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| Year group | LO Question | Lesson content | Learning task | Book | Video/clip | Racial Literacy Curriculum Framework objectives |
| Year RLesson 1Good to be me (GTBM) | What is the same /different about the way we look? | Looking at physical features body, eyes, hair, skin | Skin tone colour mixing and self portraits | All are welcome |  | ​1.1 Have familiarity and language to describe own and others physical attributes of people including skin colour, hair textures and styles, eye shape/colour, lips, noses.1.4 Have experience of a balanced range of resources that reflect a diversity of people (avoiding stereotypes)2.1 Know some similarities and differences of peoples/humans with the emphasis on commonalities.3.1 Recognise that there is diversity of people/ humans through experiencing balanced resources and environment which is free from racial stereotypes4.4 See themselves as valuable individuals |
| Year R Lesson 2GTBM | Why do we have different shades of skin? | Explanation of melanin and ancestry (why we have different shades of skin)Some families have similar physical features some don’tIt’s not OK to be mean/unkind about skin colour | Creating a family portrait | Our Skin | Song: Welcome to the family Madrigal  | 1.2 Recognise that people’s physical appearance is related to the physical characteristics of their biological parents including examples of mixed-heritage people 1.3 Be familiar with a diverse range of families including adoption/blended/multiracial families/step/foster2.2 Some understanding that we inherit our culture and religion from our family |
| Year R lesson 3Growing an anti-racist school (GARS)  | Is it ok to be curious?​How can we be curious about each other and be respectful?​How can we make things better if we have hurt someone?​ | Where to get help if you feel upset about how someone is talking about your features.Difference between mean and curious | Role play tasks to practice speaking out when someone is mean |  |  | 4.1 Notice and celebrate kindness and respect4.2 Understand inappropriate behaviours and language that can cause harm: (Afro Hair touching, Mocking physical features e.g. East Asian eye shape, noses, lips, Mocking accents/ languages, mocking food / clothing4.3 Know and practise appropriate responses if subjected to touching/ teasing including consent4.5 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly4.6 Explain the reasons for rules, know right from wrong and try to behave accordingly |
| Year R lesson 4GARS | What is the same /different about the foods we like to eat?How can we be respectfully curious about unfamiliar foods | Looking at school food from around the world.At school we eat what is made for us by the canteen staff – At home we eat what is made for us by our grownups.Not ok to be mean/unkind about food in lunchboxes. | Create a plate of my favourite food from home. |  | School dinners around the world video clip | *2.2*Some understanding that we inherit our culture and religion from our family​Faith and religious heritage should be covered in RE**.**​*2.3*Know some similarities and differences of a diverse range of foods/play items/ arts/ music/ celebrations. |
| Year 1 / lesson 1GTBM | What do I like/not like?What makes me one of a kind/unique? | Describing ourselvesWhat are my likes and dislikes?What do I think I could do? What would I like to be? | Draw a picture of yourself doing something you enjoy or something you are good at | There’s only one you | Song: Will I Am and sesame street“Special” | *2.6*Understanding the ways in which we are all unique  |
| Year 1/ lesson 2GTBM | How are we the same/ different?Why do we have the skin we are in? | Why is skin different colours?Explanation of melanin and how skin shades appear around the world | Talking task: describing our skin to each other Take a class photo of all our hands/arms. | Whose knees are these? |  | *1.6* Recognise that skin colour is on a spectrum and there is no ‘normal’ skin colour​*2.7*Recognise similarities across cultures, religions and identities *4.8*Respect yourself and others and able to talk positively about yourself and other people  |
| Year 1/ lesson 3GARS | What can we do if we don’t feel happy about the way others are talking about our skin, hair and features?How can we be respectfully curious without being unkind or mean? | What to do when we feel upset about the way someone is talking about our skin colourThe difference between mean /unkind and curious |  | Happy in our skin | Song: colour of me | *3.2*Have some understanding of what it means to make assumptions about people based on their physical appearance​*4.8*Respect yourself and others and able to talk positively about yourself and other people *4.11*Be able to recognise and name feelings / be able to validate feelings in others*4.12*Recognise the impact on others of hurtful or bullying behaviour such as excluding others, teasing and name-calling *4.13* Simple strategies to resolve arguments between friends positively*4.14*Know how to report bullying behaviour to trusted adults |
