



Good To Be Me

EYFS / Reception

Racial Literacy Curriculum Framework

Objectives – Lesson 1

- 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)

Racial Literacy Curriculum

Framework Objectives – Lesson 2

- 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/multi-racial families/step/foster (**PSHE R3 and R7**)
- 2.2 Some understanding that we inherit our culture and religion from our family (**ELG**)

Racial Literacy Curriculum Framework

Objectives – Lesson 3

- 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)**

Racial Literacy Curriculum Framework

Objectives – Lesson 4

- 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)**

Racial Literacy Curriculum Framework

Objectives – Everyday Practice

- 1.5 Have experience of an ethnically diverse range of adults
- 2.4 Recognise that there are different languages spoken (**ELG**)
- 3.1 Recognise that there is diversity of people/humans through experiencing balanced resources and environment which is free from racial stereotypes

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 – in 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 with respect for all their ethnic heritages.

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

Due to feelings 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. 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 – some may not. The important issue here is the problem of people of colour having their physical appearance treated disrespectfully; 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

Laying the foundations for an anti-racist school



Thinking Question:

**What is the same
and what is different
about the way we
look?**

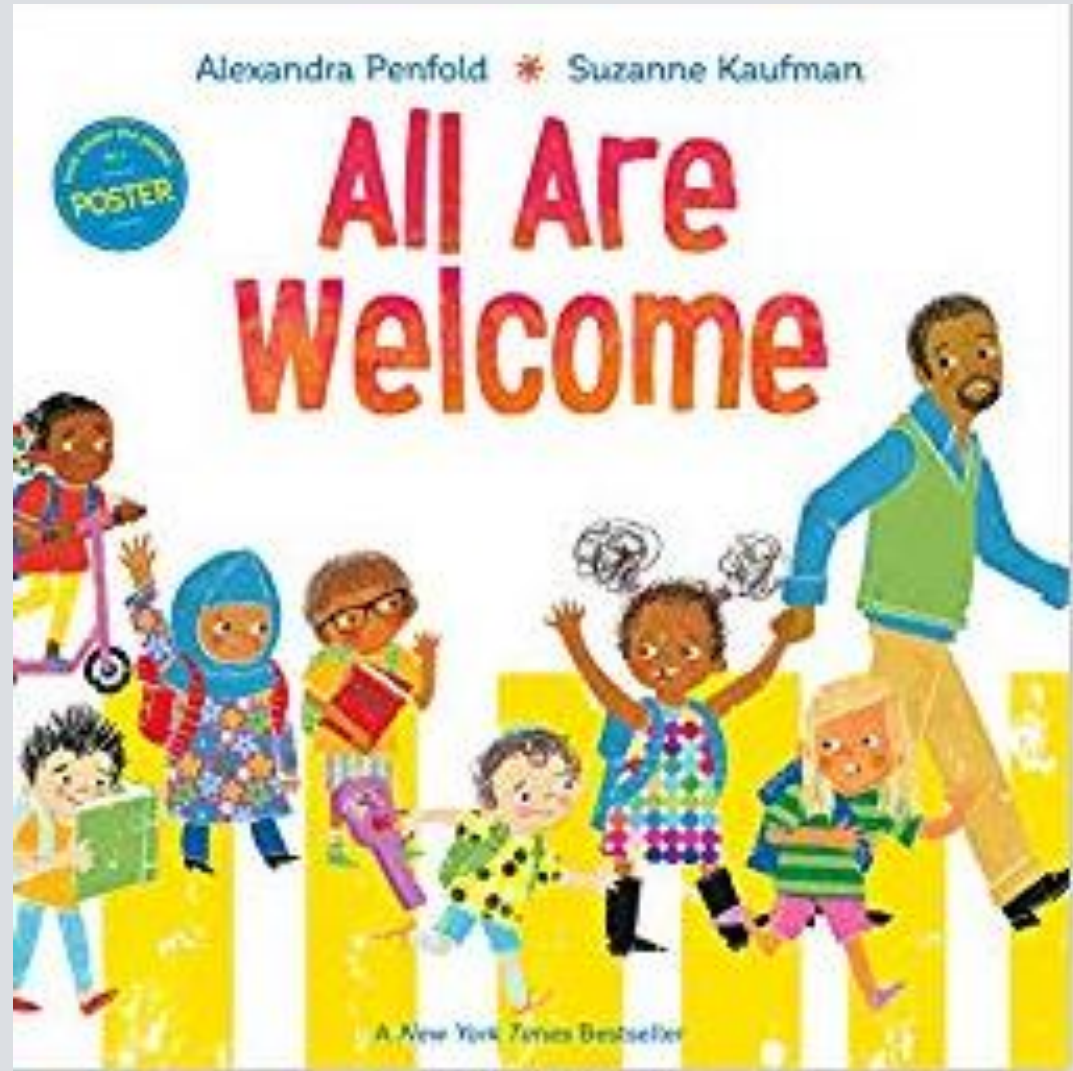


How can we make sure everyone feels safe and included today?

How can we help others to join in?



**Read “All are
Welcome”
by Alexandra
Penfold and
Suzanne
Kaufman**





Talk Partners...



Face your partner.

- **What do you notice that is the same about the way we look?**
- **What are the differences in how we look?**
- **Are there things that are the SAME that we can't see?**
