



RJED Curriculum Links



We learn to love and love to learn with Jesus

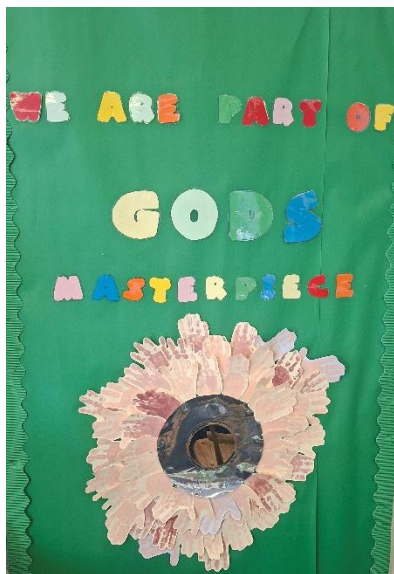


Our Lady Catholic Primary School

RJED Curriculum Links

RACIAL JUSTICE EQUALITY AND DIVERSITY IN THE EARLY YEARS FOUNDATION STAGE

At Our Lady Catholic Primary School, our EYFS curriculum helps children recognise their own dignity and the dignity of others. Through stories, play, celebrations and conversations with families, children encounter people with different backgrounds, beliefs, appearances and experiences. This work reflects our Catholic mission, 'We learn to love and love to learn with Jesus,' and begins to build the language and habits children need to show respect, challenge unkindness and welcome others.



Stories and Black History Month



During Black History Month, children share *Coming to England* by Floella Benjamin. Through Floella's childhood journey from Trinidad to England, they explore family, belonging, change and the feelings that come with arriving somewhere new. The EYFS team help children notice both her courage and the difficulties she experienced, using questions suited to their age: How might Floella have felt? What helps someone feel welcome? The story offers a real Black British life for children to learn about, while connecting to their own experiences of friendship and belonging.

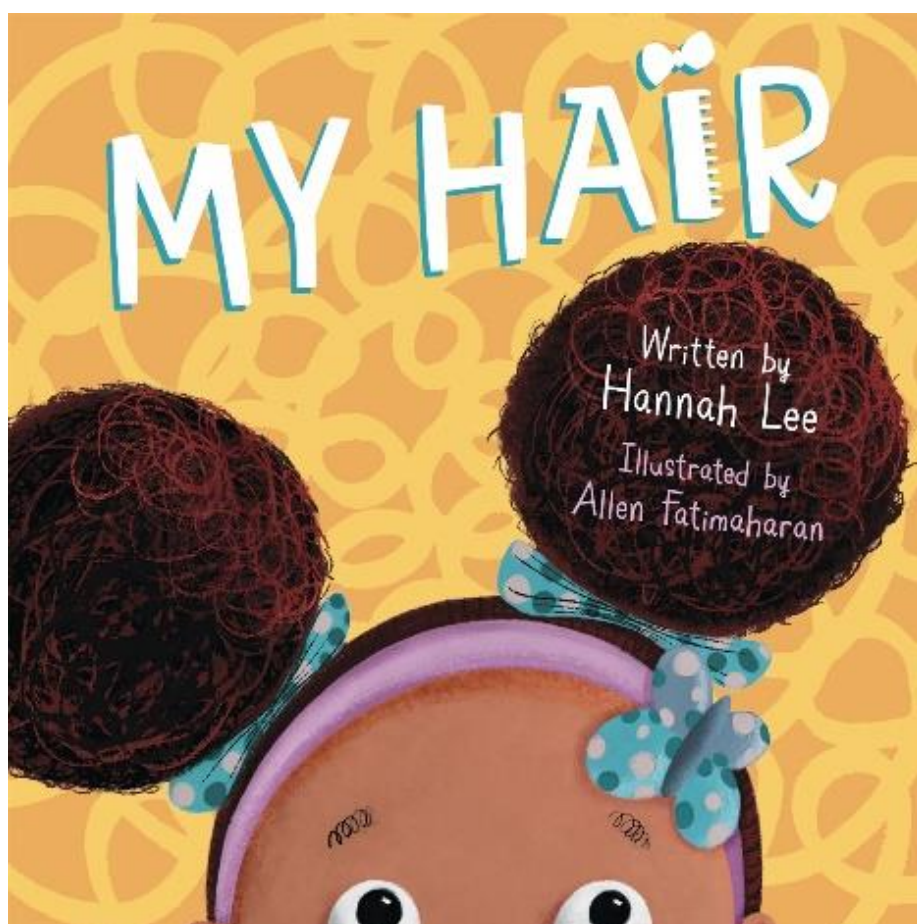
Children also encounter *Anansi the Spider: A Tale from the Ashanti* retold and illustrated by Gerald McDermott. This story introduces a traditional tale from the Ashanti people of Ghana. Anansi's predicament and the different contributions of his sons provide opportunities to discuss resourcefulness, cooperation and the value of each person's gifts. Retelling the story through talk, movement and play supports children's language development while showing that treasured stories come from many cultures.

In October, the children take part in the school's Black History Month celebration assembly. Their contribution gives them an opportunity to share what they have learned with the wider school community. Planning, photographs and children's words from the assembly demonstrates how learning in the classroom is revisited and celebrated beyond it.

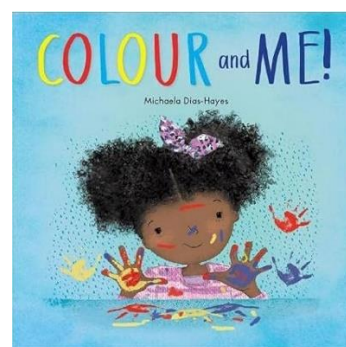
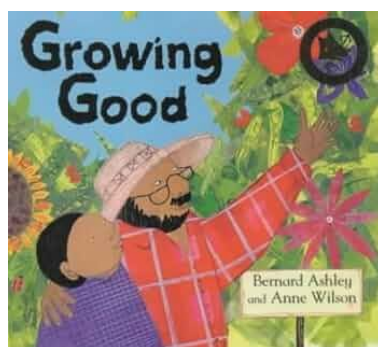
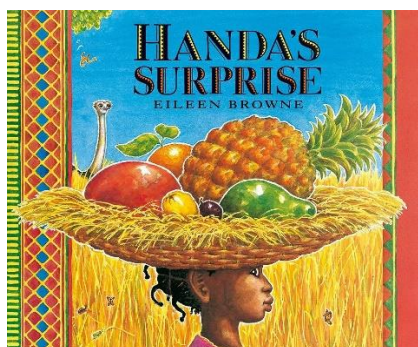
Identity and representation in everyday play

In the spring term, the hairdresser role-play area gives children a familiar setting in which to talk positively about different hair textures and styles, including afros, braids and plaits.

The class teacher shares *My Hair* by Hannah Lee, illustrated by Allen Fatimaharan. The book follows a girl considering the many hairstyles worn by her family and friends as she chooses a style for a party. It celebrates choice, family and pride in one's appearance. Adults extend this learning during play by using respectful, accurate language and making sure the role-play resources allow children to represent a range of hair types. These everyday conversations matter: they help children see differences as ordinary and valued, and give staff opportunities to respond promptly to stereotypes or unkind comments.



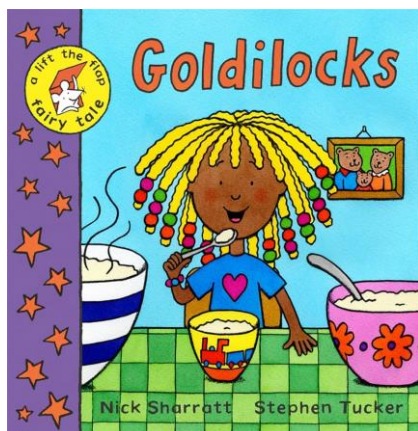
The book corner includes *Handa's Surprise* by Eileen Browne, *Growing Good* by Bernard Ashley, illustrated by Anne Wilson, and *Colour and Me!* by Michaela Dias-Hayes.



