



Good To Be Me

YEAR 5

Racial Literacy Curriculum Framework

Objectives – Session 1

- 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)**

Racial Literacy Curriculum Framework

Objectives – Session 2 and 3

- 1.3 Understand human origins and species homogeneity (99.9% 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)

Teacher Information

Assessment opportunities: Record/or display in PSHE Think books

Lesson 1: Can the children describe their own identity; can they distinguish which parts of our identity we choose and those we don't choose.

Lesson 2: Can the children reflect on the Humanae project and identify its core messages?

Lesson 3: Can the children describe their own skin tone in a positive way?

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

Our learning journey



What is your identity?

What do you think the identity of your class community might be?

What makes it good to be me?

Why do we have different skin tones and colours?

How can we describe our skin tone or colour in a respectful way?



Lesson 1

Lesson 1



- What is your identity?
- What do you think the identity of your classmates might be?
- What makes me feel good to be me?
- How we can make sure that everyone in our school feels safe and good about the skin they are in?



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

Protective Behaviours

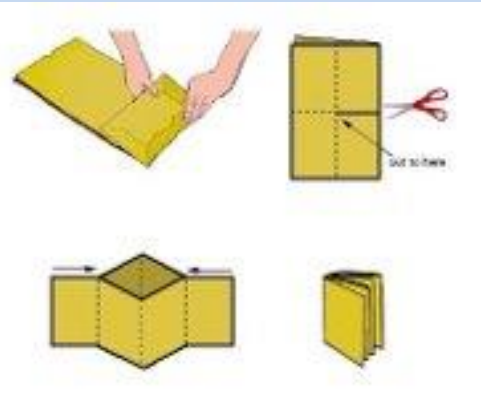
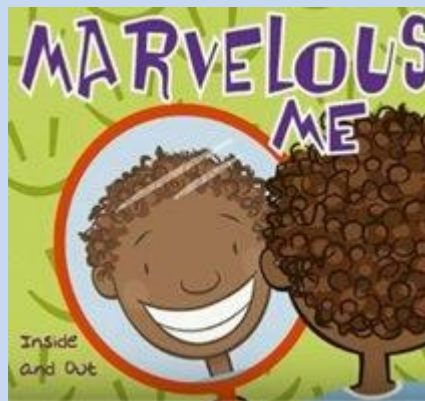


Feeling safe and included

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



What do you remember about our past learning about identity?



Thinking about our understanding and skills

- How confident do you feel in your understanding of the concept of 'identity'?
- Can you explain which parts of our identity we choose and those we don't choose?



On a scale of 1-10, show me!

0 1 2 3 4 5 6 7 8 9 10

What do you know already?

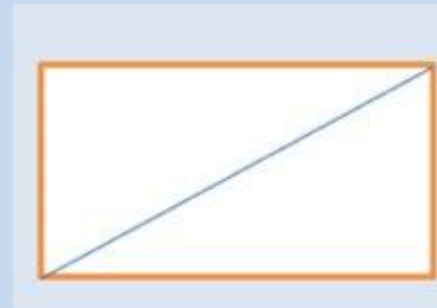
Date

Title

Can you
complete the
sentence:

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

My identity is ...





How would you describe your identity?

Think about:

Languages you speak; what you look like (including your skin, hair, eyes); your family; your family heritage; your beliefs; your gender expression; your sex, your gender identity, your disability; favourite foods; pets; hobbies; hopes and dreams!

**Complete your own identity grid.
Think about what you are happy to
share with a partner.**

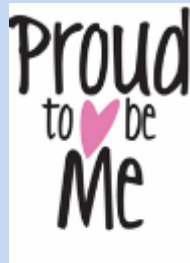
Share your grids.

What did you have in common?

**How will you show
your respect to
each other as you
share?**



1	
2	
3	
4	
5	

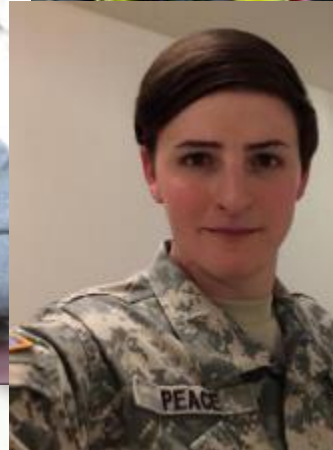
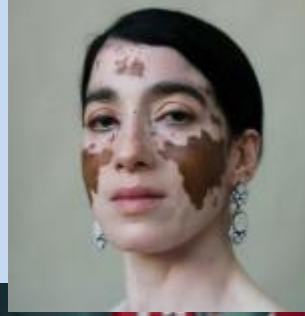


How can we share our identity grids respectfully?



