



**Building Personal Success**



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Friday 15<sup>th</sup> September 2023

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.

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

Parents are given information about these books so that, if they wish, they can read the contents of the books themselves and talk to their children about the books at home.



**Quality Mark**  
EARLY YEARS  
AWARD

These are the books being used, in Year 5 for PSHE Read Aloud, this academic year:

| <b>Book and Author</b>  | <b>Themes to be explored</b>  |
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| <b>Big Red Lollipop</b><br>by Rukhsana Khan   | A story about Rubina and her siblings and the difficulty of being the oldest child.   |
| <b>Fly High: The Story of Bessie Coleman</b><br>by Louise Borden and Mary Kay Kroeger | A story about Bessie Coleman, the first African-American to earn a pilot's license. Encourages a discussion around resilience, perseverance and standing up to discrimination.  |
| <b>Hidden Figures</b><br>by Margot Lee Shetterly                                      | The true story of four black women who helped NASA launch men into space. The children will talk about aspirations, persistence and overcoming barriers.  |
| <b>I am Perfectly Designed</b><br>by Karamo Brown                                     | I Am Perfectly Designed is a story about loving who you are, exactly as you are – and a celebration of the love between parent and child.   |
| <b>Ish</b><br>by Peter H. Reynolds  | A story about Ramon who loves to draw but who is put off by one throwaway comment. The children explore how things do not have to be perfect to be appreciated.   |
| <b>Let's Talk About Race</b><br>by Julius Lester                                      | This book explores what makes each of us special and promotes a discussion about how every person has their own unique story.   |
| <b>Mirror</b><br>by Jeannie Baker   | This picture book comprises two stories designed to be read simultaneously, one from the left, the other from the right. In it, we experience the lives of two little boys, one from an urban family in Sydney, Australia, the other from Morocco. From busy motorways to desert landscapes, these worlds couldn't be further apart. Yet with the journey of a homemade Moroccan carpet into the Australian boy's home, we can see how these separate lives become intertwined. At the book's conclusion, the family in Sydney can be seen enjoying their new purchase together while the Moroccan family are surfing the internet. Mirror illustrates how our lives reflect each other and that we are all, even in some small way, connected. |
| <b>Mixed</b><br>by Arree Chung  | A story about difference and acceptance.  |
| <b>Not Today, Celeste!: A Dog's Tale about Her Human's Depression</b>                 | This story introduces the children to the idea of depression in an age-appropriate way. Celeste the dog notices that her human is acting differently and the story goes on to provide reassurance by explaining what depression is and explaining how it is possible to find help. Talk to your child about the   |

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| by Liza Stevens<br>and Pooky<br>Knightsmith                         | signs of depression and about how important it is to take care of your mental health.   |
| <b>Thank you Omu!</b><br>by Oge Mora                                | A story about sharing and generosity and the importance of community.   |
| <b>The Arabic Quilt</b><br>by Aya Khalil                            | A story of a little girl sharing her identity and background with her new classmates, promoting discussion about belonging and acceptance.  |
| <b>The Big Blue Thing on the Hill</b><br>by Yuval Zommer            | A story of animals working together to scare away a 'monster'. The children will discuss working together and problem solving.  |
| <b>The Big Little Book of Happy Sadness</b><br>by Colin<br>Thompson | This book explores the concept of grief. George is an orphan who lives with his grandmother. He finds happiness and love after he brings a sad dog named Jeremy home from an animal shelter.  |
| <b>The Great Kapok Tree</b><br>by Lynne Cherry                      | Used in spring 2 on the inspiration day, the story is about a man who starts to chop down a great kapok tree in the rainforest. Exhausted from his labours, he puts down his axe and rests, but as he sleeps the animals who live in the tree come and plead with him not to destroy their world. Prompting a discussion with the children about the use humans make of the world's resources and what we can do to ensure that we are looking after the environment. |
| <b>The Happy Prince</b><br>by Jane Ray                              | A story about a town where a lot of poor people suffer, where a swallow meets the statue of the late 'Happy Prince', who in reality has never experienced true sorrow, for he lived in a palace where sorrow isn't allowed to enter. Together, they help the people they can see suffering by taking off the precious jewels and metal from the statue. The children discuss helping others and the concept of selflessness.  |
| <b>The Most Magnificent Mosque</b><br>by Ann Jungman                | This story is based on the true story of the mosque in Cordoba and follows the adventures of three friends, Rashid, who is Muslim, Samuel who is Jewish and Miguel who is Christian. The story demonstrates what can be achieved when people work together and don't waste energy hating each other.  |
| <b>The Promise</b><br>by Nicola Davies                              | A story about beauty and hope and the power each person has to make a difference.   |
| <b>We Are All Born Free'</b><br>by Amnesty<br>International         | Used during the autumn 1 inspiration day, the book explores the different articles that make up the Rights of the Child as promoted by Unicef and as part of the school's commitment to being a Rights Respecting School (RRS).   |
| <b>What Do You Do With An Idea?</b><br>by Kobi Yamada               | This is the story of one brilliant idea and the child who helps to bring it into the world. As the child's confidence grows, so does the idea itself. This explains that hard work and determination can lead to great things.  |