- **Are there things that are DIFFERENT that we can't see?**

What's the same about us?

What do we all share?

- **We all have feelings**
- **We all need to eat**
- **We all need love**
- **We all come to this school**

**What can
you add
to this
list?**





- **We all have different hair.**
- **We all have different skin.**
- **We all have different eyes.**
- **We all have different body shapes.**





**We all have different
body shapes.**

We all have different eyes





**We all have
different hair.**



Which words can we use to describe hair?



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

Curly, frizzy, wavy, dreadlocks, afro, ringlets,



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

Spikey, shaved, fade, long, short



Straight, bob, smooth, shiny



**We all
have
different
skin.**



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

How would you describe your skin?

What word do you want to use for you?



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

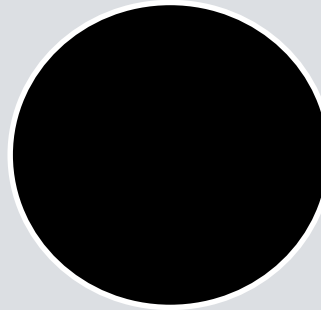
Let's look on the next slide for some great ideas!

OPTIONAL SLIDE IF BLACK AND WHITE ARE MENTIONED

How would you describe your skin?

What word do you want to use for you?

Remember no one has skin that is actually White or Black!



Let's look on the next slide for some great ideas!

How would you describe your skin? What word do you want to use for you?

I think I have.....Skin

Cream

Rosy



PANTONE 78-7 C



PANTONE 71-7 C



PANTONE 59-5 C

Light Brown



PANTONE 64-5 C



PANTONE 57-7 C



PANTONE 62-8 C

Ivory

Dark brown



PANTONE 38-11 C



PANTONE 59-8 C



PANTONE 65-5 C

Caramel

Pink

Brown

Ecru



Let's make self portraits!

How to do the self portraits



- This task can be done as a small group focus task through the week.
- You can do paint colour mixing – there are lots of tutorials online.
- Or you could use skin tone pencils or crayons.

Lesson 2

Laying the foundations for an anti-racist school



Thinking Question:

Why do we all have different shades of skin?

