her discover what she is actually capable of.
<b>The Lonely Beast</b> by Chris Judge	This story explores the concept of loneliness and acceptance – the lonely beast risks being judged by people who are scared of him in order to find company and friendship.
<b>Tiger In My Soup</b> by Kashmira Sheth	A story about siblings and how to get along with each other.
<b>How to Live Forever</b> by Colin Thompson	A story about appreciating the awe and wonder of life and making the most of the time that we have.
<b>The Librarian of Basra</b> by Jeanette Winter	This is the story of Alia Muhammad Baker who was the city of Basra's real-life librarian. She was the keeper of cherished books and her library was a haven for community gatherings. The story explores what she did to save her books when war came. The children will discuss resilience and hope.
<b>After the Fall</b> by Dan Santat	A story about Humpty Dumpty after he fell off the wall, and how he gained his confidence back. The children will discuss how to bounce back after a setback.
<b>Who's in a Family?</b> by Robert Skutch	Family is important, but who's in a family? This book discusses how your family are the people who love you and that it is okay if our families are sometimes different from each other's.
<b>The Tear Thief</b> by Carol Ann Duffy	The Tear Thief is a story that helps children to explore why we have a range of different emotions and to value all of the feelings they have. Each night, the Tear Thief steals the tears of every child who cries and uses them to help make the moon shine.
<b>The Flower</b> by John Light	Brigg lives in a small, grey room in a large, grey city. When he finds a book in the library labelled 'Do Not Read', he cannot resist taking it home. In it, he comes upon pictures of bright, vibrant objects called flowers. He cannot find flowers anywhere in the city, but stumbles instead on a packet of seeds. This story explores the themes of hope and optimism as well as the importance of nature.

If you would like any further information or would like to discuss these books in more detail, please do not hesitate to speak to your class teacher, the Ms Henson (Reception - Cameroon), or to me.

Kind regards,  
Mrs Marie Hardie  
Deputy Head Teacher