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| <p><b>What Do You Do<br/>With A Problem</b><br/>by Kobi Yamada</p> | <p>What do you do with a problem? Especially one that follows you around and doesn't seem to be going away? Do you worry about it? Ignore it? Do you run and hide from it? This is the story of a persistent problem and the child who isn't so sure what to make of it. The longer the problem is avoided, the bigger it seems to get. But when the child finally musters up the courage to face it, the problem turns out to be something quite different than it appeared. This story will encourage children to talk about what to do if they have a problem that they are not sure how to deal with.</p> |
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If you would like any further information or would like to discuss these books in more detail, please do not hesitate to speak to me.

Kind regards,

**Mrs Marie Hardie**

**Deputy Head Teacher**

**PSHE Read Aloud Books: Year 5**

| Term               | Autumn 1  |   | Autumn 2  |   | Spring 1                               |  | Spring 2                                    |   | Summer 1   |  | Summer 2   |  |
|--------------------|---|---|---|---|--|--|---|---|--|--|--|--|
| Theme              | Being Me in My World  |   | Celebrating Difference  |   | Dreams and Goals                       |  | Healthy Me                                  |   | Relationships  |  | Changing Me  |  |
| <b>Australia</b>   | <b>Not Today, Celeste!</b><br>by Liza Stevens and Pooky Knightsmith | <b>I am Perfectly Designed</b><br>by Karamo Brown | <b>Fly High: The Story of Bessie Coleman</b><br>by Louise Borden and Mary Kay Kroeger | <b>The Arabic Quilt</b><br>by Aya Khalil          | <b>Mirror</b><br>by Jeannie Baker      | <b>Mixed</b><br>by Arree Chung         | <b>Big Red Lollipop</b><br>by Rukhsana Khan | <b>Ish</b><br>by Peter H. Reynolds                                  | <b>Thank you Omu!</b><br>by Oge Mora                 | <b>The Most Magnificent Mosque</b><br>by Ann Jungman             | <b>What Do You Do With A Problem</b><br>by Kobi Yamada           | <b>The Big Little Book of Happy Sadness</b><br>by Colin Thompson |
| <b>Japan</b>       | <b>The Big Little Book of Happy Sadness</b><br>by Colin Thompson    | <b>I am Perfectly Designed</b><br>by Karamo Brown | <b>Hidden Figures</b><br>by Margot Lee Shetterly                                      | <b>Big Red Lollipop</b><br>by Rukhsana Khan       | <b>Ish</b><br>by Peter H. Reynolds     | <b>Mirror</b><br>by Jeannie Baker      | <b>Thank you Omu!</b><br>by Oge Mora        | <b>Not Today, Celeste!</b><br>by Liza Stevens and Pooky Knightsmith | <b>The Most Magnificent Mosque</b><br>by Ann Jungman | <b>Mixed</b><br>by Arree Chung                                   | <b>The Promise</b><br>by Nicola Davies                           | <b>What Do You Do With A Problem</b><br>by Kobi Yamada           |
| <b>Madagascar</b>  | <b>Mirror</b><br>by Jeannie Baker                                   | <b>Hidden Figures</b><br>by Margot Lee Shetterly  | <b>The Most Magnificent Mosque</b><br>by Ann Jungman                                  | <b>I am Perfectly Designed</b><br>by Karamo Brown | <b>The Promise</b><br>by Nicola Davies | <b>Mixed</b><br>by Arree Chung         | <b>Ish</b><br>by Peter H. Reynolds          | <b>What Do You Do With A Problem</b><br>by Kobi Yamada              | <b>Big Red Lollipop</b><br>by Rukhsana Khan          | <b>The Big Little Book of Happy Sadness</b><br>by Colin Thompson | <b>What Do You Do With An Idea?</b><br>by Kobi Yamada            | <b>The Big Blue Thing on the Hill</b><br>by Yuval Zommer         |
| <b>New Zealand</b> | <b>The Most Magnificent Mosque</b><br>by Ann Jungman                | <b>Hidden Figures</b><br>by Margot Lee Shetterly  | <b>I am Perfectly Designed</b><br>by Karamo Brown                                     | <b>Let's Talk About Race</b><br>by Julius Lester  | <b>Thank you Omu!</b><br>by Oge Mora   | <b>The Promise</b><br>by Nicola Davies | <b>Mirror</b><br>by Jeannie Baker           | <b>What Do You Do With An Idea?</b><br>by Kobi Yamada               | <b>Mixed</b><br>by Arree Chung                       | <b>Big Red Lollipop</b><br>by Rukhsana Khan                      | <b>The Big Little Book of Happy Sadness</b><br>by Colin Thompson | <b>The Happy Prince</b><br>by Jane Ray                           |

