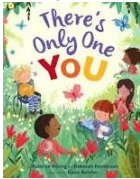
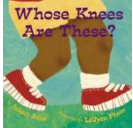
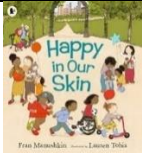
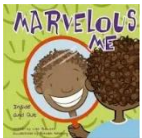
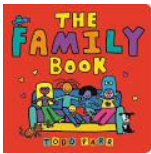
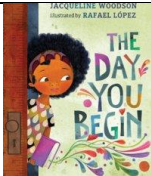


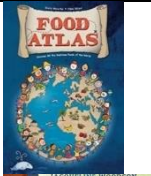
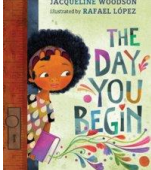
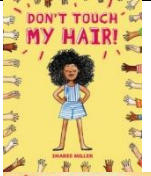
Year group	LO Question	Lesson content	Learning task	Book	Video/clip	Racial Literacy Curriculum Framework
Rec 1 Good to be me (GTBM)	What is the same /different about the way we look?	Looking at physical features body, eyes, hair, skin	Skin tone colour mixing and self portraits	All are welcome 		1.1 Have 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. (ELG) 3.1 Recognise that there is diversity of people/ humans through experiencing balanced resources and environment which is free from racial stereotypes 4.4 See themselves as valuable individuals (EYFS statement)
Rec 2 GTBM	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't It'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/foster (PSHE R3 and R7) 2.2 Some understanding that we inherit our culture and religion from our family (ELG)
Rec 3 Growing 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	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 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) 4.5 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)

	have hurt someone?					
Rec 4 GARS	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 (ELG) 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/ (ELG)
Year 1 / lesson 1 GTBM	What do I like/not like? What makes me one of a kind/unique?	Describing ourselves What 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 (PSHE H23, H21, H22)
Year 1/ lesson 2 GTBM	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 (PSHE R23, L6, RE SACRE Theme 2) 4.8 Respect yourself and others and able to talk positively about yourself and other people (PSHE R22, R 29, R30)
Year 1/ lesson 3 GARS	What can we do if we don't feel happy about the way others are talking about	What to do when we feel upset about the way someone is		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 (PSHE R22, R 29, R30)

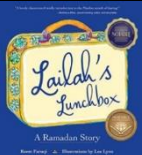
	our skin, hair and features? How can we be respectfully curious without being unkind or mean?	talking about our skin colour The difference between mean /unkind and curious				4.11 Be able to recognise and name feelings / be able to validate feelings in others (PSHE H12, H14) 4.12 Recognise the impact 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)
Year 2/ lesson 1 GTBM	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 (PSHE H23, H21, H22) 2.7 Recognise similarities across cultures, religions and identities (PSHE R23, L6, RE SACRE Theme 2) 3.2 Have some understanding of what it means to make assumptions about people based on their physical appearance
Year 2/ lesson 2 GTBM	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 AI start on youtube or sing up	2.7 Recognise similarities across cultures, religions and identities (PSHE R23, L6, RE SACRE Theme 2) 2.9 Have opportunities to share our own experiences of culture, language and religion (RE SACRE Theme 2, PSHE R25) 4.8 Respect yourself and others and able to talk positively about yourself and other people (PSHE R22, R 29, R30) 5.1 Understand that people have different homes and the ways these are similar and different (PSHE R3, R4, PSHE L6, NC Geog) 5.3 Awareness of similarity and differences in families and able to describe their own family network through time (PSHE R3 & R4)
Year 2/ lesson 3 GTBM	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? Culture Heritage Traditions What 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 gang Celebrate	2.7 Recognise similarities across cultures, religions and identities (PSHE R23, L6, RE SACRE Theme 2) 2.9 Have opportunities to share our own experiences of culture, language and religion (RE SACRE Theme 2, PSHE R25) 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 people (PSHE R22, R 29, R30) 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)

Year 2/ lesson 4 GARS	How do we treat everyone with respect? What is racist behaviour?	What does respect look like? Helping hand Safe 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 (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)
Year 3/ lesson 1 GTBM	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 (PSHE L6) 2.14 Be aware of the diversity <i>within</i> nations, cultures, communities and religions (PSHE L8) 3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness (PSHE L8) 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures (NC Geog)
Year 3/lesson 2 and 3 GTBM Part 1 Part 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) (NC Geog / NC Science) 1.8 Explore the global skin colour map and relationship with indigenous ancestors (NC Geog / 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)

