



**Using Stories in RSE  
EYFS & Key Stage 1  
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## Using stories in Relationships Education - a guide for primary teachers

"The people all stood on the beach, and he told them many things in parables." Matthew 13:3

"Jesus sits by the seashore and teaches," James Tissot (1836-1902)

Telling stories is one of the ways we express ourselves as humans and is a critical part of teaching about relationships. Stories enable teachers to explore a whole range of experienced and imagined emotions at a distance, through the characters, asking and answering questions about relationships with ourselves, each other and God. A typical school day shares many stories, some intentionally as part of the curriculum, and others form part of the accounts of daily life, who said what to whom, what constituted lunch or what awaits at the end of the school day. Listening to stories read aloud enables children to notice the rhythms and patterns of language; it allows them to enjoy and access stories they may not otherwise meet, and that may be beyond their level of reading comprehension. Reading aloud as listeners or through shared reading has particular application in Religious Education and should offer opportunities to teach RSE and RE simultaneously. Religious faiths all share a narrative about how their religion came into being, about the beliefs and values of their faith and stories of inspirational lives. As a result, curriculum RE affords many opportunities for the use of story. Frank Rogers in 'Finding God in the graffiti' (2011) suggested the use of story in the following areas in the classroom.



*"Did not our hearts burn within us as he talked to us on the road and explained the scriptures to us?"  
Luke 24:32*

**1. Cultural & Religious literacy** Stories tell the history of a given (faith) community, which may include creation stories, stories of the founder(s), biographical stories of inspirational members of the religious group and narratives that offer members guidance on how to lead faithful lives.

**2. Personal identity** Stories provide an interpretative lens of cultural or religious narrative that suggests a different perspective on life, for example, the parables of mercy in St. Luke's Gospel. They also enable readers to identify with characters with stories and use them as a means to express fears, vulnerabilities, hopes and dreams.

**3. Contemplative encounter** The revelation of God forms part of the context of a story, such as 'The Lion, the Witch and the Wardrobe' or through an autobiographical account of life, for example, 'The Story of a Soul- the autobiography of St. Therese of Lisieux'.

**4. Critical reflection skills** Stories that enable the reader to understand the choices made by a protagonist and the constructive or destructive effects of such decisions. In Roald Dahl's 'Danny, the Champion of the World', Danny observes how the adults in his life choose to behave with kindness or unkindness with very different outcomes.

**5. Creative vitality** Telling and writing stories can be one of the most creative ways in which children can engage with the values expressed in a narrative. It can demonstrate clearly whether they are able to express an understanding either through an imaginative story about virtues, such as justice, charity or self control, or an autobiographical narrative of how in their own lives they have demonstrated choices that take them towards God.

**6. Social empowerment** Stories demonstrate the abilities, responsibilities and commitment needed to bring about social change. Stories illustrate this in various ways, from a societal change as in Unicef's 'For every child' to creating social justice in the playground in Michael Rosen's 'Our House'.

Linking the use of stories in all these areas with RSE requires an understanding of how story explicitly informs Catholic RE pedagogy.

*"In this way, the presentation of the Christian message influences the way in which the origins of the world, the sense of history, the basis of ethical values, the function of religion in culture, the destiny of man and his relationship with nature, are understood. Through inter-disciplinary dialogue religious instruction in schools underpins, activates develops and completes the educational activity of the school."* GDC 73

In Catholic education, stories can be used to link with the narrative of the Church. The Church, as a pilgrim people, travels towards God and this itself is part of an ongoing story. The resurrection story in St. Luke's Gospel describes two disciples going towards Emmaus. When the disciples encounter Jesus, they do not recognise him until they have listened to him explain the stories of their faith and then they know him in the breaking of the bread. In the same way, teachers can use stories to draw children's interest and understanding towards the scriptures and illustrate the depth of God's relationship with Creation. Jesus uses stories throughout his ministry to explain the Kingdom of God in human terms. The parables are especially powerful as the message they contain is congruent with Jesus' ministry. Similarly, teachers may also use stories that enable children to go on to grasp the teachings of Scripture. It is vital that children do experience the language of Scripture, but a beautiful story aimed at their age group, with attractive illustrations, may be a way to introduce a concept before the Scriptural text which may cover aspects of the RSE and RE curriculum. Employing this approach gives children the opportunity to explore how to live the Gospel message as the way to find complete happiness and, through developing a relationship with God, learning how to love themselves and their neighbour and enjoy a sense of well-being, ultimately, recognising Jesus in the breaking of the bread as his disciples.

# Stories about character education - teaching about virtue

Character education is about learning to be the best version of yourself. It links intrinsically with relationships education based on friendship. To have positive relationships, we must be friends with our characters, minds, and bodies before becoming good neighbours to others. There are many ways in which we teach character education in a Catholic school. The way the school lives out its mission as a community of faith should teach everyone about caring for the other's needs, resilience and grit. However, teaching through stories enables children to learn much about what motivates others and themselves without leaving the classroom and often within their imagination.

**What motivates behaviour?** Stories help children explore why people act in a certain way in many areas that are beyond their day to day experience. It enables conversations about making the right choices for the right reasons. This is particularly pertinent regarding friendship. To be a real friend is to want the best for that person, a giving friendship, the only basis for lasting, loving relationships. Many friendships form around utility or shared benefits, 'what's in it for me?' Whereas true friendship is about what you will give up for your friend. Stories help children explore character motivation without going through everything the characters experience and examine their actions in light of the story's lessons.

**Empathy:** When we read a story, we stand in the place of another and see the world from a different perspective. Well-chosen stories are a fantastic way to overcome the beliefs and prejudices we often hold unknowingly, see the world through others' eyes, hear different voices and walk a mile in a new pair of shoes.

Stories **inspire** us to emulate our favourite characters' behaviour and avoid the pitfalls that they reveal. Things read as children often stay with adults long after the day to day experience of school has been forgotten.

Gravissimus Educationis describes the purpose of schools to be a saving leaven (Luke 13:33) and character education is part of that work. The supreme storyteller, by example and by method, Jesus is the model for the teaching of R.E. in Catholic schools – open to all, at the service of all for the good of all.

*"Let the children come unto me, and do not hinder them, For the kingdom of heaven belongs to these"* (Matt 19:14)



More information about literature and character education can be found at <https://narnianvirtues.leeds.ac.uk/resources/overview-of-curriculum-resources/>



## Stories for EYFS and Key Stage One

The following section contains suggested texts to use for teaching about areas of human relationships education. They are divided into sections:

- i) Core texts recommended to explore key themes of relationships education, such as friendship and the core themes of RSE.
- ii) General stories to link with the relationships and PSHE curriculum.
- iii) Stories and video resources linking to the protected characteristics of the Equalities Act 2010.

# Core Texts

## **You are special by Max Lucado**

**Key theme:** We are created and loved by God. Children will learn a vital lesson - regardless of how the world sees them, God loves each of them just as they are.

Every day the small wooden people called Wemmicks do the same thing: stick gold stars or grey dots on one another.

In this heart-warming tale, Eli helps Punchinello understand how he is - no matter what other Wemmicks may think. Children will learn a vital lesson - regardless of how the world sees them, God loves each of them just as they are.