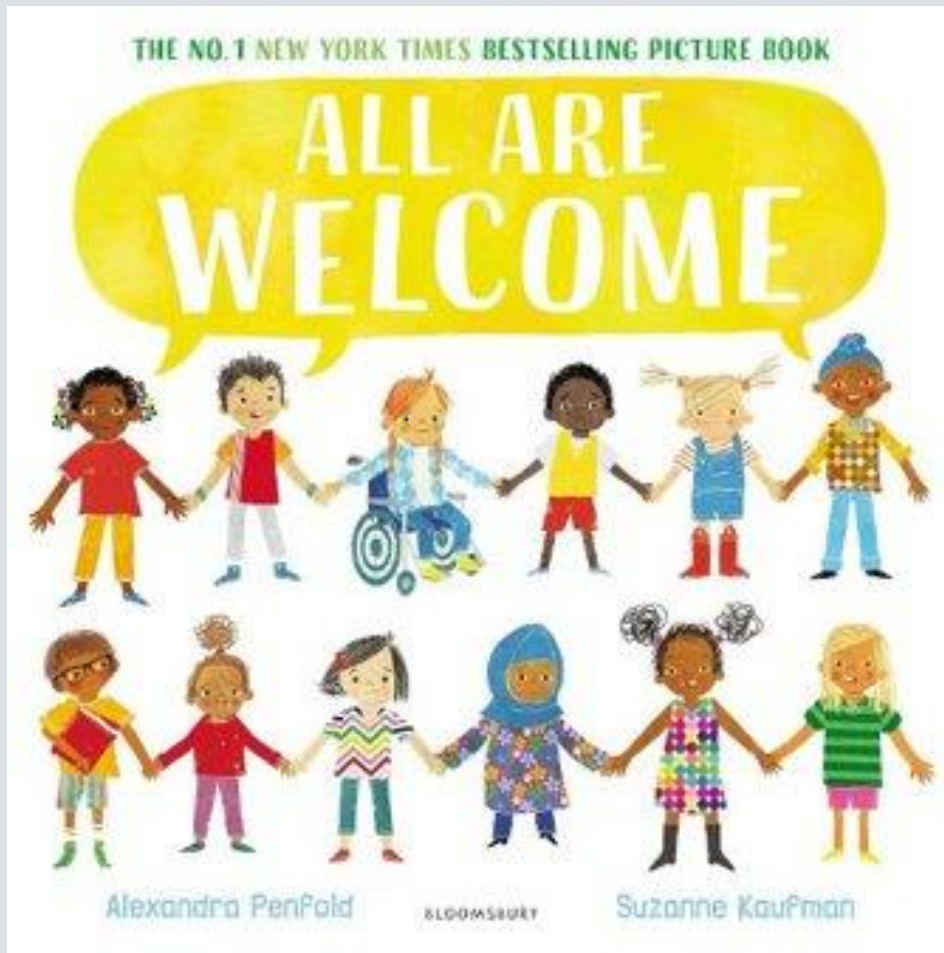


How can we make sure everyone feels safe and included today?

How can we help others to join in?



Can you remember....



What do we all share?

How are we all the same?

Remember the self portraits we made?

- All our pictures are unique, they are all different from each other. We each made or painted our own unique skin tone.
- Look at your self portrait and share how you would describe your skin tone.
- Today we are going to learn about why we all have different shades of skin.



We are all shades of brown...



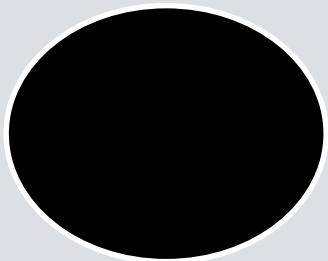
...from very dark brown to very light brown.

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

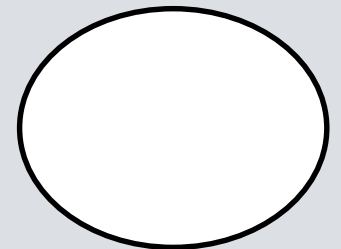
We are all shades of brown...



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



**No one is actually
black or white.**

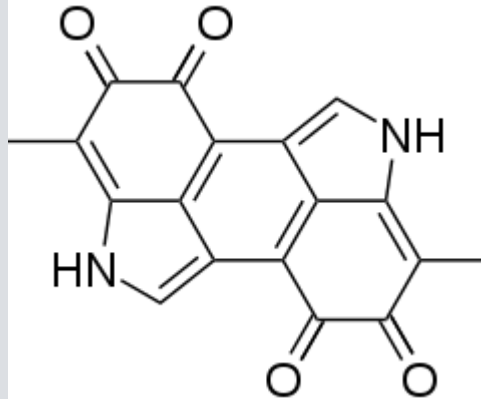


How brown we are is all about a special thing called melanin!