In *Handa's Surprise*, a Kenyan girl takes fruit to her friend; its themes of friendship, generosity and surprise invite talk about similarities and differences in children's lives.

Growing Good shows neighbours working together to turn a disused site into a garden, providing a starting point for discussion about community, cooperation and shared responsibility.

Colour and Me! uses colour mixing to affirm the beauty of brown skin and supports sensitive, positive conversations about skin colour and identity.



The use of Goldilocks, retold by Stephen Tucker and illustrated by Nick Sharratt, supports our commitment to Racial Justice, Equality and Diversity (RJED) by ensuring that diversity is visible and positively represented within the texts and illustrations encountered by our youngest pupils. Sharratt's bright, engaging illustrations present characters with a range of appearances and help children to experience a familiar traditional tale through inclusive, contemporary imagery. This is particularly valuable in the Early Years and Key Stage 1, where picture books play an important role in shaping children's understanding of themselves and others.

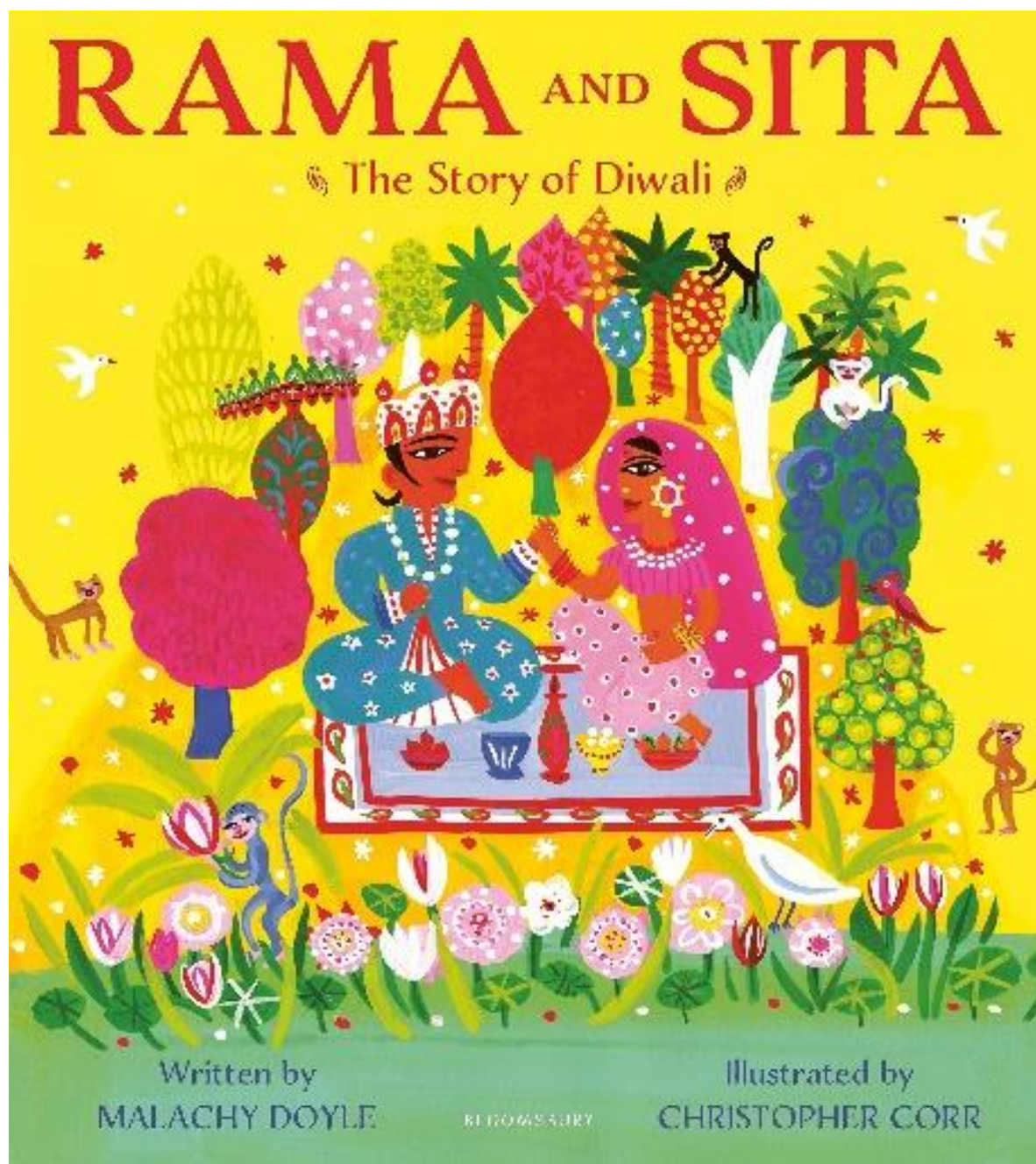
Using an inclusive retelling of a well-known story enables pupils to recognise that familiar narratives can belong to everyone, regardless of ethnicity, culture or background. Through discussion of the characters and illustrations, adults encourage pupils to notice similarities and differences positively, developing the language of respect, belonging and equality. The text therefore contributes to a classroom culture in which diversity is normalised rather than treated as something separate or exceptional.

This work also complements our Catholic understanding of human dignity: every person is created in the image and likeness of God and is therefore worthy of equal dignity, respect and love. By carefully selecting books in which pupils can both see themselves reflected and encounter people who may look different from themselves, we are building an increasingly representative curriculum. The use of Goldilocks therefore contributes to our wider RJED

approach by helping children, from an early age, to value difference, challenge stereotypes and understand that everyone has an equal place within our school community.

Learning from families and faith traditions

The EYFS provision includes learning about Diwali through the story of Rama and Sita, making diya lamps and rangoli patterns. These experiences give children ways to ask questions and learn why light, welcome and celebration are meaningful to families who observe the festival.



Parents and carers are also invited into school to share their faith, traditions and celebrations with pupils, including Diwali and Eid. This has taken place both in the classroom and as part of a wider school assembly.

After last year's success, the EYFS team plan to invite parents who celebrate Eid to speak with the children about its meaning and their family customs. Parents' first-hand accounts help children understand the meaning of these festivals and give families an opportunity to share what matters to them. These visits enrich our curriculum, reflect the diversity of our school community and support pupils to speak about different beliefs with curiosity and respect, in keeping with our Catholic commitment to the dignity of every person.

For Lunar New Year, activities planned within the EYFS curriculum include reading a class story about Chinese New Year, taking part in a dragon dance, making dragon puppets, lantern making and use of a Chinese restaurant role-play area. Together, storytelling, movement, art and imaginative play give children several ways to engage with the celebration. Adult conversation is very important here: children learn that families celebrate in different ways, and that a festival is more than its decorations or food.



Impact and next steps

These experiences give children repeated opportunities to listen, ask respectful questions, recognise themselves in classroom resources and learn about people whose lives differ from their own. Evidence of impact includes children's comments, observations of play, examples of responses to stories, assembly contributions and feedback from visiting families. This evidence helps our school demonstrate what children have understood and how they have applied it, alongside the activities that were offered.

