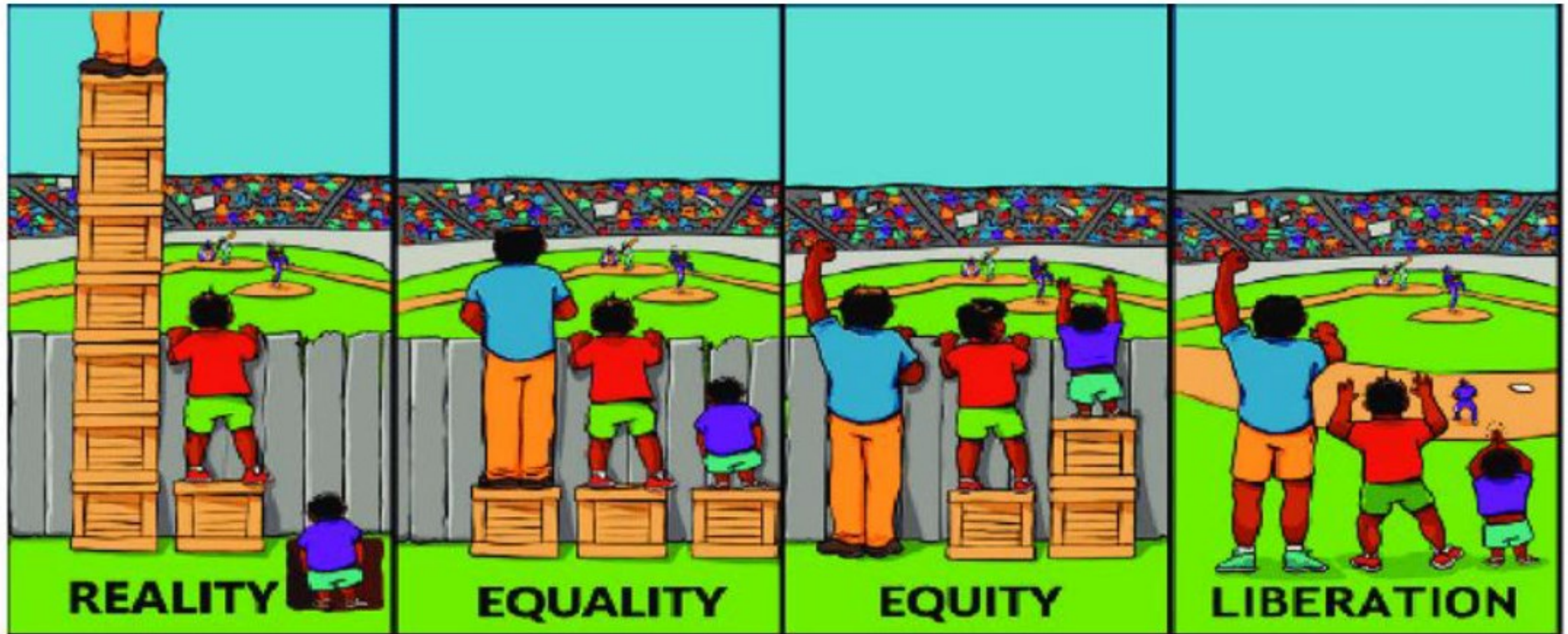


Equality, diversity, inclusion













EDI dates we celebrate at All Saints' 2023-2024





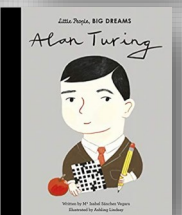






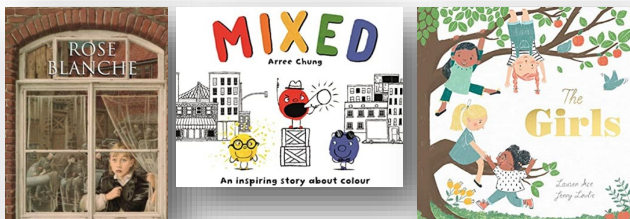
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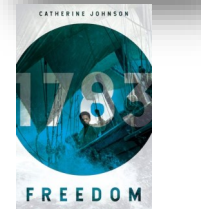


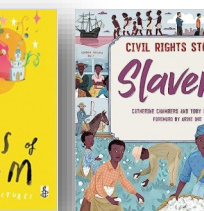


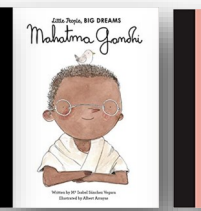
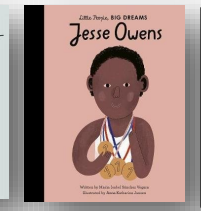
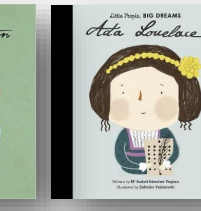