MELANIN is a special chemical we all have in our skin.



**Lots of melanin
darker shade skin**



**Less melanin
lighter shade skin**

**Lots of melanin will make us darker brown;
less melanin will make us lighter.**

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

Let's
read this
book to
find out
more!



Some families look like each other and some don't.



We can't always tell who is in a family just from the way they look, the colour of their skin or hair, how they dress or how tall they are!



Sometimes brothers and sisters look very similar.



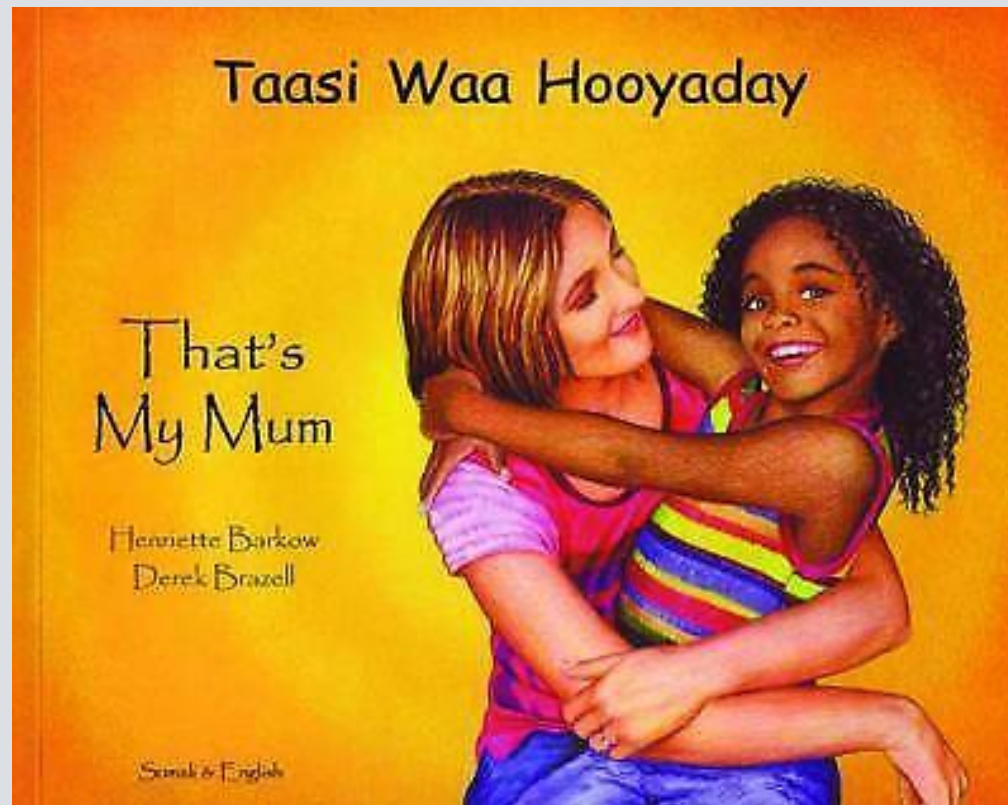
Sometimes brothers and sisters look very different!

