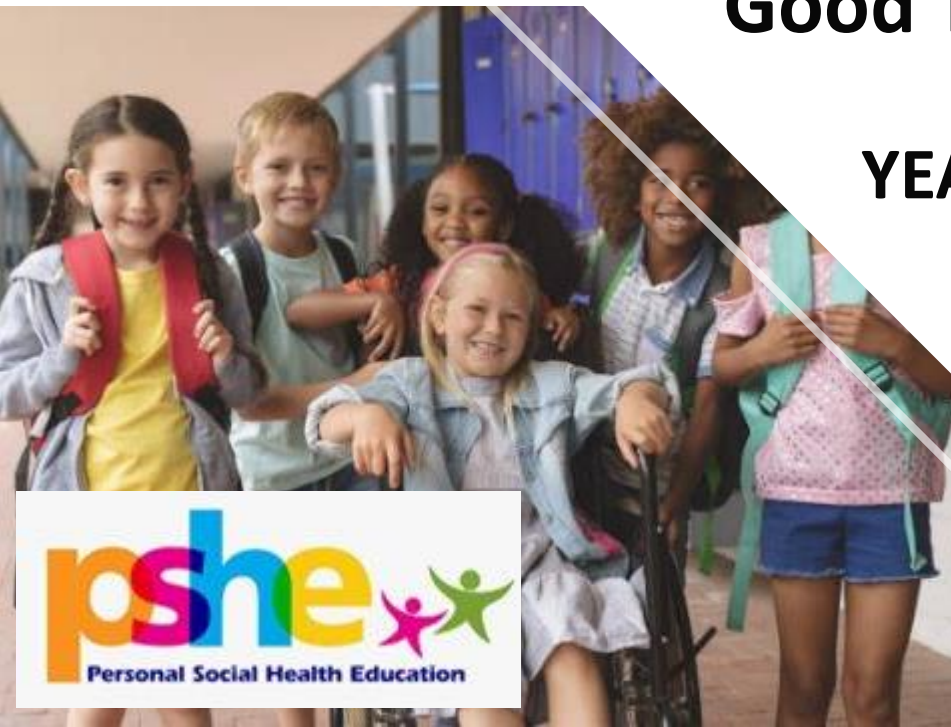




Good To Be Me

YEAR 1



Racial Literacy Curriculum

Framework Objectives – Session 1

- 2.6 Understanding the ways in which we are all unique (**PSHE H23, H21, H22**)

Racial Literacy Curriculum Framework

Objectives – Year 1 Session 2

- 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**)

Racial Literacy Curriculum Framework

Objectives – Session 3

- 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**)
- 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

- 2.9 Have opportunities to share our own experiences of culture, language and religion
- 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

Learning Questions:

What am I like and what do I like?

What makes me unique and one of a kind?



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

How can we help others to join in?



Today we are thinking about how good it is to be ourselves!

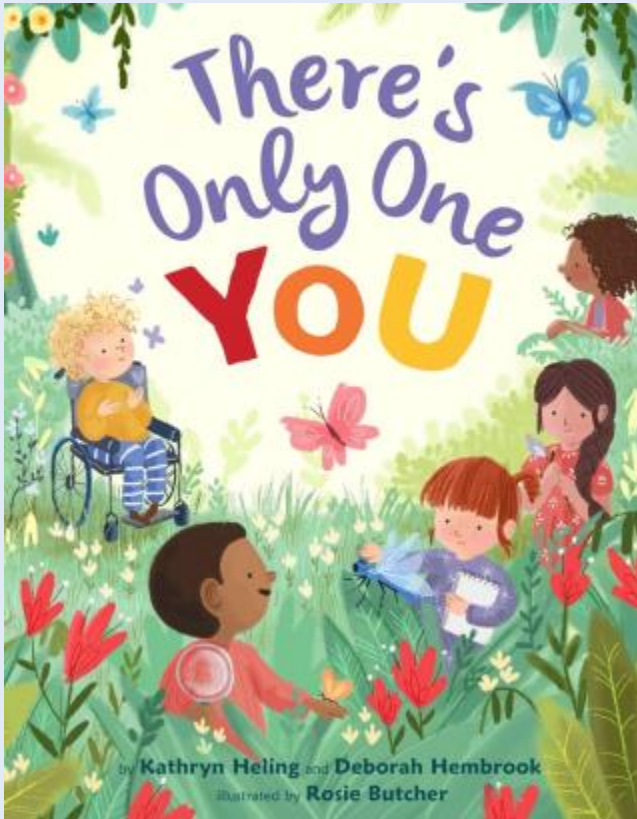
There is no one quite like us!