| Year 2/ lesson 1GTBM | How are we the same how are we different?What makes me glad to be me? | What makes you marvellous and unique?On the outside?On the inside? | Create a marvellous me book | Marvellous me | Song good to be me on sing up | 2.6 Understanding the ways in which we are all unique*2.7*Recognise similarities across cultures, religions and identities*3.2*Have some understanding of what it means to make assumptions about people based on their physical appearance |
| Year 2/ lesson 2GTBM | What is the same what is different about our families and what we do at home? | Thinking about how we all do things differently, but everybody’s way is the right way for them.What do we do together at school?What do we do at home? | Create a page for the marvellous me book showing my family and me doing something we enjoy together | The family book | Family song by Al start on youtube or sing up | *2.7*Recognise similarities across cultures, religions and identities​*2.9*Haveopportunities to share our own experiences of culture, language and religion*4.8*Respect yourself and others and able to talk positively about yourself and other people5.1 Understand that people have different homes and the ways these are similar and different*5.3*Awareness of similarity and differences in families and able to describe their own family network through time |
| Year 2/ lesson 3GTBM | What do we celebrate?Which festivals and celebrations does my family observe? | Looking at festivals and celebrations from around the world – which ones do we have in common?CultureHeritageTraditionsWhat do the things we do have in common? | Create or bring in a picture to put in the marvellous me book of my family celebration. | Let’s celebrate | Song: Kool and the gangCelebrate | *2.7*Recognise similarities across cultures, religions and identities*2.9*Haveopportunities to share our own experiences of culture, language and religion *2.11*Be aware that Britain is multicultural/multiracial and begin to understand how it became so.​*4.8*Respect yourself and others and able to talk positively about yourself and other people5.2 Understand that people move homes and move countries*5.3*Awareness of similarity and differences in families and able to describe their own family network through time |
| Year 2/ lesson 4GARS | How do we treat everyone with respect?What is racist behaviour? | What does respect look like?Helping handSafe adults | Sharing our marvellous me books and feeding back to each other. | Our class is a family | song | *4.11*Be able to recognise and name feelings / be able to validate feelings in others​*4.12*Recognise the impact on others of hurtful or bullying behaviour such as excluding others, teasing and name-calling*4.13* Simple strategies to resolve arguments between friends positively*4.14*Know how to report bullying behaviour to trusted adults​ |
| **Good To Be ME & Growing An Anti-Racist School YEAR 3**  |
| Year group | LO Question | Lesson content | Learning task | Book | Video/clip | Racial Literacy Curriculum Framework objectives |
| Year 3lesson 1GTBM | What makes me, me?How to describe myself | Looking at the language and reference frames we use to create identity |  |  |  | *2.12*Explore what is meant by culture (music, food, family structures, religion, worldviews)​*2.13*Explore what living in a community means and different groups that make up their community*2.14*Be aware of the diversity *within* nations, cultures, communities and religions *3.8*Recognise the diversity of Britishness  and be able to challenge narrow stereotypes of Britishness*3.9*Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures |
| Year 3lesson 2 and 3GTBMPart 1Part 2 | Why do we look the way we do?Are all humans the same? | Looking at a human migration and colour map and understanding the science of skin colour | Painting own skin tones |  |  | *1.7*Understand human origins and species homogeneity (99% DNA shared/unique)​*1.8*Explore the global skin colour map and relationship with indigenous ancestors*5.7*Understand human origins / early migration story  ​*5.8*Know how skin colours evolved (skin colour map / skin science, melanin) related to geographic location |
| **Growing an anti-racist school year 3 sequence: Heritage, difference and belonging with a first introduction to the concept of anti-racism.to be taught after GTBM** |
| Year group | LO Question | Lesson content | Learning task | Book | Video/clip | Racial Literacy Curriculum Framework objectives |
| Year 3 Lesson 1GARS | How are we the same and how are we different?​What do we have in common?​Do you know the words race, racism and anti -racism ?​ | Becoming confident and comfortable talking about difference and skin colour? Celebrating similarity and difference.​ | Draw hands and label similarities and differences |  | <https://vimeo.com/288590683> | *1.1* Have familiarity and language to describe own and others physical attributes of people including skin colour, hair textures and styles, eye shape/colour, lips, noses. *1.6* Recognise that skin colour is on a spectrum and there is no ‘normal’ skin colour*1.7* Understand human origins and species homogeneity*2.5* Show positive community behaviours such as working cooperatively, listening respectfully, showing sensitivity to needs of others*2.14* Be aware of the diversity *within* nations, cultures, communities and religions*3.2* Have some understanding of what it means to make assumptions about people based on their physical appearance*2.5* Show positive community behaviours such as working cooperatively, listening respectfully, showing sensitivity to needs of others*4.15* Be able to recognise when things are not fair, biased or discriminatory*4.16* Value and respect different cultures and lifestyles to one’s own*4.17* Awareness of school rules related to bullying and racial discrimination, and consequences for breaking them |
