

# 'Life Skills'

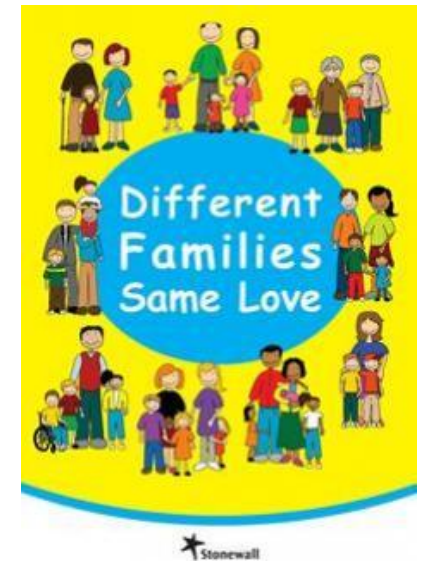
*Families and People Who Care for me,*

*Caring Friendships*

*&*

*Respectful Relationships*

*at*





**Headteacher**

Tony Chapman

**Deputy Headteacher**

Claire Findlay

Dereham Road  
Mattishall  
Dereham  
Norfolk  
NR20 3AA

Tel: 01362 858451

Fax: 01362 858898

E-mail:

office@mattishallprimary.org.uk

Dear Parent/Carers

Our school prides itself on delivering effective; age appropriate Life Skills (RSHE) that meet the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSHE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

Our 'Life Skills' teaching delivers a 'spiral curriculum' that enables pupils to build on prior learning by revisiting some themes in subsequent years to further develop knowledge, values and skills in an age and stage appropriate manner.

We have decided to share information on the differing areas of our Life Skills curriculum in stages, as the whole curriculum could be quite overwhelming. Last term we sent you information about the overview of our Life Skills curriculum. This half term we would like to share the teaching coverage of 'Respectful Relationships'. This coincides with our annual Friendship/Anti Bullying Awareness Week.

We encourage the children to show respect for one another in a nurturing environment. We have an active School Council with representatives from Year 3 to 6. They share the children's voice from across the school at regular meetings with Mrs Findlay. We also have an active 'Friendship Squad'. This is run by 2 children from Year 5 and 6. The children from Years 4, 5 and 6 have the opportunity to be part of the squad. They apply for the position and then have an interview with the two Leaders. They are placed on a rota to be on duty during breaktimes to support low level friendship issues. In addition to this we have Y5 Reception helpers that support our youngest children at lunchtimes. Year 5 also partner up with the Reception children to create reading buddies sharing picture books on a weekly basis. Year 6 are trained as Play Leaders and can lead games at lunchtimes. We also place 'buddies' with children who need that extra support with friendships as and when needed. In addition to this we work alongside the Norfolk Constabulary who offer webinars on Hate Crime for our Year 5 & 6 children. Our curriculum reflects the Protected Characteristics from the Equality Act 2010 and we highlight these with the children when appropriate. When there have been incidents of inappropriate comments that could be considered as challenging the Protected Characteristics, we have a universal script that we use:

**It's not ok to use the word/phrase**

( . . . ) as a put down or to be mean. This is because you are suggesting that being ( . . . ) is a bad thing to be.

If appropriate we will then describe what the word/phrase means to clarify.

We have a ZERO tolerance of any form of bullying and take any incidents reported to us very seriously. We encourage the children to use their voice and develop their assertiveness if somebody is doing something they do not like. This is encouraged from an early age and is very much part of the EYFS curriculum. We have a step by step guide for the children that they wrote. They are reminded of this regularly. The children have recently reviewed this protocol. Here is a copy for your reference:

**A step by step guide of what you should do if somebody is doing something you don't like in school:**

**1) Say, "STOP it I don't like it when . . ."**

**2) Walk away**

**3) Report any incidents to an adult who works in school as soon as possible**

**4) Tell Mr.Chapman or Mrs Findlay**

**Say, Walk, Adult, Tell (S.W.A.T)**





# RSHE/Life Skills Curriculum 2020

## Relationships Education

By the end of Primary School . . .