- What makes you *you*?
- What do you like?
- What are you like?



- How can we tell others all about US?

Let's think about all the things that make us unique!



Take it in turns to speak, and tell you partner about yourself.



ONLY ONE ME

Describe how you look on the outside.



I am...

I have...

short tall big small

green eyes, brown eyes, dark skin, pink skin...



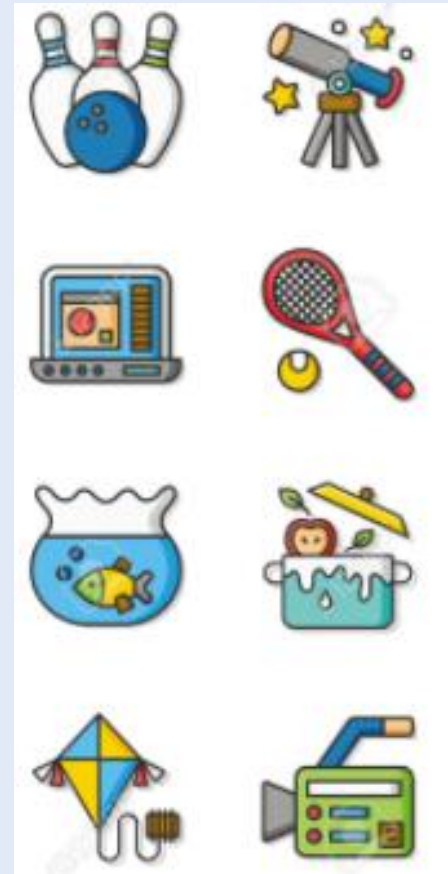
Red hair, frizzy hair, ringlets, plaits





What do you like?

- Foods?
- Games?
- Places?
- People?



**Which of these things would you like to try?
What other things would you like to try?**

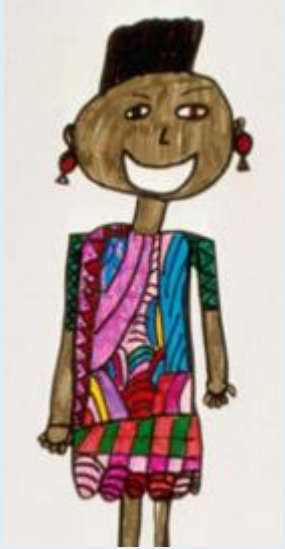


Something special is happening everywhere...



Sesame Street: What Makes You Special?

Closing activity: together or as a small group table activity
draw a picture of yourself doing something you enjoy doing and a
picture of something you'd like to try.



**We all like different things
because We are all unique!**





If you have a question or something you want to talk about - remember your helping hand grown ups!



**Ask for some
time to talk**

**“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”**



Listen to this song



#diversityisbeautiful #equalityforchildren #blacklivesmatter

We're all amazing! by London Rhymes | Diversity and Equality | Songs for Babies and children



Lesson 2

Learning Questions:

- How are we all unique?
- Why do we have the skin we are in?



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

How can we help others to join in?



All unique, all Equal.

Let's remember what we learned last week



- With a partner:
- Find out something you both enjoy doing.
- Find out something that you would like to try.



What do you notice about the way we all look?





- We all have different hair

- We all have different skin

- We all have different eyes



- We all have different body shapes

Why do we have different coloured skin and hair?

Everything in the world has a colour.

Colour is created by something called pigment.





All humans have a special pigment called **MELANIN** it is important because it helps our skin to protect us in the sun.

Melanin is the special chemical that gives us all our skin tone.