| Year 3/ Lesson 2GARS  | How can we help ourselves and others to feel that they belong?How can we talk about our differences respectfully?Why is it important to listen to each other's stories and celebrate them? | feeling a sense of belonging, what helps, what hinders?Through an exploration of the text and it’s themes, children develop an understanding or what can cause people to feel that they don’t belong and how we can help. | Draw a squiggle that joins with your partner’s squiggleSharing things that you have in common with a partner. |  | https://www.youtube.com/watch?v=y2egWySNmh0   | *2.13* Explore what living in a community means and different groups that make up their community*2.14* Be aware of the diversity *within* nations, cultures, communities and religions2.18 Recognise the ways in which communities give individuals/groups a sense of belonging or not belonging *4.19* Understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour*4.20*  Know some strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  |
| Year group | LO Question | Lesson content | Learning task | Book | Video/clip | Racial Literacy Curriculum Framework objectives |
| Year 3/ Lesson 3GARS  | What is cultural heritage?Why do we all eat different foods?What do we have in common?How can we make sure that everyone feels welcome and that they belong? | Cultural heritage with a focus on food: Exploring the concepts of culture and heritage through foods.How to deal with racist comments about culture/heritageCelebrating all the foods people eat. |  Match the food to the country game. |  | <https://www.youtube.com/watch?v=lc_Z3P_7oEc>bbc.co.uk/cbeebies/shows/my-world-kitchen | *2.12* Explore what is meant by culture (music, food, family structures, religion, worldviews) *2.13* Explore what living in a community means and different groups that make up their community*2.14* Be aware of the diversity *within* nations, cultures, communities and religions2.17 Recognise that cultures can change, influence and fuse over time. *3.8* Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness*3.9* Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures |
| Good To BE Me & Growing An Anti-Racist School Year 4 |
| Year 4GTBML1 | What makes you, you?What are the different parts of my identity? | Thinking about all the different parts of what makes us ourselves – physical characteristics and interior characteristics | Packing your rucksack with parts of your identity |  |  | *2.13*Explore what living in a community means and different groups that make up their community*2.14*Be aware of the diversity *within* nations, cultures, communities and religions*3.8*Recognise the diversity of Britishness  and be able to challenge narrow stereotypes of Britishness*3.9*Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures |
| Year 4GTBML2 | What is diversity?What is family/ethnic/cultural heritage?What are my global connections? | Understanding the terms diversity and heritage. | Recording and sharing family heritage and stories |  |  | *2.13*Explore what living in a community means and different groups that make up their community*2.14*Be aware of the diversity *within* nations, cultures, communities and religions*3.8*Recognise the diversity of Britishness  and be able to challenge narrow stereotypes of Britishness*3.9*Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures |
| **Growing An Anti-Racist School Year 4 sequence: Developing identities, boundaries and respect: Appearance, culture, religion. To be taught after GTBM** |
| Year group | LO Question | Lesson content | Learning task | Book | Video/clip | Racial Literacy Curriculum Framework objectives |
| Year 4 Lesson 1GARS | How can we help grow an anti-racist school?Is it racist to touch someone’s hair because it is unfamiliar to us without asking first?How can we make sure that everyone feels good, and feels safe about how they look ? | I love my hair! Looking at the microaggression of hair touching: Understand definitions of racism and anti-racismExplore different vocabulary for describing hairRead Don’t Touch My Hair | Practise how to deal with mean comments through role playRecord what you have learnt in PSHE/Thinking Books | <https://www.youtube.com/watch?v=Jl_jlQc2Iok> |  | 4.15 Be able to recognise when things are not fair, biased or discriminatory4.16 Value and respect different cultures and lifestyles to one’s own4.17 Awareness of school rules related to bullying and racial discrimination, and consequences for breaking them4.19 Understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour4.20 Know some strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support |