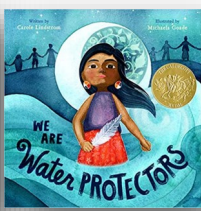
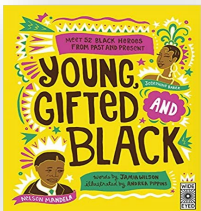











Year 1	<p>Texts used in English (writing, comprehension & reading for pleasure)</p> <div></div>	<p>Other texts include:</p> <p>⇒ Texts on Migration at Year 1 level</p> <p>⇒ Famous singers: The Beatles, Ray Charles, Elvis, Ella Fitzgerald, E Sheeran</p> <p>⇒ Famous explorers</p>					
Geography/History	<p>My World, Your World—create a display of a world map highlighting the different places in the world the pupils/their families in the class are from; languages they speak; traditions and celebrations they have.</p>		<p>Artic Adventures- female explorers: Ui-te-rangiora, Louise Seguin, Ingrid Christensen, Janet Thomson, Barbara Hillary, Felicity Aston and Ernest Shackleton.</p> <div></div>		<p>Female Heroes of the past- Florence Nightingale, Mary Seacole, Ruby Bridges (the amazingly brave six-year-old little girl, who paved the way for the desegregation of schools in 1960s America). Rosa Parks.</p> <div></div>		<p>A Royal Affair: Queen Elizabeth I, Queen Victoria, Queen Elizabeth II & King Charles III. Muslim architect who designed Henry V's castle . Walter Tull (the first black officer in the British Army). Gilbert the Knight (founded Merton Priory). Kings/Queens - compare different backgrounds.</p> <div></div>
PSHE	<p>Being Me In My World: Feeling special and safe Being part of a class, Rights and rights respecting actions, Rewards and feeling proud Consequences , Owning the Learning Charter</p>	<p>Celebrating Difference: Similarities and differences, understanding bullying and knowing how to deal with it, making new friends and celebrating the differences in everyone.</p>	<p>Dreams and Goals: Setting goals, Identifying successes and achievements, Learning styles, Working well and celebrating achievement with a partner, Tackling new challenges Identifying and overcoming obstacles, Feelings of success</p>	<p>Healthy Me: Keeping myself healthy Healthier lifestyle choices Keeping clean, Being safe, Medicine safety/safety with household items, Road safety, Linking health and happiness</p>	<p>Relationships: Belonging to a family, Making friends/being a good friend, Physical contact preferences, People who help us, Qualities as a friend and person, Self-acknowledgement, Being a good friend to myself, Celebrating special relationships</p>	<p>Changing Me: Life cycles – animal and human, Changes since being a baby, differences between female and male bodies (correct terminology) , Linking growing and learning, Coping with change, Transition</p>	<p>Outsiders Texts:</p> <div></div>

Year 2	Texts used in English (writing, comprehension & reading for pleasure)	<div></div> <div>Other texts include: ⇒ Festivals from around the World—Shrove Tuesday Around The World, Rama and Sita, Email from Japan & A Recipe for Diwali ⇒ Emmeline Pankhurst, Gandhi, Greta Thunberg, Martin Luther King, Rosa Parks ⇒ Traditional Tales from Other Cultures ⇒ Significant Individuals: Charles Darwin, Florence Nightingale, Nelson Mandela, Sir David Attenborough, Time Peake ⇒ Sports People: Andy Murray, Ellie Simmonds, Harry Kane, Michael Jordan, Usain Bolt</div>					
Geography/History	My Community and Me! As geographers, they will create a display of our community highlighting the different places of worship and other important places to the children in the class. As historians, Year 2 will focus on famous characters in our local area like Admiral Lord Nelson, Arthur Liberty, Gilbert the Knight and William Morris.			Who's coming on Safari? As historians, Year 2 will find out about Nelson Mandela and the explorer Juan Garrido. They will also learn about the Maasai Tribe, looking at their culture-farming, music, dancing and clothing. As geographers, they will find out about water-scarce countries, using Kenya as an example. Start to understand how limited access to water affects lives. Consider reasons why many people in developing countries have limited access to water, and to identify some consequences of limited water access.			Great Fire of London - Exploring the ethnic diversity of London then and now.
PSHE	Being Me In My World: Hopes and fears for the year, Rights and rights respecting actions, Rewards and consequences, Safe and fair learning environment, Valuing contributions Choices, Recognising feelings	Celebrating Difference: Assumptions and stereotypes about gender, understanding bullying, standing up for self and others, making new friends, gender diversity, celebrating difference and remaining friends	Dreams and Goals: Difficult challenges and achieving success; Dreams and ambitions; New challenges; Motivation and enthusiasm; Recognising and trying to overcome obstacles; Evaluating learning processes; Managing feelings Simple budgeting	Healthy Me: Motivation, Healthier choices, Relaxation, Healthy eating and nutrition, Healthier snacks and sharing food	Relationships: Different types of family Physical contact boundaries Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships	Changing Me: Life cycles in nature, Growing from young to old Increasing independence Differences in female and male bodies (correct terminology), Assertiveness, Preparing for transition	Outsiders Texts: 
RE	⇒ Children will think about things in our world that are amazing. ⇒ learn how The Samaritans help people with isolation and loneliness. ⇒ Year 2 will consider the roles and responsibilities of leaders both in school and their local community. They will learn about religious leaders in their communities and those written about in religious texts.						