Year 3/ Lesson 1 GARS	How are we the same and how are we different? What do we have in common? How can we make sure that everyone feels welcome and that they belong? Can you clarify the words race, racism and anti-racism?	Exploring what makes us different and how we can talk about those differences Understanding what racism and anti-racism are	Draw hands and label similarities and differences		https://vimeo.com/288590683 	3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness. (PSHE L8) 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures (NC Geog) 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)
Year 3/ Lesson 2 GARS	How are we the same and how are we unique? What do we have in common? How can we make sure that everyone feels welcome and that they belong? Is it racist to make someone feel bad about their skin colour?	Read story exploring theme of not belonging Understanding what racism is and what you can do if you see/experience it	Draw a squiggle that joins with your partner's squiggle Sharing 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 (PSHE L6) 2.14 Be aware of the diversity within nations, cultures, communities and religions (PSHE L8) 2.18 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 (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)

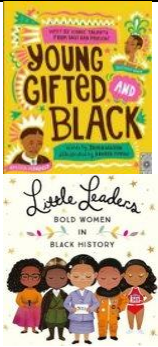
Year 3/ Lesson 3 GARS	What is cultural heritage? Why do we all eat different food? What do we have in common? How can we make sure that everyone feels welcome and that they belong?	Exploring the concepts of culture and heritage through foods. How to deal with racist comments about culture/heritage Why we have food from all around the world in Britain	Draw examples of food you eat from other countries on a blank map of the world	 	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 (PSHE L6) 2.14 Be aware of the diversity within nations, cultures, communities and religions (PSHE L8) 3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness (PSHE L8) 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures (NC Geog) 3.10 Recognise that cultures can change, influence and fuse over time.
Year 4 GTBM L1	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 (PSHE L6) 2.14 Be aware of the diversity <i>within</i> nations, cultures, communities and religions (PSHE L8) 3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness (PSHE L8) 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures (NC Geog)
Year 4 GTBM L2	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 (PSHE L6) 2.14 Be aware of the diversity <i>within</i> nations, cultures, communities and religions (PSHE L8) 3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness (PSHE L8) 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures (NC Geog)
Year 4 Lesson 1 GARS	How are we the same and how are we different? – with a focus on our hair	Understand definitions of racism and anti-racism Explore different vocabulary for describing hair Read Don't Touch My Hair	Practise how to deal with mean comments through role play Record what you have learnt in PSHE/Thinking Books	 		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) 4.19 Understand the impact of 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,

	What do we have in common? How can we make sure that everyone feels good, and feels safe about how they look? Is it racist to touch someone's hair without asking first, because its different?			https://www.youtube.com/watch?v=Jl_jIQc2Iok		trolling, harassment or the deliberate excluding of others); how to report concerns and get support (PSHE R20 R29)
Year 4 Lesson 2 GARS	What we like to eat at home? Which favourite foods do we eat in common? How can we make sure that everyone feels good and feels safe when they are eating their lunch? Is it racist to make comments about the food other people eat?	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 community (PSHE L6) 2.14 Be aware of the diversity within nations, cultures, communities and religions (PSHE L8) 2.16 Have some understanding of different places of worship/religious practices (RE SACRE Theme 2) 3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness. (PSHE L8) 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures (NC Geog) 4.16 Value and respect different cultures and lifestyles to one's own 4.19 Understand the impact of 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)

Year 4 Lesson 3 GARS	Can we tell what Religion or Faith tradition someone has from the way they look? 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 and the practices they follow such as fasting (not eating) or praying?	Understand that religion and faith can be part of someone's ethnic, national, cultural heritage. Be aware of religious stereotyping Read Lailah's lunch box Understand link between food and religion Explore 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 (PSHE L6) 2.14 Be aware of the diversity within nations, cultures, communities and religions (PSHE L8) 2.16 Have some understanding of different places of worship/religious practices (RE SACRE Theme 2) 3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness. (PSHE L8) 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures (NC Geog) 4.16 Value and respect different cultures and lifestyles to one's own 4.19 Understand the impact of 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)
Year 4 Lesson 4 GARS	How do we know we are from somewhere? Why are there humans living all over the world and how did they get there?	Warm up Discussion can you tell where someone is from by looking at them What does the question "Where are you from?" mean? Knowing about the history of human migration	Draw your special connections tree		https://www.youtube.com/watch?v=Aq13dvtZjP4 	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 within nations, cultures, communities and religions (PSHE L8) 2.17 Recognise that cultures can change, influence and fuse over time. 2.18 Recognise the ways in which communities give individuals/groups a sense of belonging or 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. (PSHE L8)