| Year 4 Lesson 2GARS | What we like to eat at home?Which favourite foods do we eat in common?Is it racist to make comments about the food other people eat?How can we make sure that everyone feels good and feels safe about the food they eat? | What we like to eat. Food heritage and the provenance of foods found in Britain today.Explore how to deal with racist comments about food through role play. | Draw celebration/favourite foods from own home in PSHE books |  | School dinners around the world<https://www.youtube.com/watch?v=pD9mk0Y_pyo> | 2.12 Explore what is meant by culture (music, food, family structures, religion, worldviews)2.13 Explore what living in a community means and different groups that make up their community2.14 Be aware of the diversity within nations, cultures, communities and religions3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness. 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures4.16 Value and respect different cultures and lifestyles to one’s own4.19 Understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour4.20 Know some strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  |
| Year 4 Lesson 3GARS | **How can we make sure that everyone feels good and feels safe about their religious beliefs and practices?****Is it racist to make comments about someone's religion or faith?****What is fasting?** | Understand that religion and faith can be part of someone’s ethnic, national, cultural heritage.Be aware of religious stereotypingRead Lailah’s lunch boxUnderstand link between food and religionExplore how to deal with racist comments about religion through role play. | Write an acrostic poem about a religious or secular celebration that has significance in your life in PHSE books. | <https://www.youtube.com/watch?v=rjZ_EpecEKk>  | https://www.youtube.com/watch?v=pD9mk0Y\_pyo   | 2.12 Explore what is meant by culture (music, food, family structures, religion, worldviews)2.13 Explore what living in a community means and different groups that make up their community 2.14 Be aware of the diversity within nations, cultures, communities and religions) 2.16 Have some understanding of different places of worship/religious practices 2.18 Recognise the ways in which communities give individuals/groups a sense of belonging /not belonging.3.6 Be able to recognise when assumptions and generalisations are being made.3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness. 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures4.16 Value and respect different cultures and lifestyles to one’s own |
| Good To Be Me and Growing An Anti Racist School year 5 |
| Year group | LO Question | Lesson content | Learning task | Book | Video/clip | Racial Literacy Curriculum Framework objectives |
| Year 5 GTBML1 | What is your identity?What do you think the identity of your class mates might be?What makes it Good to be me? | Understanding that there are different parts to our identities and that some of these characteristics are protected by law.  | Filling in the identity grid  |  |  | 2.19 Explore and describe our own multiple, layered, complex, fluid identities and communities. 2.24 Know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within school and global communities4.24 Know societies rules and laws including human rights related to racial discrimination |
| Year 5 GTBML2 +3 | Why do we have different skin tones and colours?How can we describe our skin tone or colour in a respectful way?  | Through the Brazilian artist, Angelica Dass’s project Humanae, exploring the full range of human skin tones and the reasons why there is such a range. | Creating a class skin tone display in the style of Angelica Dass’s Humanae pantone project |   | Angelica DassTed Talk clipC:\Users\Anoushka.ANOUSHKA\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E43028DF.tmp | *1.3*Understand human origins and species homogeneity (99% DNA shared/unique)​*1.9*Understand the science of skin colour and the relationship with melanin, sun exposure of indigenous ancestors *1.10*Recognise the terms White, Black and Brown (as political, racialised terms) in relation to skin colour​2.24 Know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within school and global communities *4.23*Some knowledge of historical and contemporary examples of racial discrimination and ideas of superiority​*5.9*Know historical examples of human migration and the diversity within these migrant groups e.g. Anglo Saxons, Romans |
| Growing An Anti-Racist School Year 5 sequence: Learning about racial stereotypes and how to have an anti-racist approach through compassionate challenge. |
| Year 5 Lesson 1GARS | What is a stereotype?Where do we see stereotypes in our lives?How can we challenge stereotypes? | What is a stereotype? Using Disney movies to start investigating and learning about stereotypes. Children think about what stereotypes they have come across and how to challenge them. | Practice challenging stereotypes safely. |  |  | 3.5 Knowledge about how stereotypes can negatively influence behaviours and attitudes towards others3.6 Be able to recognise when assumptions and generalisations are being made. 3.7 Understand why representation is important / impact of lack of representation 3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures3.10 Understand the way in which society establishes racial stereotypes (film, news, books, adverts, music etc.) both for people of colour and white groups3.11 Know some strategies to challenge own and others assumptions and stereotypes3.12 Know about stereotypes in the workplace and that a person’s career aspirations should not be limited by them4.21 Recognise how prejudice and discrimination limit life chances (health, justice, education, employment) |
| Year 5 Lesson 2GARS  | Can we tell what Religion or Faith someone has from the way they look?​Why can religious stereotypes be harmful?​Is it racist to make comments about someone's religion or faith and the practices they follow such as fasting and praying?​ |  Faith and religion, you can’t tell just by looking! Unpicking religious/faith based stereotypes and the dangers of not challenging them. Considering if it is possible to know what someone believes without asking them. How to be respectfully curious.​ | Create a piece of art work in your PSHE book using the symbols of different faiths and religions to celebrate the diversity of our community and our world.​ |  |  | 3.5 Knowledge about how stereotypes can negatively influence behaviours and attitudes towards others3.6 Be able to recognise when assumptions and generalisations are being made. 3.7 Understand why representation is important / impact of lack of representation 3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and culture3.10 Understand the way in which society establishes racial stereotypes (film, news, books, adverts, music etc.) both for people of colour and white groups3.11 Know some strategies to challenge own and others assumptions and stereotypes3.12 Know about stereotypes in the workplace and that a person’s career aspirations should not be limited by them4.21 Recognise how prejudice and discrimination limit life chances (health, justice, education, employment) |
| Year 5 Lesson 3 GARS  | How can racial stereotypes cause harm to individuals and groups of people?​How can we all challenge racial stereotypes?​ | Effects of stereotypes on individuals – exploring the effects of stereotyping through Betty Campbel’s story. Thinking about how stereotypes develop and effect people in the present.​. | Design a poster explaining how to challenge racial stereotypes and develop an anti-racist approach.​ |  | [Interview with Betty Campbell](https://www.google.com/search?q=interview+with+Betty+Campbell&rlz=1C1GCEU_en-GBGB951GB951&oq=interview+with+Betty+Campbell&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCAIQIRigAdIBCDkzNjdqMGo3qAIAsAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:5288820d,vid:vDJCaPx0x9Q,st:0)[Where do we learn stereotypes?](https://www.youtube.com/watch?v=gvcLbRxC8w0)[Ricardo Dos Santos speaks out](https://www.youtube.com/watch?v=LtvVDY0frJk) | 3.5 Knowledge about how stereotypes can negatively influence behaviours and attitudes towards others ​3.6 Be able to recognise when assumptions and generalisations are being made. ​3.7 Understand why representation is important / impact of lack of representation ​3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures3.10 Understand the way in which society establishes racial stereotypes (film, news, books, adverts, music etc.) both for people of colour and white groups3.11 Know some strategies to challenge own and others assumptions and stereotypes3.12 Know about stereotypes in the workplace and that a person’s career aspirations should not be limited by them4.21 Recognise how prejudice and discrimination limit life chances (health, justice, education, employment)​ |
| *Good To Be Me and Growing An Anti-Racist School Year 6* |
| Year 6 GTBML1 | What makes me, *me*?​How can I define my identity/ identities?​How can we describe our skin tone or colour in a safe way? | Exploring the different parts of our identityFocus in on skin colour as part of our identity | Pop n Olly identity sheet.Painting skin tone heart |  |  Pop n OllyIdentityC:\Users\Anoushka.ANOUSHKA\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\844ED73D.tmpThe Science of Skin ColourC:\Users\Anoushka.ANOUSHKA\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\61CEC6EE.tmp | *1.9*Understand the science of skin colour and the relationship with melanin, sun exposure of indigenous ancestors *1.10*Recognise the terms White, Black and Brown (as political, racialised terms) in relation to skin colour​*2.19*Explore and describe our own multiple, layered, complex, fluid identities and communities.2.24 Know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within school and global communities ​ |