We are all shades of brown...



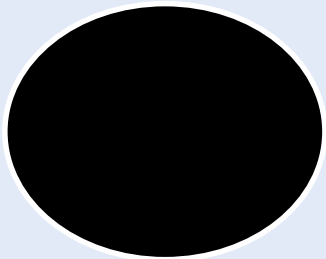
...from very dark brown to very light brown.

Optional slide if black and white are words mentioned by the children

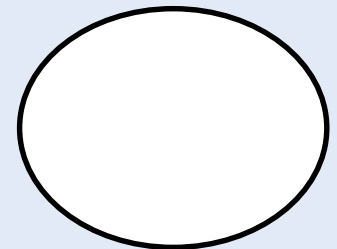
We are all shades of brown...



...from very dark brown to very light brown.



No one is actually black or white.

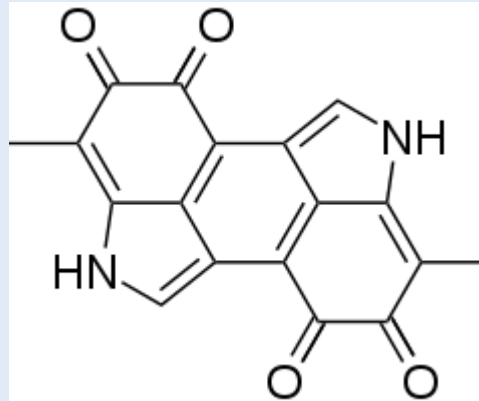


We don't choose our melanin: it's what we're born with!

How brown we are depends on how much melanin we have.



**Lots of melanin
darker shade skin**



**Less melanin
paler shade skin**

**Lots of melanin will make us darker brown and not
so much will make us lighter.**

**In some countries most of the people
have dark shades of skin.**



Bangladesh

**They have a lot
of melanin!**

UGANDA



**In some countries most of the people
have light shades of skin.**

China



Romania

**They don't have so
much melanin but
they still have
some.**

In all countries there is a huge mix of shades of skin!



Yemen



Simon Marks Jewish
Primary School, London,
UK



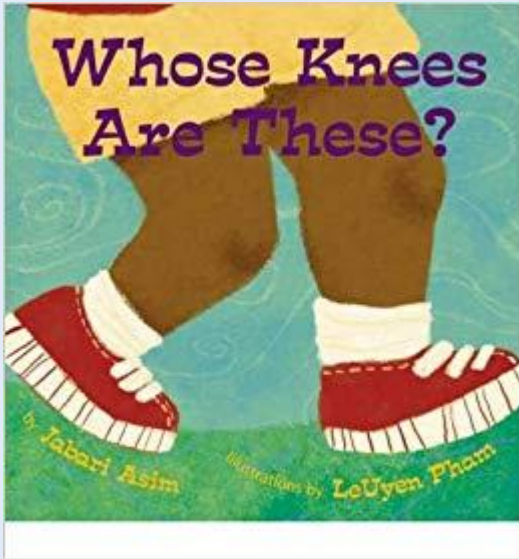
Brazil

Everyone needs
melanin.



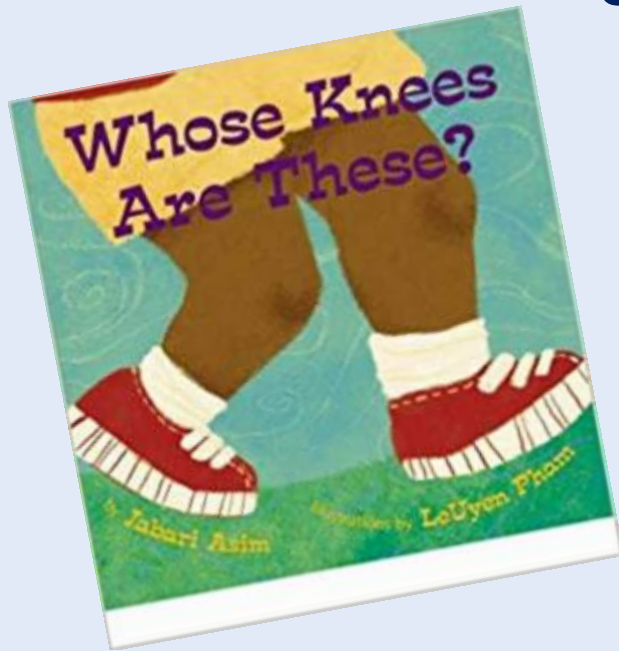
How could we describe our skin?