Year 3	<div>Texts used in English (writing, comprehension & reading for pleasure)</div> <div></div>	<div>Other texts include:</div> <div><ul style="list-style-type: none">♦ five remarkable women and one incredible male role model: Hazel Hill; Jacqueline Auriol; Bessie Coleman; Amy Johnson; Amelia Earhart and Usain Bolt</div>				
Geography/History	<div>Invaders & Settlers– Romans: Multicultural Roman Empire, North African soldiers were stationed at a fort next to Hadrian's Wall. Septimus Severus. Boudicc. Amanirenas. Aurelian Moors.</div> <div></div>	<div>Exploring Bulgaria- children will explore the country's many famous cities and landmarks, and immerse themselves in the culture of Bulgaria.</div>	<div>Who were the Ancient Egyptians? racially diverse Ancient Egypt. Pharaohs.</div> <div></div>			
PSHE	<div>Being Me In My World: Setting personal goals, Self-identity and worth Positivity in challenges Rules, rights and rights respecting actions, Rewards and consequences Responsible choices, Seeing things from others' perspectives</div> <div>Celebrating Difference: Families and their differences, family conflict and how to manage it (child-centred), witnessing bullying and how to solve it, recognising how words can be hurtful, giving and receiving compliments.</div>	<div>Dreams and Goals: Difficult challenges and achieving success, Dreams and ambitions, New challenges, Motivation and enthusiasm, Recognising and trying to overcome obstacles, Evaluating learning processes, Managing feelings Simple budgeting</div>	<div>Healthy Me: Exercise, Fitness challenges, Food labelling and healthy swaps, Attitudes towards drugs Keeping safe and why it's important online and off line scenarios, Respect for myself and others, Healthy and safe choices</div>	<div>Relationships: Family roles and responsibilities, Friendship and negotiation Keeping safe online and who to go to for help, Being a global citizen, Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</div> <div>Changing Me: How babies grow, Understanding a baby's needs, Outside body changes Inside body changes, Family stereotypes, Challenging my ideas, Preparing for transition</div>	<div>Outsiders Texts:</div> <div></div>	
Science	<div>Key Scientists: Adelle Davis (20th Century Nutritionist) and Marie Curie (Radiation / X-Rays)</div> <div></div>					
RE	<div>Identity and Belonging- Children will: consider how a number of external factors help shape our identity. consider how they & religious communities express themselves by helping others. consider how opinions about what constitutes a 'minority' group varies, and the importance of showing tolerance and understanding</div>					

Year 4	Texts used in English (writing, comprehension & reading for pleasure)	<div></div>					Other texts include: ♦ Festivals: Religious Festivals, Festivals of the Dead, Festivals of Light, Dragon Boat Festival ♦ Female Scientists: Sau Lan Wu, Jane Cooke Wright, Mae C. Jemison, Marie Curie
Geography/History	<p>Wimbledon– Past and Present: As historians they will go from suffragettes to slave owners, a postman to a princess: find out about the people of Wimbledon’s past and help us tell the stories of Wimbledon’s present. Visit the museum and meet the characters who have shaped our communities. Evonne Goolagong, Williams sisters and Billie Jean King To link with Geography unit. Year 4 learn about how the WG serves our local community.</p> <div></div>				Anglo-Saxons – St Hadrian the African abbot	Earning a living: Year 4 will understand how people in the UK and the rest of the world earn a living in a variety of ways.	Greece: the people, the inventions, the art, the technology and the mythology of the ancient Greeks. How the ancient Greeks did not think in terms of race or ethnicity. They thought in terms broader terms about borders, conquests and alliances, language and communication. Women in Greece. Blind people were employed to row Greek galleys.
PSHE	Being Me In My World: Being part of a class team Being a school citizen Rights, rights respecting actions and democracy (school council), Rewards and consequences Group decision-making Having a voice, What motivates behaviour	Celebrating Difference: Challenging assumptions, judging by appearance, accepting self and others, understanding influences, understanding bullying, problem-solving, identifying how special and unique everyone is.	Dreams and Goals: Hopes and dreams, Overcoming disappointment, Creating new, realistic dreams , Achieving goals, Working in a group, Celebrating contributions Resilience, Positive attitudes.	Healthy Me: Healthier friendships, Group dynamics, Smoking, Alcohol, Assertiveness, Peer pressure, Celebrating inner strength	Relationships: Jealousy, Love and loss, Memories of loved ones Getting on and Falling Out Girl-friends and boyfriends Showing appreciation to people and animals	Changing Me: Being unique, Having a baby, Girls and puberty, Confidence in change, Accepting change, Preparing for transition Environmental change	Outsiders Texts: <div></div>
Science	<p>The Vanishing Rainforest- This story, seen through the eyes of a child called Remaema, describes how the Yanomami tribe are battling against potential developers.</p> <div></div>		<p>Moonbird-This is a beautifully written story about deafness</p> <div></div>				
RE	<p>Identity & Belonging: Children will: consider how the place where they live shapes who they are, experiences of refugees. What do religions say about welcoming newcomers? learn what is meant by 'global community' find out what different religions say about sharing, or identify ways in which they help others through charitable activities.</p>		<p>Racism: What is it, and why is it unfair? What can we learn from 6 examples? Pupils will be challenged to think about sacred texts, their own community and their personal attitudes. Do they take a stand against racism?</p>				

Year 5	Texts used in English (writing, comprehension & reading for pleasure)	<div></div> <div></div> <div>Other texts include: ⇒</div>					
Geography/History	<p>Is space the final frontier? Mae Jemison- first Black woman to go into space aboard the Endeavour space shuttle in 1992. Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden participated in some of NASA's greatest successes.</p> <div></div>	<p>Extreme Earth- Year 5 learn about the work that the Red Cross do in Britain and overseas to support those in disaster. Red Cross representative to visit.</p> <div></div>	<p>King of the Swingers: South East Asia, positioning the islands of Borneo and Sumatra. Rainforest of Borneo. They will then look at reasons why the rainforests of Borneo are suffering from deforestation and why this is a problem for the orangutan.</p>	<p>World War I, II & Windrush: Look at British and German colonies in Africa. West Indian men loyalty to the ‘mother country’ to fight in the war, but why the British Government was not pleased by this. Treatment of black soldiers after the war. Change in the country’s Black population. Segregation in the US Army and effect of this had on British government. Explore how Hitler’s view of a ‘master race’ affected how Jews and other groups were treated during the war. WAR SERVICE - the vital contribution of black people in two World Wars. Children will consider why there was a need for immigration into Britain in the post-war years, as well as think about, discuss and write about the experiences of the first Caribbean people arriving in Britain to live and work. Using the footage, identify some of the challenges faced by the people from the Caribbean. Define some of the vocabulary associated with discrimination – racism, prejudice, stereotyping. Black spitfire pilots in the RAF. Noor Inayat Khan – Indian Muslim Princess who spied for the British during WW2. Women joined the Air Transport Auxiliary (ATA). disabled workers were recruited into war work. Factories employed 500,000 people with impairments In 1948, Sir Ludwig Guttmann organised a sports competition for veterans with spinal injuries in Stoke. 4 years later competitors from Holland joined the games and the Paralympic movement was born. Windrush. Alan Turing. Anne Frank. Lance Corporal Alhaji Grunshi. Baroness Patricia Scotland QC, Lord David Pitt, Baroness Doreen Lawrence/ Baroness Lawrence of Clarendon, OBE, Lord Herman Ouseley, Rudy Narayan. The Royal British Legion do to support the armed forces community, with a particular focus on mental health support. Did soldiers in WW1&2 receive support in this way? What can we do to show support for those that suffer from mental health problems in our community?</p> <div></div>			
PSHE	<p>Being Me In My World: Being a citizen, Rights and rights respecting actions, Rewards and consequences, How behaviour affects groups, Democracy, having a voice, participating.</p>	<p>Celebrating Difference: Cultural differences and how they can cause conflict, racism, rumours and name-calling, types of bullying, material wealth and happiness, enjoying and respecting other cultures</p>	<p>Dreams and Goals: Future dream, The importance of money, Jobs and careers, Dream job and how to get there, Goals in different cultures, Supporting others (charity), Motivation</p>	<p>Healthy Me: Smoking, including vaping, Alcohol, Alcohol and anti-social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices, Motivation and behaviour</p>	<p>Relationships: Self-recognition and self-worth, Building self-esteem, Safer online communities Rights and rights respecting actions online, Online gaming and gambling, Reducing screen time, Dangers of online grooming SMARRT internet safety rules.</p>	<p>Changing Me: Self- and body image, Influence of online and media on body image, Puberty for girls, Puberty for boys, Conception (including IVF) Growing responsibility, Coping with change, Preparing for transition.</p>	<p>Outsiders Texts:</p> <div></div>
RE	<p>Belief in our Community Children will: read about a teenager’s experiences as a member of a Jewish community. They will also consider some difficulties she might experience as a consequence of her beliefs. Children will learn about Mo Farah (a Muslim) and Daniel Radcliffe (an atheist) – their achievements, what they have said about faith and beliefs, and their charity work. They will consider how their beliefs may have shaped their lives. Following this, children may research and write about significant and inspirational</p>		<p>Inspiring people from different religions: Anti-racist people from different religions – what can we learn from some examples. Pupils will be challenged to think for themselves about equality, love in action and justice through stories from different faiths.</p>				

Year 6	<p>Texts used in English (writing, comprehension & reading for pleasure)</p> <div></div> <p>Other texts include:</p> <ul style="list-style-type: none">♦ The Story of My Life-disability; braille
Geography/History	<div><p>South America: Exploring the culture of South America. Explore the tourist attractions the city of Brazil has to offer, and finally immerse themselves in the culture of Brazil. Explore the concept of fair trade. Harriet Chalmers Adams. Isabela Godin des Odanais</p><div></div></div> <div><p>African History: America black people not having equal rights as white people (Jim Crow laws). Link with a protest this inspired in the UK – Bristol bus boycott where a bus company refused to employ non white bus crews. Race Relations Act 1965. School segregation. Rosa Parks. Martin Luther King</p><div></div></div> <div><p>African History (Kingdom of Benin & Zulu Kingdom): explore the fascinating Kingdom of Benin civilisation. Zulu culture and will be encouraged to challenge any assumptions they may have had. Children will look at sources and explore their validity and address the idea of bias and misconceptions and how these played a role in the Anglo-Zulu war. They will consider its impact and how these problems may be present in today's society.</p><div></div></div> <div><p>Atlantic slave trade- abolition and the lasting effects that the Atlantic slave trade had on the people and countries involved, including how slavery has changed and still exists today as modern slavery. The work that the Salvation Army do to support victims of modern slavery.</p><div></div></div>
PSHE	<div><div><p>Being Me In My World: Identifying goals for the year Global citizenship Children’s universal rights, Feeling welcome and valued Choices, consequences and rewards, Group dynamics, Democracy, having a voice, Anti-social behaviour, Role-modelling</p></div><div><p>Celebrating Difference: Perceptions of normality Understanding disability Power struggles, Understanding bullying Inclusion/exclusion, Differences as conflict, difference as celebration Empathy</p></div></div> <div><div><p>Dreams and Goals: Personal learning goals, in and out of school, Success criteria, Emotions in success, Making a difference in the world, Motivation, Recognising achievements Compliments .</p></div><div><p>Healthy Me: Taking personal responsibility, How substances affect the body, Exploitation, including ‘county lines’ and gang culture, Emotional and mental health, Managing stress</p></div></div> <div><div><p>Relationships: Mental health, Identifying mental health worries and sources of support, Love and loss, Managing feelings, Power and control, Assertiveness, Technology safety, Take responsibility with technology use</p></div><div><p>Changing Me: Self-image, Body image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/ girlfriends, Sexting, Transition.</p></div></div> <div><div></div></div>
RE	<div><div><p>Belief in our Community: Children will consider how members of religious communities are also a part of many other, nonreligious communities too. Look at difficulties in communities, consider how their beliefs may help & how they can support people from different communities.</p></div><div><p>What can we learn from the stories of two statues in Bristol? Colston & Wesley. Pupils will be challenged to consider how racism can be confronted and prejudice reduced</p></div></div> <div><p>Linked to the Art Unit: Art against Racism’ project, How can I express my own vision for justice and equality? Pupils will be challenged to confront their own assumptions about our human unity and diversity.</p></div> <div><p>The Golden Rule & Silver Rule: what are they and why are these rules found in so many religions? Can following the Golden Rule reduce racism? Pupils will be challenged to recognise that mutuality is good for the well-being of all – everyone needs each other.</p></div>