| Year 6 GTBML2 | What do I like about being me? ​What is our self-image?​How can I value being the person that I am?​ | Self-appreciation and valuing ourselves | Place parts of our identity on our hearts painted last week. |  | The Reflection of MeUnfolding Identities Comparing Ourselves | *2.19*Explore and describe our own multiple, layered, complex, fluid identities and communities.​2.24 Know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within school and global communities ​ |
| Year 6 GTBML3 | What do we have in common with each other?​How can we respect our privacy, and where can we get help?​How can we be respectful of everyone’s identities?​What can support each other by being an upstander? | Look at each other’s hearts and explore how we can support each other by being upstanders |  |  |  | 2.24 Know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within school and global communities *2.22* Show positive community behaviours such as listening and responding respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own​ |
| Growing An Anti-Racist School year 6 sequence: Migration, multiculturalism and diversity and our foundational learning in developing an anti-racist approach. |
| Year 6 Lesson 1GARS  | Can we tell just by looking at someone where they grew up or what language they speak?Why are there humans living all over the world and how did they get there?Is it racist to ask where someone is from? | Migration -Where are you from? Can we tell where people are from by looking at them? What do we mean by the question where are you from? What do people mean when they say they are from somewhere or ask someone else where they are from?Warm up Discussion can you tell where someone is from by looking at them. | Create your own "where I am from" map. Celebrate your global and UK connections. |  | https://www.youtube.com/watch?v=Aq13dvtZjP4  | 2.13 Explore what living in a community means and different groups that make up their community 2.14 Be aware of the diversity within nations, cultures, communities and religions2.17 Recognise that cultures can change, influence and fuse over time.2.19 Explore and describe our own multiple, layered, complex, fluid identities and communities.2.24 Know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within school and global communities3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures4.16 Value and respect different cultures and lifestyles to one’s own5.7 Understand human origins / early migration story 5.9 Know historical examples of human migration and the diversity within these migrant groups e.g. Anglo Saxons, Romans​ |
| Year 6 Lesson 2GARS  | What is diversity?What is multi culturalism? Why are there so many different cultures, heritages and influences in our country?Why do some people come to Britain and some people leave? | Multiculturalism: migration to and from Britain. Why we are a multicultural country and the different reasons and routes people have taken coming to and from Britain. The legacy and influence of waves of migration. | Telling the story of pour class diversity, complete a tile drawing showing different aspects of your ethnic and cultural heritage. |  |  | 3.10 Understand the way in which society establishes racial stereotypes (film, news, books, adverts, music etc.) both for people of colour and white groups3.11 Know some strategies to challenge own and others assumptions and stereotypes3.12 Know about stereotypes in the workplace and that a person’s career aspirations should not be limited by them4.23 Some knowledge of historical and contemporary examples of racial discrimination and ideas of superiority.4.21 Recognise how prejudice and discrimination limit life chances (health, justice, education, employment)4.22 Understand the impact of prejudice/discrimination/stereotypes and the potential gap between intention and impact5.13 Some understanding of the construction of racial hierarchies and migration through the British Empire, colonialism, racial laws, power structures and resistance (e.g Aparthied South Africa |
| Year 6 Lesson 3GARS | Why have the stories and contributions of Britons with a migrant heritage not been fully celebrated and acknowledged in the past?​What effect does it have on people if their stories are ignored?​ | Diversity - Untold stories – why is it important to include stories from people with diverse backgrounds and heritage. The danger of the single story. How racism prevented BRM stories from being acknowledged and shared in the past? | Telling the story of pour class diversity, complete a tile drawing showing different aspects of your ethnic and cultural heritage. |  | [video about someone who is trying to give us a more complete picture of the world](video%20about%20someone%20who%20is%20trying%20to%20give%20us%20a%20more%20complete%20picture%20of%20the%20world.%E2%80%8B).​ | *4.21 Recognise how prejudice and discrimination limit life chances (health, justice, education, employment)**4.22 Understand the impact of prejudice/discrimination/stereotypes and the potential gap between intention and impact**4.23 Some knowledge of historical and contemporary examples of racial discrimination and ideas of superiority* *5.13 Some understanding of the construction of racial hierarchies and migration through the British Empire, colonialism, racial laws, power structures and resistance (e.g. Apartheid South Africa)* |