



**INSPIRE/
ASPIRE**

Holy Family Cronton



“

Do we settle for the world as it is, or do we work for the world as it should be?”

Insider Inc.

**INSPIRE/
ASPIRE**



When you
know better,
you do better.

-Maya Angelou

- On reflection of recent (and historical) events relating to race in the UK it is more important than it has ever been to reflect on our role as teachers in promoting and championing equality and representation in schools
- We believe that part of this comes from recognising our own privilege and staying accountable to the responsibility we have as educators
- In a predominantly white, affluent area, what experiences are we giving our children at HF that allow them to have understanding and empathy?
- What tools are we giving them to challenge inequality as they grow older and leave our school?
- For those children who are of a minority ethnic background at our school, how will they see themselves reflected in our curriculum?



Mirrors, Windows and Sliding Glass Doors

The phrase “mirrors, windows and sliding glass doors” was first used in an article by Literacy scholar Rudine Sims Bishop who talked about inclusive representation in children's books. A mirror is a reflection of another child's world, a window is a look into another world unlike their own and a sliding doors where they become a part of another world.



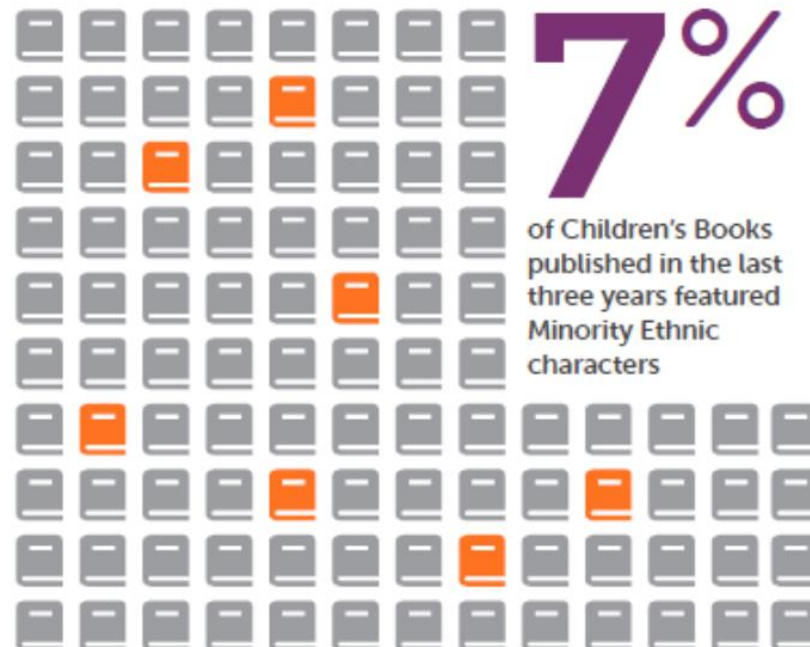


Reflecting Realities

Ethnic Representation in UK Children's Literature

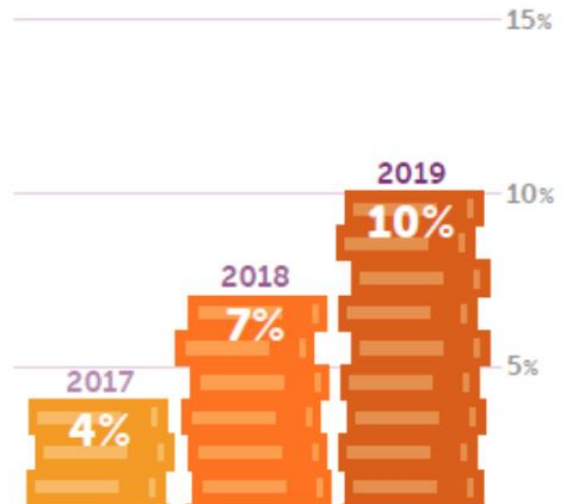


Black, Asian and Minority Ethnic Presence in UK Children's Literature in the last 3 Years:



Children's Books

Percentage of Children's Books published featuring Black, Asian or Minority Ethnic characters
© CLPE