<p><b><i>Families and people who care for me</i></b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
<p><b><i>Caring friendships</i></b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ul>

***Respectful  
relationships***

**Pupils should know**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Year group	Families and people who care for me	Caring friendships	Respectful relationships
R	What makes a family	Similarities and differences	Likes, dislikes and decisions
1 & 2	What makes a family special/ Families come in different shapes and sizes!	Falling out and making up/When to share a secret	Celebrating differences/I am special!
3	How families care for one another	Falling out and making up	Stereotypes stink!
4	Love and marriage	Peer pressure	Respecting different identities
5	Young carers	Fun friendships	Stamp out stereotypes!
6	Running away is never OK	FGM - the role of a friend in helping	Stamp out stereotypes!

**Curriculum Extras may include:** School Council, Friendship Squad, Reading buddies, lunchtime helpers, police support; stranger danger, anti-social behaviour, prevent. PE (REAL PE/GYM, Dance, athletics) RE CURRICULUM, Acknowledging and supporting; Pride month, Friendship week, NSPCC

## 'Life Skills' - Whole School Curriculum Overview

### Year Group: Reception

Statutory guidance core theme	Pupils should know...	Learning objective	Learning outcomes	Key questions	Key words
<b>Families and people who care for me</b>	An introduction to families and people who care for me	Pupils understand that 'family' means different things to different people.	I can recognise the people I think of as part of my family.	What is a family? Who is in your family? How are our families similar/different?	Family; Similar; Different
<b>Caring friendships</b>	How important friendships are in making us feel happy and secure, and how people choose and make friends.	Pupils understand that there are similarities and differences between everyone, and can celebrate this.	I know that there are some ways that people can be the same as each other. I know that there are some ways that people can be different from each other. I feel confident to be myself.	Do boys and girls like playing with the same toys? Why do you think different people like different colours? What would it be like if we were all the same? Why is it good that we like different things?	Different; Same; Similar
<b>Respectful relationships</b>	The importance of permission-seeking and giving in relationships with friends, peers and adults.	Pupils can recognise what they like and dislike, feeling empowered to make respectful and informed choices.	I can make choices based on what I like and dislike. I have considered how to make a difficult choice, listening to other people's opinions.	How do you know if you like something? How do you know if you dislike something? Are there times when it is important to do the right thing even if it is not what you want to do?	Like; Dislike; Difficult

## Year Group: 1

Statutory guidance core theme	Pupils should know...	Learning objective	Learning outcomes	Key questions	Key words
<b>Families and people who care for me</b>	That families are important for children growing up because they can give love, security and stability.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.	I can identify the people that are special to me. I understand what makes people special to each other. I know how special people look after each other and show they care.	Who are our special people? What makes them special to us? How do people look after each other? How can we help the people who look after us?	Special; Love; Care
<b>Caring friendships</b>	That most friendships have ups and downs, that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right.	Pupils understand the importance of listening to other people and playing and working cooperatively, including simple strategies to resolve disagreements through negotiation.	I can actively listen to other people. I have considered ways to communicate effectively. I have identified ways I can resolve disagreement through negotiation.	What things are helpful when you are trying to listen to your friends? What things are helpful when you are trying to tell a friend something? How easy is it to communicate constructively when we have strong feelings and different views to our friends?	Communication; Friendship
<b>Respectful relationships</b>	The importance of respecting others even when they are very different from them (for example physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.	Pupils can identify and respect differences and similarities between people and can celebrate this.	I know I am the same as other people. I know I am different to other people. I can celebrate the similarities and differences that people have.	What does it feel like to share a similarity with someone? What does it feel like to be part of a bigger group that has a similarity? How does it feel to be uniquely different?	Differences; Similarities; Unique

