



Good To Be Me

YEAR 2

Racial Literacy Curriculum Framework

Objectives – Lesson 1

- 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

Racial Literacy Curriculum Framework

Objectives – Lesson 2

- 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**)

Racial Literacy Curriculum Framework

Objectives – Lesson 3

- 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)**

Racial Literacy Curriculum

Framework Objectives – Lesson 4

- *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**)

Racial Literacy Curriculum Framework

Objectives – Everyday Practice

- 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**)
- 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**)
- 5.6 Knowledge of diverse and significant historical people in Brighton & Hove (**NC History**)

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

Thinking Questions:

How are we the same,
how are we different?

What makes me glad to
be me?





**We are the same and
different but we are all
unique!**



Let's warm up our thinking!

Can we tell what people are like on the inside from looking at their appearance?

Appearance is how we look on the OUTSIDE!

What do you think?



Appearance is how we look on the OUTSIDE!

What can you tell about these children from what they look like?



Let's listen to what makes this boy
glad to be him!



Marvelous Me

What is Alex proud of in the story?
What things can he do?



Alex looks like his twin brother on the outside but on the inside they are different. What invisible differences do they have?





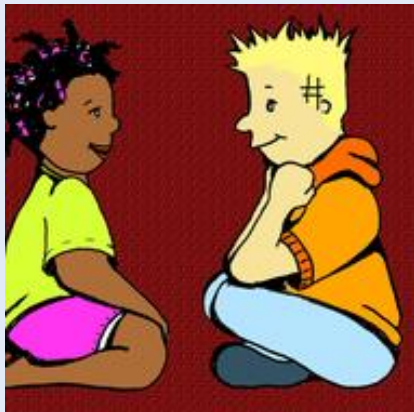
**We have visible similarities and differences
(the things we see on the outside)
and invisible similarities and differences
(this is our character our thoughts and feelings on
the inside)**



Talk to your partner.....



Think of 2 ways that you are similar/different on the outside
Think of 2 ways you are similar /different on the inside





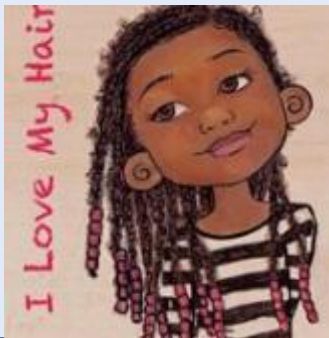
**Now we are going to think about what makes
you MARVELLOUS YOU inside and out!**

**What are you GOOD AT? What do you LOVE?
How do you describe yourself?**





Hair



Eyes



**Remember appearance is how we look on the
OUTSIDE!**

The things that are visible!

Body



Skin



Tall, short, big, little, strong, supple, bendy



**Which words can we use to
describe our bodies?**

Which words can we use to describe our eyes?



Blue, green, grey, almond, dark, light, brown, big, small, oval...

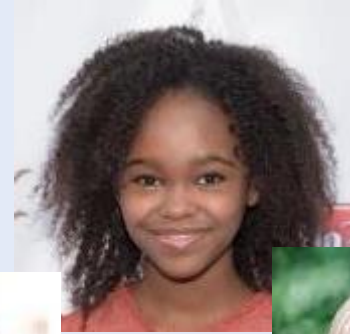
Which words can we use to describe hair.....



Bantu knots, cane rows, braids, plaits, ponytail, space buns



Curly, frizzy, wavy, dreadlocks, Afro, ringlets,



Straight, bob, smooth, shiny



Spiky, shaved, fade, long, short



Red, black, brown, blond, chestnut, ginger, auburn



**Which words can
you use to
describe your
skin?**

I think I have.....Skin

Cream

Rosy



PANTONE 78-7 C



PANTONE 71-7 C



PANTONE 59-5 C

Light Brown

Dark brown



PANTONE 64-5 C



PANTONE 57-7 C



PANTONE 62-8 C

Ivory

Caramel

Pink



PANTONE 38-11 C



PANTONE 59-8 C



PANTONE 65-5 C

Brown

Ecru/ beige



Hair



How do you describe yourself?
Share your ideas with a partner.



Eyes



Body

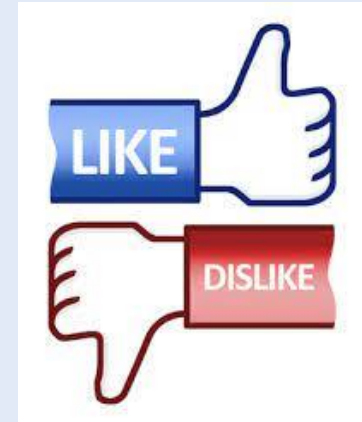


Skin



Likes and Dislikes

THINK: What are you like on the inside?



CHARACTER is what we are like on the **INSIDE**

Thoughts



Ideas



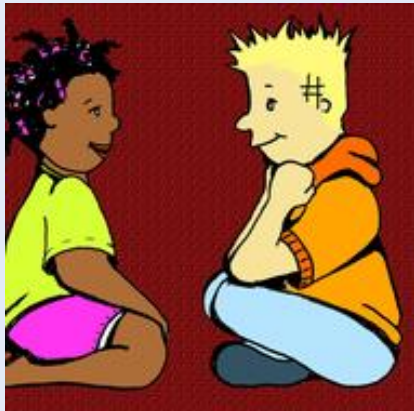
Feelings



Talk to your partner



Share what you're like on the inside.



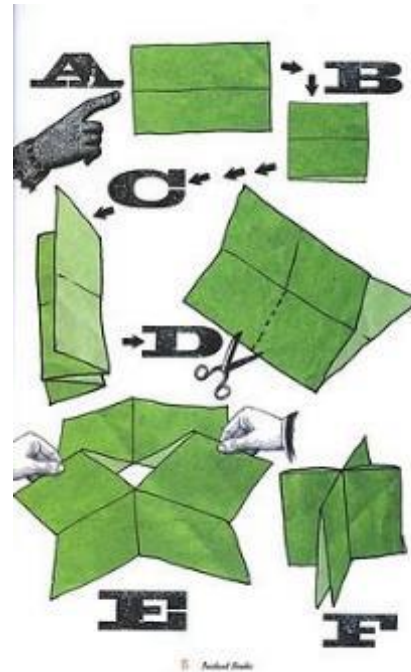
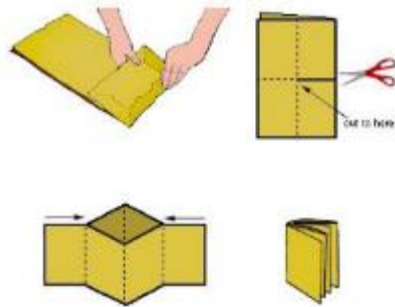
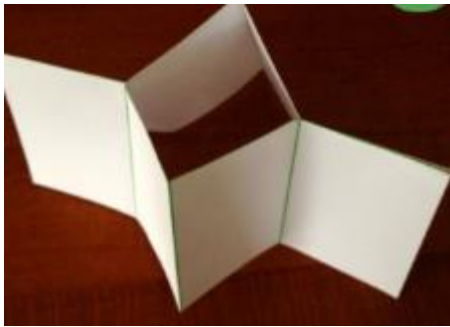
Now we have thought about how we are all similar and different on the outside and on the inside.

But we are all unique, one of a kind and marvelous.

Now let's put all the things we've thought about into a book all about Marvelous you!



Make a Marvelous Me book!



CRAFTS
by Ria

Draw and write about Marvellous you!

Marvellous Me By	Marvellous me can do Super cool things!	I can ...	I like...
I like...	I feel happy when...	No one else can...	Inside & out I'm the one and only Marvellous Me!

Sing a song to celebrate!



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"**



Lesson 2



Thinking Questions:

- What is the same and different about our families?
- What is the same and different about the way we do things at home?



Year 2 : GTBM

How can we make sure everyone feels safe and included today?

How can we help others to join in?





**Share your Marvellous Me book with a partner.
Practise doing good listening, then tell your
partner what things you think are marvellous
about them.**



We are all unique

And there are lots of ways to do things

Turn to the person next to you :

- Find out how you came to school this morning
- Find out what you had for breakfast this morning



At our school we do things a certain way

- At school we sit on the carpet
- At school we go to assembly
- At school we eat in the canteen
- At school break time is at 10am



Can you think of any other things we do at school?

All families are different!

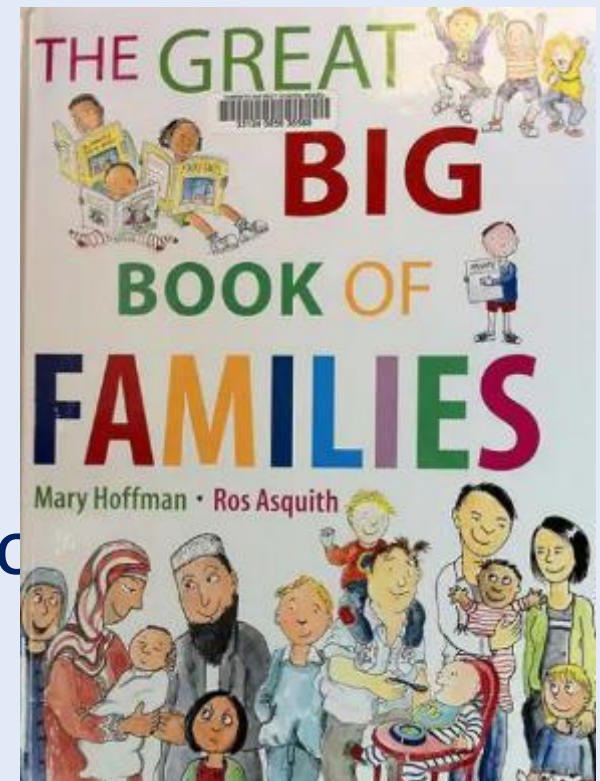


Watch or read the book

All families are different!

<https://www.youtube.com/watch?v=nx5WgSngy90>

Watch or read the book



All families are different

A family can be big or small

Families change –someone might move away or someone new might come and join a family.

people who live together are a family.

We can have more than 1 family!

Some families are big



Some families are small



Where does your family eat meals?



Where does your family spend time together?

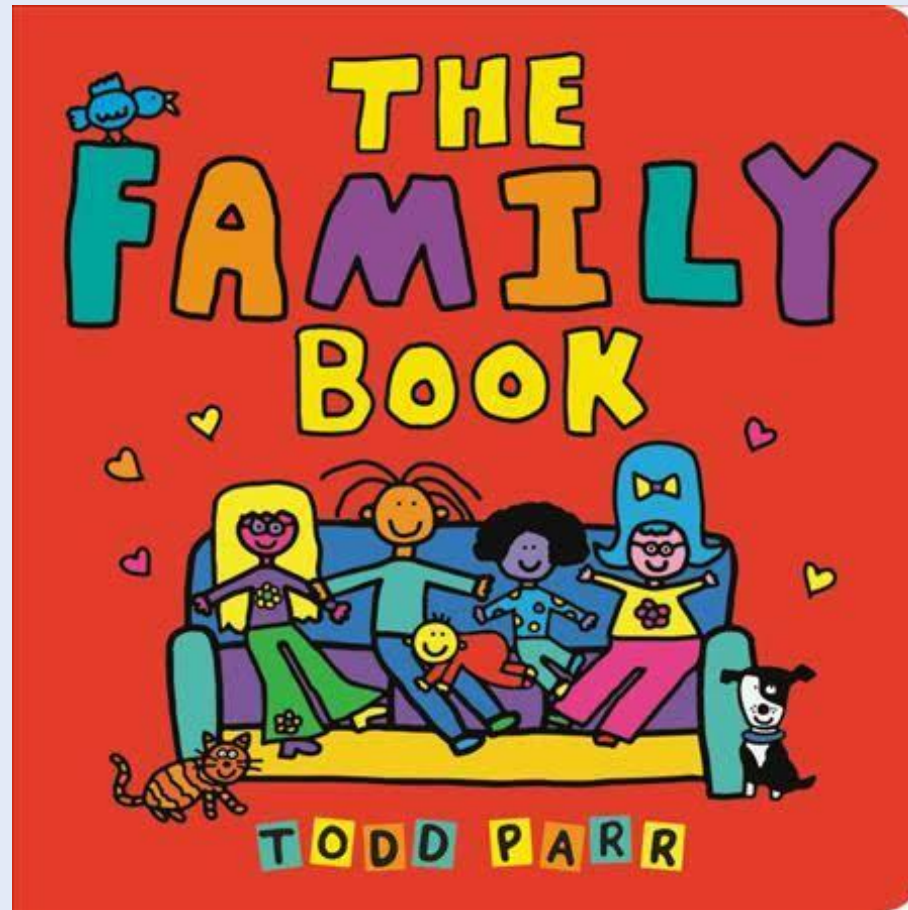




Draw a picture of you, and the important people in your life, doing something together.



Listen to the story.



Listen to the song: What makes a family?



Getting help



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**"We can talk with
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Year 2 : GTBM

Lesson 3



Learning Questions:

- What do we celebrate?
- What is the same and different about the celebrations we take part in at home?



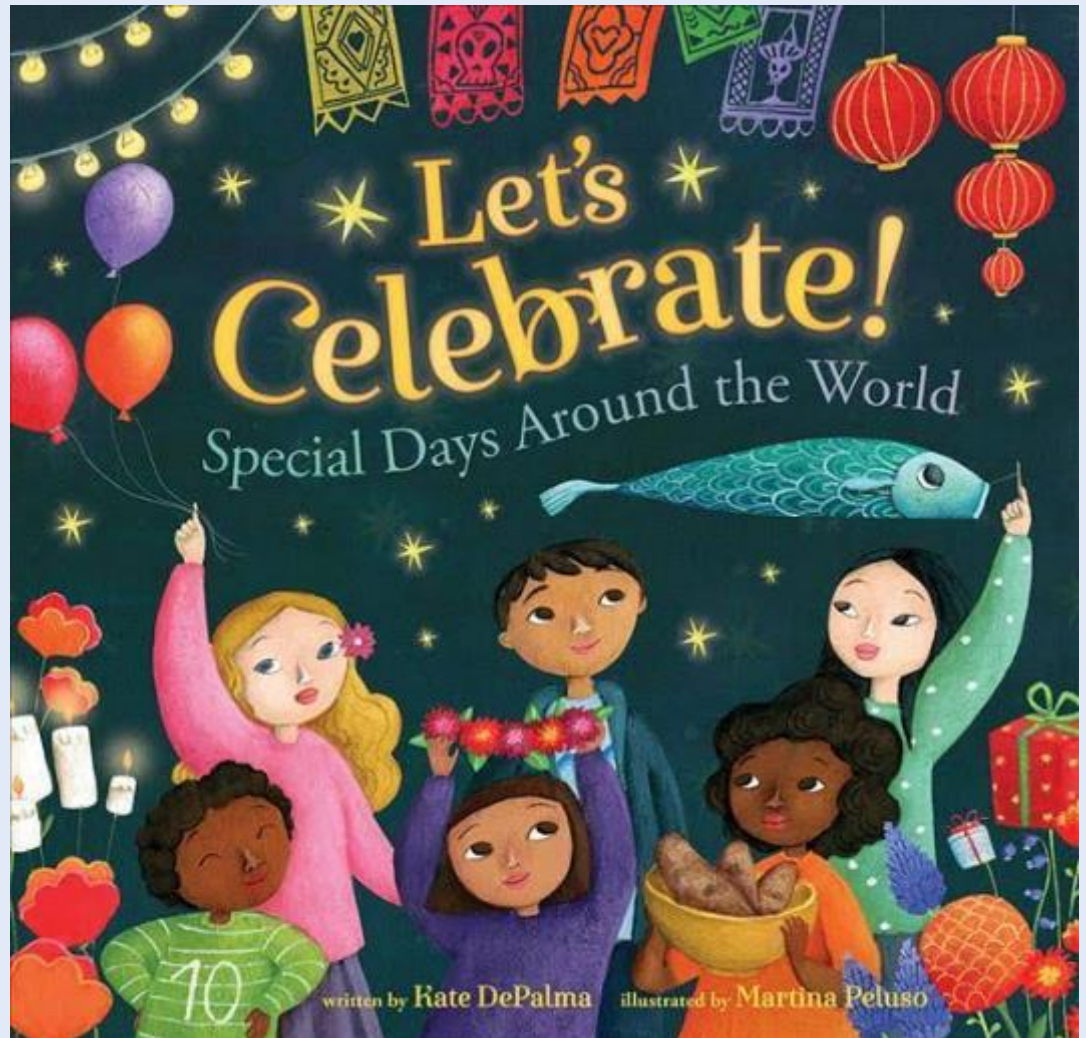
Take a look at your Marvellous me book

Share your book with a friend

- What things about you and your family are the same?
- What things about you and your family are different?



Read the
book





All families are different

What special celebrations does your family take part in?

Why do some families take part in some celebrations but not others?

What is a celebration?

Celebration is when we get together with friends, family and community to remember something that is important to us.



Some celebrations are about our faith and religion.

Sikh Vaisakhi celebration



Some celebrations are about personal events in our lives



Birthday celebrations

Some celebrations are about important events in the history of a country or place



USA 4th July Independence day

Why do some families take part in some celebrations but not others?

Celebrations are often traditions this means they are repeated again and again

Traditions are part of something called culture

Culture is all the things we learn from our grown ups and from the place where we live: language, how to behave, what to eat, how to dress and what to celebrate.

Traditions are ways of doing things that we learn from our parents and grandparents and great grand parents (our ancestors)



Sometimes people make new traditions that we will pass on to future children

Why do some families take part in some celebrations but not others?

Celebrations are often part of our heritage.

Heritage is something we get from our ancestors : it can be physical thing like a pot or a necklace or a house. Heritage can also be ideas, thoughts and ways of doing things like celebrations.



Here in the UK we all share British culture.

Many people have more than one cultural heritage: As well as British culture they have the culture that has been passed to them from ancestors who lived in different places in the world or culture that comes through their religion.

What our families choose to celebrate is part of our cultural heritage.

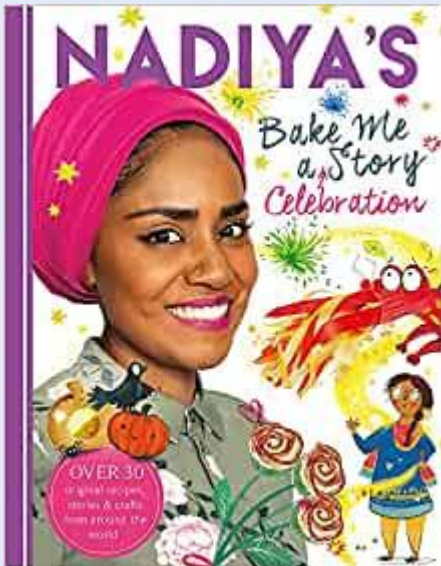


TV baking star Nadiya Hussain has two cultural heritages.

Nadiya was born and lives in Britain. She celebrates festivals that are part of her British cultural heritage...like the monarch's birthday.

She loves baking and makes cakes

She made a cake for Queen Elizabeth



Her ancestors came from Bangladesh and she has learned traditions from them – how to speak Bengali, styles of cooking. She is also a Muslim, so she celebrates religious festivals such as Eid al-fitr.



Think about the celebrations your family take part in.



Draw a picture of you and your family celebrating.

If you've made one, you could draw it in your My Marvellous Family book.

Getting help



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Growing an anti-racist school

Being me, Being you!
We are all different,
all equal & all welcome



Year 2





Lesson 4

Growing an anti- racist school

Learning Questions:

- How do we treat everyone with respect ?
- What is racist behaviour?



What is RESPECT?

Sesame street explains RESPECT



What does respect look like?



How do we make others feel welcome and included?

smiling

sharing

giving space

taking turns

looking

including

answering

asking

encouraging

listening

helping

waiting

friendly voice

How can we show



?

- We can be interested in other people and the things that matter to them.
- We can be careful of other people's feelings.
- We can choose kind words
- We can be careful with our behaviour and actions



Let's practise showing RESPECT



Pair up and share your
My Marvellous Family
books.



SHOW YOUR
RESPECTFUL LISTENING BY:

smiling giving space
taking turns including
asking encouraging
waiting tone of voice



Give some respectful feedback!

I really like...

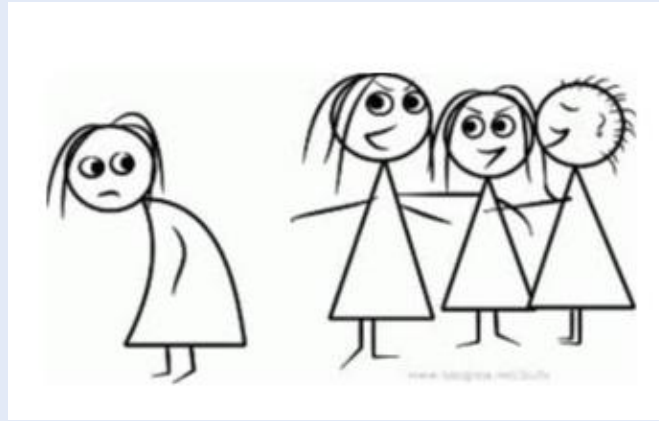
My favourite part was...

I learned about.....





**Sometimes people are not respectful.
They might say or do mean or hurtful things
to others.**





There is a certain kind of mean, hurtful and disrespectful behaviour that is called racist behaviour.





Racist behaviour is when we say disrespectful or unkind things to others about their skin tone or features or about their cultural traditions.



Racist behaviour can also be when:

- **we treat people less kindly than people who don't look like us, or we laugh at the things they believe, say and do.**
- **We think that their way of doing things is not as important because of their skin tone or features or the way they dress.**





Sometimes racist behaviour is on purpose but sometimes we don't know that what we are saying or doing is racist.

It is important to listen to what others say so that we can learn and change our words and behaviour.



This is racist behaviour.

**Her hair
doesn't grow
like ours, it's
weird!**

**He smells
like food!**

**I'm not playing
with you – your
skin is different
from mine!**

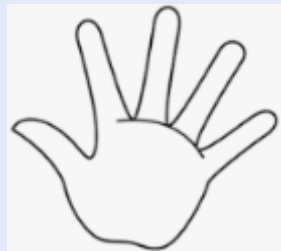


**Racist behaviour is never ok
saying mean unkind things about how
someone looks or about their family is
never ok.**



**Stop! That makes
me sad.
I don't like it when
you say that!**

**I am going to tell an
adult.**



**Who is on your
helping hand?**

What else could we say?

What else could we do?

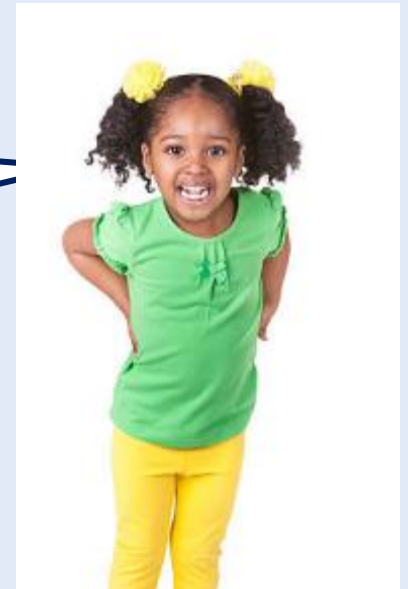
Stop!
I don't like it
when you call
me that!



I am going to tell an
adult.

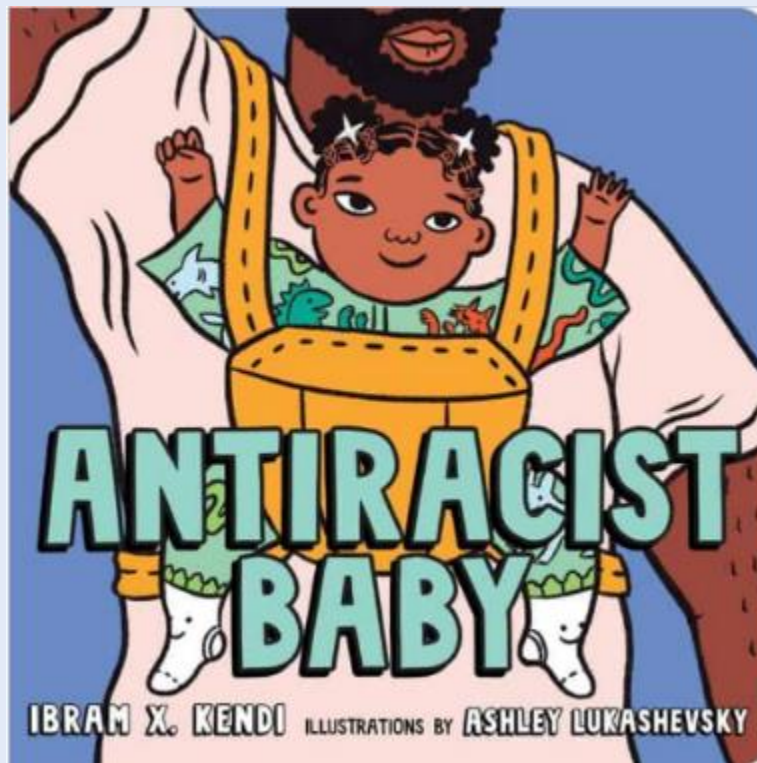
I think you are being
unkind.

?



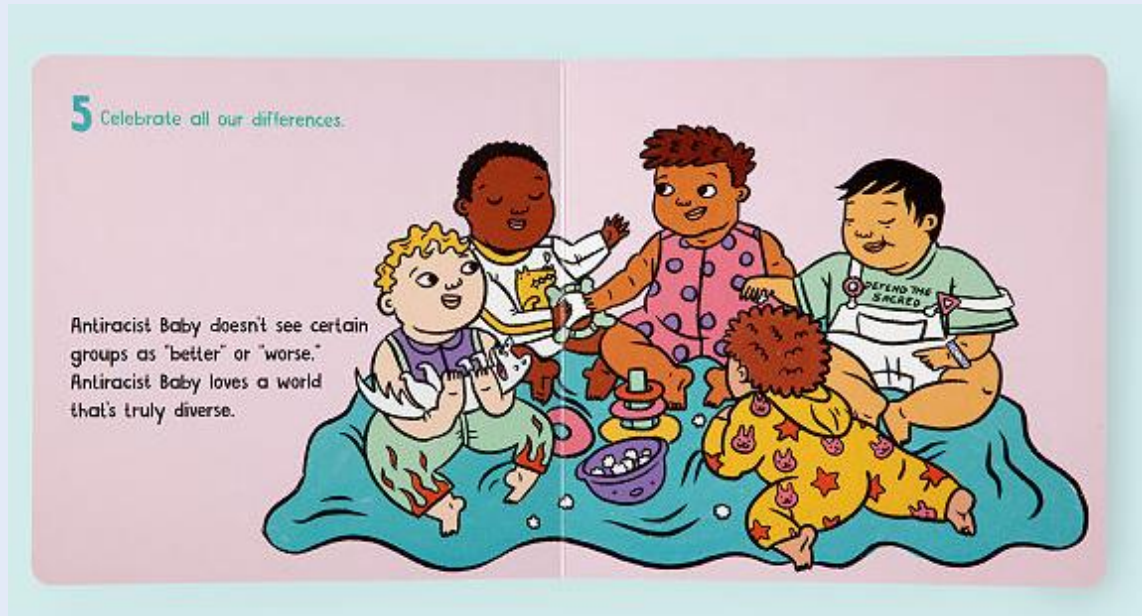
We can learn how to make everyone feel respected and welcome. This is called being 'anti-racist'. Let's listen to a story that will help us learn how to say NO to racism.

<https://fliphtml5.com/ycdaf/zcju/basic> PDF of Anti racist baby



https://www.youtube.com/watch?v=Gezd_Y_Kqc video of Anti racist baby

How can we develop our respect and be like anti-racist baby?



Number 5: Celebrate all our differences

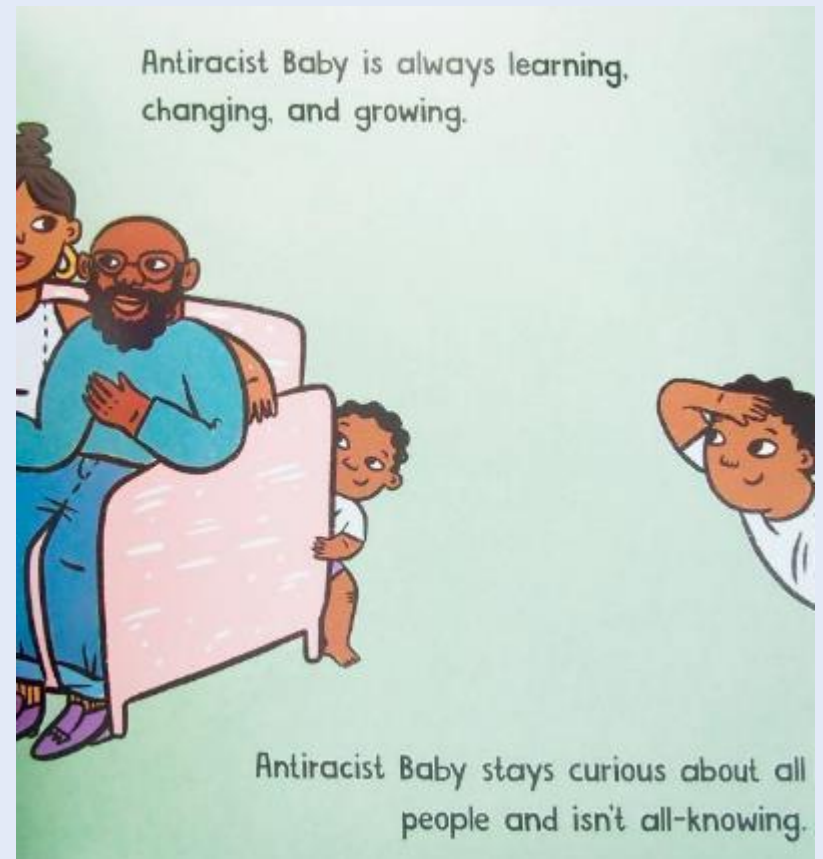
Let's make a big list of all the different things we love in our class

No. 6: Be interested in how others do things differently to you



Talk to your partner find out what they like to do. Do they like sport? Do they like dancing? Do they play an instrument?

No.8: Stay curious about how other people do things and enjoy all the diversity and difference in the world!



Why are these people in this place? Where are they and why?



These are people of the Badjao tribe. They live on their boats which are called vintas and live off the sea.





**We are all different
in our school
community, but we
are all equal.**

We treat people with respect.