2020 Reflecting Realities report from CLPE

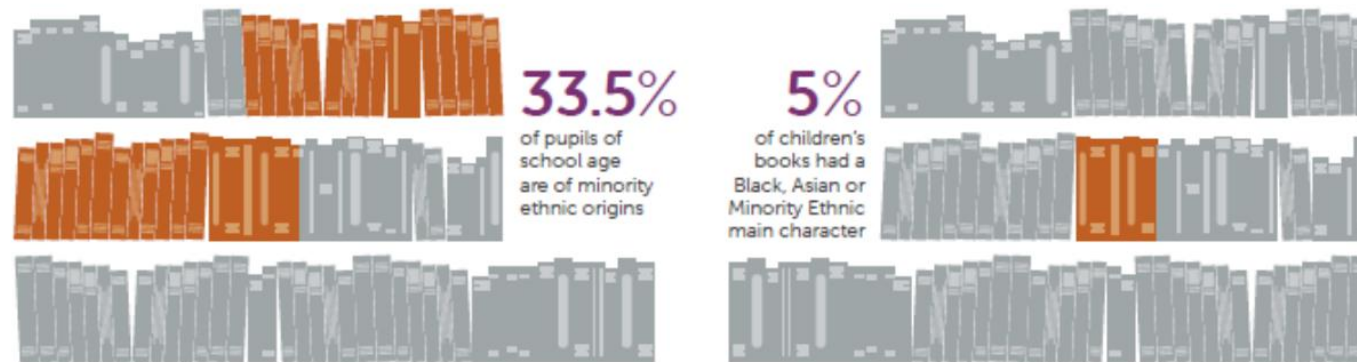


Reflecting Realities

Ethnic Representation in UK Children's Literature



Black, Asian and Minority Ethnic Makeup of Main Characters in UK Children's Literature in 2019:



Source: gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019

2020 Reflecting Realities report from CLPE

Summary of Minority Ethnic Makeup of Main Characters compared to Minority Ethnic Makeup of Classroom Population over 3 Years

	2017	2018	2019
%age of Children of Primary School Age from a minority ethnic background	32%	33.1%	33.5%
%age of Children's Books Published featuring a main character from a minority ethnic background	1%	4%	5%



Inspire/Aspire at Holy Family aims to...

- Expose the children to a wide variety of inspirational people of different races, physical abilities, beliefs, genders and nationalities
- Learn how these people's stories link to our own school values of respect, responsibility and resilience
- Make links between their own experiences and the inspirational people they study
- Draw on their learning to inspire future change in the world



Inspire/Aspire Plan

- Each class learns about an inspirational person each term.
- Children find out about their life and their inspirational story, linking to our school values.
- Children present their learning in assembly.
- By the end of Y6, children have studied 24 inspirational people

*Inspirational
People?*

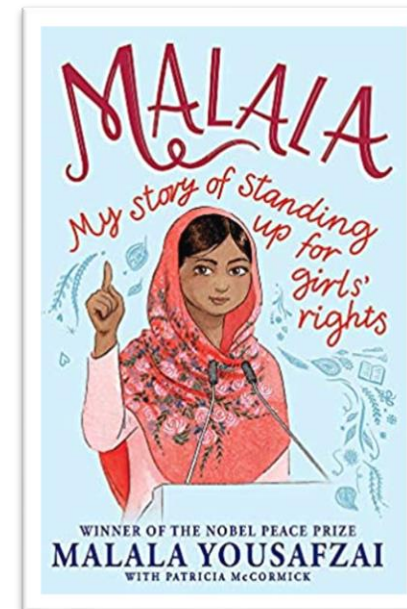
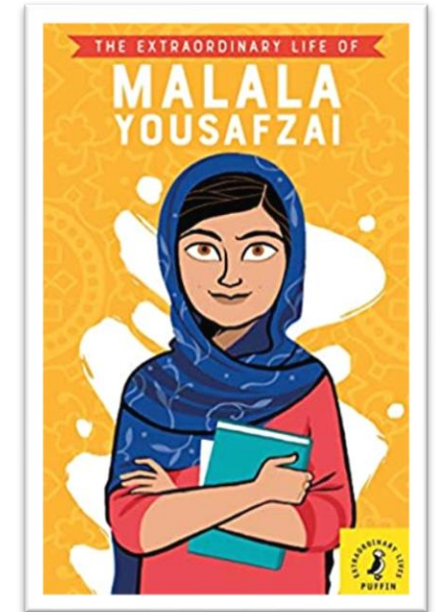
Some ideas...