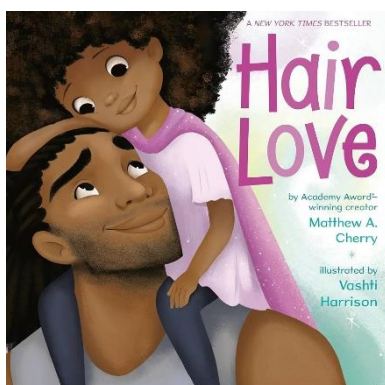
The EYFS team has identified that too few books in the current collection feature characters who are not white. As a school, we will audit the book corner and shared reading collection, then purchase additional high-quality books that better reflect our school community and present a wider range of families, cultures and experiences. These books will be available throughout the year, with staff planning how to use them in regular story times and child-led play. We will review the collection and children's engagement with it to check that representation is part of everyday EYFS provision.

RACIAL JUSTICE EQUALITY AND DIVERSITY IN YEAR 1

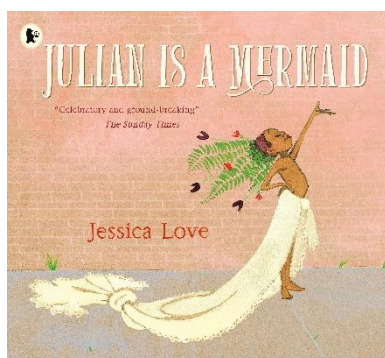
At Our Lady Catholic Primary School, Year 1 pupils encounter racial justice, equality and diversity through stories, history, geography, Religious Education and shared celebrations. Our approach reflects the Catholic belief that every person is created in God's image and deserves dignity, respect and love. Through learning suited to their age, children explore their own identities, recognise the experiences of others and consider what it means to belong to a welcoming community.

Representation through English:

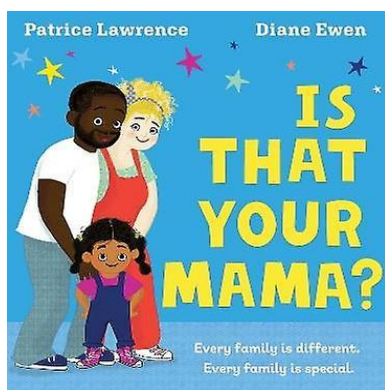
The Year 1 team has reviewed the English curriculum and selected an additional text for each term to strengthen representation. These choices introduce different family experiences and provide meaningful starting points for discussion about appearance, identity, kindness and acceptance.



Hair Love, written by Matthew A. Cherry and illustrated by Vashti Harrison, celebrates a young Black girl's natural hair and the loving relationship between a father and daughter. As Zuri's father helps her create a special hairstyle, the story presents care, patience and perseverance within everyday family life. It provides positive representation of Black hair and Black fatherhood, while inviting children to appreciate different hair textures and styles. Planned discussion will connect the story with children's own experiences of being cared for and feeling proud of who they are.



Julián Is a Mermaid, written and illustrated by Jessica Love, explores imagination, self-expression and the reassurance of being accepted by someone who loves you. Julián's wish to create a mermaid costume and his grandmother's response offer an accessible way to discuss individuality, encouragement and kindness. The story supports questions such as how we respond when someone enjoys something different from us and how our words can help another person feel included.



Is That Your Mama? written by Patrice Lawrence and illustrated by Diane Ewen, celebrates a family whose members have different appearances. Repeated questions about whether her mother is really her mother cause Josie to wonder whether families are supposed to look alike. The book challenges assumptions about mixed-heritage families and affirms the relationships that make a family. It offers opportunities to discuss how questions and comments can affect others, and why children should never have to justify their family's identity or belonging.

Together, these selected texts will strengthen the range of voices and experiences encountered in Year 1 English. Their contribution can be evaluated through children's responses to characters, their use of respectful language and examples of how they explain friendship, family and inclusion.

Valuing Languages and Family Experiences:

A display celebrating the languages spoken within the class is being developed outside the classroom. This will recognise multilingualism as a valued part of the school community and make children's linguistic identities visible to pupils, families and visitors.



The display provides a basis for conversations about the languages children hear and use at home, helping classmates recognise that people can communicate in different ways while belonging to the same community. Family contributions will help ensure that the languages and words included are represented accurately.

Religious Education and Shared Celebrations:

Other world faiths are covered within Religious Education, giving pupils opportunities to learn about beliefs and practices beyond their own. This supports the Catholic commitment to respectful dialogue and helps children recognise the importance of faith in different families' lives.

Year 1's participation in the Black History Month Celebration Assembly brings classroom learning into the wider school community. It provides an opportunity to recognise Black lives, achievements and contributions, alongside the continuing representation offered through curriculum texts.



Parent workshops on Lunar New Year and Eid bring first-hand family perspectives into school. These contributions help pupils connect learning about celebrations with people they know and provide opportunities to ask respectful questions. They also recognise parents as valued partners in children's learning, while showing that families may observe the same celebration in different ways.

History and Whose Stories Matter:

- In *How am I making history?* pupils explore the principle that every child and family has a history worth recognising. Discussion of family experiences, customs and traditions allows children to identify similarities and differences while appreciating the importance of their own lives. Inclusive examples help ensure that pupils from different backgrounds can see their families represented within the topic.
- In *How have toys changed?* learning about toys and games from different countries and cultures broadens pupils' understanding of childhood. Children consider shared interests, such as playing together and enjoying games, while recognising that access to toys and experiences can differ. This offers an age-appropriate starting point for discussing fairness and avoiding assumptions about how other children live.
- In *How have explorers changed the world?* the inclusion of explorers from diverse backgrounds, including Black and Asian figures, broadens the range of people pupils encounter in history. Learning about their achievements helps challenge the assumption that exploration belongs to one group of people. Questions about whose stories appear in history books begin to introduce pupils to the importance of fair representation. Specific names and examples of pupils' work will provide clear evidence of how this approach is realised.

Geography and Understanding Communities:

- In *What is it like here?* pupils learn about the people, families and communities within their local area. They explore how people with different languages, cultures, beliefs and backgrounds contribute to a shared place. This connects geographical learning with children's own experiences of belonging and provides a practical context for discussing welcome and respect.
- In *What is the weather like in the UK?* diverse examples and images ensure that the people represented reflect the variety of communities living across the country. Pupils consider how people prepare for and experience weather, recognising shared needs alongside different circumstances.
- In *What is it like to live in Shanghai?* pupils compare aspects of everyday life in Shanghai and the UK, including homes, schools, transport, food and family life. Teaching draws attention to both similarities and differences and recognises variation within each place. This helps children build accurate knowledge and question stereotypes, rather than viewing either community as having a single way of life.

Science and Further Development:

A further opportunity has been identified to strengthen RJED through Science Week by studying a scientist whose life and achievements broaden pupils' understanding of who contributes to science. This could form part of a whole-school approach, with each year group exploring an age-appropriate example.

For Year 1, the learning would connect the scientist's work with children's own observation, curiosity and investigation. Selecting and naming the scientist, identifying their contribution and recording pupils' responses will make the purpose and impact of this development clear.

Evidence of Learning and Impact:

The Year 1 approach provides several concrete points at which RJED can be evidenced: the revised English text selection, history and geography planning, RE learning, assembly participation, parent workshops and the developing language display.

Evidence of pupil learning should accompany these examples. Children's spoken responses, drawings, writing and explanations can show what they understand about different families and communities, how they respond to unfairness and whether they can describe similarities and differences respectfully. This will demonstrate how curriculum provision supports the school's Catholic commitment to dignity, equality and belonging.

RACIAL JUSTICE EQUALITY AND DIVERSITY IN YEAR 2

In Year 2, racial justice, equality and diversity are explored through literature, history, geography and the classroom environment. These experiences support our Catholic belief in the God-given dignity of every person and our mission: "We learn to love and love to learn with Jesus." Children encounter questions about fairness, identity and belonging through familiar experiences, before extending their understanding to communities across the world.