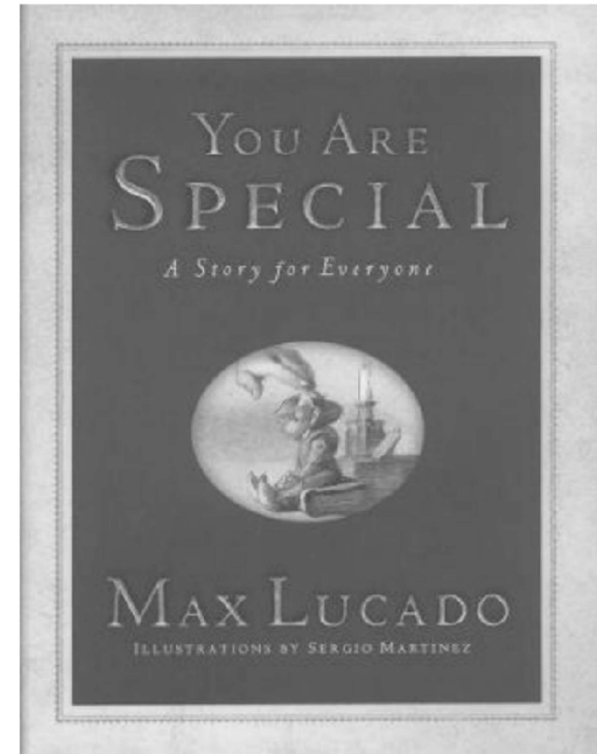
**Questions for discussion:** Why do the Wemmicks only reward the pretty and talented? How does this make characters feel? What can we learn from this about rejection and self-esteem? Why is Eli different? What does it mean that the stickers only stick if you let them?

**Links with Scripture:** Jeremiah 1:5, "Before I formed you in the womb." Psalm 139:13 "For you formed my inmost being; you knit me together in my mother's womb. Galatians 1:15 "But when God, who set me apart from my mother's womb and called me..."

**Points to consider:** Remember that St. Joseph was a carpenter, and we believe Jesus worked as a carpenter before he began his ministry. How do they think this has influenced the story?

**Links to Core Themes** 1. Growing in love for myself and God, 2 Growing in love for family, friends, 3 Growing in love for my character and well-being.

**Statutory:** Caring friendships



'You are special' is available as a 30 minute animated film on YouTube <https://www.youtube.com/watch?v=QfvAy9DFIjA>



### **Frankie the Still Fox by Ernie Christie & Mary Hosking**

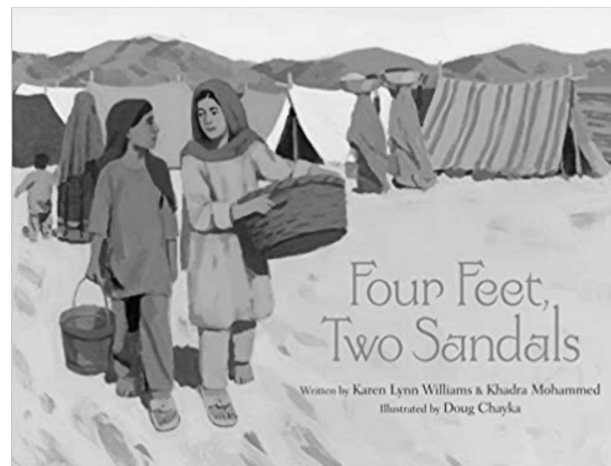
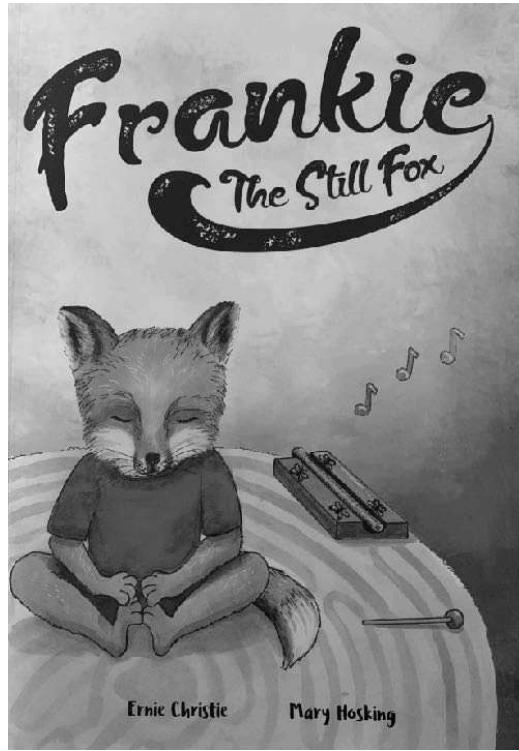
**Key theme:** To develop a relationship with God through prayer and choices about behaviour and that giving time for reflection is a simple, self-care technique. Frankie is a young fox who lives in a busy house. Each day he finds time to meditate in silence for a few moments. The picture book takes you through the steps of meditating in the Christian tradition, using the chant 'Maranatha'.

**Questions for discussion:** How does being still and silent help Frankie? Would they like quiet and calm times? How does Frankie help his family meditate? Where can they find or create quiet spaces in school or at home?

**Links with Scripture:** The word Maranatha appears at the end of St. Paul's first letter to the Corinthians and means 'Come, Our Lord'. It is used in Christian meditation as a mantra to help focus the mind and body in stillness to create silence as a space for prayer. There are numerous instances in the Gospels of Jesus withdrawing to a quiet place to pray. (Lk 5:16 Mk1:35-9, 6:31 Matt6:6-8)

**Points to consider:** Meditation offers a pathway to wellbeing for people of all faiths and none. It is not essential to say the word 'Maranatha', and children can substitute it or leave it out altogether.

**Statutory:** Mental wellbeing



### **Four Feet, Two Sandals by Karen Kynn Williams**

**Key Theme:** Caring friendship.

The story honours refugee children's experiences around the world, whose daily existence is uncertain and fearful. The two main characters, Lina and Feroza, demonstrate how a friendship grows until each will the other's good, illustrated by their sharing of a pair of sandals. The girls discover the true meaning of friendship and sacrifice.

**Questions for discussion:** What does it mean to be a real friend? Talk about the different aspects of friendship and wonder what they would give up for a friend.

**Links with Scripture:** There are many examples of friendship and sacrifice in the Bible. Here are three to consider Ruth and Naomi (Ruth 1:1-18), Jonathan and David (1 Samuel 18:1-5) and Jesus and Peter (St. John 21:15-18)

**Points to consider:** The story links with Christian belief and with the virtue of Caritas (charity), which people of many different faiths share. It may be possible to link this with inter-religious dialogue and stories about giving friendships in other beliefs and cultures.








**Statutory:** Caring friendships







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Title of Book	Author	Summary of story	Scripture links	Suggested Key stage/ Year group	Links to RSE PoS
You are Special	Max Lucado	<i>Every day the small wooden people called Wemmicks do the same thing: stick gold stars or grey dots on one another.</i> In this heart-warming tale, Eli helps Punchinello understand how he is - no matter what other Wemmicks may think. Children will learn a vital lesson - regardless of how the world sees them, God loves each of them just as they are. Why is it that only the pretty and talented seem to get rewarded? Rejection and self esteem.	Jeremiah 1:5, "Before I formed you in the womb." Psalm 139:13 "For you formed my inmost being; you knit me together in my mother's womb. Galatians 1:15 "But when God, who set me apart from my mother's womb and called me..."	KS1/2	<b>Core Theme 1.</b> Growing in love for myself and God. <b>Core Theme 2.</b> Growing in love for family, friends. <b>Core Theme 3.</b> Growing in love for my character and well-bring
For every child	Unicef	'Whoever we are, wherever we live, these are the rights of every child under the sun, and the moon and the stars.' In November 1989 the United Nations formally adopted 54 principles which make up the UN Convention on the Rights of the Child. From the right to a name and a nationality to the right to education and play and special protection for disabled children, the fourteen rights most pertinent to young children have been carefully chosen and interpreted here in simple language The rights and responsibilities of individuals.	Exodus 20:1-17 The Ten Commandments (Decalogue) Matthew 22:26-40 The greatest commandment Works of Mercy CCC 2447	KS2	KS2. <b>Core Theme 2:</b> Relationship in communities
Grandad's Prayers of the Earth	Douglas Wood	There are many ways to pray, says Grandad to his grandson. The boy listens to all this with fascination as Grandad seems to make the world just right. Then one day Grandad is gone and the boy is heartbroken. Will the world ever seem right again? There are many ways to pray. The relationship between a boy and his Grandad. Bereavement.	John 14:2 "My Father's house has many rooms..."	KS2	KS2. <b>Core Theme 2.</b> <b>Core Theme 3.</b>
The Tower to the Sun	Colin Thompson	The richest man in the world looked out across the city, 'When I was your age, ' he said to his grandson, 'the sky was blue and the sun was so bright you couldn't look at it...' But the boy could not know what he meant, for now there was no blue sky, and, worst of all, no sun. The earth was covered with a pall of yellow fog like an old blanket and no one had seen the sun for twenty years. The richest man in the world decided he had to feel its warmth one last time. Care for creation.	Genesis 11:1-9 The Tower of Babel Psalm 24 "The earth is the Lord's."	KS1/2	KS1&2. <b>Core Theme 1</b> Responsibility <b>Core Theme 2.</b>
Children just like me	Unicef	Tadessa from Ethiopia, Suchart from Thailand, Celina from Brazil ... each has hopes and fears dreams and beliefs. Their cultures are different yet in many ways their daily lives are very similar as are their hopes for the future and their ways of looking at the world. Over the past two years a photographer and a teacher have travelled to more than 30 different parts of the world to meet these children. Their stories are recorded in this remarkable book published to coincide with the 50th anniversary of the United Nations Children's Fund (UNICEF). Diversity and similarity.	Galatians 3:28 "You are all one in Christ." Matthew 8:5-13 The faith of the Centurion.	KS1/2	KS2. <b>Core Theme 1.</b> KS1&2. <b>Core Theme 2,</b>

The Lorax	Dr Seuss	The Lorax is the original eco warrior and his message still rings loud today in this fable about the dangers of destroying our forests, told in the trademark rhyme of the irrepressible Dr. Seuss. The Lorax is the original eco warrior as he tries to save the Truffula trees from the greedy once-ler's axe. Care for creation.	Genesis 1: 1-31 The first Creation story. Psalm 19:1-6 "How clearly the sky reveals God's glory!" Psalm 148 "Praise the Lord from the heavens."	KS1/2	KS1&2. <b>Core Theme 1</b> Responsibility <b>Core Theme 2.</b>
Miss Rumphius	Barbara Cooney	Using our gifts and talents for the good of God's world and others.	Matt 25:14-30 Parable of the Talents 13:1-23 Parable of the Sower	KS1/2	KS1&2. <b>Core Theme 1</b>
The Christmas Truce	Hilary Robinson and Martin Impey	It's Christmas Eve 1914. A group of tired soldiers start singing Stille Nacht. Soldiers the other side of No Man's Land respond with Silent Night. The next day, soldiers on both sides put down their weapons and celebrate the spirit of Christmas Day with a friendly football match. In the sequel to the hugely popular Where The Poppies Now Grow, The Christmas Truce finds soldiers Ben and Ray shaking hands in friendship with Karl and Lars, a tribute to that remarkable moment in history when, for one day, peace found a place. A celebration of the human spirit, friendship and difference.	Matt 5:44 "Love your enemies and care for those who persecute you." Romans 12:14 "Bless those who persecute you."	KS1/2	KS2. <b>Core Theme 1&amp;2.</b>
The Smartest Giant in Town	Julia Donaldson	George is a scruffy giant who wishes he was smarter. He gets a smart suit of clothes but keeps meeting people who need his help. Gradually, he gives away his new clothes and returns to his scruffy outfit.	Luke 10: 25-37. The Good Samaritan.	EYFS	Children who notice others. Children who can think about others. Children who choose kindness.
Mary Mary	Joan G Robinson	Family relationships, being the youngest and littlest.	Matt 19:14 Let the little children come to me	KS1	KS1. <b>Core Theme 3.</b>

Story	Discussion points.	Links with Programme of Study
<p>Guess how much I love you? by Sam McBratney.</p> 	<p>How much does big nut brown hare love little nut brown hare? Who do you love to the moon and back? How much do you think God love's you? How do we know God loves us?</p>	<p>Theme 1: Communicating feelings. Theme 2: Family relationships, emotional vocabulary.</p>
<p>The Very Hungry Caterpillar by Eric Carle</p> 	<p>Transformation-can a caterpillar imagine what it is like to be a beautiful butterfly? Why does this happen? What is God's purpose for the caterpillar? How might they change?</p>	<p>Theme 1: Growth and change. Being curious about God's purpose in the world.</p>
<p>I love you, blue kangaroo by Emma Chichester Clark</p> 	<p>What happens when the little girl stops thinking about blue kangaroo? How does she show she is sorry? Does this mend the relationship?</p>	<p>(Can link with the parable of the lost sheep.) Theme 1: Caring about the feelings of others, think about how behaviour affects others, Theme 2: Saying sorry.</p>
<p>The Selfish Crocodile by Faustin Charles</p> 	<p>What does 'selfish' mean? What happens to the crocodile because it is selfish? How is the mouse generous? Why does the mouse help? How do we care for creation?</p>	<p>Theme 1: Responsibility towards creation Theme 2: How behaviour affects others. Theme 3: Caring for their health and well being, good and not good feelings</p>
<p>Room on the Broom by Julia Donaldson</p> 	<p>Does the witch make rules for who is allowed on the broom or does she keep saying 'yes'? Do we behave in the same way? Are any of the animals the most important? Who are you important too?</p>	<p>Theme 1: Respect &amp; understand difference. Theme 3: Recognising own worth and the worth of others as creations of God.</p>
<p>Giraffes Can't Dance by Giles Andreae</p> 	<p>Understanding that we all have different talents.</p>	<p>Theme 1: Know God creates us as individuals with gifts and abilities that can grow. Theme 3: Making choices about how to behave</p>
<p>This is Our House by Michael Rosen</p> 	<p>There is a freely available animation of Michael's Rosen's 'This is Our House' at <a href="https://www.youtube.com/watch?v=wf_n6yjr9T0">https://www.youtube.com/watch?v=wf_n6yjr9T0</a> Where is God's house? Can everyone enter?</p>	<p>Theme 1: understand difference, feelings of self and others, responsibilities towards others. Theme 2: Unkind behaviour, feeling hurt and hurting others. John 14:12 "In my father's house there are many rooms."</p>

Story	Discussion Points	Links with Programme of Study
Creation (First Account) Genesis 1:1-31 	How do children experience the beauty of creation? How do we find out about how creation works? Planting seeds, watching flowers grow etc. How do we look after the world God has gifted to us?	Theme 1: Be curious about the world and their purpose as part of creation. What are our responsibilities to look after the world? Theme 3: Similarities and differences between boys and girls (created with the same purpose, different looks).
Noah Genesis 6-9 	How does God care for Noah, his family and the animals in the ark? What promise does God make to all the people of the earth at the end of the story?	Theme 1: People and animals reproduce. Theme 2: Responsible for the environment. God invites us into his family.
The Call of Samuel Samuel 3:1-20	What does Samuel say to the call of God? How do we listen to God's call? What is prayer?	Theme 1: Choosing friendship with God
The lost sheep Luke 15:3-7 	Why does the shepherd go looking for the lost sheep? What does this story mean to you, who cares for you like the shepherd? What is Jesus saying about God's love for us?	Theme 1: Choosing friendship with God Theme 2: Forgiveness, Jesus' teaching, responsibility.
Zacchaeus Luke 19:1-10 	Why didn't people like Zacchaeus? Are there people we don't like today (because of their job or other reasons)? What does Jesus' example teach us to do? What did Jesus ask him to do? What does this story tell us about our lives? How have you learned to love as Jesus loved?	Theme 2: Forgiveness, Jesus' teaching, valuing others who are different. Theme 3: Being truthful

**Title of Book: Miss Rumpkins**  
**Author: Faustin Charles Suggested Key Stage 1-lower 2**

Summary of story	Discussion Points	Links with Programme of Study for RSE	Scripture Links
Miss Rumpkins is a girl on a journey with a mission for herself and for the world. First she fulfils her goals, then she sets out to tell everyone what she has done, she catechises.	Life cycles- how things grow and change. How do we make a difference to our world? One person can make a difference. Something that starts small can grow. Connections - you can make more of a difference with more of you. Individuality- we don't always fit in- difference- judgements	Core Theme 1: Know that they are individuals and that they have gifts and abilities. Notice the ways in which they are the same as or different from other people. Respect and seek to understand difference. Notice that they have talents and they can grow in these talents. Know their responsibilities towards themselves, other people and creation.	Matt 25:14-30 Parable of the Talents 13:1-23 Parable of the Sower Parable of the mustard seed. Matt: 13:31-2

**Title of Book: The Selfish Crocodile**  
**Author: Faustin Charles Suggested Key Stage 1**

Summary of story	Discussion Points	Links with Programme of Study for RSE	Scripture Links
Crocodile was being grumpy and selfish, wouldn't let anyone else go in the river. One day, he was hurt and upset, but no one would help him at first as they were scared of him because he wasn't nice. A mouse takes pity & finds out that the crocodile has toothache. Mouse removes the tooth so crocodile is no longer in pain. Crocodile then allows the other animals to share the river.	Discuss how this relates to real life situations, being brave and having the courage to stand up to others. Also about being forgiving and making positive changes, learning from your own mistakes. Everyone is invited to be like Jesus, to be brave, forgiving and to take the right path, which is in itself an act of courage.	Core Theme 1: Know their responsibilities towards themselves, other people and creation. Core Theme 2: To recognise unkind behaviour, either by them, towards them or others, how to respond, who to tell and what to say. Core Theme 3: Responsibilities for their own health which include physical	The Good Samaritan Luke 10:29-37 Helping others is a choice. The parable of the lost sheep. Luke 15. (The crocodile returns to the right path) Matthew 25:35-46. What you do to the least of these, you do unto me.

**Title of Book: Are you sad, little bear?**  
**Author: Rachel Rivett Suggested Key Stage 1**

Summary of story	Discussion Points	Links with Programme of Study for RSE	Scripture Links
Little Bear is sad as Grandmother Bear has walked away forever, as old bears do. Mother Bear suggests that they go and look for answers in the wild wood. It is autumn and the wood is changing, little bear asks if things are sad to change.	Why is change happening? Why are things in the wood happy to change? Do you know a different name for the Great Heart that holds everything for always?	Core Theme 1. Being curious about God's purpose in the world. Core Theme 2. Their part in their family. Their invitation to be part of a wider family of God. Core Theme 3. Reflecting on good and not so good feelings, developing a vocabulary to describe their feelings to others and simple strategies for managing feelings.	The story of Creation Gen.1-2:4 'I am the resurrection and the life'. John 11:25 In my father's house there are many rooms John 14:2

<b>Title of Book:Lost and Found.</b> <b>Author:Oliver Jeffers Suggested Key Stage 1</b>			
Summary of story	Discussion Points	Links with Programme of Study for RSE	Scripture Links
<p>Once there was a sad, lonely penguin who appeared at the door of a young boy. The boy decided he must be lost, so he set off to find his home. The boy asked the Lost and Found Office, some birds, and even his rubber duck, but no one knew where he belonged. Then he read that penguins were from the South Pole, and decided to help him get back there. Together they set out across the sea but when they reached the South Pole, the boy discovered that sometimes what you're looking for is right in front of you all along.</p>	<p>Explore why the penguin follows the boy. What does he want? The boy made a mistake leaving the penguin at the South Pole. Discuss mistakes that the children might have made in the past. How did they resolve them? The penguin was lonely... Discuss what it means to be lonely and how we can help others when they are feeling lonely. What can we do when we feel lonely ourselves?</p>	<p>Core Theme 2. Their part in their family. Their invitation to be part of a wider family of God. Their belonging in various groups as communities such as home, school and parish. That sometimes they need to say sorry to people because of their behaviour. Core Theme 3. Reflecting on good and not so good feelings, developing a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p>	<p>The three parables of God's Mercy Luke 15. The parable of the prodigal son. The parable of the lost sheep. The parable of the lost drachma.</p>

<b>Title of Book: The Owl Babies.</b> <b>Author:Martin Waddell</b> <b>Suggested Key Stage 1</b>			
Summary of story	Discussion Points	Links with Programme of Study for RSE	Scripture Links
<p>Three owl babies wake up in the night and their mother is gone. Where is she and will she return?</p>	<p>Which owl babies has faith their mother will return? How is this like our faith in God's protection?</p>	<p>Core Theme 2. Their part in their family. Their invitation to be part of a wider family of God.</p>	<p>Daniel in the Lion's Den Daniel 6:17-24 The Lord's Prayer Matt. 6:7-15</p>

<b>Title of Book: The Very Hungry Caterpillar.</b> <b>Author:Eric Carle</b> <b>Suggested Key Stage 1</b>			
Summary of story	Discussion Points	Links with Programme of Study for RSE	Scripture Links
<p>The egg hatches and becomes a caterpillar. the Caterpillar eats and eats until it is transformed into a butterfly.</p>	<p>Transformation-can a caterpillar imagine what it is like to be a beautiful butterfly? Why does this happen? What is God's purpose for the caterpillar? How might they change? Was the caterpillar greedy (unhealthy food)? Food is nourishment.(How does communion nourish us?) God provides us with what we need including a beautiful world.</p>	<p>Core Theme 1. Growth and change. Being curious about God's purpose in the world.</p>	<p>The Resurrection John 20:11-18 Mary does not recognise Jesus at first until he calls her name. 'I am the bread of life' John 6:35 story of creation, God creates something beautiful from nothing, Gen:1</p>

**Title of Book: Friends.  
Author:Kathryn Cave  
Suggested Key Stage 1**

Summary of story	Discussion Points	Links with Programme of Study for RSE	Scripture Links
Two characters, one big, one little. The little one recognises everything the big one does for him.	Talk about what children can do to help others. Being a good friend to others. Do to others what you would be prepared to have done to yourself. Saying sorry after a fall out.	Core Theme 1.Communicate their feelings to others.Care about the feelings of others and know how Jesus cared for people.Think about their behaviour, recognise the choices they make and how these affect other people. Learn from their experiences, and say 'thank you' when appropriate. Core Theme 2. That sometimes they need to say sorry to people because of their behaviour.	Matthew 25:35-46. What you do to the least of these, you do unto me.

**Title of Book: Room on the Broom  
Author:Julia Donaldson Suggested Key Stage 1**

Summary of story	Discussion Points	Links with Programme of Study for RSE	Scripture Links
The witch keeps losing things and various animals help her in return for a ride on the broomstick. When the witch is faced with a dragon, the animals join together to stand up to the dragon and save her.	Helping others, protecting the weak and showing loyalty. Critically reflect on what they would do faced with danger and how the story would be different if the animals had turned away. Social Empowerment - The animals did not know the witch but they helped because it was the right thing to do even though there was no tangible reward available.	Core Theme 1. Be curious about themselves and their purpose in the world. Notice the ways in which they are the same as or different from other people. Respect and seek to understand difference. Communicate their feelings to others. Care about the feelings of others and know how Jesus cared for people. Think about their behaviour, recognise the choices they make and how these affect other people. Know their responsibilities towards themselves, other people and	The Good Samaritan Luke 10:29-37 Helping others is a choice. The Beatitudes Matt.5 1-12 The Decalogue (Ten Commandments) Ex.20:1-17

**Title of Book: Guess How Much I Love You.  
Author:Sam McBratney  
Suggested Key Stage 1**

Summary of story	Discussion Points	Links with Programme of Study for RSE	Scripture Links
Two hares, little hare is trying to put off his bedtime, so keeps asking how much big hare loves him. Big hare gives him lots of ideas, e.g. as wide as his arms, from head to toes, etc. Eventually, big hare says he loves little hare to the moon and back. Love is not an easy thing to measure.	Love is not finite it goes on and on. How much does God love you? God always loves, no matter what.	Core Theme 3: The belief that they have worth as a creation of God.	Psalms 136: 1-3 Alleluia! Give thanks to Yahweh, for he is good, his love is everlasting! John 13:34-35 Love one another as I have loved you.



**Title of Book: The Rainbow Fish.  
Author: Marcus Pfister  
Suggested Key Stage 1/EYFS**

Summary of story	Discussion Points	Links with Programme of Study for RSE	Scripture Links
<p>The rainbow fish boasts about his shiny scales. he is selfish and proud. He ignores the blue fish, who is desperate for a tiny scale. Despite his shiny scales, rainbow fish is not happy and he searches for happiness. The octopus tells him to give away a shiny scale. Rainbow fish shares with the little blue fish and begins to feel happy.</p>	<p>Relate to our own lives, what makes us feel superior? How do we, even subconsciously, make others feel inadequate? Discuss how selfishness and not being in a relationship with others makes us unhappy.</p>	<ul style="list-style-type: none"> <li>• Children who notice others.</li> <li>• Children who can think about others.</li> <li>• Children who can talk about why they are feeling happy or sad.</li> <li>• Children who choose kindness.</li> </ul> <p>Core Theme 2. That things they do can hurt themselves and others. That sometimes they need to say sorry to people because of their behaviour. How their behaviour can hurt other people physically and emotionally and how other people can hurt them. To recognise unkind behaviour, either by them, towards them or others, how to respond, who to tell and what to say. Core Theme 3. Reflecting on good and not so good feelings, developing a vocabulary to describe their feelings to</p>	<p>Tower of Babel Gen.11:1-9 Parables of Mercy: The Prodigal Son and the Widow's Mite. Selfishness leads to unhappiness.</p>

**Title of Book: The lion who wanted to love.  
Author: Giles Andreae  
Suggested Key Stage Foundation/Year 1**

Summary of story	Discussion Points	Links with Programme of Study for RSE	Scripture Links
<p>Leo isn't like other lion cubs. Instead of chasing zebras and antelopes, he wants to make friends and hug them. But can a lion who's so different ever fit in with the rest of the pride? Learn how Leo's need to be different brings happiness to the pride.</p>	<p>All are equal in God's eyes and have different talents to be celebrated. Leo gives up his own family to be himself and help others. Through helping those in need, Leo finds happiness. Link with concept of mercy. The final page shows Leo's weakness turned to strength as he becomes king which could be a starting point to discuss how Jesus love was his greatest strength and how he is the Servant King.</p>	<ul style="list-style-type: none"> <li>• Children who do our best. EYFS</li> </ul> <p>Core Theme 1: Know that they are special people made in the image and likeness of God. Know that they are individuals and that they have gifts and abilities. Be curious about themselves and their purpose in the world. Notice the ways in which they are the same as or different from other people. Respect and seek to understand difference. Core Theme 2: Their part in their family. Their invitation to be part of a wider family of God.</p>	<p>Call of the disciples Mark 1:16-20 The Beatitudes Matt.5 1-12</p>

## Stories to understand about difference

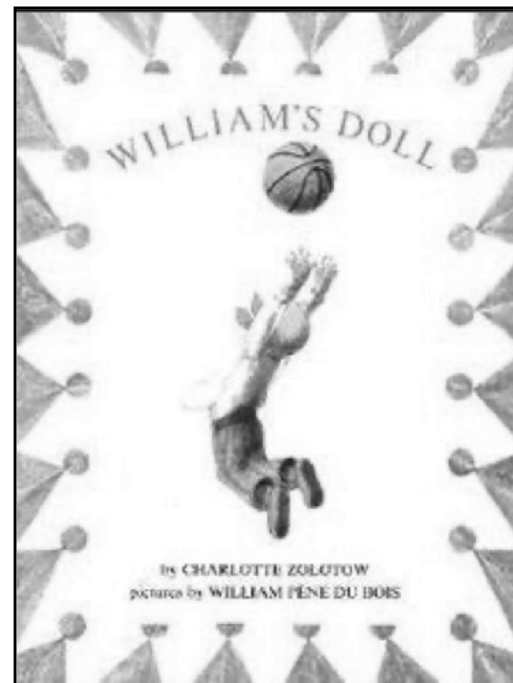
Stories are an excellent way to develop empathy with others and, as such, offer a way into learning about the protected characteristics with primary children. In Catholic education, our first duty is to teach the children about the virtue of Caritas (love or charity). *No matter who we encounter in life, we must remember that everyone is created and loved by God. We are called to love our neighbour, not tolerate them.*

The 2010 Equality Act identified what are known as protected characteristics. For reference, these are:

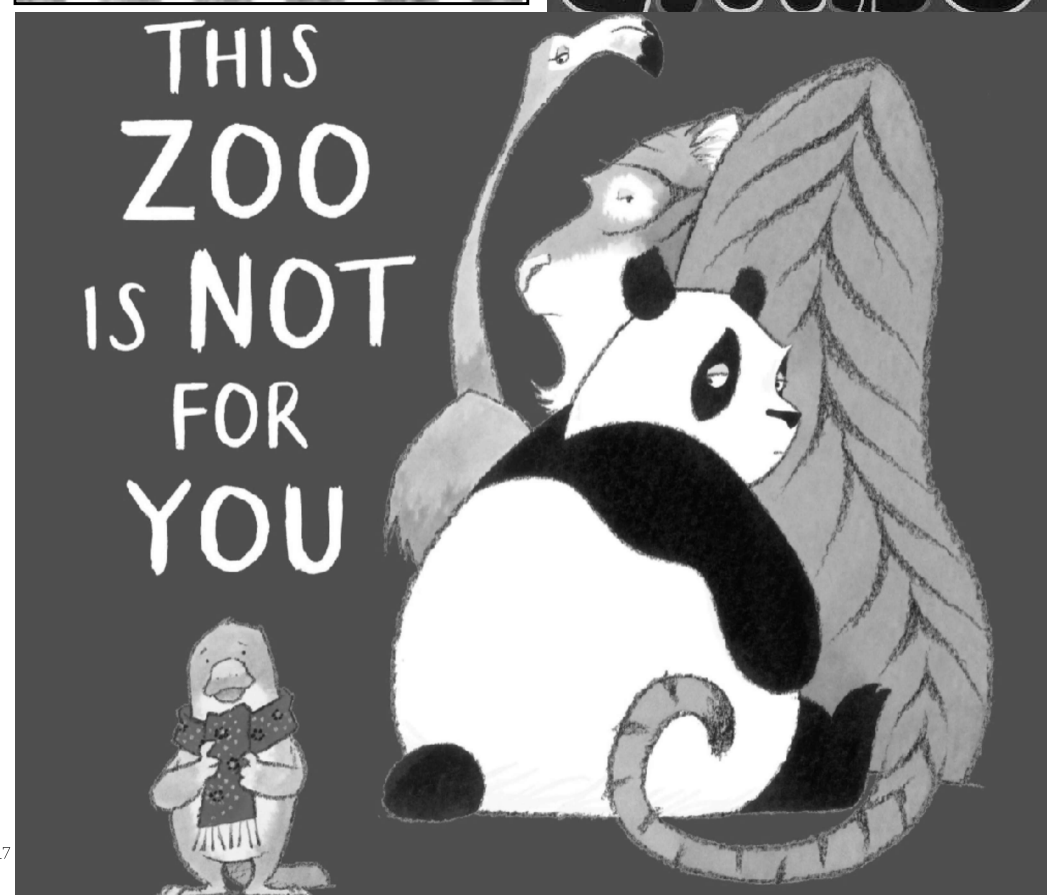
- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

In our schools, children should learn something of these different characteristics in an age-appropriate way to encourage them to be respectful of difference. However, children should understand the more profound truth that discrimination against anyone because they are different is wrong. Stories help children learn how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

One of the challenges with all labelling of people is that it can be limiting. We encourage children to see the person's dignity first and encounter them with love, followed by understanding. **These stories should only form a part of a rich reading choice which reflect a diverse society to assist in 'teaching the integration of faith, culture, and life'. (GDC 309)**



**REBEL  
SAINTS  
FOR 21<sup>ST</sup>  
CENTURY  
GIRLS**



**Key theme:** Notice the ways in which they are the same as or different from other people. Respect and seek to understand difference. Care about the feelings of others.

When a small platypus arrives at the zoo, the animals assume he has come about the job vacancy and are all keen to interview him. But the chameleons say he is too bland; the flamingos protest that he's not graceful enough and nothing is good enough for the monkeys. Poor Platypus will never impress the monkeys. No one wants him, and so Platypus leaves. The animals are sorry for their unkindness, especially when they realise the Platypus has left behind an invitation! He had come to the zoo to invite them all to his party! But the Platypus has a big heart and, with all forgiven and forgotten, he quickly welcomes his new zoo friends to a fantastic party on his PlatyBus!

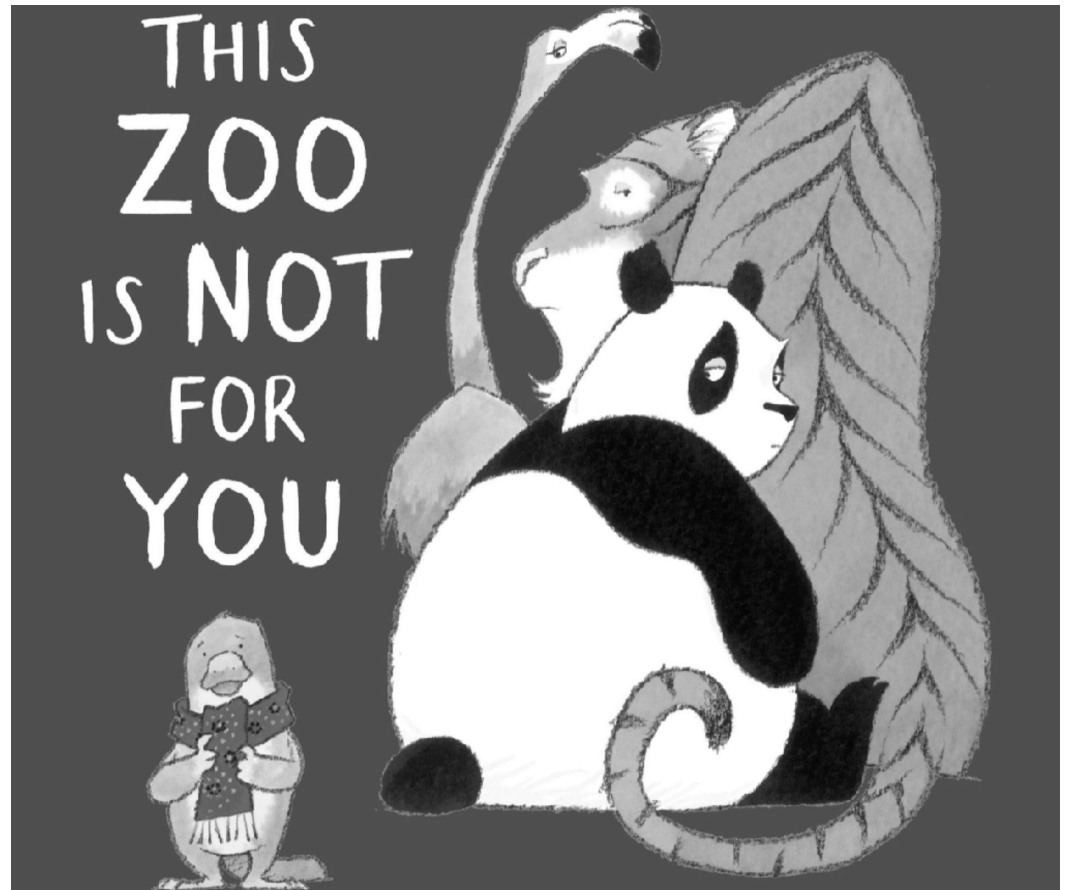
**Questions for discussion:** Why do the animals in the zoo reject the Platypus? How does this make the Platypus feel? Are there any times they have felt like this? What can they learn from this about rejection and self-esteem? Is it easy to forgive people as the Platypus does?

**Links with Scripture:** Know how Jesus cared for people. For example, know some of the stories about how Jesus welcomed and helped those at the margins of society such as healing a man with leprosy (Matthew 8).

**Points to consider:** Do new people at school feel like the Platypus? Why? Why not? In the story, some animals act in groups, why do they think that is?

**Links to Core Themes** 1. Growing in love for myself and God, 2 Growing in love for family, friends (stereotypes) 3 Growing in love for my character and well-being.

**Statutory:** Caring friendships, respectful relationships



### A selection of stories about different families

Story	Discussion Points	Themes
<p><b>Today is a no money day by Kate Milner</b> Mum is a single parent who works hard but sometimes there isn't enough money and they have to visit the food bank.</p>	<p>Is mum really not hungry? How do they have fun with no money? What would you dream of 'maybe one day'? Do we say thank you when people are kind?</p>	<ul style="list-style-type: none"> <li>• Stereotypes about family</li> <li>• Celebrating difference</li> <li>• Recognising we all need help sometimes</li> </ul>
<p><b>And Tango makes three by Peter Parnell and Justin Richardson</b> Based on a true story about two male penguins who care for and hatch an egg in New York zoo.</p>	<p>How do the penguins look after the egg they have adopted?</p>	<ul style="list-style-type: none"> <li>• Appearance/ looks</li> <li>• Stereotypes about family</li> <li>• Adoptive parenting</li> </ul>
<p><b>The Just Right Family by Silvia Lopez</b> Melli's parents adopted her from China, and now they are ready to bring home another baby girl: from Haiti! Melli, though, thinks her family is just right as it.</p>	<p>Depending on the circumstances in the classroom, children will have different responses this story.</p>	<ul style="list-style-type: none"> <li>• Celebrating differences in families</li> <li>• Challenging stereotypes</li> <li>• Adoptive families</li> </ul>
<p><b>Five Minutes Peace by Jill Murphy</b> Mrs. Large just wants five minutes peace, but family life keeps getting in the way</p>	<p>Talk about kindness. Why does mum want/need a bit of peace? Do they recognise things about their family life in this story?</p>	<ul style="list-style-type: none"> <li>• Celebrating difference in families</li> <li>• Importance of kindness in family life</li> </ul>
<p><b>The Nativity Story</b> The story of Jesus' birth includes an unexpected pregnancy and a period of homelessness.</p>	<p>Recognise that Jesus knew all about family life.</p>	<ul style="list-style-type: none"> <li>• Pregnancy and maternity</li> <li>• Having a baby in challenging circumstances</li> </ul>

**Key theme:** Notice that the way we look on the outside doesn't always show how we feel. Respect and seek to understand difference. Care about the feelings of others.

Herbert is a rabbit. He is a rabbit who loves foxes. He makes himself look like a fox. His mummy is cross with him. He keeps making mess with paint and even cuts up her dress to make a fox tail. One day, Herbert's mummy sees how happy it makes him to play with the foxes. She reminds him that she loves him.

**Questions for discussion:** Why do you think Herbert wants to be a fox? Notice the games they play as well as the way they look. Do you think Herbert's mummy has good reasons to be cross with him, for example, for making a mess with paint and cutting up her dress? What makes her change her mind? Does Herbert's mummy love him no matter how he looks?

**Links with Scripture:** Because you are precious in my eyes, and honoured, and I love you. (Isaiah 43:4)

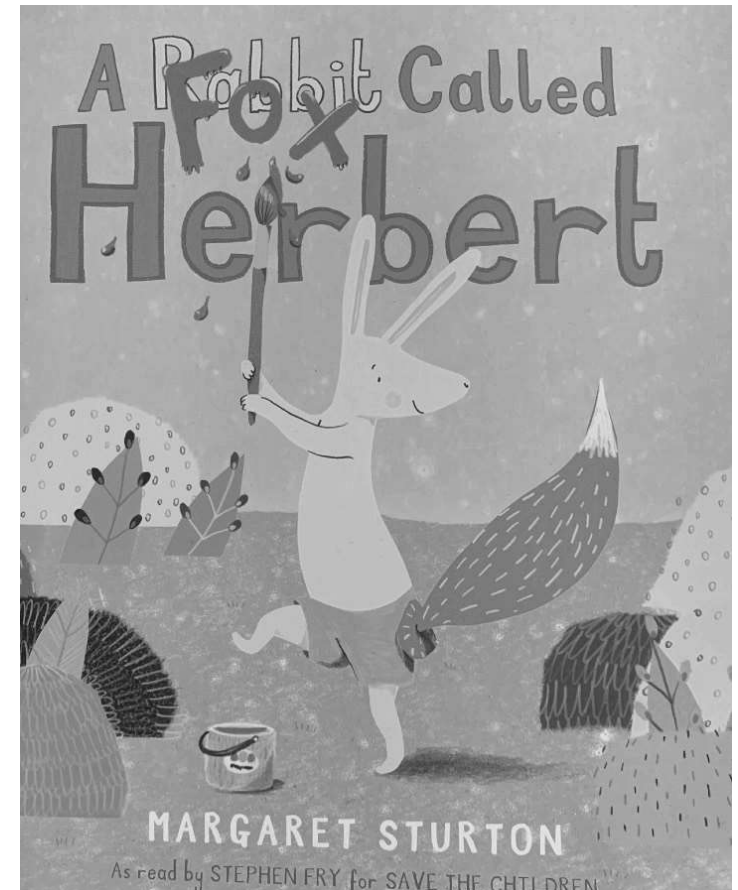
"Therefore I tell you, do not be anxious about your life, what you will eat or what you will drink, nor about your body, what you will put on. Is not life more than food, and the body more than clothing? 26 Look at the birds of the air: they neither sow nor reap nor gather into barns, and yet your heavenly Father feeds them. Are you not of more value than they?" (Matt:25-6)

**Points to consider:** Herbert doesn't change into a fox but he does change how he looks and plays with the foxes. Ask 'I wonder if...' questions about why Herbert wants to play with the foxes (and if he could have played with them anyway) and why we sometimes want to look like other people? Remember that God know us and loves us for who we are and how we are.

St Catherine of Siena says, "What is it you want to change? Your hair, your face, your body? Why? For God is in love with all those things and he might weep when they are gone."

**Links to Core Themes** 2 Growing in love for family, friends (stereotypes) 3 Growing in love for my character and well-being.