YOUNG
HEROES

LUCY BEEVOR
ILLUSTRATED BY FEDERICA FRENNÀ, ISABEL MUÑOZ & JULIANNA SWANEY

Malala Yousafzai

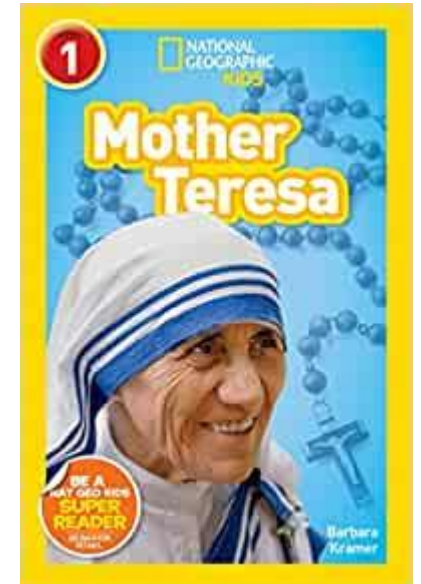
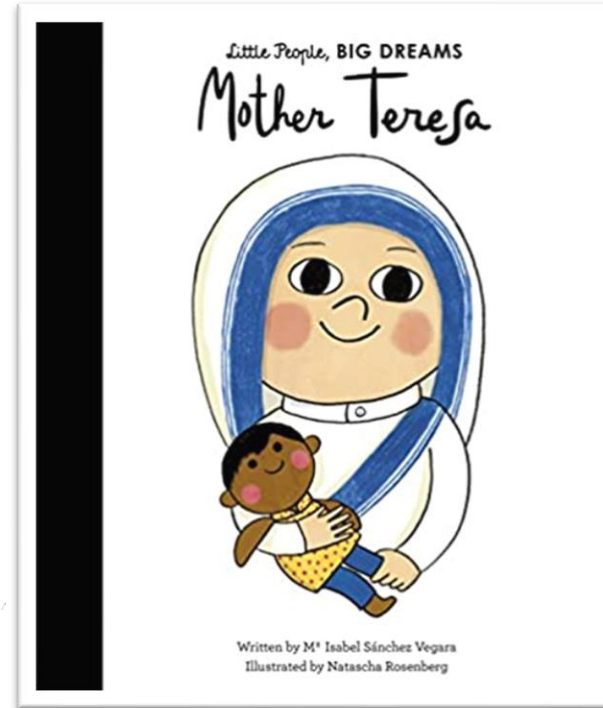


Johnnie Peacock

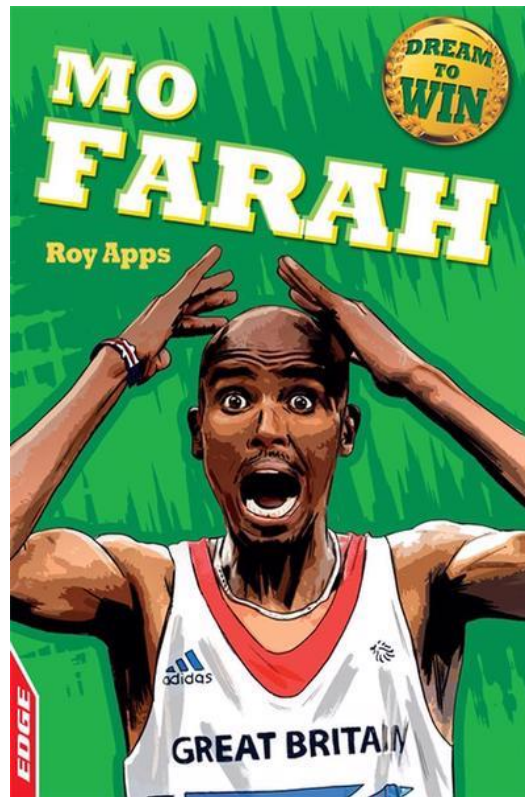
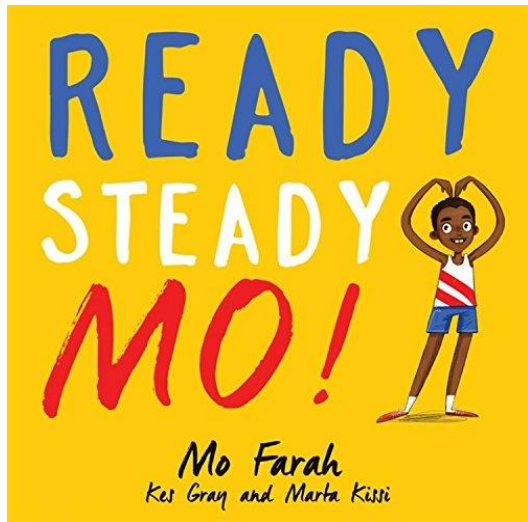




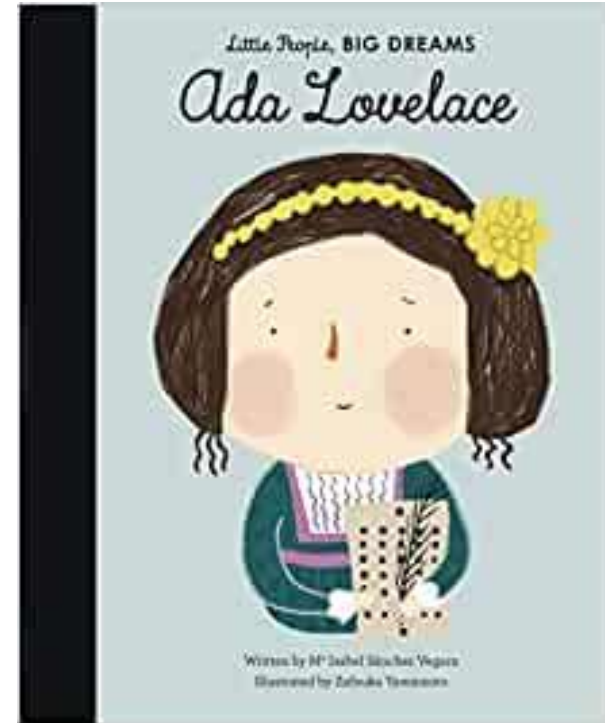
Mother Teresa



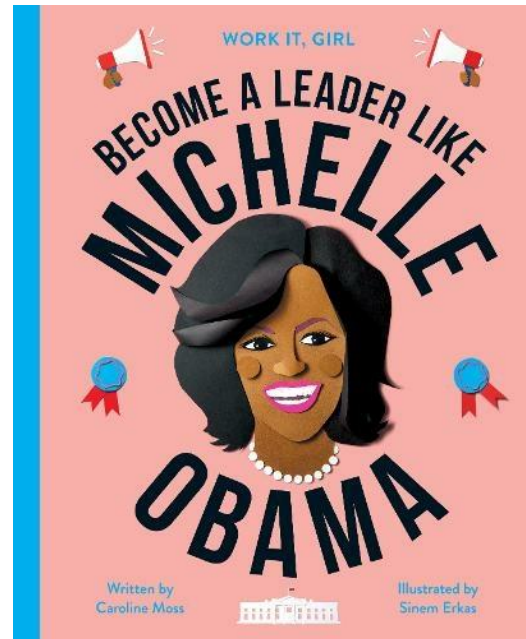
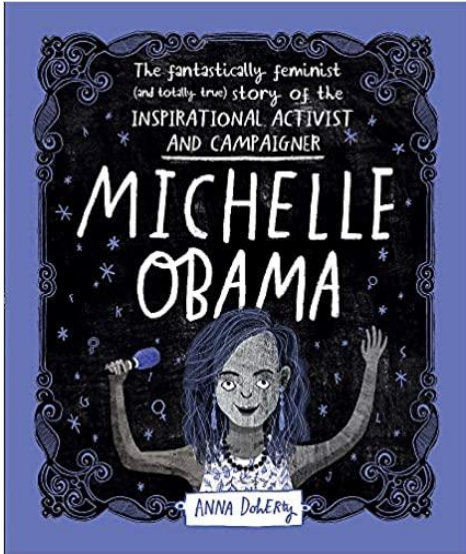
Mo Farrah



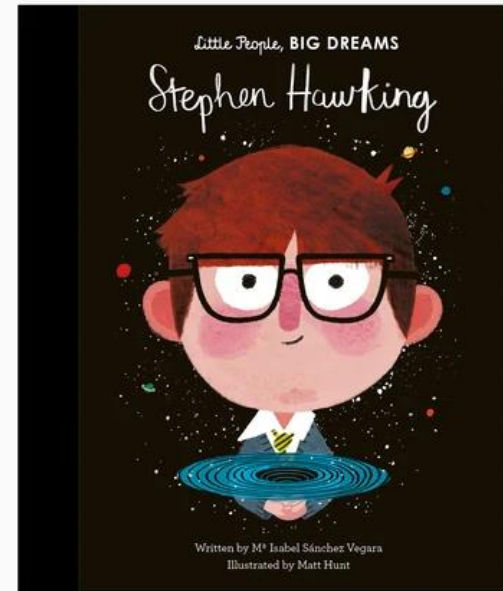
Ada Lovelace



Michelle Obama



Stephen Hawking



Li Na





Inspire and Aspire Plan Session 1 (45 minutes)



Begin the lesson with an image that links to the person. Discuss the image and who the person might be. What does the image represent? What clues do you have about the person we are going to think about. Children to talk in mixed aged groups, supporting one another. 15 minutes.



Show picture of the inspirational person. Who do you think this is? When do you think they lived? What do you notice about them? Children to discuss in mixed age groups, supporting one another. 5 minutes.



Read story/read out information on their life. Older children could scribe on a Fact File about them in the groups to collect key facts as they are read out to refer back to. 15 minutes.



Inspire and Aspire Plan Session 2 (45 minutes)



Split the class into 3 groups, each with one of our school values. How did this person show our school value in their life? What made them an inspirational person? Children come back together. Share their ideas together. 10 minutes.



Aspire – define this word. How can we aspire to be more like this person? Children share in their groups what they can do to be more like this person in their lives. 5 minutes.



Children prepare some age related work to present in assembly. 30 minutes



Celebration Assembly

- All children present their ideas in a celebration assembly at the end of the week
- Children can complete age appropriate work in the afternoon of the day for example, as part of their English work/Big Write
- Children could produce a large piece of art/portrait related to the person to display around school






Long Term Plan - Eys and KS1

Year	Autumn	Book Link	Spring	Book Link	Summer	Book Link
Nursery	<p>David Bowie</p> 		<p>Nadiya Hussain</p> 		<p>Mo Farrah</p> 	
Topics Explored	Gender, expression, clothes, music, space		Baking, religious identity, cooking, representation		Determination, resilience, sport, Olympics, trying our best	
Reception	<p>Tim Peake</p> 		<p>Maya Angelou</p> 		<p>Meghan Markle</p> 	
Topics Explored	Space travel, resilience, STEM, exploration, asking questions		Writing for pleasure, finding passions, fears, strength, resilience		Equality, fairness, kindness, resilience, fighting gender stereotyping	
Year 1	<p>Katherine Johnson</p> 		<p>Floella Benjamin</p> 		<p>David Attenborough</p> 	
Topics Explored	Space, resilience, asking questions, women in STEM, number skills, fulfilling dreams		Strength, resilience, Windrush generation - migrants, determination, hopes and dreams.		Sustainability, endangered animals, animal groups, making a change, responsibility	
Year 2	<p>Ada Lovelace</p> 		<p>Zaha Hadid</p> 		<p>Freddie Mercury</p> 	
Topics Explored	Women in STEM, equality, science, programming, determination, resilience		Women in STEM, architecture, creativity, beauty, uniqueness		Strength, determination, resilience, working hard, welcome, displacement, refugee families	