Representation in the Classroom:

Diverse images are used in teaching presentations so that pupils regularly encounter people from different backgrounds within everyday learning. This makes representation part of the curriculum throughout the year and helps children recognise that people of different appearances and identities belong in every area of school life.

A display at the back of the classroom celebrates differences within the class, with children contributing to its development. Their involvement gives pupils a voice in how their community is represented and provides a visible starting point for conversations about identity, shared interests and belonging. The display connects learning about diversity with the children's own lives.

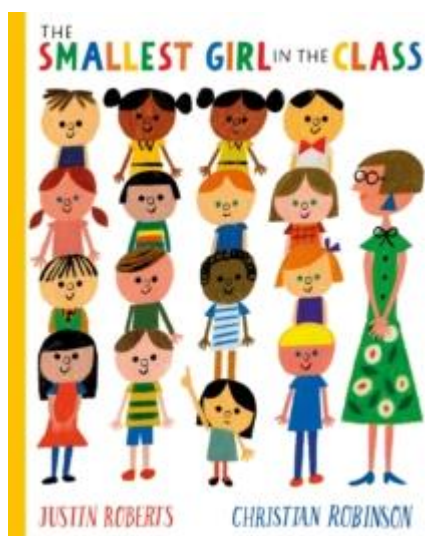
Literature and the Courage to Challenge Unkindness:

The Smallest Girl in the Class, written by Justin Roberts and illustrated by Christian Robinson, provides an accessible way to explore empathy, courage and personal responsibility. Sally McBrass notices things that others overlook, including unkind behaviour at school. Although she is small, she finds the courage to speak up and encourages change.

The story helps children consider the importance of noticing when someone is excluded or hurt. Its relevance to RJED lies in the principle that everyone's voice matters and that children can contribute to a fairer community. Discussion can connect Sally's actions with practical responses pupils can make: including someone in a game, using kind words, challenging an unfair comment safely or seeking help from an adult. These themes reflect the Gospel call to love our neighbour and the Catholic Social Teaching principle of solidarity.

Sulwe, written by Lupita Nyong'o and illustrated by Vashti Harrison, explores skin colour, self-esteem, belonging and the hurt caused by colourism. Sulwe has darker skin than other members of her family and initially wishes she looked different. Through her mother's reassurance and a magical journey, she begins to recognise her own beauty and worth.

The story provides an age-appropriate starting point for discussing why every skin tone should be valued and why judging or excluding someone because of their appearance is unfair. Alongside *The Smallest Girl in the Class*, it supports children in recognising hurtful behaviour, considering its effect on others and responding with kindness. Its affirmation of Sulwe's dignity connects closely with our Catholic belief that every person is created in God's image and is equally deserving of love and respect.



Together, these stories support discussion about kindness, self-worth and the responsibility to respond when others are treated unfairly.

Evidence of learning can include children's explanations of characters' feelings, responses to unfair situations and examples of the respectful language they use.

History and Equality of Access to Education:

In *How was school different in the past?* pupils consider the question: "Did every child have the same experience of school?" This extends their learning beyond differences in classrooms, equipment and routines to the experiences of the children themselves.

The topic introduces age-appropriate consideration of how gender, family circumstances and disability could affect access to education and participation in school. Children are encouraged to recognise that accounts of the past do not always include everyone's experiences.

Comparing sources and asking whose perspective is represented begins to develop thoughtful historical enquiry.

This work connects directly with children's own understanding of fairness. It provides a basis for recognising that every child deserves opportunities to learn, participate and receive the support they need.

The History of Flight and Diverse Achievement:

The History of Flight provides opportunities to broaden the range of historical figures pupils encounter. Alongside the Wright brothers covered in the Kapow materials, Bessie Coleman has been identified as a valuable addition to the topic.

Coleman became the first African American woman to earn a pilot's licence in 1921. When American flight schools refused to accept her because she was Black and a woman, she pursued training in France. Her story offers a clear example of achievement alongside the injustice of unequal opportunities.

Including her contribution would help pupils recognise that aviation history involves people from different backgrounds. It also provides an accessible question for discussion: should someone's race or gender determine whether they can learn to fly? The intended learning connects perseverance and ambition with the importance of removing unfair barriers.

Seven Continents and Diversity within Places:

Learning about the seven continents introduces pupils to a wide range of environments, languages, cultures and communities. The question "Are all the people who live on a continent the same?" encourages children to look beyond broad geographical labels.

Through varied examples, pupils explore the principle that a continent contains many countries and communities, and that people within those communities have different lives and experiences. This helps children avoid generalisations and develop more precise language when talking about the world.

The classroom display complements this learning by showing that diversity also exists within their own class. Children can connect the differences they encounter in geography with the variety of identities and experiences within a familiar community.

Polar Regions and Challenging Stereotypes:

Work on the North and South Poles and the Equator provides opportunities to consider how images and descriptions shape our understanding of places. Teaching distinguishes between the Arctic and Antarctica and introduces Indigenous communities in Arctic regions, helping children recognise that some polar environments are home to living communities with their own languages, traditions and contemporary ways of life.

Carefully chosen examples help pupils move beyond a view of polar regions represented only by ice, animals or a single traditional image. Discussion also recognises variation within communities, supporting accurate knowledge and respectful curiosity.

UK Geography and Belonging:

Through UK Geography, children explore the United Kingdom as a collection of nations, communities, languages and identities. This helps them understand that people can have different cultural backgrounds while sharing a sense of belonging to the same place.

A planned link with the school's country day will extend this learning through a country connected with a background that is less widely represented within the class. This will provide an opportunity to value children's family connections and broaden classmates' knowledge.

Family contributions can help ensure that the country is represented accurately and through a range of experiences.



Evidence of Learning and Impact:

Year 2's provision brings RJED into everyday resources, pupil contributions and substantive curriculum questions. The diverse teaching images, developing class display, selected literature and enquiry questions provide concrete evidence of how the school promotes representation and respectful understanding.

RACIAL JUSTICE EQUALITY AND DIVERSITY IN YEAR 3

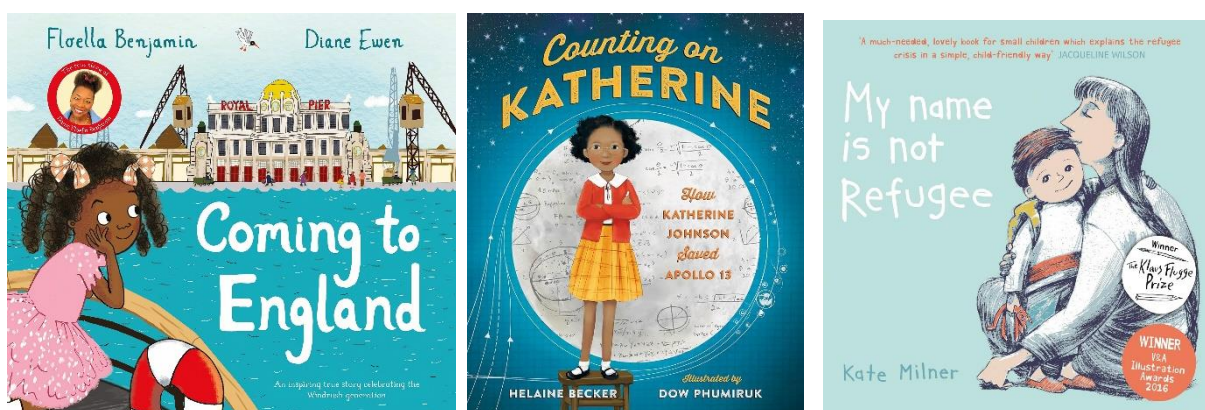
At Our Lady Catholic Primary School, racial justice, equality and diversity are reflected in the stories pupils read, the places and communities they study, and the respect they show for people of different faiths. This work expresses our Catholic belief in the dignity of every person and supports our mission: We learn to love and love to learn with Jesus.



Year 3 English:

Year 3's English curriculum includes texts that introduce pupils to a range of lives, cultures and perspectives across the school year. The books provide a meaningful basis for reading, writing and discussion, while helping pupils consider questions of identity, fairness, belonging and courage.

In Autumn 1, pupils study *Coming to England* by Floella Benjamin, illustrated in the picture book edition by Diane Ewen. Benjamin recounts her journey from Trinidad to Britain as a child of the Windrush generation. Through her experiences, pupils explore family, migration, hope and belonging, as well as the hurt caused by racism. The text gives pupils an opportunity to consider how a welcoming community should respond when someone is treated unfairly because of their race.



In Autumn 2, pupils read *Counting on Katherine* by Helaine Becker, illustrated by Dow Phumiruk. Katherine Johnson's story celebrates her mathematical ability and her contribution to space exploration while opening discussion about the barriers she faced as a Black woman.

Pupils encounter a significant Black female role model and consider why talent should be recognised regardless of race or gender. The book also makes a valuable link between English, history and mathematics.

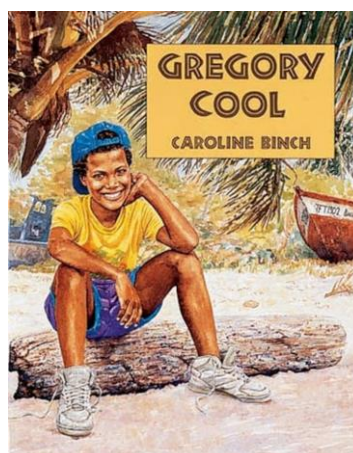
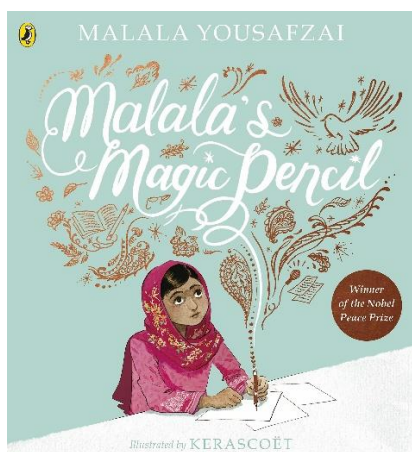
In Spring 1, *My Name Is Not Refugee*, written and illustrated by Kate Milner, follows a boy and his mother as they leave their home. Its title reminds pupils that "refugee" describes a circumstance, not the whole identity of a person.

The story supports sensitive discussion about uncertainty, safety, family and welcome. It encourages pupils to think about the individual child behind a label and to respond with compassion rather than assumptions.

In Summer 1, pupils study *Malala's Magic Pencil* by Malala Yousafzai, illustrated by Kerascoët. Beginning with Malala's childhood wish for a magic pencil, the book shows how she came to use her own voice to speak up for girls' education. Pupils consider the value of education, the courage needed to challenge injustice and the difference one person can make.

In Summer 2, pupils read *Gregory Cool*, written and illustrated by Caroline Binch. During a visit to family in Tobago, Gregory initially feels uncomfortable and out of place before growing in his understanding of the people and setting around him.

The story offers pupils a way to discuss family connections, cultural identity, first impressions and the importance of being open to unfamiliar experiences.



Together, these texts provide more than occasional examples of diversity. Across the year, Year 3 pupils encounter Black British history, the achievements of a Black woman in science, a child displaced from home, a girl advocating for education and a family story set in the Caribbean. Their reading and writing offer opportunities to express what they have learned and to use increasingly precise, respectful language when discussing people's experiences.

Year 3 Religious Education:

In RE, Year 3's work on Dialogue and Encounter develops pupils' understanding of Judaism through the Exodus and Passover. Pupils learn why these events and traditions matter to Jewish people, while recognising the historical and scriptural connections between Judaism and Christianity.

This teaching helps children speak accurately and respectfully about another living faith. It also supports the Catholic call to encounter others with understanding and dignity.

Evaluating Impact:

The curriculum gives pupils repeated opportunities to encounter different voices and to consider how they should treat others. The strongest evidence of impact can be found in pupils' work and in what they can explain: what they have learned from a character or historical figure, how their understanding of a place or faith has developed, and how they would respond to exclusion or unfairness.



RACIAL JUSTICE EQUALITY AND DIVERSITY IN YEAR 4

In Year 4 at Our Lady Catholic Primary School, racial justice, equality and diversity are woven through curriculum content, classroom resources and opportunities to learn about one another. Our approach reflects the Catholic belief that every person possesses God-given dignity and supports our mission: “We learn to love and love to learn with Jesus.” Pupils encounter different cultures, languages and faith traditions through their everyday learning, alongside celebrations that deepen their understanding of the wider community.

Language and Cultural Connections:

Through the Roman history topic and spelling lessons, pupils explore the origins of words and the ways languages have influenced English. Learning about etymology helps children recognise that language develops through contact between people and cultures. It gives them a practical way to appreciate linguistic diversity while strengthening their understanding of vocabulary, spelling patterns and word meanings.

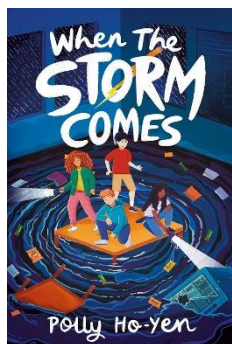
This work provides a valuable connection between history and English. Pupils encounter language as part of a shared cultural inheritance, with contributions from different societies across time. Word investigations and examples recorded in pupils’ books can demonstrate how they make these connections.

Understanding Egyptian Culture:

The Ancient Egyptians topic includes consideration of Egyptian culture both in the past and today. This broadens pupils’ understanding beyond ancient monuments and historical artefacts, recognising Egypt as a contemporary country with living communities and traditions.

Comparing past and present helps pupils distinguish historical evidence from modern life. It also provides opportunities to question generalisations and recognise that a country’s identity cannot be represented by a single period of its history. This contributes to more accurate and respectful discussion of people and places.

Representation through English and Classroom Resources:

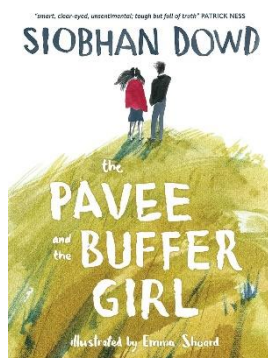


Year 4 English texts are selected with the diversity of the class in mind. The class text is *When the Storm Comes* by Polly Ho-Yen. This book provides a valuable opportunity to explore equality, diversity and inclusion through themes of friendship, individuality, trust and belonging. The story follows Mali, Jonesey, Fara and Petey, four children who initially do not want to be friends but must work together when a severe storm traps them at school. Their need to cooperate provides a starting point for discussing how first impressions can affect relationships and why everyone’s contribution deserves to be valued.

Within our RJED curriculum, the text can encourage pupils to consider the feelings and perspectives of others, question assumptions and reflect on how exclusion affects a person’s sense of belonging. Discussion questions such as “Does everyone have to be like us to be our friend?” and “How can we ensure everyone feels included?” help connect the story to children’s everyday choices. These themes support our Catholic understanding that every

person possesses God-given dignity and make meaningful links with Catholic Social Teaching, particularly solidarity and community and participation.

The book's strongest contribution to RJED is its exploration of inclusion and relationships across differences. Teachers can extend these themes into explicit discussion about prejudice, including racism, helping pupils understand why judging or excluding someone because of their background is unjust. Evidence of this learning could include pupils' written character reflections, responses supported by examples from the text, and pupil voice explaining how they can challenge unfair assumptions and help others feel valued.



Year 4 also study *The Pavee and the Buffer Girl*, which is a moving children's book written by Siobhan Dowd and illustrated by Emma Shoard. It tells the story of an Irish Traveller boy and a settled local girl who form a powerful bond despite local prejudice. The inclusion of a book representing Traveller experiences reflects the presence of Traveller children within the school community. This choice gives pupils opportunities to encounter experiences that may connect with their own family backgrounds, while enabling classmates to learn about lives and perspectives beyond their immediate experience.

The value of this representation lies in recognising children and families as individuals with their own identities, relationships and stories.

Discussion of the chosen text provides a starting point for exploring belonging, respect and assumptions about others. The specific themes should be illustrated in the final report through the book's title, author and examples from pupils' responses.

Diverse posters, images and texts are also used in classroom displays and teaching presentations. These resources make representation a regular feature of the learning environment.

They provide visible examples of people from different backgrounds and communicate that everyone belongs within the classroom and the wider school community.

Respectful Understanding of Faith:

Classroom discussion recognises the different faith backgrounds represented among pupils, including Sikhism.

Learning connected to children's family experiences brings an immediate relevance to the study of religion and helps pupils appreciate that faith traditions are lived within their own community.

These conversations provide opportunities to practise listening, asking respectful questions and recognising both shared values and differences.

They express the school's Catholic commitment to dialogue and encounter. Individual pupils' experiences are valued while recognising that no child represents every member of a faith community.

Saint Josephine Bakhita and the Universal Church:

Year 4's association with Saint Josephine Bakhita provides a meaningful connection between Catholic identity and racial justice. Born in Sudan, she endured enslavement before gaining freedom and becoming a Canossian religious sister. Her life offers an age-appropriate starting point for reflection on dignity, freedom, hope and the injustice of treating another person as property.



Learning about a Black African saint also helps pupils recognise the global character of the Catholic Church. Saint Josephine Bakhita's witness enables the class to connect respect for cultural diversity with the Church's teaching about the equal worth of every person. Her story provides a basis for discussing how faith calls us to respond to injustice with compassion and action.

Cultural Celebrations and Geography:

Year 4 marks St Patrick's Day, St George's Day and Chinese New Year as opportunities to learn about traditions, identities and celebrations. These occasions broaden pupils' cultural knowledge and invite discussion about how celebrations can carry different meanings for different families.



Geography learning, including the work identified as *Why is our world wonderful?* provides a further context for celebrating diversity. Studying the world's places and communities encourages pupils to recognise connections between their own lives and those of others. This work supports curiosity about the world and respect for the people who inhabit it.

Dance and Physical Education:

Fitness activities include dances from different cultures, extending pupils' experience of cultural expression through movement. Participation gives children a practical way to encounter different dance traditions and appreciate the skill, creativity and enjoyment involved.



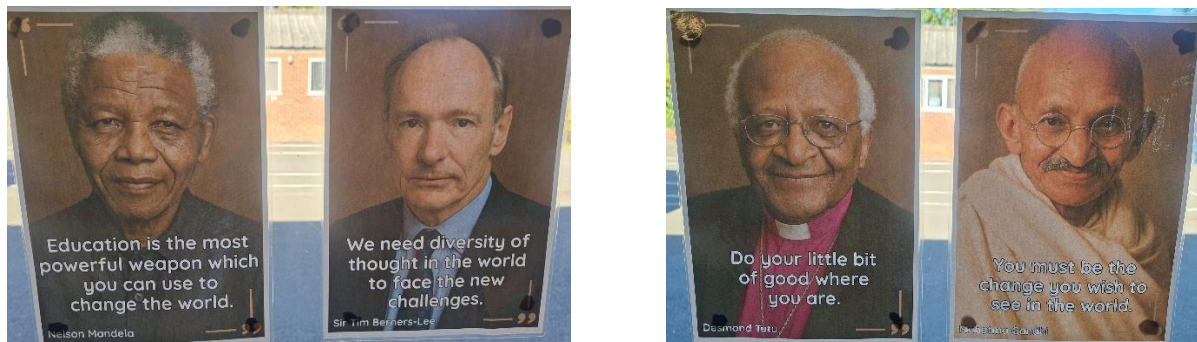
Identifying the origins and context of the dances strengthens this learning. It helps pupils understand dance as an expression of culture, rather than simply a sequence of movements, while offering another route through which children can contribute and succeed.

Further Development and Evidence of Impact:

A classroom display celebrating the different cultures represented in Year 4 is being developed, with parental contributions awaited. This will create an opportunity for families to shape how their experiences are represented and for pupils to recognise their own community within the classroom environment.

Cooking and nutrition will be extended to include food from around the world. Alongside practical cooking skills, this work will provide opportunities to explore ingredients, family traditions and the cultural significance of food. Further use of Monday assemblies is also being considered to revisit RJED themes and connect classroom learning with the wider school's Catholic life.

The existing provision demonstrates that RJED is addressed through several subjects and through the resources pupils encounter daily. Evidence of its impact should draw on pupils' work, vocabulary investigations, responses to the selected English texts, RE discussions and accounts of cultural learning. These examples will show how pupils' knowledge develops and how they apply respect, fairness and understanding when speaking about others.

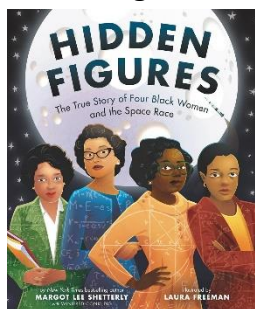


RACIAL JUSTICE EQUALITY AND DIVERSITY IN YEAR 5

In Year 5, carefully selected literature provides a meaningful context for exploring racial justice, equality, diversity and inclusion. Through the planned study of *Hidden Figures*, *The Boy at the Back of the Class*, *Boy in the Tower* and *Holes*, pupils will consider how prejudice affects people's lives, what helps individuals feel that they belong, and how people can respond to injustice.

This approach reflects our Catholic belief in the God-given dignity of every person and supports our mission: "We learn to love and love to learn with Jesus." The texts connect literary understanding with the Catholic Social Teaching principles of human dignity, solidarity, community and participation.

Hidden Figures and Equality of Opportunity:



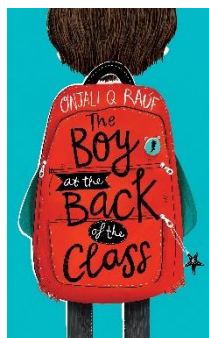
Hidden Figures by Margot Lee Shetterly celebrates the achievements of Black women whose mathematical and scientific work contributed to American space exploration. The picture book edition, *Hidden Figures: The True Story of Four Black Women and the Space Race*, is written by Margot Lee Shetterly with Winifred Conkling and illustrated by Laura Freeman. It introduces Dorothy Vaughan, Mary Jackson, Katherine Johnson and Christine Darden, recognising their abilities, determination and contributions to NASA.

Through this text, pupils will explore the relationship between achievement and opportunity. Learning about racism and gender discrimination will help them distinguish the women's talents from the unfair barriers they faced.

Discussion will consider why these contributions deserve recognition and how an incomplete account of history can overlook significant people.

The text also creates connections between English, mathematics, science and history. It presents Black women as accomplished professionals and provides a basis for challenging assumptions about who can succeed in scientific and mathematical fields. Questions such as “Was everyone given the same opportunity?” and “Whose achievements have been overlooked?” will support pupils in developing reasoned responses grounded in the text.

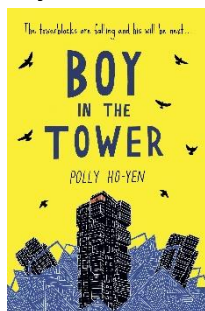
The Boy at the Back of the Class and Welcoming Others:



The Boy at the Back of the Class, written by Onjali Q. Rauf and illustrated by Pippa Curnick, explores the experiences of Ahmet, a refugee child, through the perspective of his classmates. Friendship and children’s determination to help provide an accessible route into discussion of displacement, prejudice and belonging. Pupils consider the importance of recognising a person’s individual identity rather than defining them solely by their circumstances. Ahmet’s experiences invite thoughtful discussion about what it means to leave home, enter an unfamiliar community and be understood by others.

The story also helps pupils examine the difference between assumptions and informed understanding. By considering the classmates’ responses, they explore how listening, friendship and practical kindness contribute to welcome. This connects with the Gospel call to love our neighbour and encourages reflection on pupils’ own responsibility to include others.

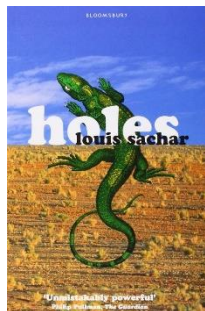
Boy in the Tower and Community Responsibility:



Boy in the Tower by Polly Ho-Yen provides a further context for exploring friendship, fear, resilience and mutual support. Through Ade’s experiences as his surroundings become increasingly threatening, pupils will consider how difficult circumstances affect individuals and how relationships can provide reassurance and practical help. The text’s contribution to RJED lies particularly in its exploration of inclusion and community. Pupils will consider why people may need different kinds of support and why someone’s circumstances should be approached with understanding.

Discussion can help them recognise that difficulties are not always visible and that first impressions may reveal little about another person’s life. These themes connect with solidarity and the common good. Pupils will explore how people’s choices affect others, and how cooperation and care can strengthen a community during uncertainty.

Holes and Recognising Injustice:



Holes by Louis Sachar explores fairness, prejudice, inequality and friendship through the experiences of Stanley Yelnats and the boys at Camp Green Lake. Stanley’s unjust punishment provides a starting point for considering the consequences of assumptions and the misuse of authority. The novel also enables pupils to examine how racism and unequal treatment shape lives across generations. Its connected narratives encourage readers to look beyond initial appearances and recognise how past events influence present circumstances.

Stanley's friendship with Zero provides opportunities to discuss loyalty, dignity and the danger of judging someone's abilities without understanding their experiences. Pupils will consider whether rules and punishments are necessarily fair, whose voices are heard, and how individuals can challenge unfair treatment. These discussions support increasingly thoughtful moral reasoning alongside close reading and inference.

Connecting Literature with Catholic Life:

Across the four texts, pupils will encounter people whose talents have been overlooked, whose circumstances have been misunderstood, or whose opportunities have been restricted. They will also encounter courage, friendship, achievement and purposeful action. Teaching will help pupils connect these experiences with the school's Catholic ethos. Human dignity provides the foundation for discussing equal worth; solidarity encourages pupils to stand alongside others; and community and participation highlight the importance of ensuring that everyone can contribute and belong.

The range of texts ensures that diversity is explored through different contexts, including historical achievement, migration, community life and justice. Repeated encounters with these themes will allow pupils to revisit their understanding and make connections between books.

Evidence of Learning and Impact:

The selected texts provide clear evidence of the Year 5 curriculum's intention to promote RJED. As the units are taught, the evidence of impact will come from what pupils can explain, discuss and demonstrate in their work.

Reading responses and written work can show whether pupils identify prejudice, explain its effects using textual evidence and consider alternative, fairer responses. Recorded discussion can capture how pupils' understanding develops, particularly when they revise an initial judgement about a character or recognise an overlooked perspective.

Pupil reflections also provide evidence of how learning connects with everyday life: how they welcome someone new, respond to stereotypes, recognise another person's strengths and seek help when someone is treated unfairly. These examples demonstrate how literary study has supported pupils in applying dignity, respect and inclusion within their own community.

RACIAL JUSTICE EQUALITY AND DIVERSITY IN YEAR 6

Throughout Year 6, racial justice, equality, diversity and inclusion (RJED) are explored through English, History, Religious Education and PSHE, alongside assemblies, reading opportunities and participation in wider school initiatives.

These interconnected experiences encourage pupils to consider whose voices are heard, how prejudice affects people's lives and what it means to respond to injustice.

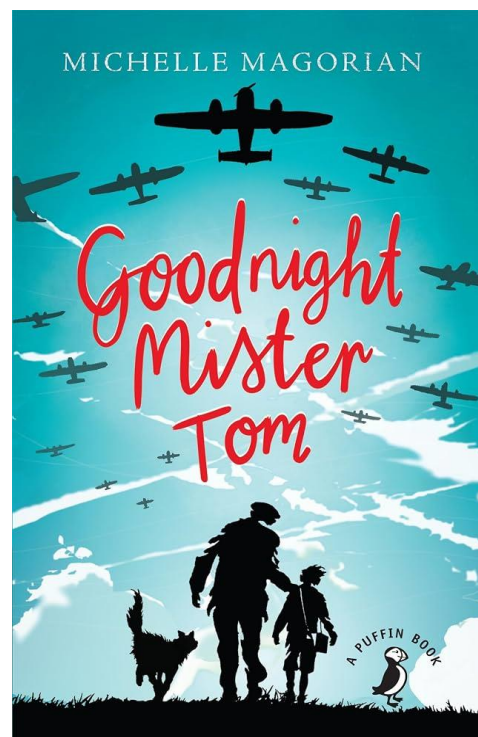
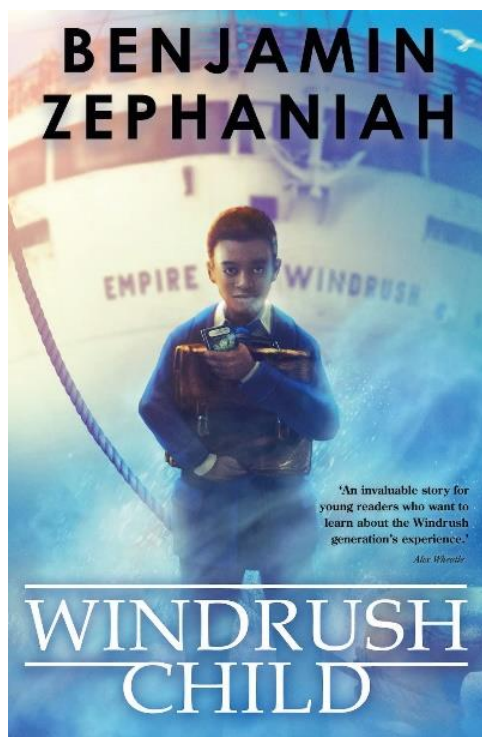
This work reflects our Catholic understanding that every person is created in the image and likeness of God and deserves dignity, respect and opportunities to flourish.

English: Exploring Identity, Belonging and Injustice through Literature:

The Year 6 English curriculum includes texts that enable pupils to encounter different experiences and examine the choices people make when faced with adversity.

Windrush Child by Benjamin Zephaniah provides a particularly significant opportunity to explore racial justice. Through Leonard's experiences of moving from Jamaica to England, pupils encounter themes of migration, cultural identity, family, belonging and racism. The novel offers a personal perspective on the experiences of the Windrush generation, helping pupils consider the emotional impact of leaving a familiar home and encountering hostility in a new country. Its exploration of discrimination provides a starting point for discussing stereotypes, unfair treatment and the responsibility to challenge racism.

Within the Year 6 curriculum, this text supports consideration of questions such as: *What makes someone feel that they belong? How might prejudice affect someone's confidence and opportunities? What responsibility do we have when we witness unfair treatment?* These questions connect literary study with Catholic Social Teaching, particularly human dignity and solidarity. Pupils are encouraged to recognise the value of cultural heritage and to consider how their words and actions can help others feel welcome.



Goodnight Mister Tom by Michelle Magorian complements this work through its portrayal of Willie Beech, a child evacuated from London during the Second World War, whose life changes through the care he receives from Tom Oakley. Themes of displacement, vulnerability, friendship, trust and belonging provide opportunities to consider how a caring community can support someone facing difficult circumstances.

For RJED, the text offers a valuable lens through which to explore inclusion and equality: children arrive with different experiences and needs, and compassionate responses can help them participate and thrive. Discussion can connect these themes with the preferential

option for the poor and vulnerable, encouraging pupils to look beyond outward appearances and consider the support another person may need.

Together, these texts create opportunities to compare experiences of leaving home and finding acceptance, while recognising the distinct historical circumstances of migration and wartime evacuation. Reading responses, discussion and written work can provide evidence of how pupils interpret characters' experiences and explain the importance of dignity, fairness and belonging.

History: Considering Different Experiences of Conflict:

The Year 6 study of World War II provides further opportunities to explore courage, prejudice, displacement and the experiences of different communities. Connections with *Goodnight Mister Tom* help pupils consider the effects of war on children, families and everyday life, alongside the wider historical events studied.



This topic supports reflection on whose experiences are represented in historical accounts and how conflict affects people differently. It also provides a context for considering peace, solidarity and the common good. Historical enquiry and responses to sources can demonstrate how pupils move beyond recalling events to considering their human consequences.

Religious Education: Recognising the Diversity of the Church:

RE displays and work on saints celebrate people from diverse cultures and backgrounds. This helps pupils recognise the worldwide nature of the Catholic Church and understand that holiness, leadership and service are expressed across different communities.

These examples connect RJED with lived faith. Pupils are encouraged to consider how people respond to God's call through courage, compassion and service, and how they can demonstrate these qualities themselves.

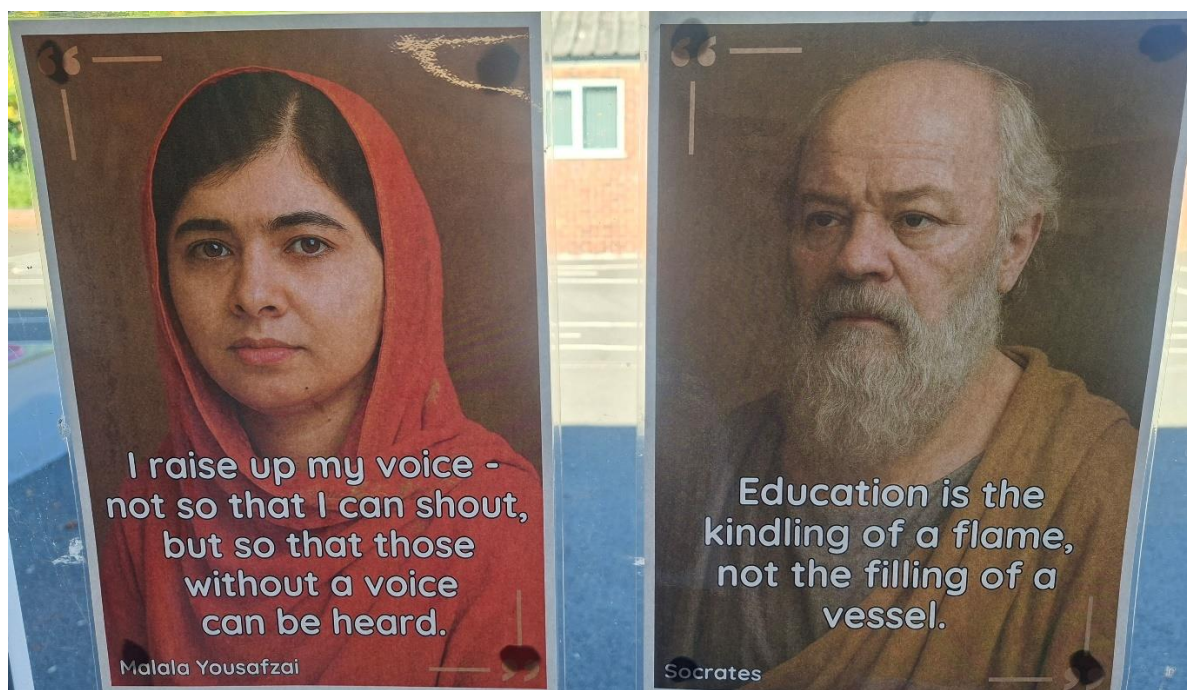
Displays and recorded RE work provide evidence of the people studied and the connections pupils make between faith, dignity and justice.

PSHE, assemblies and participation in school life:

Through PSHE, including work on diversity and 'positively engaging with the world', pupils explore respectful relationships, difference and their responsibilities towards others. These opportunities encourage them to recognise injustice, question stereotypes and consider how to respond constructively when someone is excluded or treated unfairly.

Assemblies and Black History Month complement classroom learning by creating further opportunities to encounter different voices and celebrate contributions to society. Children in Need offers a practical context for discussing barriers faced by children and the importance of supporting others. Linking charitable participation with reflection helps pupils consider both immediate needs and the wider importance of fairness and opportunity.

School and classroom libraries extend this provision by offering access to a range of voices and experiences. This supports an inclusive reading culture in which pupils can encounter lives different from their own and find aspects of their own identities reflected in books.



Across these experiences, Year 6 pupils are encouraged to translate their learning into everyday choices: welcoming others, listening respectfully, challenging unfairness and recognising the equal dignity of every person. This gives practical expression to our mission: "We learn to love and love to learn with Jesus."

RACIAL JUSTICE EQUALITY AND DIVERSITY – GEOGRAPHICAL LINKS

Diversity through whole-school Geography:

The Geography curriculum extends pupils' knowledge beyond their immediate surroundings.

- In Year 1, *What is it like to live in Shanghai?* introduces pupils to life in a major Chinese city.

- In Year 2, *Would you prefer to live in a hot or cold place?* helps them compare environments and how people live in them.
- Year 3 studies *Where does our food come from?* allowing pupils to trace connections between their own lives and the people and places involved in producing food.
- In Year 4, *Why are rainforests important to us?* develops understanding of environments on which communities depend.
- Year 5 explores *What is life like in the Alps?* considering how location and landscape influence daily life.
- Year 6 studies *Why does population change?* providing a basis for thoughtful discussion about where people live and why communities change.

Across these topics, pupils build geographical knowledge while learning to describe places and people with care. Maps, images, case studies and discussion can help them move beyond simple generalisations and recognise that no country or community has a single story.

Faith, Remembrance and Cultural Life:

The school calendar provides further opportunities for pupils to encounter traditions beyond their own and to recognise the diversity within our community.

- Holocaust Memorial Day supports age-appropriate remembrance and reflection on prejudice and the dignity of human life.
- Learning about Diwali, Lunar New Year, Eid, Rosh Hashanah and Holi gives pupils opportunities to hear how different families understand and observe important occasions.
- The feast days of St Andrew, St George, St David and St Patrick provide further opportunities to explore the traditions and identities of the nations of the United Kingdom and Ireland.

These occasions are most meaningful when pupils learn why they matter to the people who observe them.

Contributions from parents and other visitors can bring first-hand perspectives into school, while assemblies and classroom learning can help children ask questions, revisit what they have heard and make connections with the school's values of respect, welcome and solidarity.