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

Which parts of your identity do you choose? Which parts don't you choose?



Which parts of your identity do you choose? Which parts are you born with?
We can choose, which clothes we wear (some of the time), our haircut, our hobbies and who our friends are.



We don't choose the colour of our eyes or our skin, our height, the place we were born, our family, our first language. Some of us might choose our religion.

What is different about someone showing disrespect for something you choose - like your favourite team - compared with something you are born with, such as your **skin colour** or your **gender**?



Feeling good, feeling safe

The UK Equality Act 2010 aims to protect people from discrimination and unfair treatment because of their age, race, sex, disability, religion, sexual orientation, gender reassignment, marriage or civil partnership or because they are pregnant.



However, even though it is against the law to discriminate against someone, many people in society still experience prejudice and discrimination.

Feeling good, feeling safe



In our school we believe that everyone has the right to feel safe all of the time and be who they want to be.

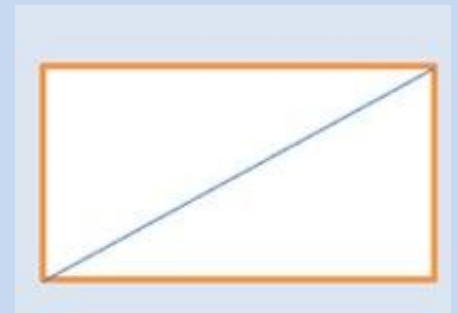
Have we answered our thinking questions?



- What is your identity?
- What do you think the identity of your classmates might be?
- What makes me feel good to be me?
- How we can make sure that everyone in our school feels safe and good about the skin they are in?

Record any new learning and reflections in a different colour pen

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”**

GETTING HELP



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



Ask for some

time to talk

**Breathe in and out
three times and on
each out breath
and think about
what makes it good
to be you!**



Lesson 2

Our learning journey



What is your identity?

What do you think the identity of your class community might be?

What makes it good to be me?

Why do we have different skin tones and colours?

How can we describe our skin tone or colour in a respectful way?



Lesson 2

Our thinking questions:

- Why do we have different skin tones and colours?
- How can we describe our skin tone or colour in a respectful way?



Let's recap our learning!

Can you complete these sentences?

Identity means

Identity includes...

Talk to your partner about the parts of identity most people choose and those parts of identity that they don't choose.



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

- How confident do you feel about your understanding of why people have different skin colours?



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?

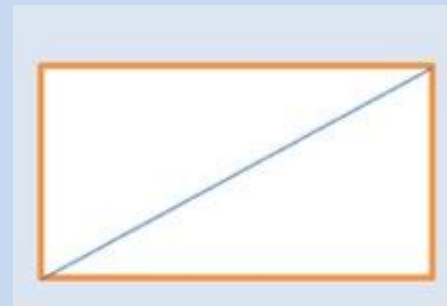
- Date
- Title

Complete the sentence:

We have different skin colours because ...



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



Why do we have different skin colours?

Watch this film:

Pause at 2mins and fast forward to 3mins 56.

Let's find out some more about the skins we are in!



The science of skin colour

Our skin tells the story of human adaptability to where our ancestors lived.

Over 50,000 years ago, an evolutionary process began when our ancestors' bodies adapted to the sun's rays to help them survive in different conditions.



Who can summarise why we have different skin colours?

The science of skin colour

Those ancestors who lived in the hotter regions developed dark skin for protection from the strong, direct sunlight.

Those ancestors who migrated north (where the sunlight is weaker) developed lighter skin to help their skin make enough vitamin D to stay healthy.

Melanin is a chemical in our skin and hair. It helps to give our skin and hair their colour; and acts as a natural sunscreen.



Who can summarise why we have different skin colours?

Did you know?



All humans have descended from the same ancestors - humans who first existed in Africa.

This means we all share 99.9% of our DNA with each other.

Today we are going to find out about Humanae - a 'work in progress' project by Brazilian artist Angelica Dass.

Some of us might have had similar negative experiences to those that Dass talks about. Some of us might not.

We are all coming to this lesson with different experiences.

If something in this talk makes you feel worried about something that has happened to you or a friend, please talk to a trusted adult on your helping hand.



Why do people in Brazil have so many different skin tones?

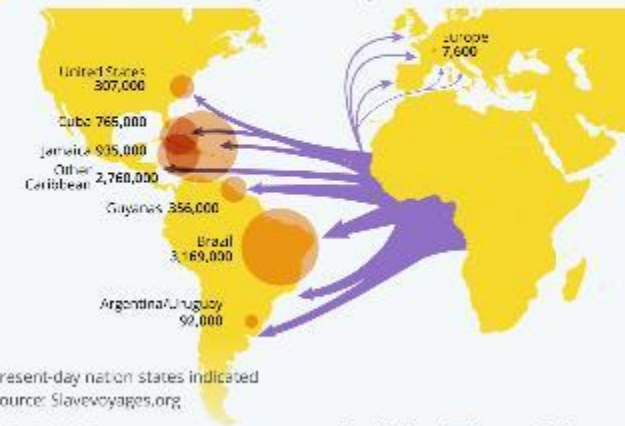


- People have been travelling to Brazil for thousands of years from all over the world for many reasons.
- People migrated after travelling from Africa, through Asia and North America by land. They became Amazonian tribes; and were the first known humans to live in Brazil.

Why do people in Brazil have so many different skin tones?

The Trans-Atlantic Slave Trade Uprooted Millions

Number of enslaved Africans arriving on the American continent (1514-1866)



statista archive

- In the 1500s, Europeans from Portugal invaded and took over the country. They enslaved many of the indigenous (original) Brazilians.
- West African people were kidnapped by Europeans from the 1500s onwards and then enslaved in Brazil.
- Other European people migrated to Brazil around this time; and to this day, migrants continue to travel to Brazil from all over the world.

Brazil is a very multi-cultural country because of its history



New skin tones are made every day as people with different skin tones have children together.



The beauty of human skin in every colour



****Important – Stop at 2 mins
28 due to adult themes**

Let's listen to the artist, Angelica Dass, talk about her project which aims to make an inventory (record) of the spectrum (variety) of different human skin colours.

Make notes:

What is interesting?

What is surprising?

Share your ideas.

The beauty of human skin in every colour



Angelica described how she felt comfortable about her skin colour at home with her mixed heritage family.

She then described how she felt confused when people talked about skin colours at school and that their words did not seem to include her and how she looked.



The beauty of human skin in every colour



She also talks about how it felt to grow up and experience the negative impact of stereotypes* about people with her skin colour.

* Racial stereotype means we think something about someone because of the way they look, sound, behave, dress or because of where they live.

We make our decision about who someone is or what they can or can't do before we've got to know them or asked them any questions. We also call this making an assumption.



What did you learn about Angelica's family life?



What makes Angelica feel good to be her?

What is an assumption?

Did some people make assumptions about her based on stereotypes?



The beauty of human skin in every colour



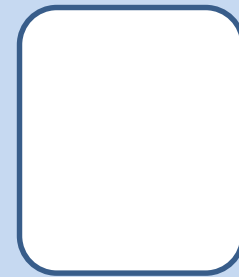
- Why do you think Angelica was inspired to start this project?
- What do you think people can learn from it?
- Can you sum up the core message?



The world is not **Black** and **White**



- Angelica could see that people are not **black or white**



People had been grouped into **black** and **white** to justify slavery in the past



All different all equal

Just because someone has a particular skin colour doesn't mean that they are going to look or act in a particular way – it is just part of what makes me, me and you, you, how we are different and how we are the same.



Thinking and reflecting

Draw a spider diagram to record your thoughts about Dass and her project. Use your own ideas or use these sentence starts to help you:

The Humanae project is about ...

Angelica Dass is trying to ...

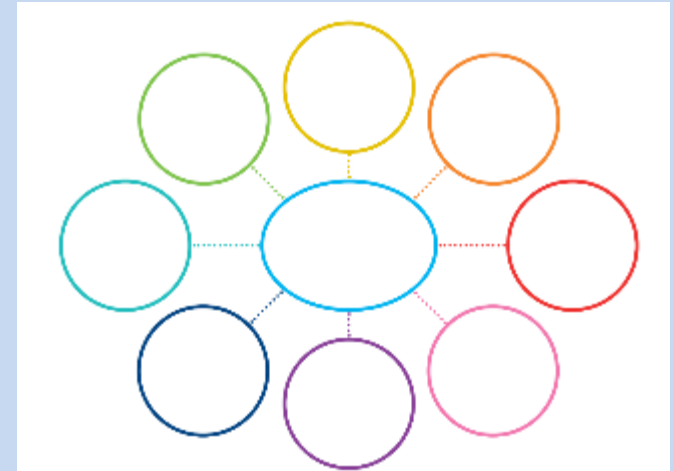
I think this project is important because ...

I think this project will make a difference because ...

I think the message of this project is ...

I wonder if

After learning about Humanae I am going to ...



Humanae: the beauty of human skin in every colour



Have we answered our thinking questions?

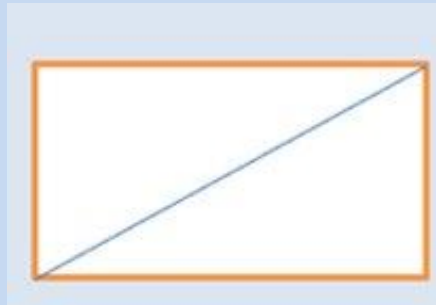
- Why do we have different skin tones and colours?

Record any new learning and reflections in a different colour pen

- How can we describe our skin tone or colour in a respectful way?

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
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GETTING HELP



**If this lesson has made
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time to talk

**Breathe in and out
three times and on
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and think about
what makes it good
to be you!**



Lesson 3

Our learning journey



What is your identity?

What do you think the identity of your class community might be?

What makes it good to be me?

Why do we have different skin tones and colours?

How can we describe our skin tone or colour in a respectful way?



Lesson 3

Our thinking questions:

Can you remember your words and phrases to describe **your** skin tone safely and positively?

Can you paint your skin tone?

What makes it good to be you?

How can we keep safe & where can we get help?





**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 did we learn about in our last lesson?



**5 Things
About Me**

Can you clarify the concepts:

- Identity
- Racial stereotype

Can you complete the sentence:

The Humanae project is important because...



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

- How confident do you feel about choosing positive words and phrases to describe your own skin tone?



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?

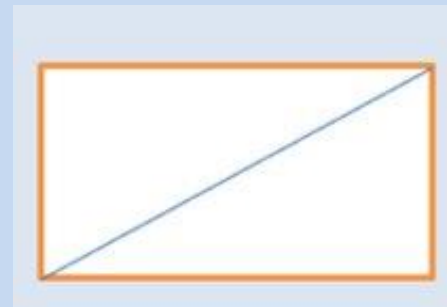
- Date
- Title

Make a list

Words to describe my
skin tone:

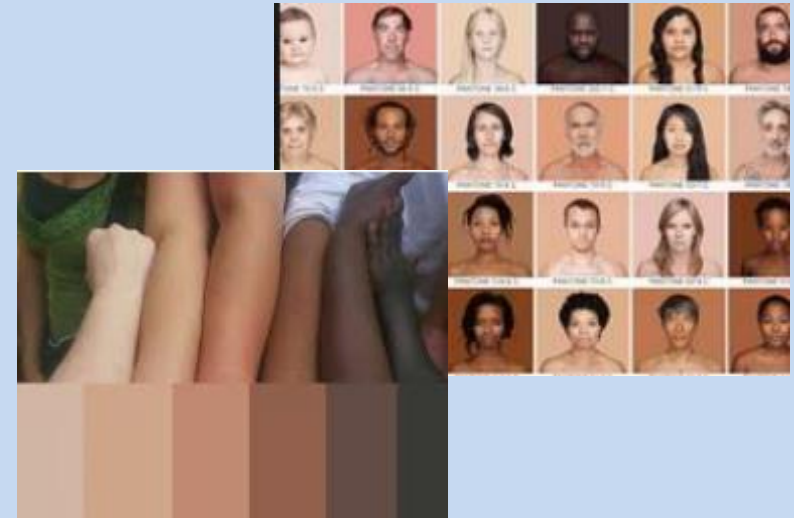


Record
your thinking in
your PSHE
Book – fill
in your '**before**'
confidence
score
(out of 10)



All different all equal

One of the aims of Angelica's Humanae project is to make sure that the next time a child creates a self portrait, they know how to mix their own skin colour.

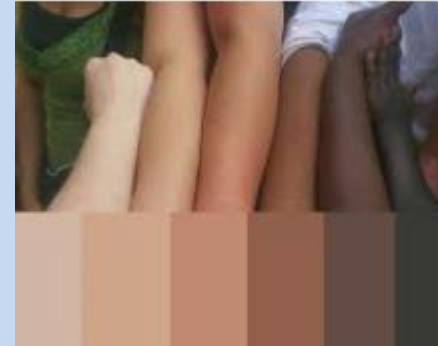


All different all equal

At our school, we want everyone to know...

Every skin colour is beautiful

We want everyone to feel good and safe in the skin they are in.



Growing our language to describe the colours of us



- One part of our identity is the tone or the colour of our skin
- Today we are going to be thinking of words and using paint to describe and show our skin tone
- How can we make sure we keep everyone safe when we describe the skin we are in ?



Growing our language to describe the colours of us

Which words would you choose to describe your skin tone?

In pairs:

Can you share your words and phrases with each other & describe **your skin tone safely and positively.**

Record your words and phrases.

Light brown

Redish brown

Deep, rich brown

Pale pink

Walnut brown

Chestnut

Warm beige

- Yellowy-brown
- yellowy -orange
- Golden
- Straw
- Hay
- Sandy
- Earth

- Autumn leaves
- Moonlight
- Sunbeams
- Rose
- Pearl
- Silvery



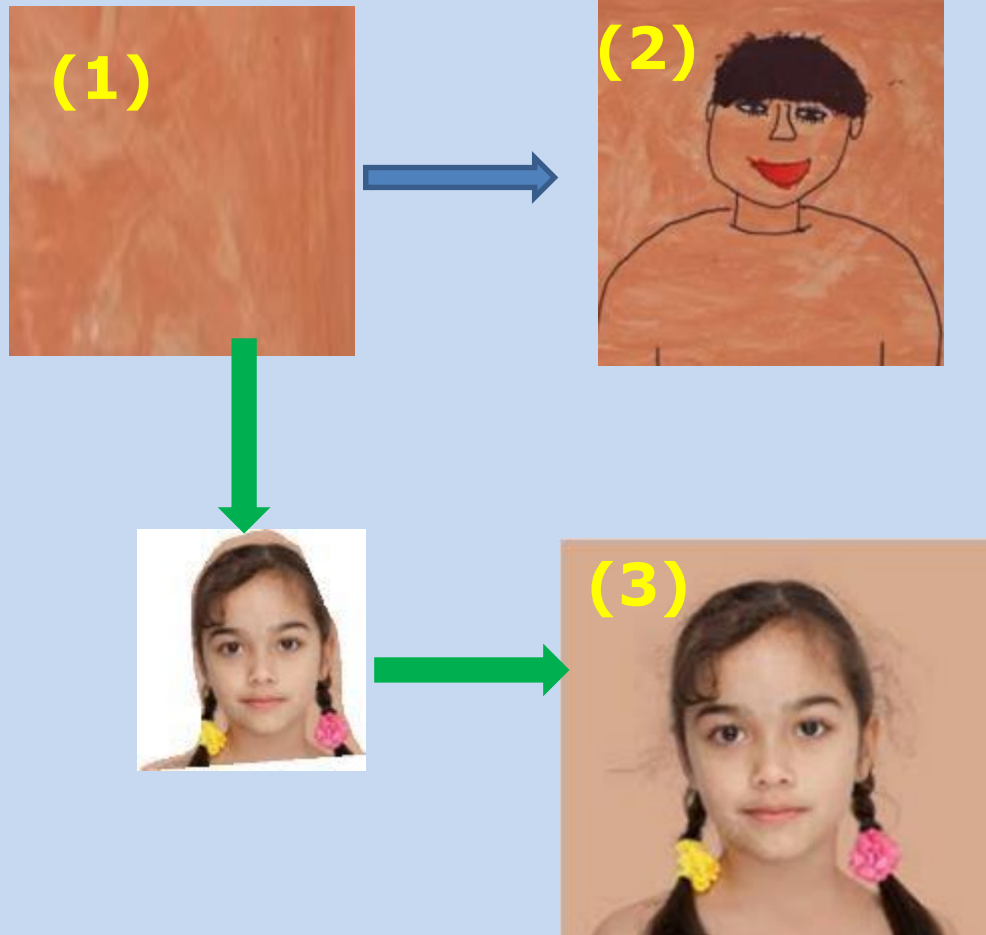
Growing our painting skills to describe the colours of us