Long Term Plan - KS2

Year	Autumn	Book Link	Spring	Book Link	Summer	Book Link
Year 3	Mary Anning 		Rose Ayling-Ellis 		Katarina Johnson Thompson 	
Topics Explored	Exploration, women in STEM, fairness, equality		Disability positivity, sign language, dancing, creativity, passions		Resilience, passion in sports, determination, representing your country	
Year 4	Malala Yousafzai 		Frida Kahlo 		Chris Packham 	
Topics Explored	Activism, equal rights for all, education for girls, respect, resilience, overcoming adversity		Women in art, disability positivity, resilience, creativity		Sustainability, conservation, caring for the world	
Year 5	Ruth Bader Ginsberg 		Stephen Hawking 		Jane Goodall 	
Topics Explored	Equality, fairness, equal rights, resilience, passion, activism		Disability rights, science, space exploration, finding your skills		Sustainability, kindness, determination, Women in STEM, endangered animals	
Year 6	Judith Kerr 		Marcus Rashford 		Jesse Owens 	
Topics Explored	WW2, writing for pleasure, telling your story, resilience, determination, refugees		Fairness, food equality, activism, using your platform		Anti-racism, WW2, equality, resilience, determination	



Resources

@theconsciouskid

<https://www.theconsciouskid.org/resources>

“Before your child can talk, they are already learning about the world, and about race, through your actions.”

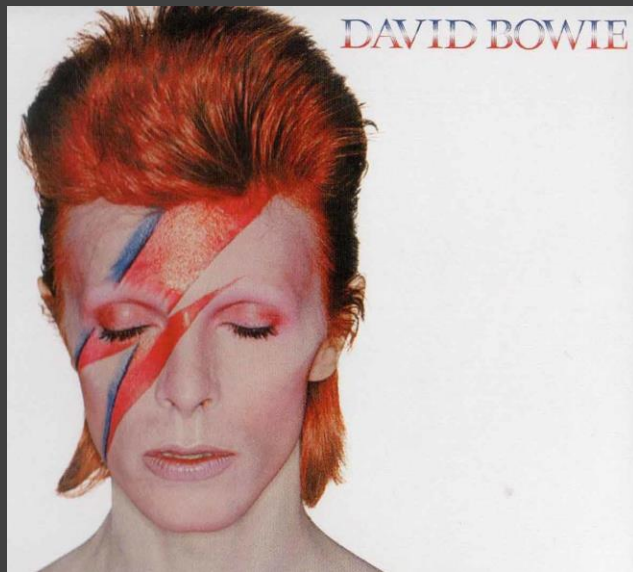
@runnymedetrust

@theblackcurriculum





Autumn Term – Nursery





Autumn Term – Reception



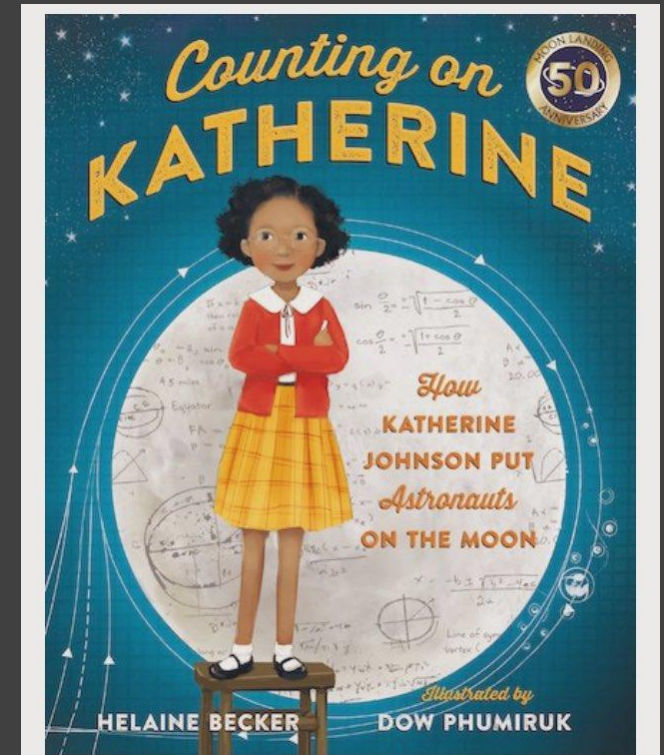
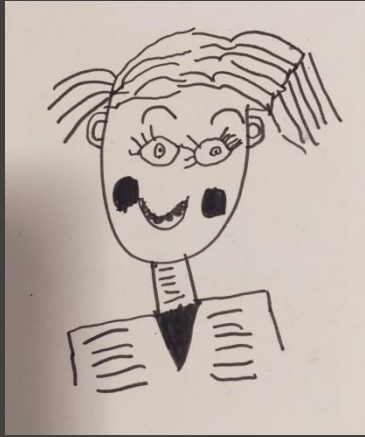
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Autumn Term - Y1





Autumn Term - Y2



PIC•COLLAGE

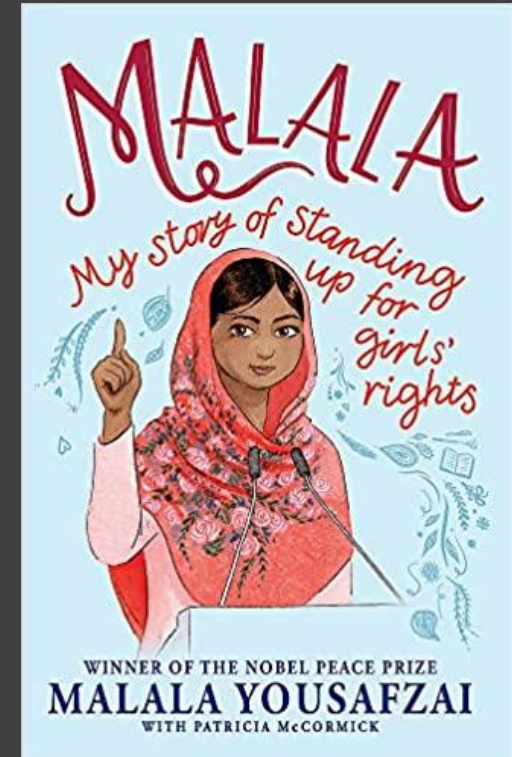


Autumn Term - Y3



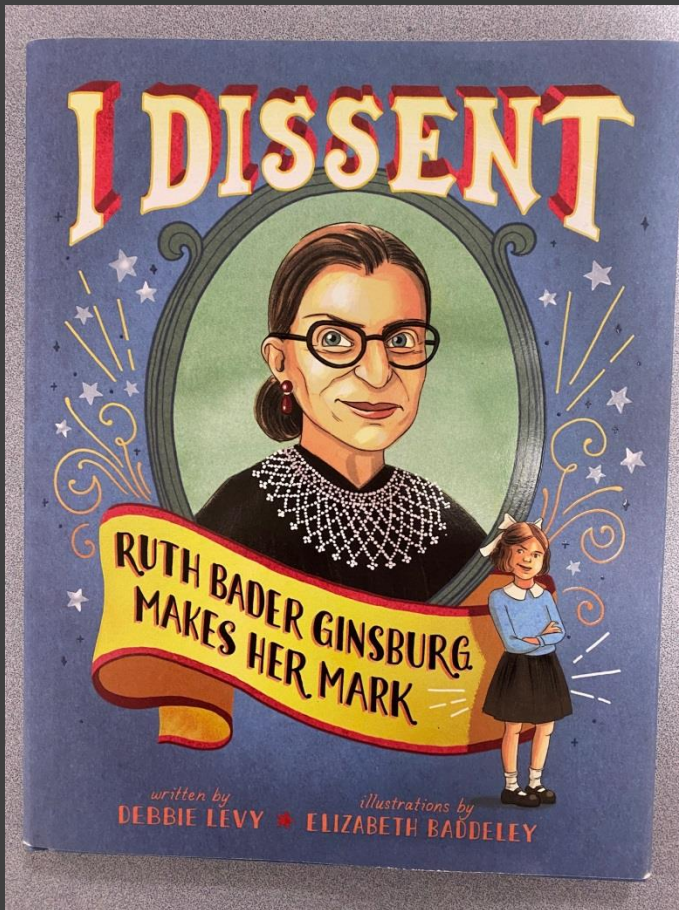


Autumn Term – Y4





Autumn Term – Y5





Autumn Term - Y6