Let's listen to this story to get some ideas!



JB Reads - Whose Knees Are These

**How did the child describe
their knees?**



**Lovely, brown,
strong, charming ,
mighty**

**How could we describe
our knees?**

How would you describe your skin colour?

sandy? reddish brown?
deep brown?
yellowy - white?
golden?
pinky white?
beige?
yellowy - brown?
pinky brown?
earthy? pale pink?



PANTONE 78-7 C



PANTONE 71-7 C



PANTONE 59-5 C



PANTONE 64-5 C



PANTONE 57-7 C



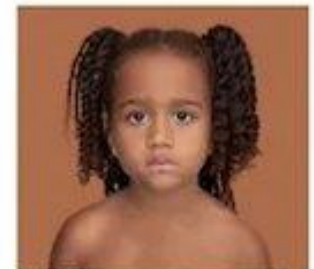
PANTONE 62-8 C



PANTONE 38-11 C



PANTONE 59-8 C



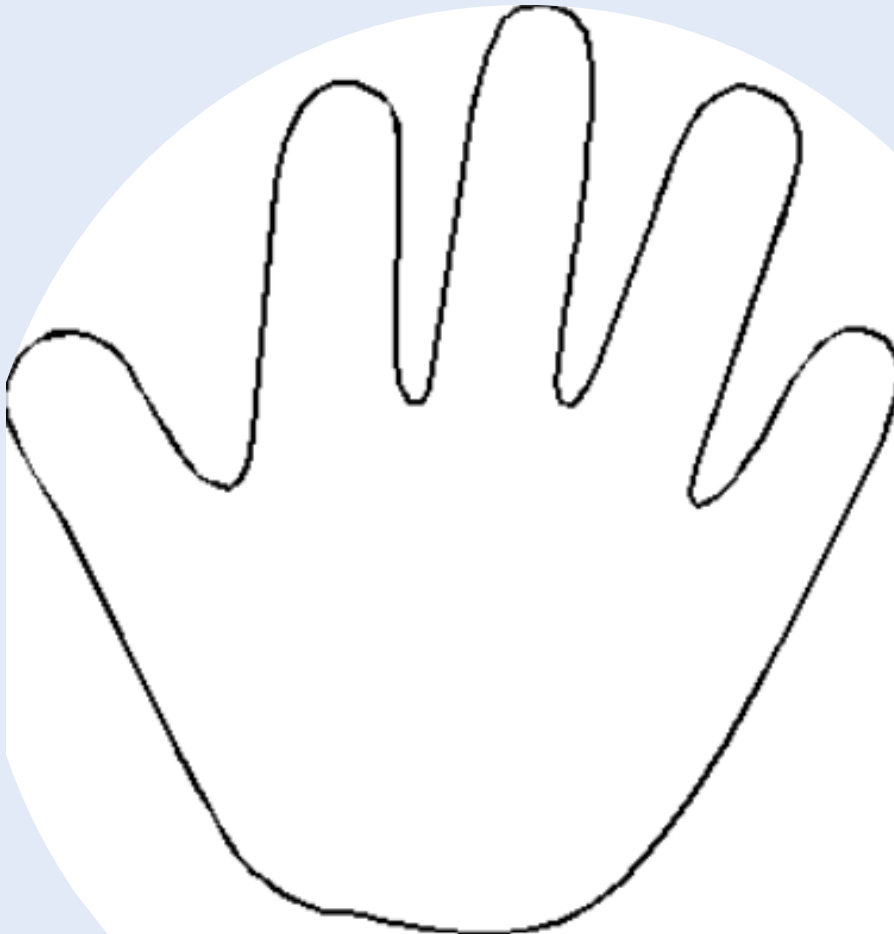
PANTONE 65-5 C

**We are going to take a photo of
everybody's hands to celebrate all the
beautiful colours of us!**



Whose hands are these?

