



Good To Be Me

YEAR 6



• 3 lessons

Please see footer on slides for session notes and key points

These lessons should only be delivered by staff who have received racial literacy training, training to deliver these lessons and have READ the guidance.

Racial Literacy Curriculum Framework

Objectives – Session 1

- *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**)

Learning Questions for Y6

Lesson 1

- What makes me *me*?
- How can I define my identity/ identities?
- How can we describe our skin tone or colour in a safe way?

Racial Literacy Curriculum Framework

Objectives – Session 2

- 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**)

Learning Questions for Y6

Lesson 2

- What do I like about being me?
- What is our self-image?
- How can I value being the person that I am?

Racial Literacy Curriculum Framework

Objectives – Session 3

- 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**)
- 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**)

Learning Questions for Y6

Lesson 3

- 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?
- How can we support each other by being an upstander?



Teacher Information

- **Assessment opportunities:**
- **Record/or display in PSHE Think books**
- **Lesson 1: Can the children describe their own identity; Can the children describe their own skin tone in positive language?**
- **Lesson 2: Can the children explain what self image means? Can the children create an identity heart for themselves?**
- **Lesson 3: Can the children describe what an upstander I; can they suggest ideas for what to say as an upstander?**

IMPORTANT – TEACHER NOTE

We are conscious that all of us of all ethnic backgrounds have grown up with misinformation about issues surrounding race and the ethnic diversity of our species – the same way as has happened with misinformation about gender and sexuality.

Until we unlearn this misinformation, we are at risk of repeating it and causing harm to all our students. As a response to this, brief teacher notes have been written in the Notes section beneath each slide in order to support you in teaching these lessons safely and effectively. These notes form **essential CPD** to ensure you are able to grow your understanding and teach your class safely and respectfully of all their ethnic heritages.

Non-exhaustive list of suggested descriptive words for skin tones/ shades* (see notes section below)

Due to experiences of discomfort when discussing issues of race, it can be challenging for adults to find words that they feel are safe words to describe skin tones/ shades. Here is a non-exhaustive list of words you might wish to choose from while teaching. These words are used in various GTBM lessons across EYFS and KS1-2, and hopefully they will be helpful if you feel uncomfortable about what language you might use.

Be aware that sometimes the skin of people of colour has been described with food words in ways that sound offensive. As a consequence, some people of colour may find it offensive to use food words to describe their skin colour, and some may not. The important issue here is the problem of people of colour having their physical appearance treated disrespectfully; and one solution is to emphasise that whatever words people use, they should always treat people with dignity and respect.

blue-black

brown

caramel

dark/ deep brown

earthy

ecru/ beige

golden

ivory

light brown

pale pink

peachy-brown

peachy-white

pink

pinky brown

pinky white

reddish brown

rosy

sandy

yellowy – brown

yellowy – white

Lesson 1

Our learning journey

- What makes me *me*?
- How can I define and describe my identity/ identities?
- How can we describe our skin tone or colour in a safe way?
- What do I like about being me?
- What is our self-image?
- How can I value the person that I am?
- 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?
- How can we support each other by being an upstander?

Lesson 1: Identity

Thinking Questions:

- What makes me *me*?
- How can I define and describe my identity/ identities?
- How can we describe our skin tone or colour in a safe way?



How can we make sure that everybody feels safe and included in this lesson?

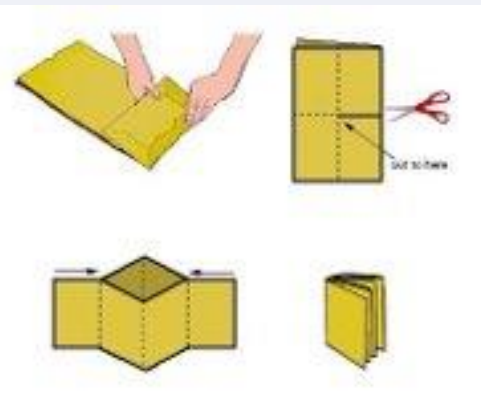
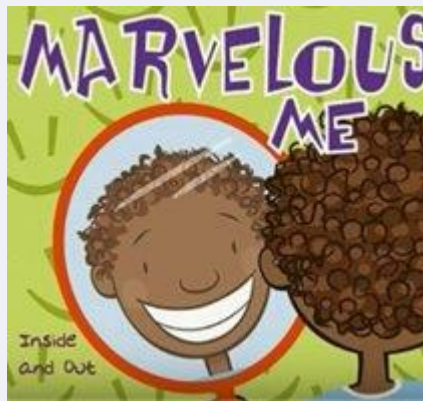


Feeling safe and included

- **Think about what you share**
- **Respectful comments**
- **Listen carefully**
- **Other ideas?**



What do you remember about our previous learning about identity?



Thinking about our understanding and skills at the start of the lesson

**How confident do you
feel in your understanding
of the concept of identity?**

**Can you describe your skin
tone using positive
language?**



On a scale of 1-10, show me!

0	1	2	3	4	5	6	7	8	9	10
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Who are you?

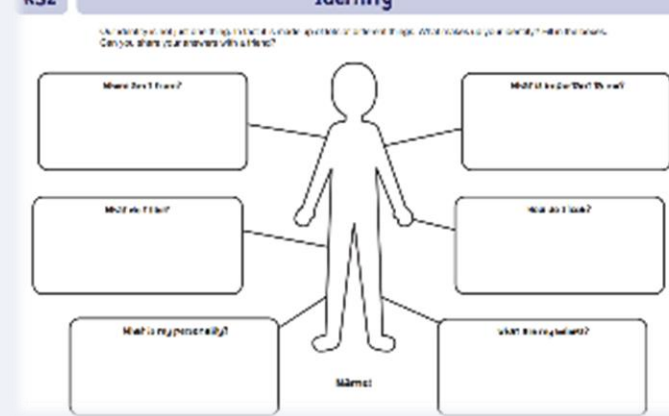
Watch this →
film clip
about how
we can define
and describe
our identity/
identities.



What makes you *you*, and me *me*?

On your Pop 'n' Olly sheet, fill in the boxes about what makes you the person you are.

Fill in your 'before' confidence score (out of 10)





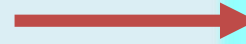
What makes you you, and me me?



One part of what makes us the people we are is the tone or colour of our skin.

Let's revise the science of how our skins have different colours.

Why do we have different skin colours?



What do you know already?

Watch this film: Pause at 2:00 and fast forward to 3:56.

Nature depends on diversity for the survival of species. Do you know why?

Diversity is one of nature's powerful weapons!





ORIGINAL
SUNSCREEN

EVOLUTION



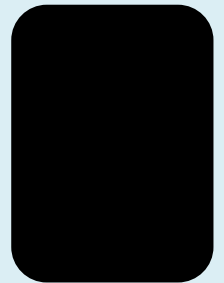
With a partner, use the pictures to help you explain why we have different skin colours.



Sometimes we find it hard to find words to describe the colour of our own or other people's skin.



Is anyone in the class actually black or white?



The terms black and white were created to sort people into groups in the past. They do not actually describe our skin colour.



How could you describe your own skin tone?

Tan

Sandy-brown

Creamy-white

Dark brown

Beige

Reddish brown

Pinky-white

Light brown

Golden-white

Warm brown

Pale pink

Blue-black

Peach-white

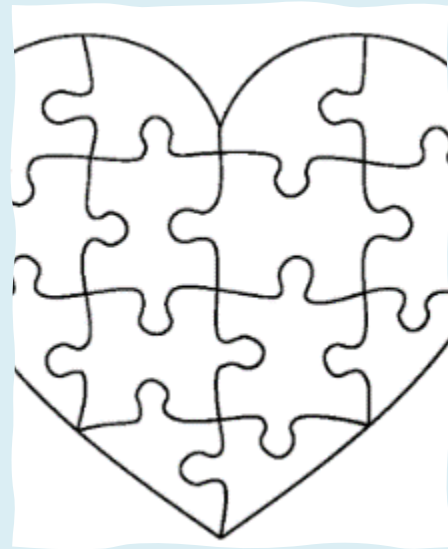
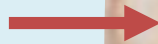


Paint your skin colour

Watch the video to learn how to make skin-coloured paint.

Use watercolour paints to create your skin tone and lightly paint a wash on your heart jigsaw.

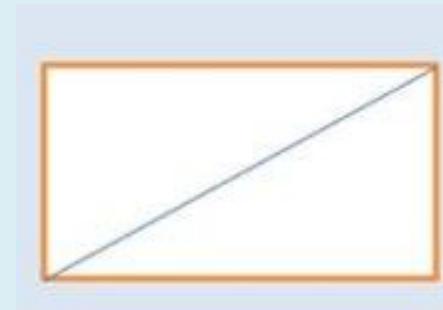
Leave to dry - ready for our next lesson.



Have we answered our thinking questions?

- What makes me *me*?
- How can I define and describe my identity/ identities?
- How can we describe our skin tone or colour in a safe way?

Record your thinking in your PSHE Book – fill in your '**after**' confidence score (out of 10)



Getting help



**It is ok
to ask
for help**

**If this lesson
has made you
feel worried or
you have a
question,
remember it is
ok to ask for
help.**



"We can talk with
someone about
anything, even if it
feels awful or small"

Watch the 'Be Grateful' film clip.

Next breathe in and out deeply three times and think about what makes it good to be a part of our class community.



Lesson 2

Our learning journey

- What makes me *me*?
- How can I define and describe my identity/ identities?
- How can we describe our skin tone or colour in a safe way?
- What do I like about being me?
- What is our self-image?
- How can I value the person that I am?
- 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?
- How can we support each other by being an upstander?

Lesson 2: Self-Image

Thinking Questions:

- What do I like about being me?
- What is our self-image?
- How can I value the person that I am?



How can we make sure that everybody feels safe and included in this lesson?



Protective Behaviours



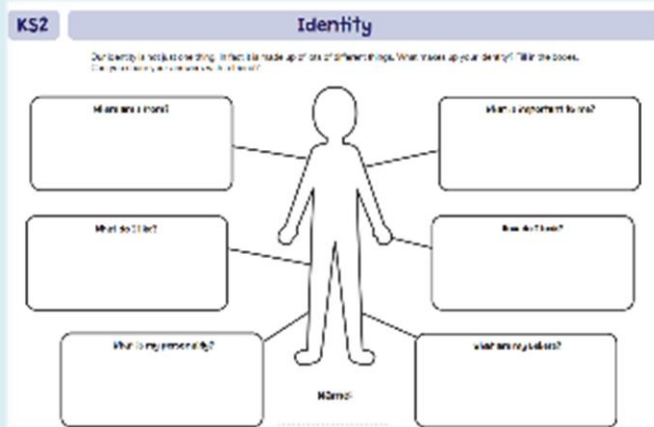
We all have the right to feel safe at all times.

Feeling safe and included

- **Think about what you share**
- **Respectful comments**
- **Listen carefully**
- **Other ideas?**



What did we learn about in our last lesson?



What does identity mean?

Why do we all have different skin colours?



Why is diversity essential in nature?

Thinking about our understanding and skills at the start of the lesson

- **How confident do you feel to explain the phrase 'self image'?**



On a scale of 1-10, show me!

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What do you know already?

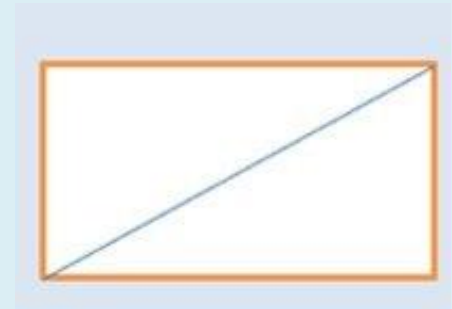
Date

Title

Can
you complete the
sentence:

Self-image is ...

Record your thinking
in your PSHE Book –
fill in your '**before**'
confidence score
(out of 10)



What do I like about being me?



Watch this story about a girl talking to her reflection.

- **What things make it good to be her?**
- **What do you have in common with her?**
- **What makes you different from her?**

What is our self-image?

Why is it important?

How does our self-image affect...

- ...the way we feel about ourselves?
- ...our relationships with others?
- ...our learning and work?



Unfolding Identities

- How does Mrisi describe his identities?
- What does he enjoy doing?
- What do you think he likes about himself?
- What could we record for Mrisi on an identity picture?



<https://www.youtube.com/watch?v=170FpoVsIZ8>

Identity

Use this identity picture to help you think about your identity. It is a guide, not a rule. You can use it to help you think about your identity. You can use it to help you think about your identity. You can use it to help you think about your identity.

Where do I live?

What do I like?

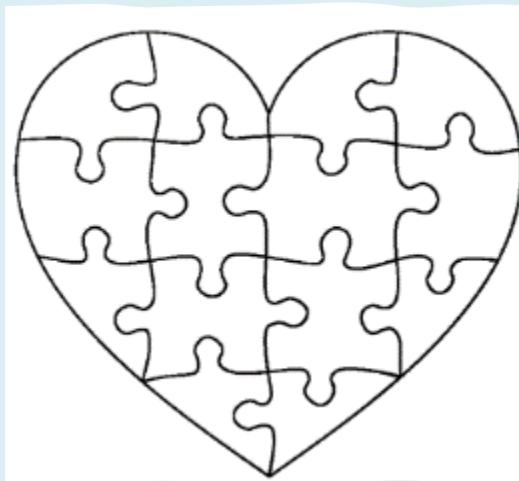
What is my personality?

What is important to me?

How do I look?

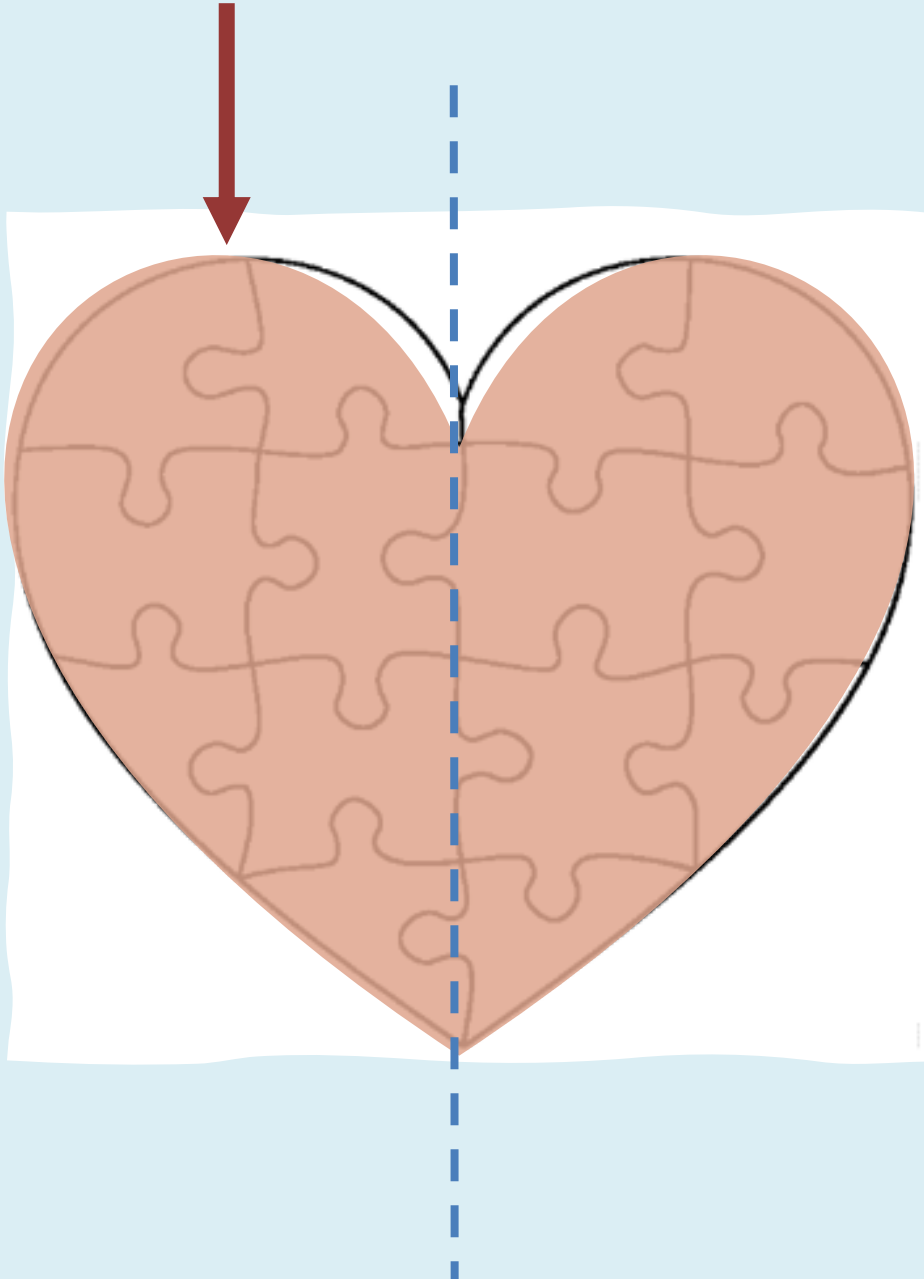
What are my values?

NAME:



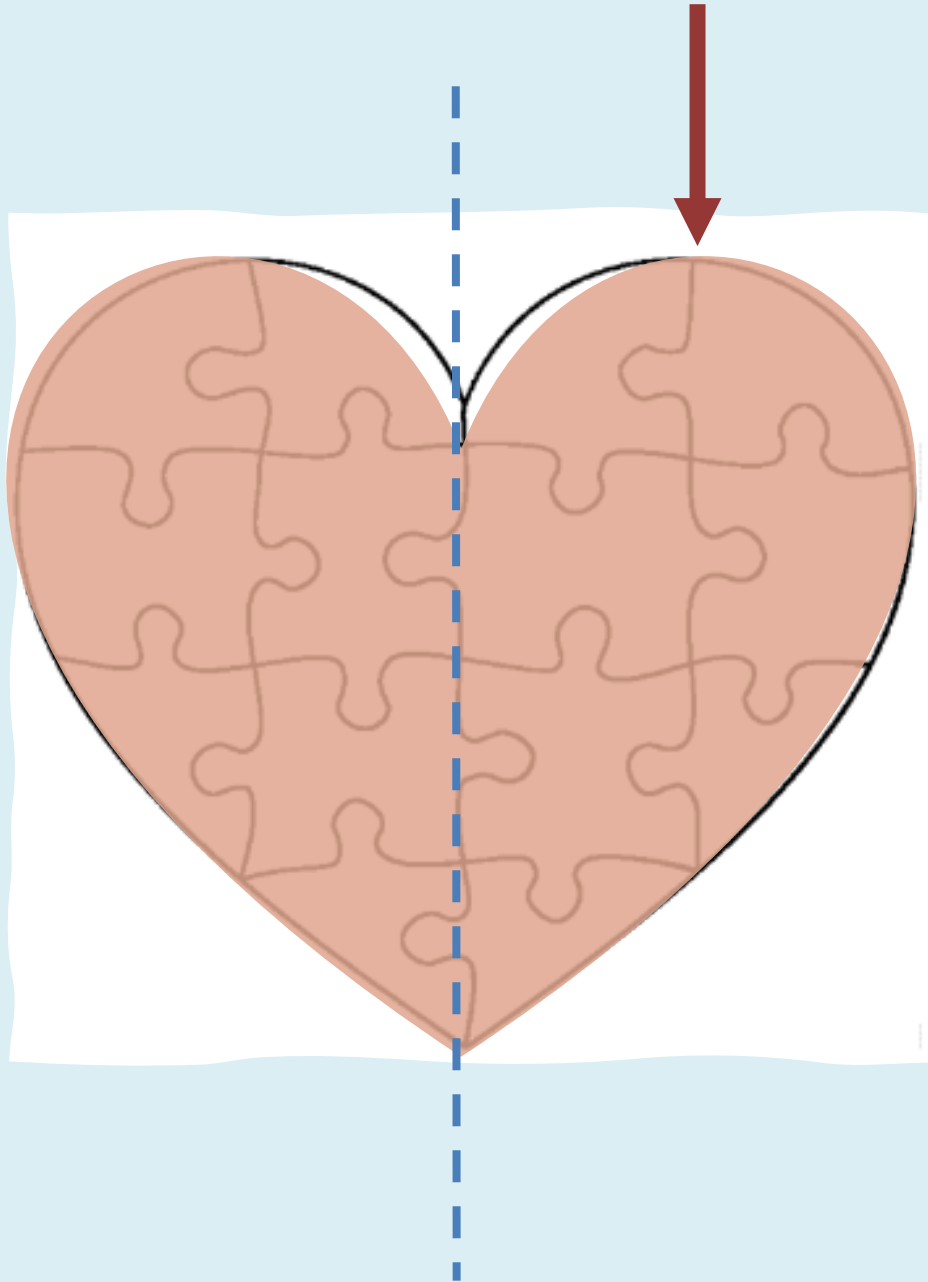
What do you
enjoy doing
with your time?

Write your
ideas on seven
(half) of the
jigsaw pieces.



Remember:





**What do you like
about yourself?**

**In a different
colour pen, write
your ideas on the
other half of the
heart.**

How can I value the person that I am?

Sometimes, when we are growing up, some of us start to wish we were less like ourselves and more like others. If this happens, the feelings can be particularly strong when we're becoming adolescents.

What things might influence us and make us think we're not good enough?



Comparing ourselves

**Watch the video up to 1:15
(end of the dog-walking scene)**

**How did the people's real lives
compare to their online lives?**

**Why do you think they created
online lives like these?**

**How do you think this might
impact their self-image?**

**Do you know anyone who
creates an online persona in
this way?**

**Have you ever been tempted to
fake your online persona?**

**How might it affect your self-
image?**



Valuing ourselves

As we start to go through puberty, our brain changes a great deal. Some of the changes can sometimes make us focus more on trying to fit in with our peer group, and this can make us forget all the brilliant things about the person we already are.

Images are very powerful ways of communicating. If we already feel bad about ourselves, when we see images of what looks like a 'perfect life' on social media, our brains can sometimes fall into what's called the 'confirmation bias' trap – we seek out information that confirms what we believe, rather than information that might give us a different perspective.



Valuing ourselves

Feeding our confirmation bias like this can convince us that there's something wrong with us, even though that's not true.

If we ever feel unhappy about who we are, it's immensely healthy to step away from social media for a while and seek out information that challenges those unhappy thoughts and feelings. Let's do this right now.