	Can we tell just by looking at someone where they grew up or what language they speak? What do people mean when they say they are from somewhere or ask someone else where they are from? Is it racist to ask where someone is from?	Have an Understanding the broad spectrum of being British. How to talk about our heritage safely and respectfully.				3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures (NC Geog) 4.16 Value and respect different cultures and lifestyles to one's own 5.7 Understand human origins / early migration story
Year 5 GTBM L1	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. (PSHE H25 R3, R32 and RE SACRE Theme 4) 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) 4.24 Know societies rules and laws including human rights related to racial discrimination (PSHE L2)

Year 5 GTBM L2 +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 Dass Ted Talk clip 	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 (NC Geog / NC Science) 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 (PSHE L8) 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 (NC History)
Year 5 Lesson 1 GARS	Who migrates? Where from and where to? Why do people migrate? How do we decide who belongs in a particular country? Who gets to decide this?	Class discussion of key concepts Relate migration to own experience Learn about the British Empire	Mapping a personal migration story on a map Identifying countries of the British Empire on a map Spider-gram of knowledge of some of the countries of the Empire		https://www.youtube.com/watch?v=ayBBYVpyUDl https://www.youtube.com/watch?v=Wquw_oxvzdE	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 (NC History) 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)
Year 5 Lesson 2 GARS	What was the British Empire? What effect did it have on Britain and the world?	Knowledge harvest about The British Empire Read information about The British Empire and answer questions Thinking about	Jigsaw Activity Share knowledge and tick countries of the British Empire on world map		https://www.youtube.com/watch?v=68zpVIABu-g	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 (NC History) 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)

Year 5 Lesson 3 + 4 GARS	How has migration shaped Britain and the wider world? How has the British Empire shaped modern Britain and the wider world? How are empire and racism linked?	Learning about Black and Asian contribution to British history and contemporary Britain. Researching someone using books or suggested resources. Children to present findings in a manner of their choosing	Research person and present findings			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)
Year 6 GTBM L1	What makes me, <i>me</i> ? 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 identity Focus in on skin colour as part of our identity	Pop n Olly identity sheet. Painting skin tone heart		Pop n Olly Identity  The Science of Skin Colour 	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 2.19 Explore and describe our own multiple, layered, complex, fluid identities and communities. (PSHE H25 R3, R32 and RE SACRE Theme 4) 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)
Year 6 GTBM L2	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 Me Unfolding Identities Comparing Ourselves	2.19 Explore and describe our own multiple, layered, complex, fluid identities and communities. (PSHE H25 R3, R32 and RE SACRE Theme 4) 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)
Year 6 GTBM L3	What do we have in	Look at each other's hearts and explore how we can support each				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)

	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?	other by being upstanders				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)
Year 6 Lesson 1 GARS	What is ethnic diversity and why do we need it? What can we discover about the ethnic diversity of our country? How can we celebrate the rich ethnic diversity of our class?	Understanding the terms diversity Ethnicity Culture Heritage Cultural heritage And how to talk about them Learning about the ethnic diversity of Britain's ancient ancestors	Create a tile to represent your family heritage towards a class display celebrating our ethnic diversity inspired by The Illuminate Tapestry		https://www.youtube.com/watch?v=sQuM5e0QG_Lg https://vimeo.com/264956846	2.19 Explore and describe our own multiple, layered, complex, fluid identities and communities. (PSHE H25 R3, R32 and RE SACRE Theme 4) 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) 5.9 Know historical examples of human migration and the diversity within these migrant groups e.g. Anglo Saxons, Romans (NC History)
Year 6 Lesson 2 GARS	What are stereotypes? What is racism and where did it come from? How does racism affect people?	Understand what a stereotype is and where they come from. Understand the history of racism Understand how racial stereotypes harm people	True or False discussion		https://www.youtube.com/watch?v=gbWYS6sULx0 https://www.youtube.com/watch?v=PUHop5i8-f4	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) 4.23 Some knowledge of historical and contemporary examples of racial discrimination and ideas of superiority.

					https://www.youtube.com/watch?v=ijtJeSrXuQ68	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) 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)
Year 6 Lesson 3 GARS	Where did racism come from? What is anti-racism? How can we think and act in a more anti-racist way?		Make an anti-racist pledge poster and design an anti-racist symbol			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) 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)