Class activity



In small groups create a ring of hands and colour it in using different skin tone pencils or crayons.

If you have a question or something you want to talk about - remember your helping hand grown ups!



Ask for some

time to talk



“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”





Growing an anti-racist school

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



Year 1



Lesson 3

Growing an anti-racist school

Learning Questions:

- What can we do if we don't feel happy about the way others are talking about our skin, hair and features ?
- How can we be respectfully curious without being unkind or mean?



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

How can we help others to join in?

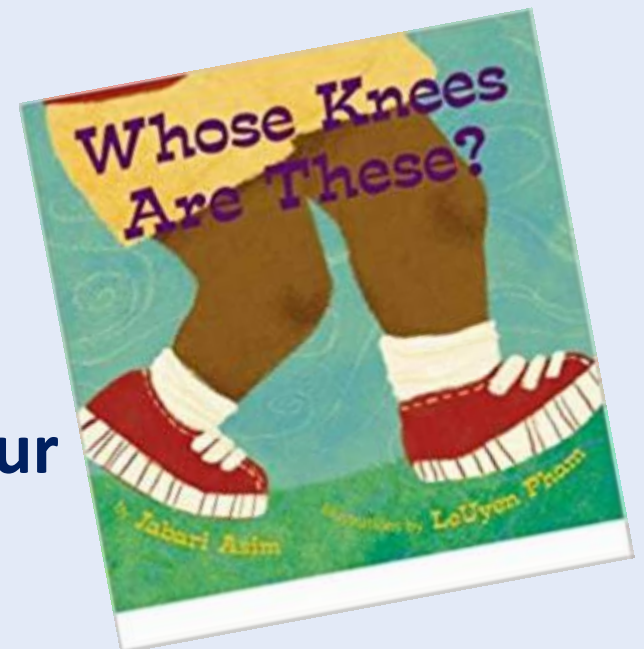


What did we learn about in our last lesson?

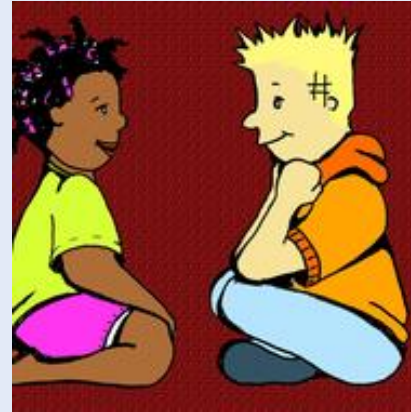


Why do we all have different shades of skin?

What words did we use to describe our lovely knees?



Talk to your partner.....



How do you describe your knees or your hands?

Remember only describe your own, NOT theirs.



Sometimes we can feel upset when someone talks about our skin colour or about the way we look.



It's NOT OK to say mean or unkind things about the way people look



This is being mean and unkind.

**Look at her
weird hair!**



**He smells
like food!**



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



How might this person feel?

That's a silly hat!



You've got weird spots on your face!



**Do you remember what we can safely SAY
or DO if someone talks about our skin
colour or the way we look in a way we
don't like?**



What could we say?

What could we do?

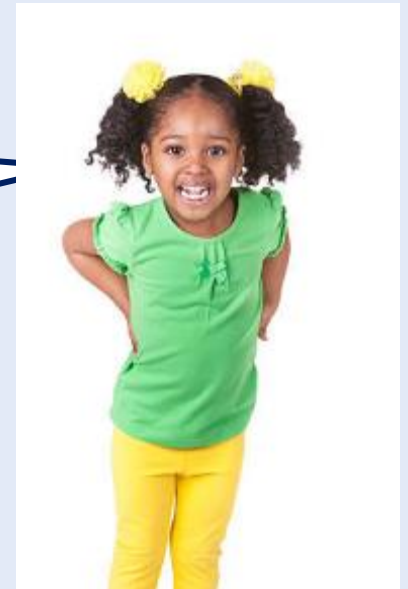
Stop!
I don't like it
when you call
me that!