**Statutory:** Caring friendships, respectful relationships



## Stories about sex and gender: A selection of texts to challenge and question stereotypes

Story	Discussion Points	Themes
<p><b>William's Doll by Charlotte Zolotow</b> William wants a doll to cradle and hold in his arms. At first his parents say 'No' because he is a boy but then his grandma intervenes</p>	<p>Why do William's parents say no? Who do they think is right? What can William learn about being a good parent from playing with a doll?</p>	<ul style="list-style-type: none"> <li>• Stereotypes by sex (male/female)</li> <li>• Bullying</li> <li>• Celebrating difference</li> </ul>
<p><b>The Paper Bag Princess by Robert Munsch</b> A princess named Elizabeth prepares to marry Prince Ronald. Before they are able to marry, a dragon swoops down, burns down the castle and everything with it, and kidnaps Prince Ronald. Elizabeth puts on a paper bag and sets off to save Ronald.</p>	<p>Do they expect princesses to look like Elizabeth? What do they like about her character? Who would they like to be in the story, why?</p>	<ul style="list-style-type: none"> <li>• Appearance/ looks</li> <li>• Stereotypes by sex (male/female)</li> <li>• Gender equality</li> </ul>
<p><b>Morris Micklewhite and the Tangerine Dress by Christine Baldacchino</b> Morris like tangerine, it reminds him of tigers and his mother's hair but when he dresses up in a tangerine dress, the boys and girls in his class tease him.</p>	<p>How does Morris feel when he is teased for his choices? Is that okay? Does it matter what he wears? Who changes in this story?</p>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Celebrating differences</li> <li>• Challenging stereotypes</li> <li>• Be yourself!</li> </ul>
<p><b>The Invisible Boy by Trudy Ludwig</b> No one notices Brian until Justin starts school.</p>	<p>Why does Justin notice Brian? Talk about kindness</p>	<ul style="list-style-type: none"> <li>• Appearance</li> <li>• Being seen/ heard</li> <li>• Friendship</li> <li>• Celebrating difference</li> </ul>
<p><b>Red A Crayon's Story by Michael Hall</b> Red isn't very good at</p>	<p>What's wrong with red? Is the problem his ability or his label?</p>	<ul style="list-style-type: none"> <li>• Appearance/ looks</li> <li>• Being who you are</li> <li>• Celebrating difference</li> </ul>
<p><b>Malala &amp; Iqbal both by Jeanette Winter</b> Two true stories Malala is an activist for women's education Iqbal was a Pakistani Christian boy who became a symbol of the abusive use of children's labour</p>	<p>What were these two young people fighting for? Discuss their stories</p>	<ul style="list-style-type: none"> <li>• Bravery</li> <li>• Equal rights</li> <li>• Justice</li> <li>• Respect for different beliefs</li> </ul>
<p><b>Rebel Saints for 21st Century Girls by Joanna Moorhead</b> A selection of stories that challenges the view of many women saints from across the world.</p>	<p>Some of these stories are useful for KS1. All of them raise the question, what did these women do in their lives that means we remember them? How did they stand up for what is right?</p>	<ul style="list-style-type: none"> <li>• Bravery</li> <li>• Equal rights</li> <li>• Justice</li> </ul>

## Learning about different abilities

We are 'differently abled', though, for some people, this creates specific challenges. Children should learn about a range of different abilities and 'disabilities'. These will often be school-specific and will vary from year to year depending on the children in each school. The titles listed below are available for a company called 'Little Parachutes' and are often accompanied by a read aloud video.

Throughout, stories should enable a deeper understanding of each other and how we can work together. Everyone is unique and a beautiful part of Creation.

1. **Through the eyes of me** by Jon Roberts A story about autism, narrated by Kyra, a vibrant and creative little girl, the story explores the world through her eyes.
2. **Isaac and His Amazing Asperger Superpowers!** By Melanie Walsh Alex describes himself, what things he likes to do and what he finds challenging, in the hope that the reader will have a better understanding of Asperger's Syndrome.
3. **Amazing!** By Steve Anthony The story features 'incidental' inclusion: the central character uses a wheelchair, which features prominently in the illustrations but is not mentioned in the text.
4. **Scrambled Heads** A children's guide to mental health by Emily Palmer, a teenage, writing to describe mental health for younger children
5. **Hudson Hates School** by Ella Hudson A story from a child's point of view about dyslexia
6. **Zak has ADHD** by Jenny Leigh Zak has trouble paying attention and fidgets a lot, especially when he goes on a school trip with the rest of his class to a local art gallery. Dr Spot suspects ADHD
7. **We are all wonders** by R.J. Palachino The story of Auggie, a boy with only one eye, from his own point of view. Auggie knows he is different – he doesn't explain how, but the illustrations fill us in. He also knows that he likes to do a lot of the same things
8. **One, Two Three...Run!** By Carol Thompson The struggles, achievements and sheer delight that come with early exploration featuring a character with Down's Syndrome. The book is part of a series for EYFS Crawl! Jump! And Climb!



Steve Anthony

as many other kids, and his interests are very similar.



# Linking RSE and teaching about other faiths and cultures.

Key Stage One.	Video Resources
<p>Core Theme 1.</p> <ul style="list-style-type: none"> <li>• Notice the ways in which they are the same as or different from other people.</li> <li>• Be curious about themselves and their purpose in the world</li> </ul>	<p>Meet a Jewish family  <a href="http://www.bbc.co.uk/education/clips/zd9jxnb">http://www.bbc.co.uk/education/clips/zd9jxnb</a></p> <p>God's purpose for Moses  <a href="http://www.bbc.co.uk/education/clips/zg6j3k7">http://www.bbc.co.uk/education/clips/zg6j3k7</a></p>
<p>Core Theme 2.</p> <ul style="list-style-type: none"> <li>• Their invitation to be part of a wider family of God.</li> </ul>	<p>God's promise to Noah  <a href="https://www.youtube.com/watch?v=2JZHxkI9BB4">https://www.youtube.com/watch?v=2JZHxkI9BB4</a></p>
Key Stage Two.	
<p>Core Theme 1.</p> <ul style="list-style-type: none"> <li>• Recognise cause and effect in their actions and take personal responsibility.</li> </ul>	<p>10 Commandments.  <a href="http://www.bbc.co.uk/education/clips/zhwmpv4">http://www.bbc.co.uk/education/clips/zhwmpv4</a></p>
<p>Core Theme 2.</p> <ul style="list-style-type: none"> <li>• To value the diversity of national, regional, religious and ethnic identities in the United Kingdom and beyond.</li> <li>• That marriage in a Church is a sacrament and <b>involves God in the loving relationship between the couple. It is based on mutual consent.</b></li> </ul>	<p>What is Judaism?  <a href="http://www.bbc.co.uk/education/clips/zctb4j6">http://www.bbc.co.uk/education/clips/zctb4j6</a>            What is Islam?  <a href="http://www.bbc.co.uk/education/clips/ztgw2p3">http://www.bbc.co.uk/education/clips/ztgw2p3</a>            Also available: Hinduism &amp; Sikhism</p> <p>Abraham's search for a wife for his son.  <a href="http://www.bbc.co.uk/education/clips/zjkq6sg">http://www.bbc.co.uk/education/clips/zjkq6sg</a></p>
<p>Core Theme 3.</p> <ul style="list-style-type: none"> <li>• That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal.</li> <li>• That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.</li> </ul>	<p>The story of Abram praying to the one God of all creation.            The Shema. How Jewish people pray.  <a href="http://www.bbc.co.uk/education/clips/zqkq6sg">http://www.bbc.co.uk/education/clips/zqkq6sg</a>            (Also links about praying in Islam.)</p>

## Some recent publications

1. We are all equal by Crumble & Bentley - Animals notice each others differences and similarities with a common message.
2. I Go Quiet by David Quimet - A story about an introverted girl and finding a voice through creativity Useful for recognising we are all unique individuals and we all have individual gifts, talents and abilities
3. Stories for boys who dare to be different by Ben Brooks (A guided journal) A workbook for expressing feelings, plans, hopes and dreams, exploring mental wellbeing.

The Great Big Book of Families by Hoffman and Asquith An expression of the many different ways we experience family and that all families are important.

Love your Body by Sanders and Rossetti A book that encourages young girls to celebrate their bodies and what they can do. (More a KS2 book maybe?)

Pantosaurus by NSPCC Personal privacy and 'private parts'.

Rebel Saints for 21st Century Girls by Moorhead and Kormoczy Lots of stories about female saints to talk about vocation, living a different life and gender stereotypes. Different examples of serving their community and living a life of faith