Year Group: 2

Statutory guidance core theme	Pupils should know...	Learning objective	Learning outcomes	Key questions	Key words
<b>Families and people who care for me</b>	That others' families, either in school or in the wider world, sometimes look different from their family but that they should respect those differences and know that other children's families are also characterised by love and care.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.	I know that I am uniquely special. I know that there are lots of different types of families I understand that there are many different types of positive love.	What is the best thing about being a part of your family? In what ways are our families different and special?	Different; Special; Unique; Love; Care
<b>Caring friendships</b>	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.	I know what a secret is.I know what a surprise is.I can tell someone if I am asked to keep something a secret that makes me feel uncomfortable, worried or afraid.	Are surprises usually nice or fun? How does it feel if someone plans a surprise for you? Are secrets nice or fun? How does it feel if someone asks you to keep a secret?	Secret; Surprised; Excited; Worried

<b>Respectful relationships</b>	The importance of self-respect and how this links to their own happiness.	Pupils can recognise and celebrate their strengths and achievements, setting simple but challenging goals.	I have considered my self-esteem. I can recognise and celebrate my strengths. I have set a goal for myself.	Can you describe a time you have felt proud of yourself? Is that feeling stronger when you have worked harder for it?	Self-esteem; Self-respect
---------------------------------	---	--	---	---	---------------------------

Year Group: 3

Statutory guidance core theme	Pupils should know...	Learning objective	Learning outcomes	Key questions	Key words
<b>Families and people who care for me</b>	The characteristics of healthy family life, commitment to each other including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	I can recognise the different types of family relationships people enjoy. I can identify the different types of family relationships I am in. I have considered the ways people show they care for each other within a respectful relationship.	What relationship behaviour is most important to you? Does this help you to enjoy a respectful relationship? How important is it that everyone involved in a relationship is respectful towards each other?	Family; Relationship; Respect
<b>Caring friendships</b>	That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Pupils can distinguish different kinds of conflict; know when and where to get help.	I can talk about my opinions and explain my views. I can resolve differences by looking at alternatives.	What kinds of things cause arguments between friends? Are disagreements always bad? Is it ever useful to be angry?	Arguments; Disagreements; Conflict; Resolution
<b>Respectful relationships</b>	What a stereotype is and how stereotypes can be unfair, negative or destructive.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl.	I recognise that there are ways in which some people believe that boys and girls should behave. I recognise that everyone has similarities and differences, irrespective of gender. I know that I can follow any aspiration I have for myself.	Does being born with the body of a boy or a girl make any difference to your feelings, likes and dislikes? Should someone change the things they want to do to avoid other people being unkind to them, if this makes them unhappy?	Gender; Stereotype

Year Group: 4

Statutory guidance core theme	Pupils should know...	Learning objective	Learning outcomes	Key questions	Key words
<b>Families and people who care for me</b>	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they do not want to or are not making the decision freely for themselves.	I understand what marriage is and why this is something special between two people. I have explored the reasons why some people choose not to get married. I know that marriage should always be a choice.	Is being in love more important than being married? How would you feel if someone else picked a person for you to spend the rest of your life with? What does it mean to share a lifelong commitment?	Marriage; Forced Marriage; Arranged Marriage
<b>Caring friendships</b>	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.	I can recognise situations that I will need help to manage, including peer pressure. I know who I can ask for help. I have practiced asking for help.	Are there times that people put us under pressure to do things we would prefer not do? Are there times we put pressure on people to do things they would prefer not to do?	Peer pressure
<b>Respectful relationships</b>	That in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority.	Pupils recognise differences and similarities between people arise from a number of factors, including family and personal identity.	I know everyone is both similar and different to other people. I have considered how my family is unique to me. I can celebrate my uniqueness, knowing it should be respected.	How does it feel knowing we are connected through some shared similarities? Why is it important to respect people's differences?	Similar; Different; Identity; Respect

