

Primary Racial Literacy Curriculum Framework 2023

This document outlines racial literacy learning objectives for Early Years and Primary school settings:

- Some of these objectives may be met through specific curriculum areas/topics, and some will be met through multiple curriculum areas, wider school activities and overall school ethos
- Implementing this framework supports settings to meet the aims of the national curriculum; to provide a broad and balanced spiritual, moral, social and cultural education and to meet duties under the Equality Act
- 'Race' and racism are complex topics and careful thought needs to be given to the age appropriateness of different ideas, concepts and terms and how these are introduced to children and young people
- Issues of racism carry an emotional weight and judgement in society at large; it is important that children and young people's questions and curiosity are met with positivity from informed, confident, skilled adults
- Teacher training is sorely lacking in this area, so it is essential that teachers and support staff receive training and support to develop their practice in this area in order to confidently teach racial literacy content.
- This work doesn't sit in isolation, and it is critical practitioners take an intersectional approach, actively resisting stereotyping and ensuring this work is in conversation with other equality work in the setting.

The framework is structured around five key themes:

1. Physical Features (skin colour, hair texture and other physical characteristics)
2. Identity, Community, Culture, Ethnic Heritage & Religion
3. Stereotypes, stereotyping and assumptions
4. Prejudice and discrimination
5. Historical context and structural issues

1. Physical Features

EYFS	KS1 Building on EYFS learning plus the following:	Lower KS2 Building on KS1 learning plus the following:	Upper KS2 Building on Lower KS2 learning plus the following:
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. 1.2 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/multi-racial families/step/foster (PSHE R3 and R7) 1.4 Have experience of a balanced range of resources that reflect a diversity of people (avoiding stereotypes) 1.5 Have experience of an ethnically diverse range of adults	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 (99% DNA shared/unique) (NC Geog / NC Science) 1.8 Explore the global skin colour map and relationship with indigenous ancestors (NC Geog / NC History)	1.9 Understand the science of skin colour and the relationship with melanin, sun exposure of indigenous ancestors (NC Geog / NC Science) 1.10 Recognise the terms White, Black and Brown (as political, racialised terms) in relation to skin colour

2. Identity, Community, Culture, Ethnic Heritage & Religion

EYFS	KS1 Building on EYFS learning plus the following:	Lower KS2 Building on KS1 learning plus the following:	Upper KS2 Building on Lower KS2 learning plus the following:
2.1 Know some similarities and differences of peoples/humans with the emphasis on commonalities. (ELG) 2.2 Some understanding that we inherit our culture and religion from our family (ELG) 2.3 Know some similarities and differences of a diverse range of foods/play items/ arts/ music/ celebrations/ (ELG) 2.4 Recognise that there are different languages spoken (ELG) 2.5 Show positive community behaviours such as working cooperatively, listening respectfully, showing sensitivity to needs of others (ELG)	2.6 Understanding the ways in which we are all unique (PSHE H23, H21, H22) 2.7 Recognise similarities across cultures, religions and identities (PSHE R23, L6, RE SACRE Theme 2) 2.8 Know our own family connections/ global family connections 2.8b Understand that they belong to various groups and communities, such as family and school (NC Cit) 2.9 Have opportunities to share our own experiences of culture, language and religion (RE SACRE Theme 2, PSHE R25) 2.10 Recognise our global connections through food, clothes and other everyday items (NC Geog) 2.11 Be aware that Britain is multicultural/multiracial and begin	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 (PSHE L6) 2.14 Be aware of the diversity <i>within</i> nations, cultures, communities and religions (PSHE L8) 2.15 Experience and celebrate learning from groups that are marginalised both locally and globally (PSHE L7) 2.16 Have some understanding of different places of worship/religious practices (RE SACRE Theme 2) 2.17 Recognise that cultures can change, influence and fuse over time.	2.19 Explore and describe our own multiple, layered, complex, fluid identities and communities. (PSHE H25 R3, R32 and RE SACRE Theme 4) 2.20 Recognise that different people have different world views/perspectives (PSHE R32) 2.21 Explore the benefits and challenges of being part of a faith community (RE SACRE Theme 4) 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 (PSHE R33) 2.23 Know about at least one real world example where groups or communities are included, excluded or marginalised

	to understand how it became so. (NC Hist)	2.18 Recognise the ways in which communities give individuals/groups a sense of belonging or not belonging	2.24 Know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within school and global communities (PSHE L8)
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3. Stereotypes, Stereotyping and Assumptions