I am going to tell an
adult.

I think you are being
unkind.

?



Let's practise what we can say and do!



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

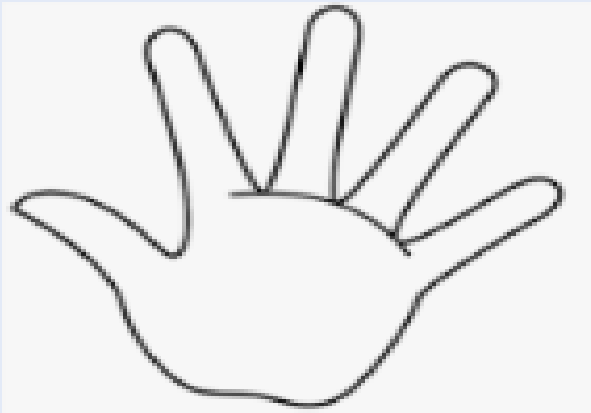
**I think you are being
unkind.**



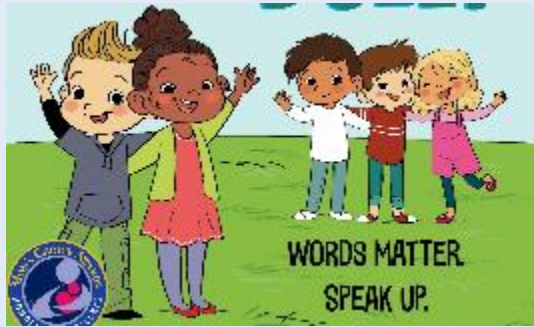
**I am going to
tell an adult.**



Who is on your helping hand?



How can we help others?



Are you OK?



You've said
something mean!



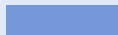
Let's go and tell
someone about this



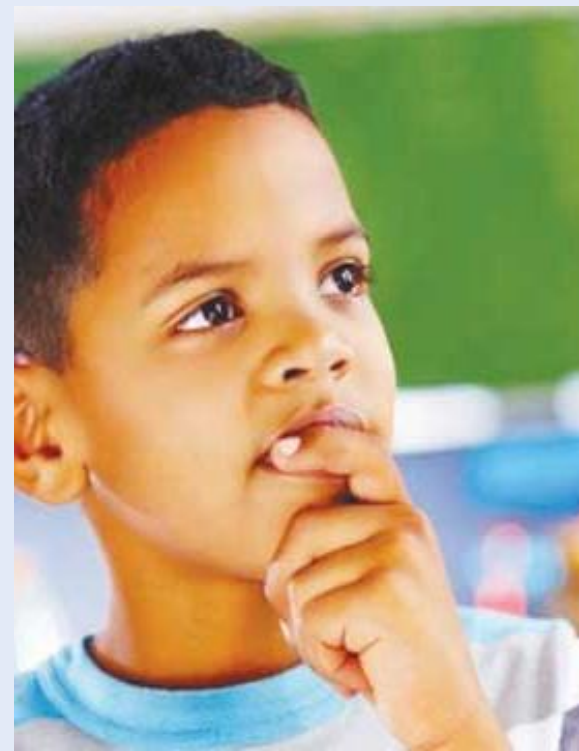


**Mean, rude and unkind
behaviour is never ok.**

**We will always listen to you and
decide what to do, with you.**



**It is OK to
be curious!**



This is being curious!

Your hair is
different today
how did you get it
like that?



Your scarf is
pretty, why do
you wear it at
school?



Let's practise being respectfully curious!

I heard your mum speaking a different language, what was it?

Your hair is different today how did you get it like that?

Why do you wear a scarf at school?





Remember who is
on your helping
hand?

**We all have the right to feel safe all the time.
We can talk with someone about anything,
even if it seems awful or small.**





If you have a question or something you want to talk about - remember your helping hand grown ups!



**Ask for some
time to talk**

**“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”**



Listen to this story!



**We all have different skin colours.
Every skin colour is beautiful.**



Sing along with the 'Colour of Me' song!