Year Group: 5

Statutory guidance core theme	Pupils should know...	Learning objective	Learning outcomes	Key questions	Key words
<b>Families and people who care for me</b>	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	Pupils know that there are different contexts in which families can be stable and caring.	I can identify different ways families express care for each other. I recognise some children and young people may be young carers at some points in their lives. I understand that care is at the heart of a happy family.	What ways do your family express care for each other? How does it feel when someone shows you that they care for you? How does it feel when you show someone that you care for them? How can expressions of care support stable, happy families?	Caring; Young carers
<b>Caring friendships</b>	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.	Pupils can identify healthy friendships, recognising the skills to manage and maintain healthy friendships.	I can identify the relationships that I am in. I can identify healthy and unhealthy friendships, including how these make me feel. I recognise the skills to respond to an unhealthy relationship.	What different types of relationships can people be in? Can some 'friendships' feel unhealthy or unsafe? What can people do to manage an unhealthy or unsafe friendship?	Friendship; Relationship; Unhealthy; Unsafe

<p><b>Respectful relationships</b></p>	<p>What a stereotype is and how stereotypes can be unfair, negative or destructive. The conventions of courtesy and manners.</p>	<p>Pupils know the correct terms associated with gender and sexuality and that using these words to be unkind is homophobic, biphobic and /or transphobic bullying. They understand that this is unacceptable.</p>	<p>I know the words to describe some types of identity. I know that using these words to be unkind is bullying and that this is unacceptable. I have considered ways to respond to these types of bullying.</p>	<p>Have you ever heard someone use words like 'gay' to be unkind about someone or something? Have you know what to do?</p>	<p>Gender; Sex; Intersex; Transgender; Gay; Lesbian</p>
--	--	--	---	--	---

Year Group: 6

Statutory guidance core theme	Pupils should know...	Learning objective	Learning outcomes	Key questions	Key words
<b>Families and people who care for me</b>	How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.	Pupils safely explore examples of unhappy and unsafe family relationships, including identification of healthy responses to safely seeking help.	I understand that not everyone enjoys safe and happy family relationships. I know that running away from a family is risky. I can list safe people and safe places if I need help or advice.	What things can happen within a family that someone might find upsetting or difficult to cope with? Why might someone feel they need to leave their family? What is the safest way for someone to get help if they feel unhappy or unsafe within their family relationships?	Running away; Risk; Safety; Secrets; Grooming
<b>Caring friendships</b>	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Pupils know some cultural practices are against British law, including FGM.	I know that FGM is against the law. I know FGM is a form of abuse. I know how to support a friend who I am worried might be at risk of FGM.	What would it be like if someone took away the things that gave you pleasure?	Pleasure; Female Genital Mutilation; Vulva; Clitoris; Circumcision

<p><b>Respectful relationships</b></p>	<p>About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.</p>	<p>I know the correct terms to describe gender and sexuality. I know that treating someone unkindly because of their gender and/or sexuality is a type of bullying. I have considered respectful ways to communicate about gender and sexuality.</p>	<p>Can you think of any examples of heteronormativity (where we assume people are attracted to people of the opposite gender to themselves)? What impact does heteronormativity have?</p>	<p>Heteronormativity; Homophobic; Biphobic; Transphobic.</p>
--	--	---	--	---	--



## Democracy



- Children involved in Democratic processes: e.g. choosing school councillors, class rules/working agreement
- Pupils involved in recruitment of staff
- Strong pupil voice e.g. an active school council
- Democracy linked assemblies
- Governor/pupil focus groups
- Suggestion boxes/ask it baskets available for children and parents
- Use of current affairs to influence planning and lessons
- Debates based on elections and Life Skills topics
- Election process to mirror e.g. political leadership

## Mutual Respect



- Life Skills curriculum including social, emotional aspects of learning incorporated across all year groups
- Debating, exploring feelings and issues.
- Positive relationships encouraged and modelled, pupil - pupil, adult - pupil, adult—adult
- Individual achievements celebrated
- R.E. curriculum
- REAL PE curriculum
- Anti-bullying/Friendship week
- School Council
- Schools Sport Partnership
- Friendship Squad
- Supporting charities local, national and global
- Use debate to promote listening too and valuing other people's opinions and using these to share their own opinions
- Reading buddies (Reception & Yr 5)
- Y5/6 Lunchtime monitors

## Tolerance of those of different faiths and beliefs



- Mattishall Primary Aims and Values
- R.E., MFL & Life Skills curriculum
- Equalities policies
- Assemblies and class work promote the diversity of society and the right for each person to be respected and valued regardless of their ability, gender, faith, heritage or race.
- Visitors are invited into school to share their knowledge of different faith communities and to enhance learning
- World events are used as opportunities to positively reinforce life and culture around the world (World Cup, Olympics)
- Other cultures are studied through class themes or whole school themed weeks
- Black History Month
- LGBT History Month/Pride in school's week
- Reflection opportunities in assemblies.
- Educational visits to places of worship including the local church
- Use of current affairs to discuss other cultures



# Mattishall Primary British Values

## Rule of Law



- Class agreement established by pupils and staff at the beginning of the year
- School Behaviour and Relationship policy - all stakeholders are aware of the policy and it is understood and followed.
- Reward systems in school
- Pupils have regular opportunities to reflect e.g. on their learning, and learning behaviours across the curriculum.
- Yr6 attendance at Crucial Crew.
- Stakeholder questionnaires relating to behaviour, safety etc
- School links with the local police and fire services.
- Assemblies with a focus linked to the law e.g. school rules, Parliament etc
- An extensive Road Safety programme throughout the school

## Individual Liberty



- Pupils' roles in school e.g. Reading Buddies, Librarians, Yr6 lunchtime monitors, Eco Ambassadors
- Understanding responsibility in school in terms of behaviour and learning attitude.
- Pupils encouraged to make choices in a safe and supportive environment within and beyond school.
- School values known and articulated by school community members
- Values addressed in assemblies and class
- Values displayed around the school and evident in action
- Home / school agreements on entry
- Online-safety
- Children learn about times within history when individual liberty has been challenged or compromised such as WW2.
- Enrichment activities including, educational visits and visitors to school

# Our Shared British Values



## I Really Do Matter

### **I**ndividual Liberty

- I make the right choices
- I take responsibility for my actions
- I understand the consequences of my actions
- I manage risks
- I know how to exercise my rights and freedoms in an appropriate way

### **R**ule of Law

- I value and understand the importance of rules and laws
- I follow school rules and understand why there is a consequence if I do not
- I understand that everybody is responsible for rules and laws
- I know rules are there to protect me

### **D**emocracy

- I know I have a voice and my opinions will be heard
- I can listen carefully to others
- I know how to discuss an issue in a calm way and can show respect for others even if I disagree
- My vote counts

### **M**utual Respect and Tolerance

- I know my behaviour, actions and words affect others
- I understand and respect that not everyone is the same as me and everyone needs to be treated as an individual
- I know that life is not the same for everyone
- I understand that people's faiths and beliefs are different and I respect that

## TOP TIPS FOR TALKING TO YOUR CHILD about their; feelings, bodies, relationships, puberty and sex



Talking to your child about their feelings, bodies, relationships, puberty and sex is important; building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing importance arise and may help to reduce risk taking behaviours as they approach adulthood.

Your child needs to know that it's OK to talk, and that you're happy to talk about it. They'll learn this through your body language, tone and manner when you talk, so try to behave as though you would in any other normal, everyday topic of conversation.

Simple strategies to make talking about bodies, relationships, puberty and sex more comfortable:

- Start off by talking about something that you both find more comfortable, such as feelings and emotions.
- Ask them what they think their friends know/think about the topic, as this provides a way to talk about your child's views indirectly.
- Avoid 'The Chat'. Talk about these issues little and often, over everyday events like washing up or watching TV. This can help to normalise the conversation, and ease uncomfortable feelings.
- Don't leave it too late. Start talking about puberty before you feel your child is approaching it so that you already have strong channels of communication established in readiness.
- Be prepared to listen. Your child will want to have their voice heard without feeling judged and feeling listened to will encourage them to come to you to talk about issues in the future.
- If they ask you a question that you are not sure how to answer, that is OK. Suggest that you find out the answer together and then you will both know!
- Try to listen calmly, even if what they say surprises or concerns you. Try to remember that it is good that they are comfortable to discuss issues with you, and that they need to trust you will not respond negatively.