EYFS	KS1 Building on EYFS learning plus the following:	Lower KS2 Building on KS1 learning plus the following:	Upper KS2 Building on Lower KS2 learning plus the following:
3.1 Recognise that there is diversity of people/ humans through experiencing balanced resources and environment which is free from racial stereotypes	3.2 Have some understanding of what it means to make assumptions about people based on their physical appearance 3.3 Learn about how people make friends and what makes a good friendship (PSHE R6) including the value of diversity in our friendships	3.5 Knowledge about how stereotypes can negatively influence behaviours and attitudes towards others (PSHE L9, L10) 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 Britishness	3.10 Understand the way in which society establishes racial stereotypes (film, news, books, adverts, music etc.) both for people of colour and white groups (PSHE L9, L10) 3.11 Know some strategies to challenge own and others assumptions and stereotypes (PSHE L9, L10) 3.12 Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them (PSHE L27)

		(PSHE L8) 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures (NC Geog)	
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4. Prejudice and Discrimination

EYFS	KS1 Building on EYFS learning plus the following:	Lower KS2 Building on KS1 learning plus the following:	Upper KS2 Building on Lower KS2 learning plus the following:
4.1 Notice and celebrate kindness and respect 4.2 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/clothing) (PSHE R21) 4.3 Know and practise appropriate responses if subjected to touching/ teasing including consent (PSHE R22) 4.4 See themselves as valuable individuals (EYFS statement)	4.7 Recognise what is fair and unfair, and what is right and wrong (NC Cit) 4.8 Respect yourself and others and able to talk positively about yourself and other people (PSHE R22, R 29, R30) 4.9 Understand and practice positive community behaviours- eg inviting others to join in (PSHE R30) 4.10 Understand what rules are, why they are needed, and how they can support positive communities (PSHE L1 / PSHE H28) 4.11 Be able to recognise and name	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 (PSHE L2) 4.18 Understand the terms prejudice and discrimination: what they mean and how to challenge them (PSHE R21, L10) 4.19 Understand the impact of	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 (PSHE R30, NC Cit) 4.23 Some knowledge of historical and contemporary examples of racial discrimination and ideas of superiority

4.5 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG) 4.6 Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG)	feelings / be able to validate feelings in others (PSHE H12, H14) 4.12 Recognise the impact on others of hurtful or bullying behaviour such as excluding others, teasing and name-calling (PSHE R10, R11, R12) 4.13 Simple strategies to resolve arguments between friends positively (PSHE R8) 4.14 Know how to report bullying behaviour to trusted adults (PSHE H33)	bullying, including offline and online, and the consequences of hurtful behaviour (PSHE R19) 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 (PSHE R20 R29)	4.24 Know societies rules and laws including human rights related to racial discrimination (PSHE L2) 4.25 Some discussion of the use of the N-word and other racially derogatory terms
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5. Historical Context & Structural Issues

EYFS	KS1 Building on EYFS learning plus the following:	Lower KS2 Building on KS1 learning plus the following:	Upper KS2 Building on Lower KS2 learning plus the following:
	5.1 Understand that people have different homes and the ways these are similar and different (PSHE R3, R4, PSHE L6, NC Geog) 5.2 Understand that people move homes and move countries (PSHE R4) (History NC “changes in living memory”) 5.3 Awareness of similarity and differences in families and able to describe their own family network through time (PSHE R3 & R4) 5.4 Know examples of diversity of historical contributions to the world relevant to KS1 topics 5.5 Knowledge of diverse and significant individuals in the past and their contributions to national and international achievements e.g. scientists, explorers, artists, musicians, astronauts, NOT figures in racial justice (NC History)	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 (NC Geog)	5.9 Know historical examples of human migration and the diversity within these migrant groups e.g. Anglo Saxons, Romans (NC History) 5.10 Some understanding of the history of Gypsy Roma Traveller communities in the UK and globally 5.11 Know at least two historical examples of pre-colonial civilisations in Africa or Asia (NC History) 5.12 Know some examples of Diverse British History: Black Romans, Black Tudors, Black Victorians, WWI & WWII colonial troops/resources, Local connections to Black/PoC histories, Post WWII migration to the UK, Justice Movements, movements for change Civil Rights such as Bristol Bus boycott, Nottingham Carnival, Grunwick Strike 5.13 Some understanding of the construction of

	5.6 Knowledge of diverse and significant historical people in Brighton & Hove (NC History)		racial hierarchies and migration through the British Empire, colonialism, racial laws, power structures and resistance (e.g Apartheid South Africa) 5.14 Knowledge of a non-European society: early Islamic civilisation, Mayan civilisation, Benin (NC History) 5.15 Understand the terms refugee and asylum seeker in relation to human migration 5.16 Know about a range of inspirational religious leaders past and present, how and where they found their inspiration and how they inspired others (RE SACRE Theme 6)
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