**Let's watch
this short
film to help
us paint our
skin tones.**



Growing our language and skills to describe the colours of us

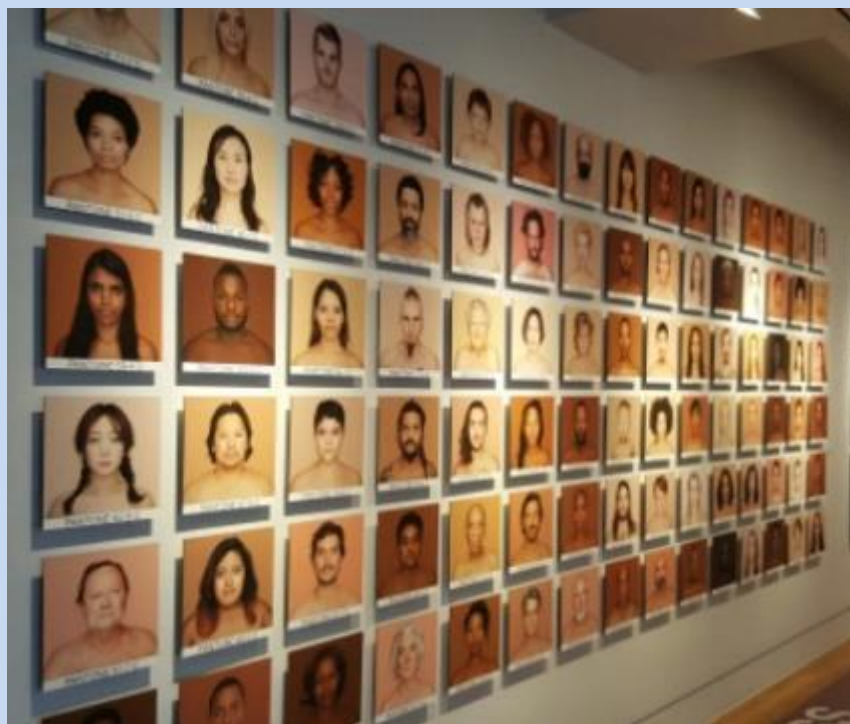


(1) Paint a wash of your skin tone across the whole of a sheet of paper.

(2) Once it has dried, draw a self-portrait or (3) stick a photo of your face on top.

Finally, add the words and phrases that **you** have chosen to describe your skin tone.

The beauty of human skin in every colour



- How will you share and display your creations?
- How will you make sure that every one feels safe and valued?

All different all equal

People have always spoken out against stereotypes and racism.

At our school too, we want everyone to feel safe and good about who they are, how they look, their families, their heritage and their beliefs.



My 'Helping Hand'

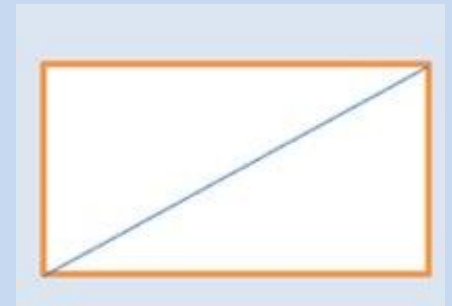


Have we answered our thinking questions?

- Can you remember your words and phrases to describe **your** skin tone safely and positively?
- Can you paint your skin tone?
- What makes it good to be you?
- How can we keep safe & where can we get help?

Record any new learning and reflections in a different colour pen

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



**Let's finish by celebrating
what makes us, us and join
in and sing**



Britain's Got Talent 2015 S09E03 Gospel Choir Revelation Avenue Sing Katy Perry's "Roar"