**Listen to this
reflection.**

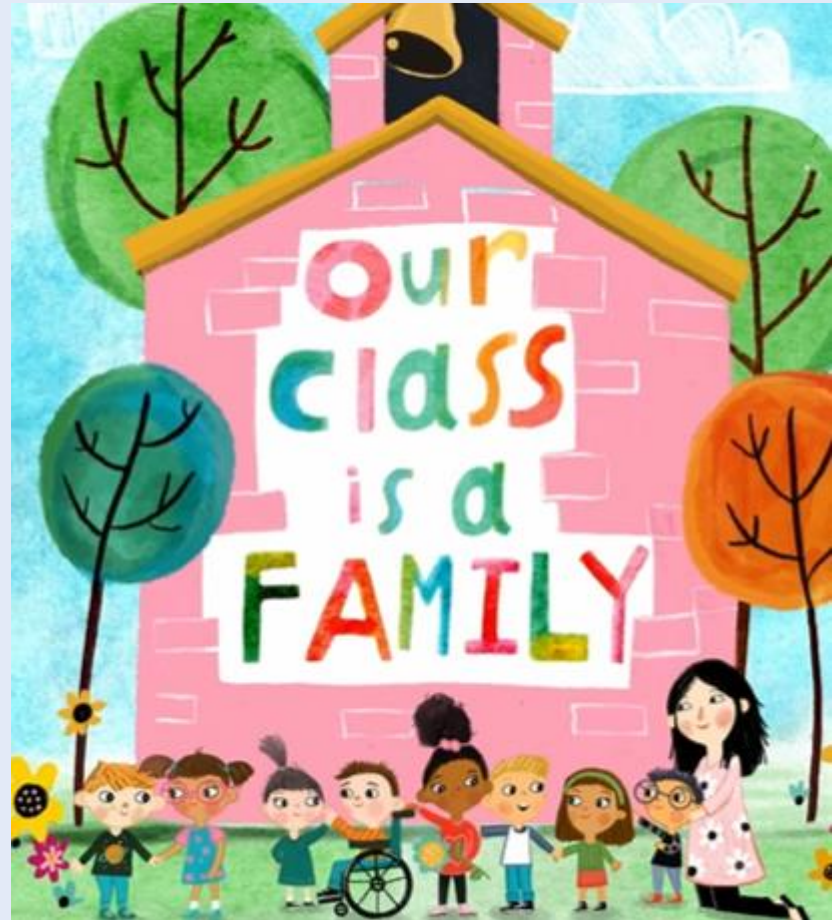
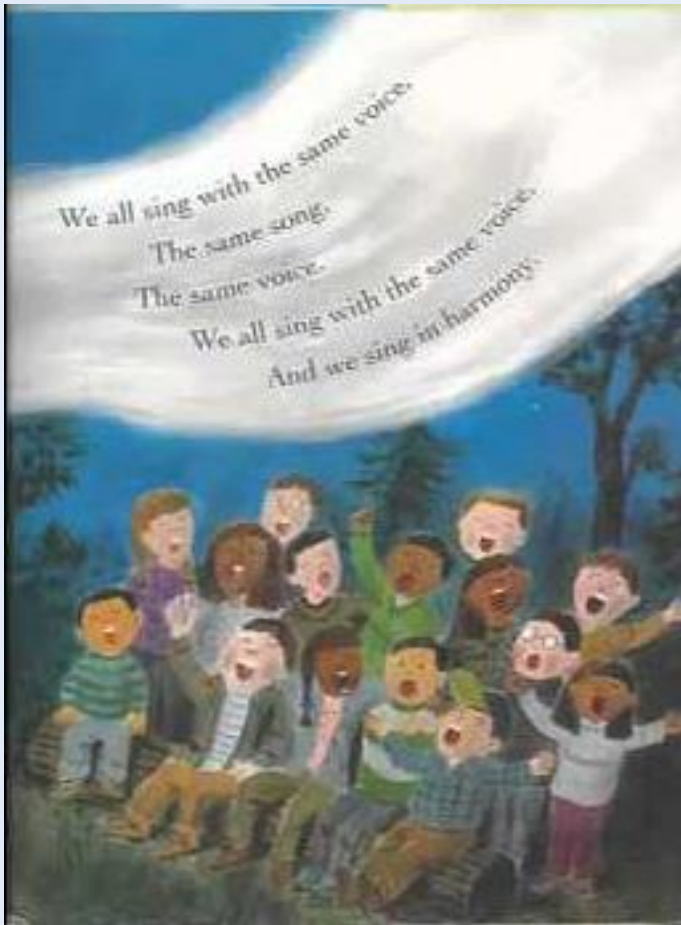
**“We all have
the right to
feel safe
all the time”**

**“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 some
thing you want to talk
about- remember your
Helping hand adults.**

Sing along with the song...and listen to this story.



<https://www.youtube.com/watch?v=ezAwndQ5FRs>