Imagine you're talking to yourself in the mirror. What five things would you say to remind yourself of the great things about who you are?



Showing that we value each other



It's easy to forget to show each other the brilliant things we see in each other. Why do you think it's important to do this?

In groups of 8-10, you're going to write kind messages telling your group about the brilliant characteristics that you see in them.

Write a whole message, not just single words.

Each pupil must write one sticky note for each member of their group. You can use the 'Strengths list' to help give you ideas. Don't sign the notes.

Read your notes at the end. Are there any surprises?

Have we answered our thinking questions?

- What do I like about being me?
- What is our self-image?
- How can I value the person that I am?

Record your thinking in your PSHE Book – fill in your '**after**' confidence score (out of 10)



**“We all have
the right to
feel safe
all the time”**

**“We can talk with
someone about
anything, even if it
feels awful or small”**



**If this lesson has made you feel worried
or you have a question
or something you want to talk about
remember your trusted adults**



**Ask for some
time to talk**

Let's finish by celebrating our Good To Be Me hearts join in and sing Happy by Pharrell Williams!

HAPPY

WE ARE HAPPY PEOPLE FROM ALL AROUND THE WORLD



Proud
to  be
Me

Lesson 3

Our learning journey

- What makes me *me*?
- How can I define and describe my identity/ identities?
- How can we describe our skin tone or colour in a safe way?
- What do I like about being me?
- What is our self-image?
- How can I value the person that I am?
- 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?
- How can we support each other by being an upstander?

Lesson 3: Community

Thinking Questions:

- **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?**
- **How can we support each other by being an upstander?**





How can we make sure that everybody feels safe and included in this lesson?



Protective Behaviours



We all have the right to feel safe at all times.

before you speak

THINK



T ~ is it true?

H ~ is it helpful?

I ~ is it inspiring?

N ~ is it necessary?

K ~ is it kind?

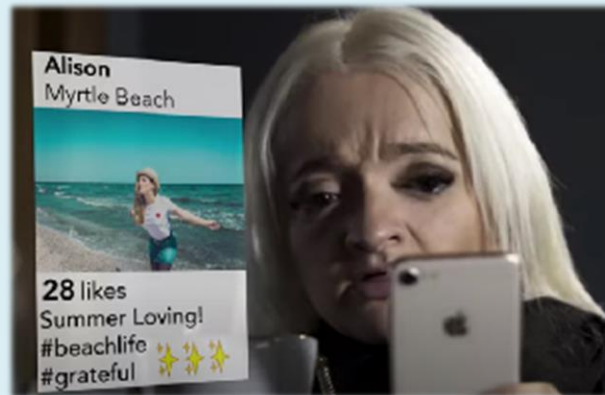
Feeling safe and included

- Think about what you share
- Respectful comments
- Listen carefully
- Other ideas?



What did we learn in our last lesson?

Use the pictures to help you recall what you learned.



Thinking about our understanding and skills at the start of the lesson

- How confident do you feel to explain what an upstander is?

On a scale of 1-10, show me!

0	1	2	3	4	5	6	7	8	9	10
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What do you know already?

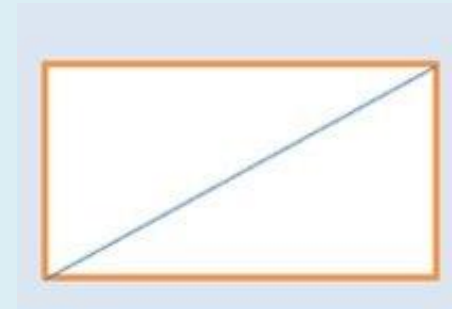
Date

Title

Can
you complete the
sentence:

An upstander is
someone who...

Record your thinking
in your PSHE Book –
fill in your '**before**'
confidence score
(out of 10)



How can we respect our privacy?



Look at the ideas on your heart. Are there any that you might not like to share? Do you think you should have to share these ideas? Why/ why not?



In a minute you're going to share your heart ideas. How can you show respect for each other and protect the ideas you'd like to keep to yourself?

How can we share our hearts respectfully?



- smiling/ showing interest
- sharing/ taking turns
- giving space/listening
- asking/ including
- answering
- encouraging
- listening/ waiting
- tone of voice

What do we have in common with each other?



Walk around the classroom sharing the ideas you've written on your heart. Can you find someone who shares any of these parts of your identities?



Remember to respect our own and each other's privacy.

Sharing our hearts



What did you find out?

Thinking questions:

- How does it feel to find a link with someone else?
- How can these links between us help to grow our class community?
- What does belonging feel like? What is the opposite of belonging? What things might we do that make some people feel isolated? How can we help everyone to feel that they belong?



Where can we get help?

Sometimes people choose to be mean about someone's identity.

This can happen because they don't know how to talk about differences between people.

Sometimes people do this on purpose, because they want to exclude certain people and make them feel bad about themselves.

THIS IS NEVER ACCEPTABLE. What can we do if we witness this?



Mean and hurtful behaviour can include...

Obvious harms:

- A. Making jokes about the place a person originates from.
- B. Making jokes about the way a person looks, e.g. a child whose ethnic or cultural heritage makes their hairstyle different from yours.
- C. Children asking permission to use racist words.



What could we do instead?

- A. Don't say 'I was only joking!' Instead, apologise and accept that your words were unkind and hurtful.
- B. Remember the ways we treat all people with respect; and do not use racist language.
- C. Without interrogating your friends, show a friendly interest in learning about their home cultures and also about yours.



Showing kindness, integrity and interest

Less obvious harms

- A. Staring at a person of colour during lessons about things that affect people of colour!
- B. Disbelieving the knowledge and experiences of children of colour.
- C. Excluding children of colour from play activities.

What could we do instead?

- A. Don't stare! Focus on the lesson.
- B. Listen and try to understand their perspective. Be prepared to be wrong.
- C. Welcome everyone regardless of what they look like.



What is an Upstander?

If mean behaviour happens several times on purpose, what do we call it? What can we do about it?

If we witness bullying behaviour and don't do anything about it, we are being a 'bystander'. What do you think it means to be an 'upstander' instead? Watch the video and then explain what it means.



How to be an Upstander

Critical thinking: what are the good things about being a bystander/ an upstander? What do you think are the bad things about both roles?

Which do you think is ultimately better, and why?

Imagine you're going to teach a Year 4 child how to be an upstander. What do they need to know?



How to be an Upstander

Don't go to his house -
they'll give you funny
food!

Actually, I really like
trying new foods, why
don't you?

What else could the Upstander say?

Together with your partner, practise being the Upstander – say your new phrases in unison.



How to be an Upstander

[This person overhears the conversation and steps in]

You come from a rubbish country!

How would you know?
Have you ever been to that country? You're just making it up!

What else could the Upstander say?

Together with your partner, practise being the Upstander – say your new phrases in unison.



Reflect on what it felt like to be an upstander.

What have you learned? What felt safe to say?



Thinking time!

**Your identities
will always be
the same.**



**Agree or disagree?
Think silently for
two minutes. You
may jot down some
notes if you like.
Now explain your
ideas to a partner.**





All different all equal

At our school we want everyone to feel safe and proud about who they are, how they look, their hair and their skin colour, their families, their family heritage and their beliefs.

proud
to ♥ be
Me



Have we answered our thinking questions?

- 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?
- How can we support each other by being an upstander?

Record your thinking in your PSHE Book – fill in your 'after' confidence score (out of 10)



"We can talk with
someone about
anything, even if it
feels awful or small"

It is ok
to ask
for help



**If this lesson has made you worried,
or you have questions about what
you've learned, remember you can
ask for help.**

Let's finish by singing Count on Me by Bruno Mars



Proud
to  be
Me