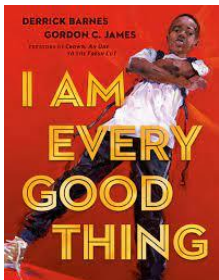
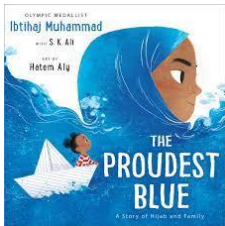
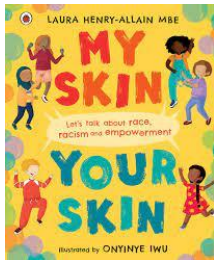
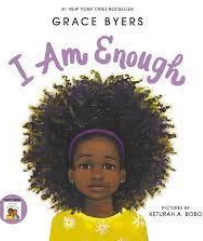
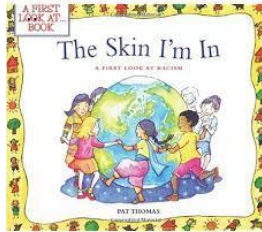
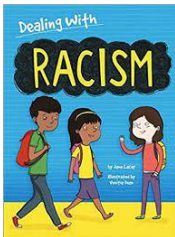
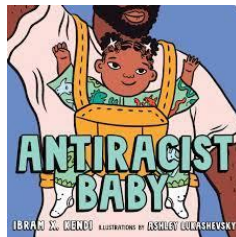


Year 3

Books			
	I am Every Good Thing Derek Barnes	The Proudest Blue Ibtihaj Mohammed	My Skin, Your Skin Laura Heny-Allain
Session objective and activity			
Week 1	To recognise individuality and personal qualities		
	<i>Read 'Every Good Thing' – discuss the story and the author's message/intentions. Think about all the good things that you would describe about yourself.</i>		
Week 2	To understand what is meant by identity		
	<i>Discuss the story 'The Proudest Blue'. Consider the religion of the main character and why religion can play an important part in some people's identities. Talk about differences between people that are visible and consider those which can't be seen. Make an identity jigsaw for yourself.</i>		
Week 3	To understand what makes our skin the colour that it is		
	<i>Look at scientific images of skin and discuss facts including how skin colour is genetic. Learn about the words; race, racism and empowerment. Make an 'Anti-Racism' poster including things that you have learnt.</i>		
Week 4	To discover what it means to be anti-racist		
	<i>Continue reading 'My Skin, Your Skin'. Focus on the line 'we are not born racist' – discuss what this means and why we think people become racist. Consider what it means to be anti-racist and how we need to work together to dismantle racism. Use skin-toned pieces of paper – find one to match own skin colour and to write ideas for making our school anti-racist.</i>		
Week 5	To develop strategies to challenge racism		
	<i>Recap what is race. Consider what you would do if you experienced someone being racist. Read poem 'Be the change you want to see' and consider what it is asking the reader to do. Work with a partner to write a new poem about how to stand up to racism.</i>		
Week 6	To recognise an example of where racism has happened.		
	<i>Does racism happen today? Look at the example of Marcus Rashford (taking the knee, the defacing of a mural and the racism of some football fans)</i>		
Week 7	To know about personal identity and what contributes to who are		
	<i>Compare similarities and differences with another person. Create a leaflet about what makes you unique and special, your future ambitions and hopes and dreams.</i>		

Year 4

Books			
	I am Enough Grace Byers	The Skin I'm in Pat Thomas	Different Chris Singleton
			
	Dealing with Racism Jane Lacey	Anti-Racist Baby Ibram X Kendi	
Session objective and activity			
Week 1	To recognise the importance of self-respect and how this affects our thoughts and feelings about ourselves		
	<i>Read 'I am Enough' and discuss themes and characters.</i> <i>Discuss Maya Angelou quote 'You alone are enough. You have nothing to prove to anybody.' Link this to the story. Think of 6 reasons why 'you are enough' and share.</i>		
Week 2	To recognise that everyone should expect to be treated with respect no matter the colour of their skin.		
	<i>Discuss Nelson Mandela quote 'No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.'</i> <i>Read 'The Skin I'm in' – discuss themes and feelings about racism and how you would respond if you witnessed this happening.</i>		
Week 3	To know about diversity: what it means and the benefits of living in a diverse community.		
	<i>'Why fit in when you were born to stand out?' – discuss this quote.</i> <i>Read 'Different' – discuss the story and its themes. Consider how someone would feel if they moved somewhere where they looked, sounded and dressed differently from everyone else.</i> <i>Is it OK for someone to be treated unfairly because of the way they looked, sounded and dressed differently from others? How would you help someone if they moved to your school?</i> <i>Learn what the word 'diversity' means and explain in your own words.</i>		
Week 4	To know about strategies to respond to hurtful behaviour (experienced or witnessed)		
	<i>Learn the definitions of the words; racism, prejudice, discrimination and consider examples of these.</i> <i>Read 'Dealing with Racism' and discuss/answer questions.</i> <i>Look at scenarios and consider what you think and would/could do in these situations.</i> <i>Reflect on how you will spread the way racism is understood in school and how to help others understand that racism is not acceptable.</i>		
Week 5	To create a charter showing anti-racist values		
	Recap previous learning and read 'Anti-racist Baby'. Brainstorm ideas about how to share the anti-racist message and create an agreed class charter.		
Week 6	To consolidate and reflect on learning		
	<i>Discuss why football players take the knee.</i> <i>Revisit and recall quotes and learning from the different books that have been read throughout the unit of learning.</i> <i>Create a poster which shows learning and key messages.</i>		