**They are
still
brothers
and sisters!**

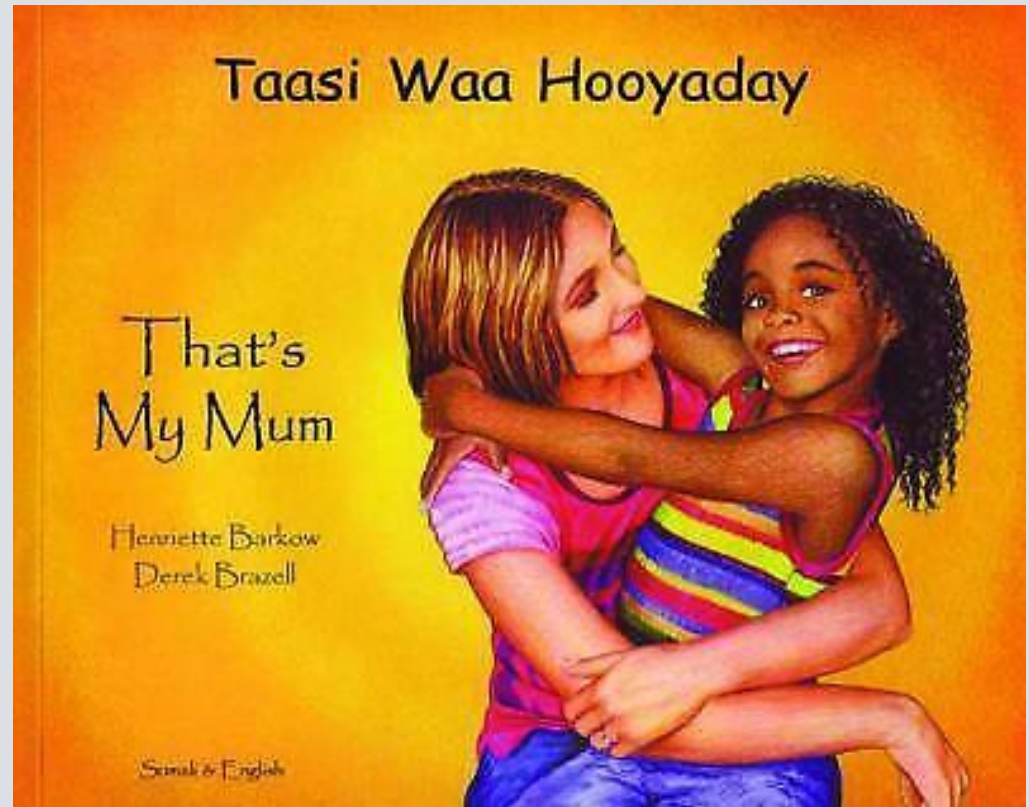


Let's listen to a story about a family with different skin tones

That's my mum



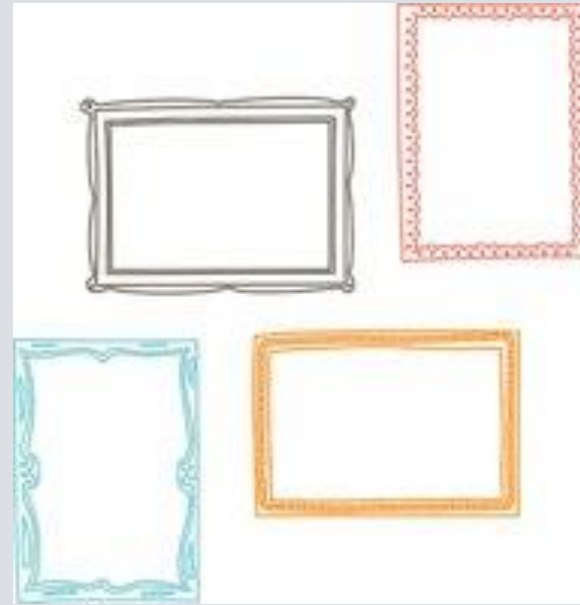
Do you have a family with lots of different skin tones? Or do you come from a family with similar skin tones?



Why was Mia upset when other children said that can't be your mum?

**In our last lesson
we created a self
portrait.**

**Today we will
create a portrait of
the people who are
important to us.**



**Think about the adults and children who are
important in your life, the ones who live with
you and the ones who don't.**

Which four will you pick?

What are they good at?

Which bits of them got passed to you?

**What interests and beliefs have they taught
you?**

Growing an anti-racist school

**Being me,
Being you!**

**We are all
different,
all equal &
all welcome**



EYFS

Lesson 3

Laying the foundations for an anti-racist school



Thinking Questions:
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 have hurt someone?



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

How can we help others to join in?



What do you see?





Teacher reads:

These are the Longji rice terraces, this landscape is very different to ours, we find it unusual but in China it is an everyday landscape. Because we see our landscape everyday we think of it as a normal landscape, a usual or common landscape; but to someone who lives in the desert it would be an unusual landscape.

What do you see?





Teacher reads: Cassava not carrots! Cassava grow in South America, we don't see many cassava in our shops but in other parts of the world they are as common as carrots! Cassava are not unusual or weird they are just unfamiliar

What do you see?





Teacher reads:

This is jackfruit or chakka. Jackfruit is very usual in subtropical countries such as India and Malaysia. It can be seen at the side of the road just like we see blackberries and apples everywhere!

Jackfruit is not weird or strange. It just unfamiliar to us. Jackfruit makes us curious because we are not used to it.

Unfamiliar

Unfamiliar means something that we are not used to seeing, hearing, touching, smelling or tasting.

Something that is not part of our everyday life.

nervous

anxious

embarrassed

curious

Excited

scared



When we see or hear things that are unfamiliar it can make us have strong feelings. It is OK to have these feelings but we must use our words to say how we feel and to say something is unfamiliar to us.

**It is OK to be curious about
people as well as things!**
**How do we find out
more respectfully?**



It is OK to be curious about people as well as things!

**To find out more, we can
ask questions
respectfully.**



**I like your plait.
Who did it for
you?**

**Your scarf is
lovely. Why
do you wear
it?**



It is OK to be curious in a respectful way!



**Your hair is different
today. How did you get
it like that?**



**Why do you
wear a scarf
at school?**



What do we do in our school to make everyone feel happy, safe and respected?

Listen well

Care for others

Enjoy our differences

Speak with a kind voice

Take turns



Let's practise being curious!

Whole class activity

Teachers and other adults can model asking curious and respectful questions?

Support children to generate questions and then support them to practise asking in respectful ways.



How can we be respectfully curious or interested in someone's hair?

I like your hair who does your hair for you?

I like your plaits, does it hurt to have them done?

I've never seen your hairstyle before! How do you do it



Persona dolls, teddies, puppets could be used

It is OK to be curious but it's not ok to be unkind and rude

**It is important to tell a grown up when you think
someone has been unkind, mean or rude to you or to
someone else. What do we do at our school when
someone has been unkind or rude?**



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

Look at her weird hair!



Yuck! Look at your skin!



It's not OK to say mean or unkind things about the way people look. Sometimes when people say something mean, unkind or rude about someone's skin it is called racism.

Racism hurts and is always unfair!



That's why it's important to talk about it and do our part to make things better.



What can you do if someone says unkind words?

Let's practise some strategies...



Tell them that they have been unkind



"I don't like it when you say that!"

"That's made me feel upset."

Walk away and tell an adult what has happened

"I think you are being rude and unkind."

"I'm going to get help."

"It makes me feel..."



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

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

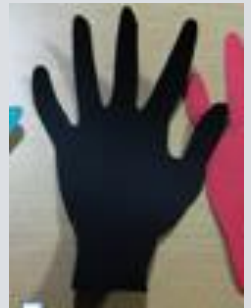
**What can you say or do safely
if someone says or does
something mean to you or to
someone else?**



**I don't
like it
when...**

**What else
could you
do?**

**Who is on your
helping hand?**



What can we do if we've been made a mistake and been unkind or rude?

Let's think about this.....

**If I step on your foot and I walk
away, how will you feel?**

**If I step on your foot and I say
sorry, how will you feel?**

Saying sorry is important!

**Understanding how we have hurt
someone is important even if we didn't
mean to hurt them.**





**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.**



**Who is on your
helping hand?**

Let's finish with a song about
being kind

Let's be kind song



Lesson 4

Laying the foundations for an anti-racist school



Thinking questions:

What is the same and what is different about the foods we like to eat?

How can we be respectfully curious about unfamiliar foods?





**How many kinds of bread
do we like to eat?**



**HOW MANY
BREADS
FROM
AROUND
THE WORLD
HAVE YOU
TRIED?**



What do children have for school lunches around the world?



[illegible]

Let's find out about some of the other foods we like to eat at home.



Ask your partner
what they
like to eat at
home.

Let's make a list
of our home
foods.



**At school we eat food that is
made for us.**

**The school kitchen staff
prepare the food.**



**It is someone's job to
create the menu and decide
what food will be made.**



**In different places different
foods get chosen.**



At home our adults decide what we eat.

