

PSHE: Good to be Me 2022 version

Anti-racist education strategy

A brief review of these *Good to be me* resources was carried out in 2022. A curriculum framework for teaching racial literacy is currently under development as part of Brighton & Hove's anti-racist education strategy. Once this is completed these resources will be reviewed again and developed to cover a broader range of learning objectives.

Schools need to ensure that staff are confident and trained to ensure safe delivery of these lessons. All staff should be asked to read this brief guidance prior to delivery.

Introduction

These lessons have been informed by research and statistics about mental health and belonging, unequal social and economic outcomes for BAME children and young people in the UK, unconscious bias and educational approaches to develop race conscious children who can identify and challenge prejudice and discrimination. All of this thinking is underpinned by the 2010 Equalities Act, which places a public duty on schools to eliminate discrimination; harassment and victimisation; advance equality of opportunity and foster good relations.

Teachers are invited to adapt and develop these lesson plans to meet the needs of their pupils and are invited to share any ideas they have via email to pshe@brighton-hove.gov.uk. In best practice these lessons would be reviewed in partnership with members of the school community and particularly those who are from BAME backgrounds.

The aim of these lessons is to support children's exploration of their identity and grow a sense of belonging, thereby supporting their emotional health and well-being. They support work delivered within PSHE to reflect on family diversity, gender equality and LGBT inclusion. These lessons have a particular focus on race and ethnicity and give children the opportunity to develop their confidence in using positive language to recognise and describe their skin tone as a part of their identity. Central to the purpose of these lessons is the aim to challenge possible colour blindness and to develop instead a colour brave approach so that children feel safe and confident to acknowledge and talk about skin colour differences positively. The lessons also include activities to identify and challenge mean and bullying behaviour and signpost where to get help if appropriate.

Language:

Language related to equalities and diversity is ever changing. PSHE lessons provide a safe place to explore and learn current terms. Teachers can encourage children not be afraid to ask which terms to use and remember that all individuals will have preferences about the language used to describe their identity.

Race as a social construct: there is no scientific base to race: there is no gene or set of genes that are common to all black or all white people. Humans have invented a classification system as a way to put people into groups based on the general geographical origin of their ancestors and the way some people look, but has more often been used to treat some people better than others and as a tool for oppression and violence. Race may not be biologically real, but it is a lived social and political experience.

Racism: prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

Institutional racism: the collective failure of an organisation to provide an appropriate professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes attitudes behaviours which amount to discrimination through unwitting prejudice ignorance thoughtlessness and racial stereotyping.

Most recent/current term to describe ethnicity:

BAME (Black, Asian, Minority ethnic people) replacing BME, but seen as being a limited term by many.

People of Colour: The term originates in the United States to describe any person who is not white and encompasses all non-white people, emphasising common experiences of systemic racism, it has links to the Black Lives Matter Campaign. Coloured people is not an acceptable term.

Dual heritage: having parents from different ethnic or cultural backgrounds. The term mixed race is also still in use.

White ethnicity in the UK census includes: Those people who identify as: English; Welsh; Scottish; Northern Irish; British; Irish Gypsy or Irish Traveller and any other White background

White privilege: the societal privilege that benefits people whom society identifies as white in some countries, beyond what is commonly experienced by non-white people under the same social, political, or economic circumstances.

White Fragility: discomfort and defensiveness on the part of a white person when confronted by information about racial inequality and injustice.

For those who buy into the Equality and Anti-bullying Service a further guide to language can be found on www.beem.org.uk . Log in, go to resources and the Equality Guidance and Advice - Brighton & Hove City Council page and the language and communication section. This is under review as part of the anti-racist education strategy.

For more on language about gender read the Trans Inclusion Schools Toolkit which is on BEEM or the Allsorts Youth Project [website](#).

Words and phrases to describe skin tone:

- Support children to understand that people have different skin colours because of where their ancient ancestors lived in the world and how their

DNA adapted to their environment. Be clear that all people have a skin colour and tone, and actively include references to White skin and avoid seeing this as the default skin colour and all others as different to this or exotic.

- Highlight why we need to think carefully about the language we use to describe each other so that no one ever feels put down for the colour of their skin.
- Try to avoid any discussion of darker to lighter skin tones and instead talk about the mixture of tones.
- Avoid using the term fair skinned as the term tends to imply a value judgment; Always highlight the core message of the value in all skin colours and that no one skin colour is better than another.
- Some people use words that are associated with food as descriptors for skin tone (e.g. cinnamon, caramel) and others make a choice not to.
- Try to use a mixture of words and phrases and where possible engage families in devising acceptable terms prior to the lessons.
- The term *chocolate face* has a history of being used pejoratively and it is very important that children learn that using words to describe skin tone or colour in a mean or insulting way is never ok or acceptable and for older children explain the link to racist behavior.
- Remind child of what to do in your school if they experience or notice another child experience language and /or actions that they think are mean and bullying and how everyone has the right to feel safe all of the time (making a link with protective behaviours / *Feeling Good, Feeling Safe.*)

Films

Several of the lessons include film clips. These can be downloaded and saved for future use using websites such as Keep Vid at <https://keepvid.com/> Always watch the films before using them in class – are they fit for purpose, do they meet the learning needs of the class.

Creating a safe learning environment

As with all PSHE lessons it is very important to reflect on procedures and practices to establish a safe learning environment for pupils and staff. It is suggested that these lessons are delivered by a trained class teacher.

Before the lesson:

It would also be best practise to inform all parents and carers before teaching units of *Good to Be Me* so that firstly they can inform the school of any issues it could raise in their children and secondly so they can be ready to discuss issues or answer questions at home that may arise. It would also give parents and carers an opportunity to discuss words and phrases to describe skin tone within the family to support this discussion in the lessons. Information about teaching and learning in these lessons could be shared in curriculum information and year group specific letters informing them of what will be covered in the lessons and when they will be taught.

Prior to delivery of these lessons, reflect on the needs and experiences of children in your class for whom the content of the lesson may be a trigger for difficult feelings. For example, this could include children who:

- Have experienced racism
- Are the only child of colour in the class
- Are looked after or have been adopted
- Have experienced family loss or bereavement
- Have experience personally, or within the family, of racist abuse
- Have witnessed domestic abuse
- Are questioning their gender identity
- Have a special education need or disability such that their developmental stage might mean the lesson may not be appropriate for them.

Reflect on your own and or colleagues needs and confidence to deliver these lessons and seek support from your PSHE Co-ordinator and Senior Leadership Team if necessary. Where possible keep up to date with current thinking about race, ethnicity, challenging racism and promoting equality in educational practise. Inform support staff about the use of language, this could include for example: positive words and phrases for skin tone and the use of the term 'grown up' for parents and carers. In addition, explain ground rules for keeping everyone safe in the lesson particularly about sharing of personal information both by staff and children. If these sessions bring up issues for staff, then they should be encouraged to speak with someone who could support.

Rehearse answering questions with colleagues and perhaps devise a script for yourselves of possible answers to pupil questions and remember to use a question box to gain time to think about responses.

If your class or school community has an apparent lack of diversity, for example only one child who is BAME, it is very likely that all of the children will be aware that only one child's skin is black/brown and so this is all the more reason to talk about that openly and not have it unsaid and not experienced as a taboo. If possible, explore and highlight the unseen diversity within the class and encourage all the children to feel proud of any family world-wide links, e.g. Kiera has an Auntie who lives in Turkey, Jeremy has just got a new baby cousin whose daddy is from Martinique and Lucy's granddad was born in India. This might help to normalise difference and demystify it by making in-class connections. Additionally, make sure to talk to the child's parents/carers before the scheme of work, let them know what you're doing and why and ask for their input and support and to let you know if the lessons have led to an increase in prejudice or focus on their child's ethnicity.

In all communication with families, highlight this core message: that unless issues linked to race, ethnicity and identity are explored safely and with teacher-input in the classroom, then children will not have the opportunity to recognise and identify prejudice and discrimination, learn what is not ok and how to safely challenge this. These opportunities will provide a safe environment to develop the skills for building positive attitudes to difference and diversity and thereby foster healthier and more inclusive relationships.

Ensure you have a range of materials and resources available in class to support inclusion e.g.: range of diverse visual, reading and lesson materials, skin tone pencils, paints, paper etc.

It would be best practise for the trained class teacher rather than a supply or PPA teacher to deliver these lessons.

During the lesson:

Some children may be supported to participate in the lesson by some pre-teaching before the lesson, some may need *right to pass* arrangements during the lesson and there may be some children for whom the lesson is not appropriate and alternative provision will be needed. All arrangements should be discussed with the child, the school team around these more vulnerable children and in close consultation with parent and carers.

Be very clear and explicit about ground rules at the start of each lesson so that everybody feels safe to join in. For example, guide the class to think carefully about what they share in the public setting of the classroom and suggest no names are used and instead, say instead *someone I know; my friend etc.* This will reinforce the expectation of respectful behaviour and reduce unintentional disclosures. It is important for the teacher and any other members of staff not to offer personal experiences as this can make children feel unsafe and think that they are expected to do the same.

