



# Good To Be Me

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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**)

## **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

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## 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)**

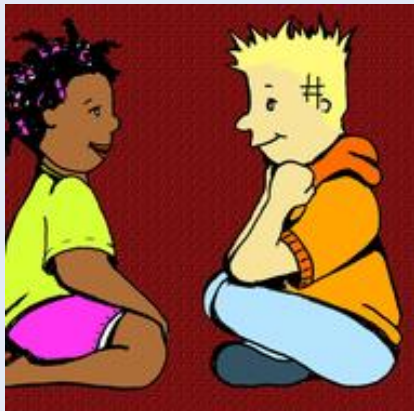


# Talk to your partner.....

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





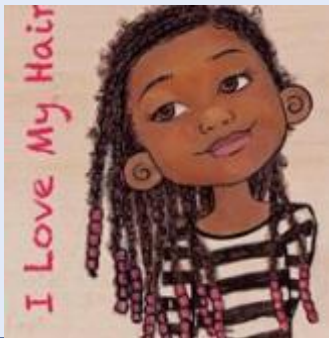
**Now we are going to think about what makes  
you MARVELLOUS YOU inside and out!**

**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...**

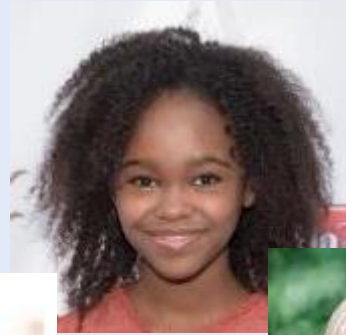
# Which words can we use to describe hair.....



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**



PANTONE 64-5 C



PANTONE 57-7 C



PANTONE 62-8 C

**Ivory**

**Dark brown**

**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

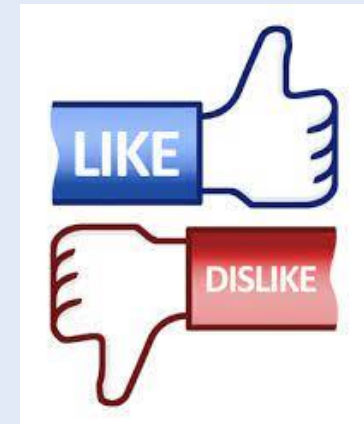


# Skin



# 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

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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.**

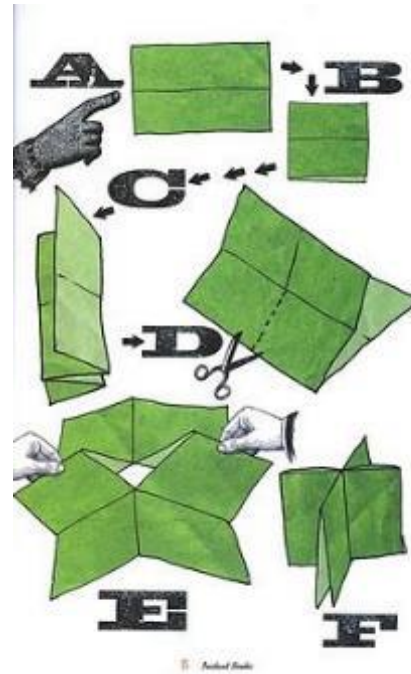
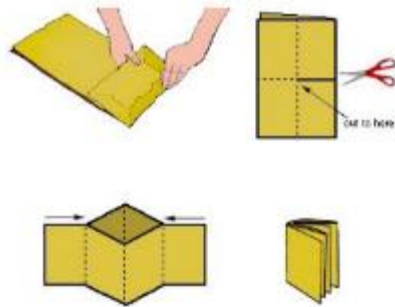
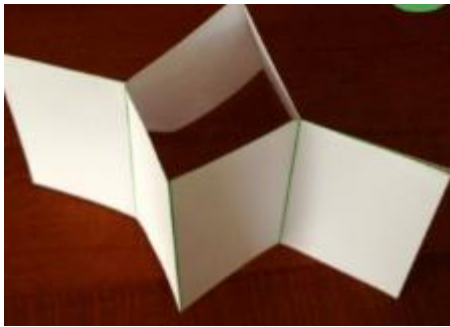
**But we are all unique, one of a kind and marvelous.**

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



# Make a Marvelous Me book!

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# Draw and write about Marvellous you!

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

# 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



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

# All families are different!

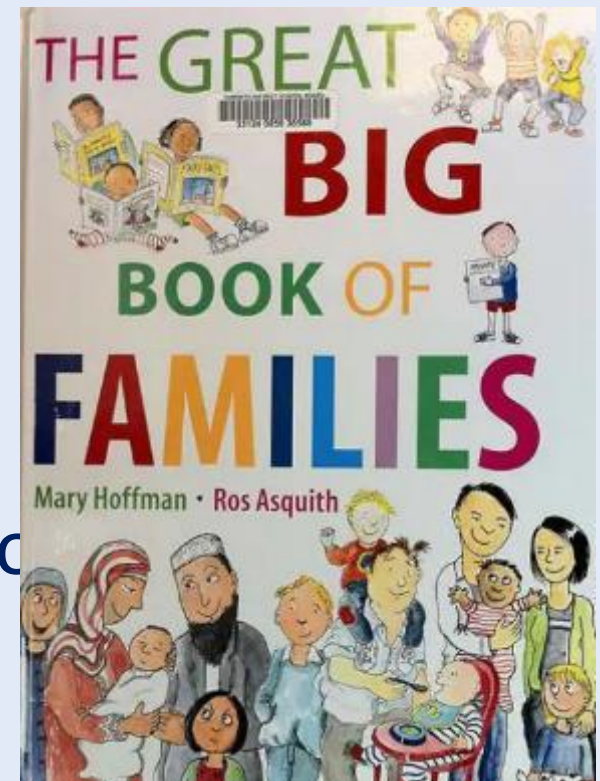


Watch or read the book

# 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?

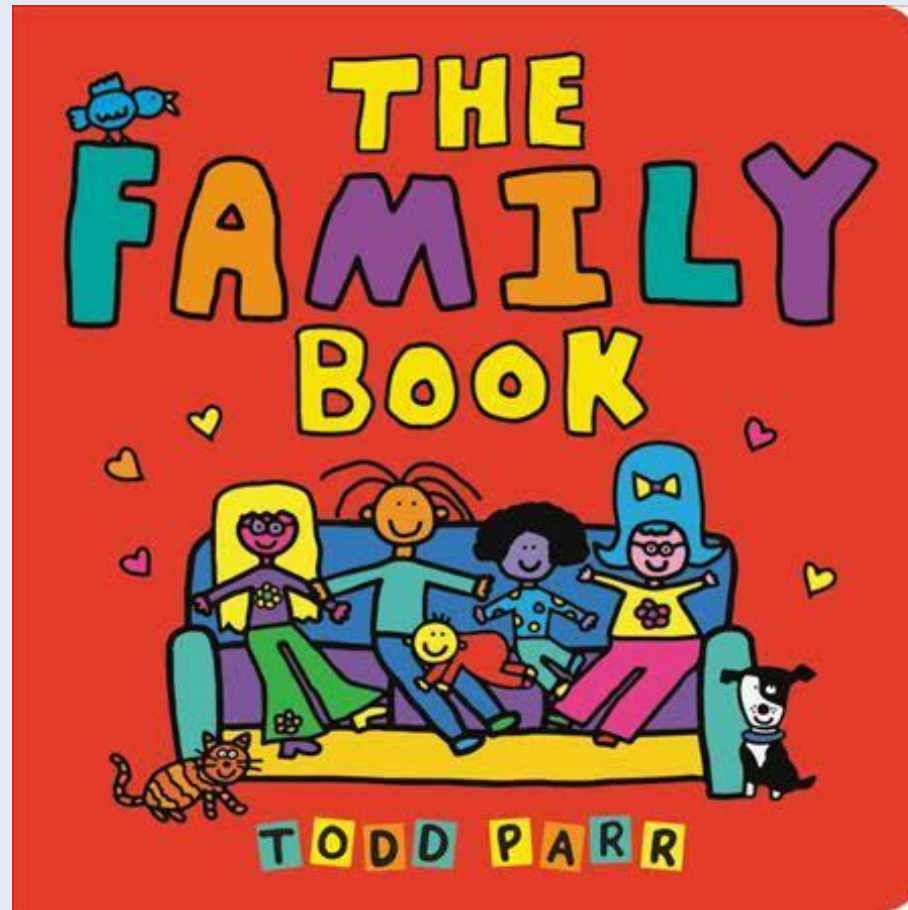




**Draw a picture of you, and the important people in your life, doing something together.**



Listen to the story.



# Listen to the song: What makes a family?



# Getting help



**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"**

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

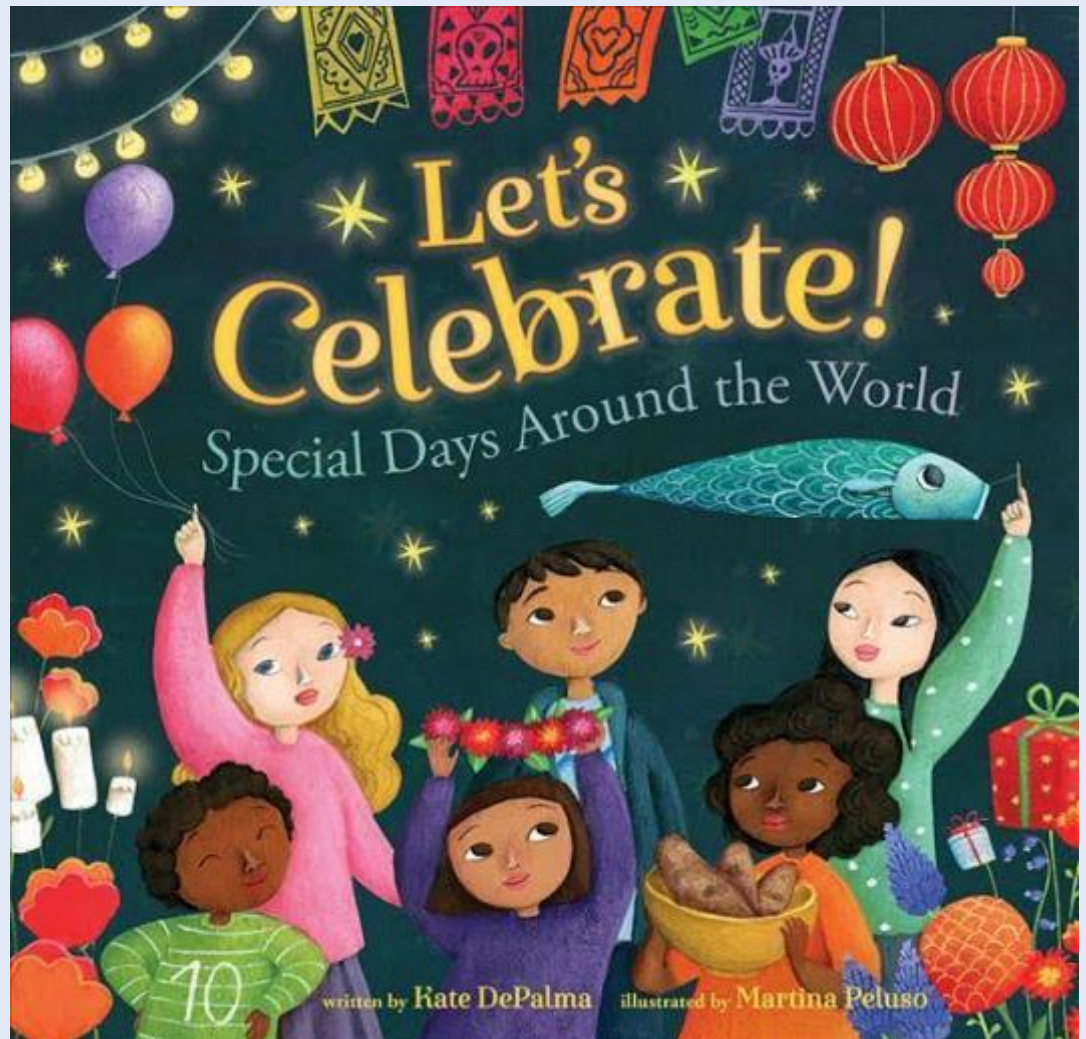
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Share your book with a friend

- 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.**

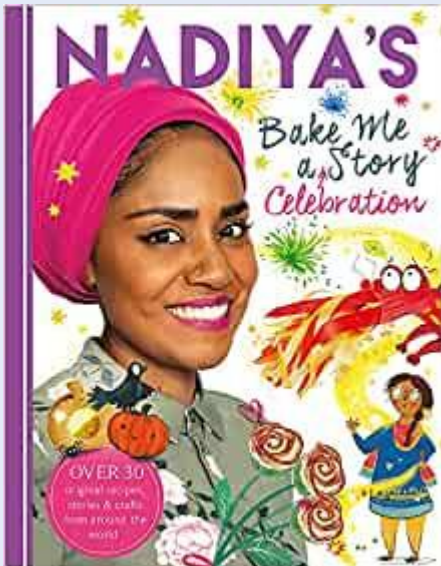


**TV baking star Nadiya Hussain has two cultural heritages.**

**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



**It is ok  
to ask  
for help**

**If this lesson  
has made you  
feel worried or  
you have a  
question,  
remember it is  
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**"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 2





# Lesson 4

## Growing an anti- racist school

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### 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...

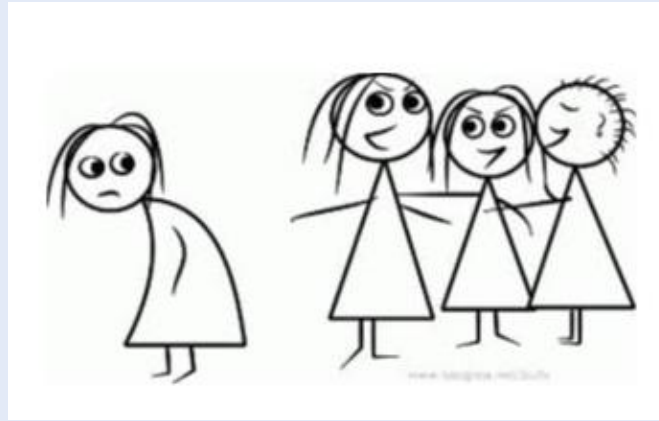
My favourite part was...

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!**

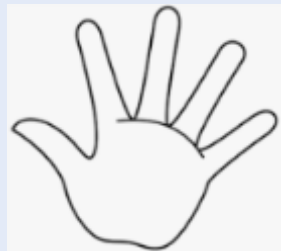


**Racist behaviour is never ok  
saying mean unkind things about how  
someone looks or about their family is  
never ok.**



**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?

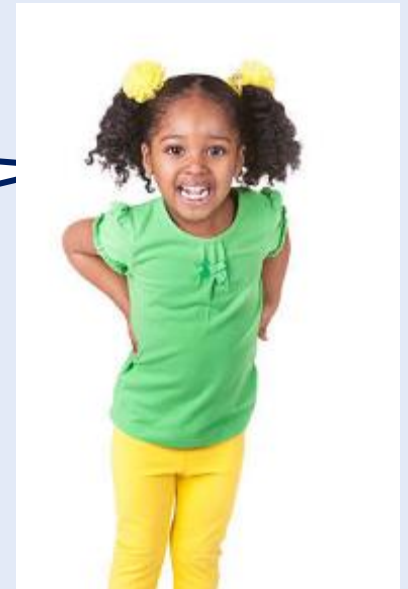
**Stop!**  
**I don't like it**  
**when you call**  
**me that!**



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

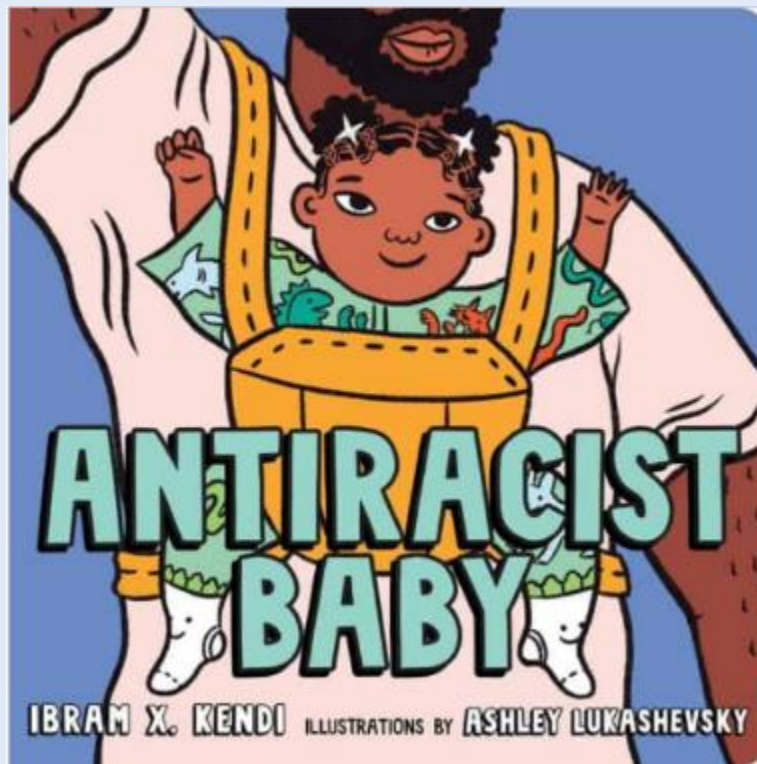
**I think you are being**  
**unkind.**

**?**



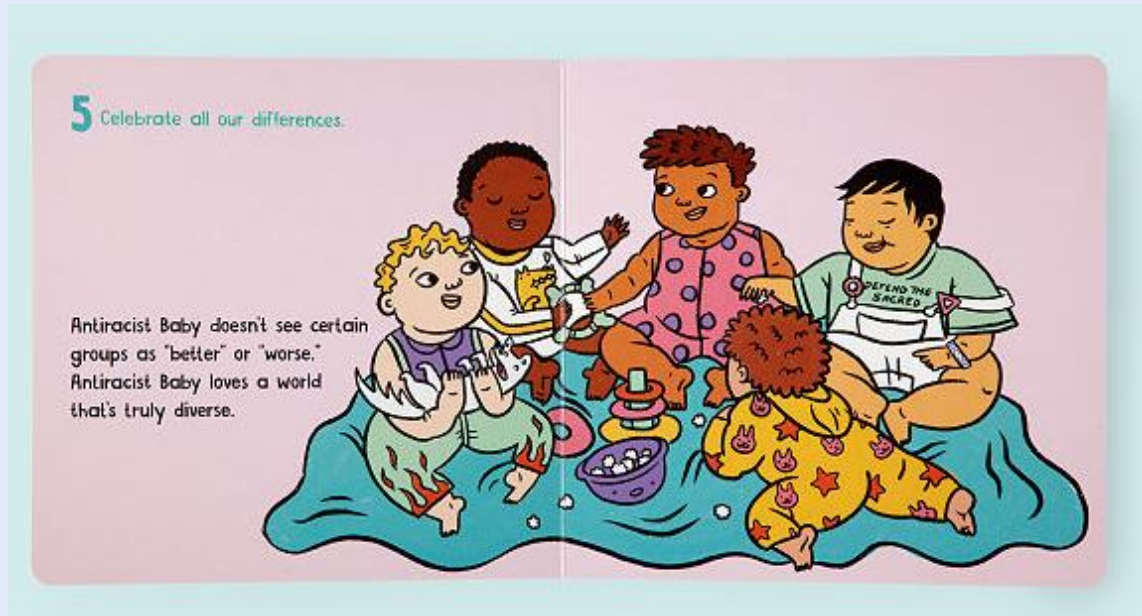
We can learn how to make everyone feel respected and welcome. This is called being 'anti-racist'. Let's listen to a story that will help us learn how to say NO to racism.

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



[https://www.youtube.com/watch?v=Gezd\\_Y\\_Kqc](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

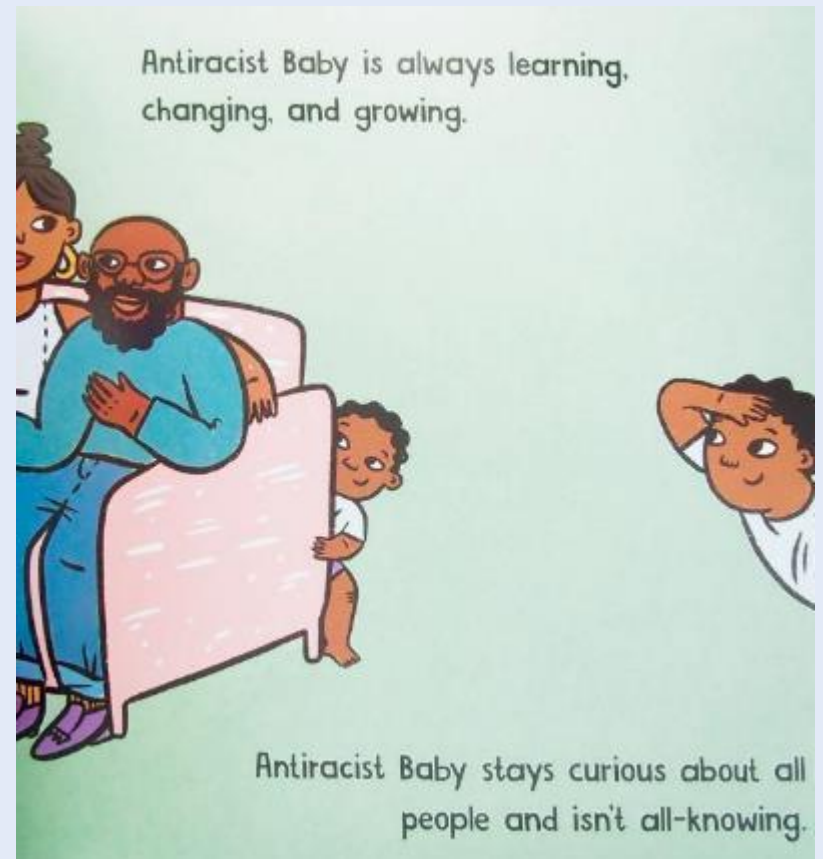
Let's make a big list of all the different things we love in our class

# 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.**

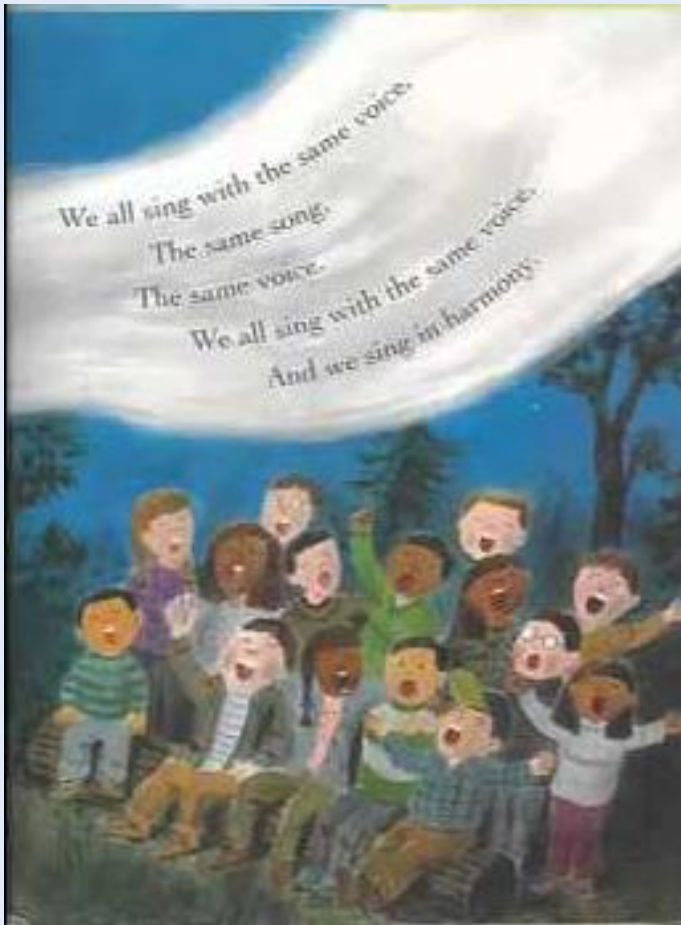
**We treat people with respect.**



**Listen to this  
reflection.**



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



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