Some adults love to cook and some don't.



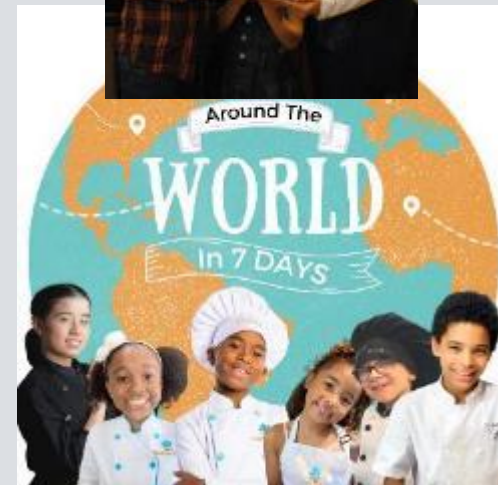
Some adults taught themselves to cook.

Some families like to try lots of different food

Some families like to stick to the same food.

They learned about food from their adults or the people they lived with when they were young.

We all have different tastes, cultures and influences.





Ask your partner about a meal they really enjoy.



What could you do if someone was mean, rude or unkind about the food that someone else likes to eat?



Is this mean or curious?

**Her rice looks
like it has
beetles in it!**

**Urgh what's
that?!
It smells
stinky!**



Mean or Curious?

**Your rice looks
delicious, what
are those bits
called? What
does it taste
like?**



**I've never seen
that before! What
is it?**



What can you say or do safely if someone says or does something mean to you or to someone else?

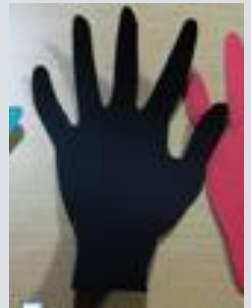


Say "STOP"

**I don't
like it
when...**

**What else
could you
do?**

**Who is on your
helping hand?**



What do we do in our school to make everyone feel happy, safe and respected?