Ground rules could include: Listen, Try to join in, Be respectful, Encourage others, No personal questions, Think about what you share.

Negotiate use of language to discuss and describe skin tone and highlight the importance of children choosing their preferred terms for themselves. Highlight how language to describe skin tone should never be used in a mean way or as an insult. Remind children that all skin colour is beautiful and that no skin colour is better than another. Try not to talk about skin tones from darker to lighter but rather as a mixture of shades. If children highlight the difference between their skin tones, acknowledge this positively and also make explicit their commonalities, e.g. you have beautiful brown skin and she has super sandy coloured skin and you both have pony tails and enjoy maths.

If you are unsure as to how to answer a question that arises in a lesson or how much to say, using holding phrases such as 'That is a very important question and I am going to think about it some more and answer it next lesson' can be very helpful. This will give opportunities to discuss appropriate answers with colleagues and /or contact the PSHE Team for advice. Providing opportunities to ask questions through ask-it baskets or thought walls will also give time to reflect on appropriate ways to answer children's questions.

It is your responsibility to maintain a positive learning environment. Prejudice or stereotypes that go unchallenged will alienate individuals or groups affected and will reinforce the prejudiced view.

Signpost pupils to key members of staff within school who they may wish to talk to about any issues raised during the lesson. Remind the group of where they

can go to get help and signpost children to local and national organisations that they could contact for help and support.

Use the learning outcomes of the lesson to keep the lesson focused and on track and assess learning throughout and at the end of the lesson.

After the lesson:

Check in with identified children to see if they are ok. Feedback to parents, carers, SENCO, safeguarding lead as appropriate.

Reflect on responses to questions raised with supportive colleagues. Evaluate the lesson and use this to improve the programme.

Further reading and support:

PSHE Association <https://www.pshe-association.org.uk/>

B&H PSHE Team pshe@brighton-hovbe.gov.uk

For data on unequal outcomes for BAME children and adults see both Reni Eddo Lodge and Robin DiAngelo's books (sources in their indexing)

NUT: Breaking the mould

<https://www.teachers.org.uk/equality/equality-matters/breaking-mould>

Unconscious Bias: <https://www.youtube.com/watch?v=rbe5D3Yh43o>

Race as a social construct:

<https://www.vox.com/2014/10/10/6943461/race-social-construct-origins-census>

Why I am no longer talking to white people about race by Reni Eddo_ Lodge

<https://www.youtube.com/watch?v=1SynR1NYcpo>

White Fragility by Robin DiAngelo -

<https://www.youtube.com/watch?v=DwIx3KQer54>

Raising Race Conscious children <http://www.raceconscious.org/>

<https://www.theguardian.com/lifeandstyle/2019/apr/10/how-black-mothers-talk-to-their-daughters-about-skin-tone>

<https://www.theguardian.com/books/2019/apr/13/smooth-angry-cool-powerful-how-we-talk-about-blackness>

For race equality training or training on how to deliver these lessons in PSHE please email pshe@brighton-hove.gov.uk

Curriculum Coverage

These lessons support the following objectives in the PSHE Association Curriculum Framework for PSHE:

Key Stage 1

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

R3. about different types of families including those that may be different to their own

R8. simple strategies to resolve arguments between friends positively

- R9.** how to ask for help if a friendship is making them feel unhappy
- R10.** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11.** about how people may feel if they experience hurtful behaviour or bullying
- R12.** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- R21.** about what is kind and unkind behaviour, and how this can affect others
- R22.** about how to treat themselves and others with respect; how to be polite and courteous
- R23.** to recognise the ways in which they are the same and different to others
- R24.** how to listen to other people and play and work cooperatively
- R25.** how to talk about and share their opinions on things that matter to them
- L4.** about the different groups they belong to
- L6.** to recognise the ways they are the same as, and different to, other people

Key Stage 2

- H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H27.** to recognise their individuality and personal qualities
- H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- R7.** to recognise and respect that there are different types of family structure
- R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
- R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20.** 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
- R21.** about discrimination: what it means and how to challenge it
- R29.** where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- R21.** about what is kind and unkind behaviour, and how this can affect others
- R22.** about how to treat themselves and others with respect; how to be polite and courteous
- R23.** to recognise the ways in which they are the same and different to others
- R24.** how to listen to other people and play and work cooperatively
- R25.** how to talk about and share their opinions on things that matter to them
- R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

L7. to value the different contributions that people and groups make to the community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced