

Key stage 2

Lesson 3: Redefining racism

Key Questions	Learning Outcomes	Activities and Content	Resources
<p>What do you notice?</p> <p>What do you think is missing?</p> <p>What does this tell us about the 'systems' we have in our country?</p> <p>What does systemic mean?</p> <p>How might these impact the lives of people of colour?</p> <p>What does it mean to be anti-racist?</p>	<p>By the end of the lesson we want pupils to:</p> <ul style="list-style-type: none"> Understand what systemic racism is and the impact it has. 	<ul style="list-style-type: none"> Introduce learning outcome/s. Ask the children if they can recall the ground rules by taking turns to explain them to their partner. Recap vocabulary. Recap: What race/racism is and what is anti-racism- children complete matching task in pairs. Clarify the word systemic - can you see a familiar word within the word? (system) Next, discuss what 'systemic racism' might mean. Show visuals of people who hold power of the different 'systems' that are part of our world e.g. government, education, NHS, employment. Discuss the following questions: <ul style="list-style-type: none"> What do you notice about all of these people? Do they represent the population of Britain? Why/why not? What impact might this have on policies and decisions that are made in this country? How might these impact the lives of Black people and people of colour? Share some statistics about representation within these systems. Explain that these statistics show that people of colour are poorly represented in many institutions. This impacts on the policies and practices across these institutions. As a class look at the impact of a system on people of colour, then work as a class to identify the impact/ consequence of a system, policy or practice and finally ask children to do it in groups. Explain that sometimes people try to find reasons/ excuses why such systems and policies are in place. Discuss as a class what an anti-racist person might do when faced with something they believe to be systemic racism. Emphasise the importance of being 'active' in their response. Share and discuss children's ideas about how they can challenge the opinions that keep these systems in place. Highlight that it is very difficult for one person to change a system but the more people speak up, the more institutions are forced to reflect on the impact of their practices. 	<p>Teaching resources</p> <ul style="list-style-type: none"> PowerPoint <p>Pupils' resources</p> <ul style="list-style-type: none"> Scenarios for discussion

Teacher notes

Slide 2 - Teachers to share the learning outcomes with the pupils.

Slide 3 - Warm up: Talk partners - Ask the children if they can recall the lesson ground rules in pairs (taking turns to recall/explain a rule each).

Slide 4 - Teachers to share the key vocabulary slide. Introduce the word 'systemic' as the word they will be learning today.

Slide 5 - Present children with the words: race, racism and anti-racism. Read the four definitions. Give children a minute or two to decide which definition matches with which word (ideally on mini whiteboards). Address any misconceptions.

Slide 6 - Invite children to define the word systemic - can you see a familiar word within the word? (system) Share the definition and then ask: what do you think 'systemic racism' might mean? Share the definition.

Teacher notes (cont'd)

Slide 7 - Show images of people who hold power of the different 'systems' that are part of our country e.g. government, education, NHS, employment. Ask: Do you recognise any of these people? Once you have heard suggestions, share who they are. What do you notice about all of these people? Children may not mention their race.

Do they represent the population of Britain? Why/why not? If children do not recognise that the UK is made up of many people of different races/religions/cultural backgrounds you may need to point this out.

What impact might this have on policies and decisions that are made in this country? Who are they most likely to think about when making decisions?

Slide 8 - This slide may be more appropriate for Y5/6 children - Read through the statistics about representation within government, the police and education. Explain that these statistics show that Black and Brown people are poorly represented in many institutions. Ask children to consider the impact this might have on rule-making, policies and practices across these institutions.

Slide 9 - Show children a completed Impact Zone model showing the impact local supermarkets can have on people with afro textured hair. Talk through the impact this has. Reveal the 'What some people say ...' box. Ask children what an anti-racist response to this might be? ("It's excluding people for being different from the majority. Everyone needs to feel included and important. All supermarkets should cater for all customers."). Discuss what they could do: Raise awareness, educate others (a presentation to class in school about the issue), write to supermarket managers /chief executives, etc.

Slide 10 - Work as a class on completing the next impact zone about being less likely to be offered an interview. Children to discuss with their talk partner what the possible impact of this could be (e.g. unemployed for longer, more likely to fall behind with their bills and rent/mortgage, may accept a job doing something else/earning less, people of colour left feeling like they are under qualified etc.). Adult to scribe children's ideas. Reveal the 'What some people say ...' box. Ask children what an anti-racist response to this might be?

Slide 11 - Children to work in pairs or small groups at completing the impact zone for the school uniform and hair policy (Children's responses may include: Black and dual heritage/ mixed Black children not having access to the same educational opportunities, missing out on education, being associated with the term 'exclusion' for the rest of their educational journey, lost sense of 'belonging', lack of confidence and self-esteem etc) and have a go at writing an anti-racism response to the 'What some people say ...' box (e.g. Nobody should be excluded because of their natural appearance or because they have to care for their hair in a different way to other children in the country). Adult to ensure children's responses are anti-racist and appropriately challenge/scaffold children's responses. Children to feedback what they included in their impact zone. Highlight that it is very difficult for one person to change a system but the more people speak up, the more institutions are forced to reflect on the impact of their practices.

Slide 12 - Teacher to model how to use the sentence stems on the reflection slide e.g. I now know that racism is part of lots of systems and practices. I can think of some of the ways that I as individual can challenge/raise awareness of unfair rules and systems. Children have a go at sharing a reflection with their partner or with the class.

Glossary for teachers - TN: [Teacher notes in blue](#)

Race - Race refers to grouping people together based on their visual characteristics, most commonly skin colour.

Racism - When someone treats a person or group of people unfairly or thinks that they are inferior because of their skin colour or 'race'.

TN: Teachers should understand that race is a social construct - an idea invented by humans rather than an essential fact. For example, there is obviously variation in skin colour, eye colour and hair type; these things are real, but it is impossible to draw a distinct line between groups of people based on these characteristics. A spectrum would be a more useful way of describing differences in physical appearance.

There are no biological differences between different groups of people. There is no scientific way to divide humans into separate 'races'.

Anti-racist - Anti-racism is an ongoing, active effort to challenge all types of racism in society.

Allyship/Ally - An anti-racist ally is someone who is committed to strengthening their own knowledge of racism.

An anti-racist ally uses this knowledge to challenge racism when they see it.