**Make sure they know that they can always talk to you anytime, about anything.**

**If you need any further support please do not hesitate to contact the school.**

# The Protected Characteristics



## Supportive websites:

**NSPCC**

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>

**Family Action**

[https://www.family-action.org.uk/?gclid=EAIaIQobChMIjuD9gKub6gIV0WDmCh276A-nEAAYASAAEgIRVPD\\_BwE](https://www.family-action.org.uk/?gclid=EAIaIQobChMIjuD9gKub6gIV0WDmCh276A-nEAAYASAAEgIRVPD_BwE)

**Barnardos**

[https://www.barnardos.org.uk/what-we-do/helping-families?gclid=EAIaIQobChMI9-vwtKub6gIV34BQBh0-6wd5EAAAYAiAAEgJAPPD\\_BwE](https://www.barnardos.org.uk/what-we-do/helping-families?gclid=EAIaIQobChMI9-vwtKub6gIV34BQBh0-6wd5EAAAYAiAAEgJAPPD_BwE)

**Stonewall**

<https://www.stonewall.org.uk/>

**Norwich Pride**

<https://www.norwichpride.org.uk/>

**Young Minds**

<https://youngminds.org.uk/find-help/for-parents/>

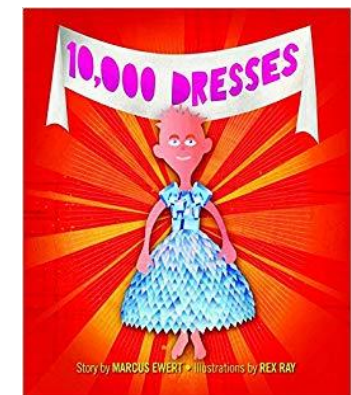
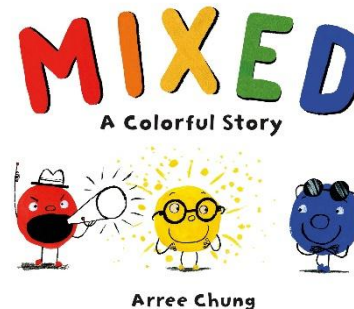
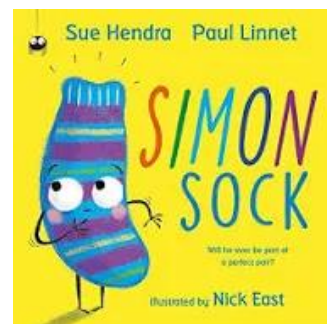
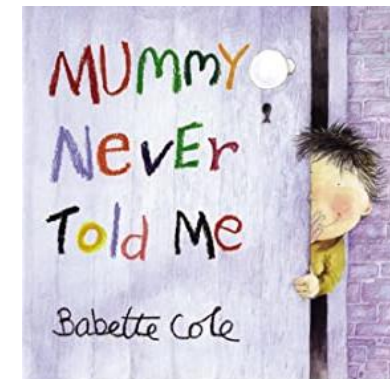
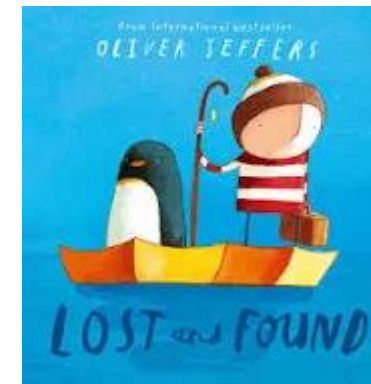
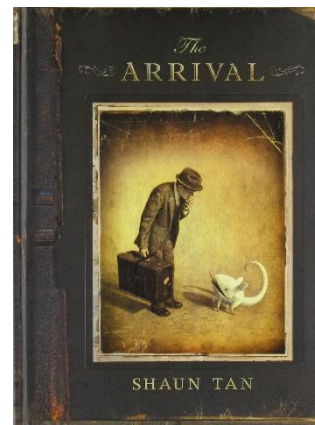
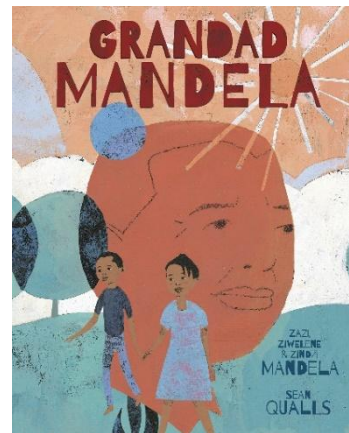
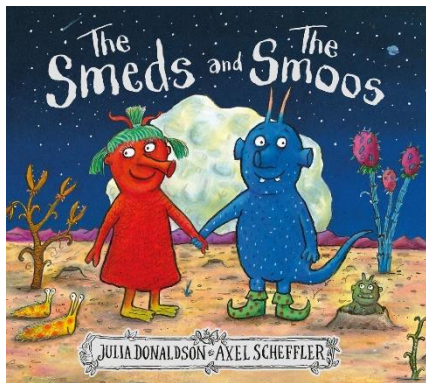
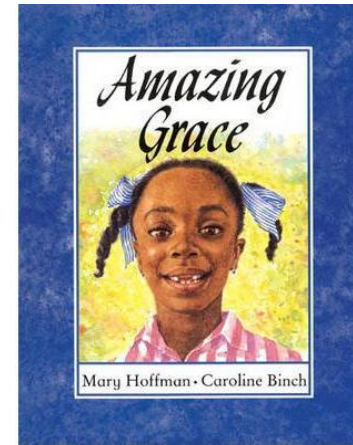
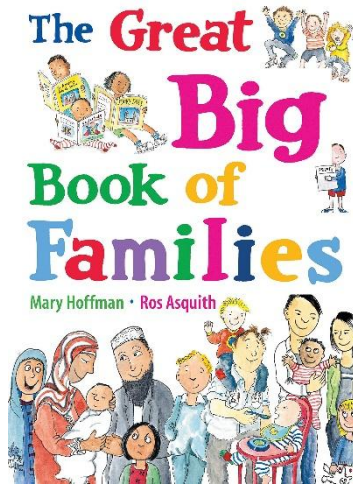
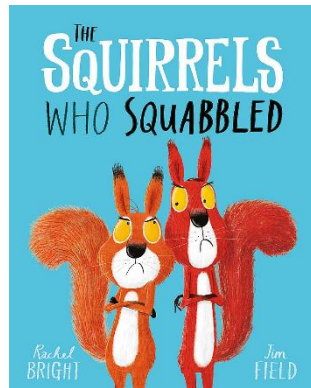
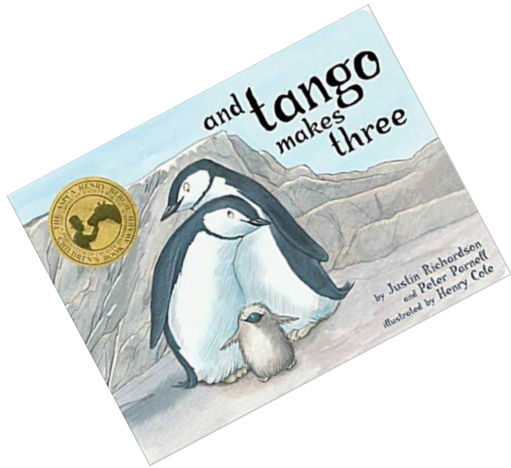
**Amnesty International**

<https://www.amnesty.org.uk/>

**Education against Hate**

<https://educateagainsthate.com/parents/>

Some books you may find supportive to use as a conversation starter:



Some books you may find supportive to use as a conversation starter:

