

We Are An Anti-Racist School



We want to ensure that that our school community is a place where all of our children and their families feel safe, seen, represented and listened to. We want to make the world a more equal and fairer place for all and we challenge racism in all its forms. We are All Different, All Equal, All Welcome. As part of this work, we are beginning to teach our classes about racial literacy over the coming weeks.

We are deliberately mindful and careful that we are delivering age-appropriate content and messages which align with our school ethos of belonging and celebrating differences which form part of our PSHE curriculum.

Here is a summary of the key messages of the Brighton and Hove Racial Literacy lessons:

The aim of these lessons is to support children's exploration of their identity and grow a sense of belonging, thereby supporting their emotional health and well-being. They support work delivered within PSHE to reflect on family diversity, gender equality and LGBT inclusion. These lessons have a particular focus on race and ethnicity and give children the opportunity to develop their confidence in using positive language to recognise and describe their skin tone as a part of their identity. Central to the purpose of these lessons is the aim to challenge possible colour blindness and to develop instead a colour brave approach so that children feel safe and confident to acknowledge and talk about skin colour differences positively. The lessons also include activities to identify and challenge mean and bullying behaviour and signpost where to get help if appropriate. B&H

Prior to delivery of these lessons, we reflect on the needs and experiences of children in our class for whom the content of the lesson may be a trigger for difficult feelings.

CENTRAL TO THESE LESSONS, WE AIM TO:

- Support children to understand that people have different skin colours because of where their ancient ancestors lived in the world and how their DNA adapted to their environment. Be clear that all people have a skin colour and tone, and actively include references to White skin and avoid seeing this as the default skin colour and all others as different to this or exotic.
- Highlight why we need to think carefully about the language we use to describe each other so that no one ever feels put down for the colour of their skin.
- Try to avoid any discussion of darker to lighter skin tones and instead talk about the mixture of tones.
- Avoid using the term fair skinned as the term tends to imply a value judgment; Always highlight the core message of the value in all skin colours and that no one skin colour is better than another.
- Some people use words that are associated with food as descriptors for skin tone (e.g. cinnamon, caramel) and others make a choice not to.
- Try to use a mixture of words and phrases and where possible engage families in devising acceptable terms prior to the lessons.
- The term chocolate face has a history of being used pejoratively and it is very important that children learn that using words to describe skin tone or colour in a mean or insulting way is never ok or acceptable and for older children explain the link to racist behaviour.
- Remind child of what to do in your school if they experience or notice another child experience language and /or actions that they think are mean and bullying and how everyone has the right to feel safe all of the time (making a link with protective behaviours / Feeling Good, Feeling Safe.)

We are always happy to talk more about this work and what it means to you and your child/ren. We are sharing this because we realise you may wish to follow up these conversations at home.

Please get in touch if you would like to do so.

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