Listen well

Speak with
a kind voice

Care for
others

Enjoy our
differences

Take turns



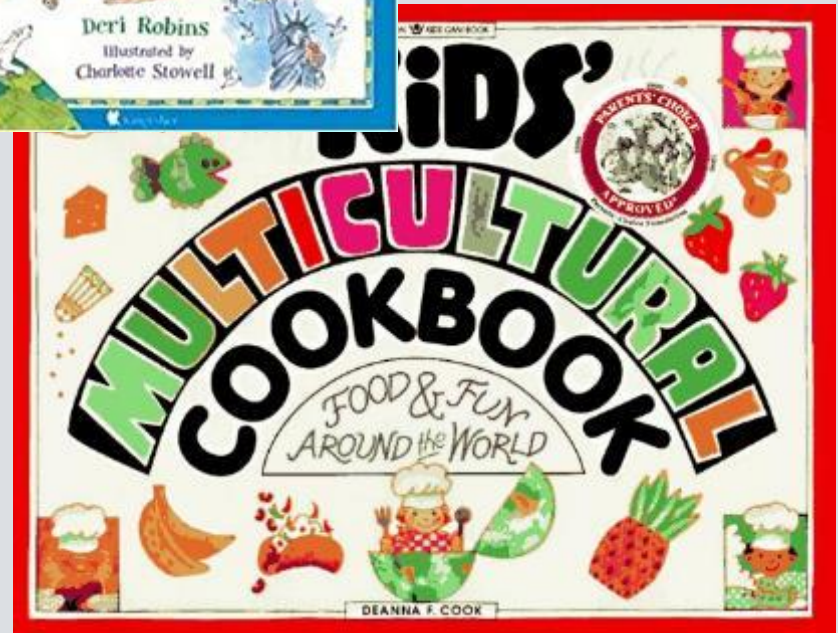
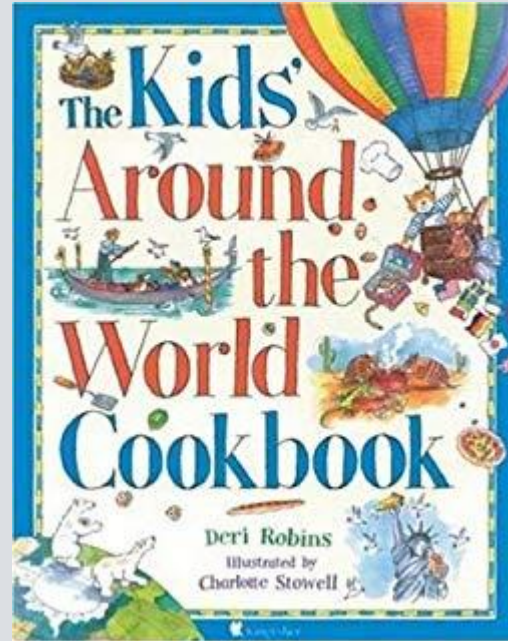
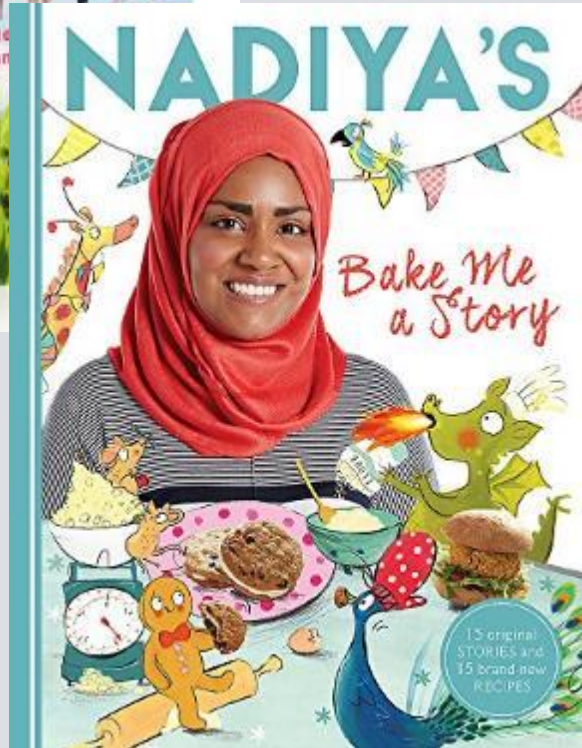
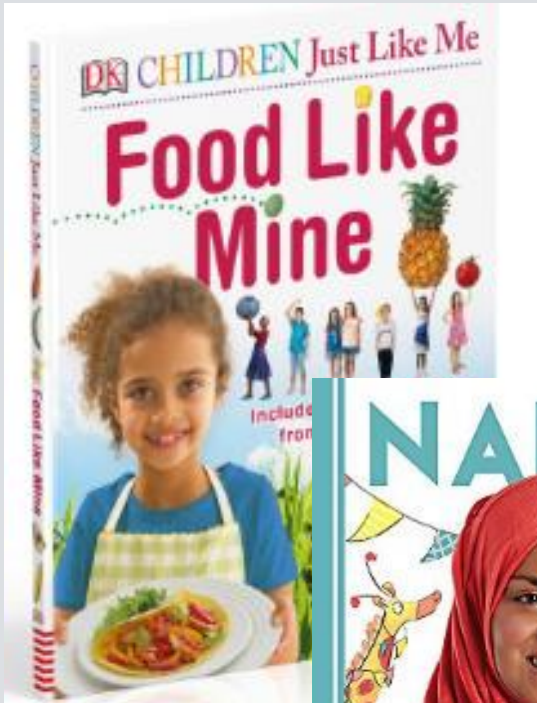


**We all have the right to feel safe all the time.
We can talk with someone about anything,
even if it seems awful or small.**



**Who is on your
helping hand?**

These books can help us to cook some food together!





This activity could be done as the small group focus lesson for the week.

Try to organise groups so that there is cultural or ethnic variety in each group. This does not necessarily mean along skin tone lines. Children with non-British European heritage may eat or know traditional British foods at home.

Use cut out magazine images, paper, cloth, ribbon etc.



Let's make a plate of our favourite food from home!