



## Equalities & Respect Assemblies

		Cycle One		Cycle Two		Cycle Three		Cycle Four	
Foundation Stage and Key Stage One	Race	<b>Where does everyone come from in our school?</b> Our Totley community is a diverse group that represents a wide range of races & ethnicities	<b>Say Hello</b> , by Rachel Isadora	<b>What's the story of... Martin Luther King?</b> Children will learn about Martin Luther King who faced & fought discrimination.	<b>Little People, Big Dreams – Martin Luther King</b>	<b>What does discrimination mean?</b> Children learn that it is not the right thing to discriminate against someone	<b>This is Our House</b> , by Michael Rosen	<b>What makes TPS anti-discrimination?</b> All are welcome here	<b>Sulwe</b> , by Lupita Nyong'o
	Religion, belief or none	<b>What do different people believe?</b> Children will learn that, to many people, religion or identified belief set is very important.	<b>My World, Your World</b> , by Melanie Walsh	<b>Who is our local vicar?</b> Children meet the vicar and hear about how they lead the church for their congregation. The vicar shares a special Bible story and children reflect on the messages within.	<b>Little People, Big Dreams –</b>	<b>What religions are there in our school?</b> Children will learn about the diversity of belief, religion and those with none at our school.	<b>Hats of Faith</b> , by Medeia Cohan	<b>What religions are there in our city?</b> Children will learn about the diversity of belief, religion and those with none in our city & see places of worship.	<b>All Are Welcome Here</b> , by Alexandra Penfold
	Disability	<b>Do all of our bodies work in the same way?</b>	<b>What happened to you?</b> By James Catchpole and Karen George	<b>What's the story of...</b> Children will learn that people have achieved amazing things & that their disability is not their defining characteristic.	<b>Little People, Big Dreams - Stephen Hawking &amp; Dame Tanni Grey-Thompson</b>	<b>What do we say at TPS about disability?</b>	<b>Talk Like a River</b> , by Jordan Scott	<b>What do we say at TPS about disability?</b>	<b>Mummy, There's a New Girl</b> , by Danielle Webb
	Sex, gender and challenging stereotypes	<b>Is it OK to like different things?</b> Does this depend on being a boy or girl? Children learn that toys can be enjoyed by everyone and use the motto 'let toys be toys'.	<b>Ten Little Pirates</b> , by Mike Brownlow	<b>What's the story of...</b> Children will learn about Maria Montessori who challenged prejudice.	<b>Little People, Big Dreams - Maria Montessori</b>	<b>What does discrimination mean?</b> How do we make sure everyone has the same opportunities at TPS?	<b>Dogs Don't Do Ballet</b> , by Anna Kemp	<b>How do we make TPS a place of equality?</b> Children learn that, no matter what someone's sex, everyone should have the same opportunities.	<b>Boy, Can He Dance!</b> , by Eileen Spinelli
		<b>How can we respect others' choices?</b> To be who you want to be and respect what others want to be	<b>Red- A Crayon's Story</b> , by Michael Hall	To be who you want to be and respect what others want to be	<b>The Cow Who Climbed a Tree</b> , by Gemma Merino	To be who you want to be and respect what others want to be	<b>Super Daisy and the Peril of Planet Pea</b> , by Kes Gray	To be who you want to be and respect what others want to be	<b>The Boy Who Grew Flowers</b> , by Jen Wojtowicz
	Age	<b>What changes as you get older?</b> We can do different things as we grow older, but whatever we will all value each other as individuals	<b>You Can</b> , by Alexandra Strick	<b>What's the story of...</b> No matter what his age, Captain Tom Moore has had big influence.	<b>Little People, Big Dreams – Captain Tom Moore</b>	<b>What's special about me?</b> Everyone is unique & diversity is a good thing.	<b>Red Rockets &amp; Rainbow Jelly</b> , by Nick Sharratt	That people are different ages and we respect what makes them special.	<b>My Grandpa is Amazing</b> , by Nick Butterworth
	Love	<b>What is love?</b> In a family, spending life together	<b>Love Makes a Family</b> , by Sophie Beer	<b>What's the story of...</b> How has the music of Elton John touched the lives of so many people?	<b>Little People, Big Dreams - Elton John</b>	<b>What is 'Discrimination'?</b> Challenging discrimination and respecting others	<b>Giraffes Can't Dance</b> , by Giles Andreae	<b>What is 'Discrimination'?</b> Challenging discrimination and respecting others	<b>This is Our House</b>
	<b>Outcome</b>	What similarities do we have? What differences do we have? What makes us the same and what makes us unique?  Classes may also wish to reflect on the stories shared so far, which was their favourite and why.		What similarities do we have? What differences do we have? What makes us the same and what makes us unique?  Classes may also wish to reflect on the stories shared so far, which was their favourite and why.		What similarities do we have? What differences do we have? What makes us the same and what makes us unique?  Classes may also wish to reflect on the stories shared so far, which was their favourite and why.		What similarities do we have? What differences do we have? What makes us the same and what makes us unique?  Classes may also wish to reflect on the stories shared so far, which was their favourite and why.	

		Cycle One	Cycle Two	Cycle Three	Cycle Four
Lower Key Stage Two	Race	<b>Where does everyone come from in our school?</b> Our school community is diverse & represented through the many bilingual & multilingual individuals. <b>Mixed Me</b> , by Taye Diggs	<b>What's the story of...</b> How has the music of Ella Fitzgerald touched the lives of so many people? What she has achieved at a time when her race meant she faced discrimination. <b>Little People, Big Dreams – Ella Fitzgerald</b>	<b>How do we challenge the causes of racism?</b> Children learn that it is not the right thing to discriminate or exercise prejudice against someone because of their race. <b>Something Happened in our Town</b> , by Marietta Collins	<b>What makes Nether Edge anti-racist?</b> Children will learn the definition of 'anti-racist' as 'a person who opposes racism & promotes tolerance.' <b>The Other Side</b> , by Jacqueline Woodson
	Religion, belief or none	<b>Why is religion a protected characteristic?</b> Children will learn that religion is a protected characteristic, including if a person does not have a religion or identified belief set. <b>Along Came a Different</b> , by Tom McLaughlin	<b>What's the story of...</b> Children will learn that a person's religion can be a source of inspiration to do good in the world. This can also lead to discrimination. <b>Little People, Big Dreams – Zaha Hadid</b>	<b>What religions are there in our school?</b> Children will learn about the diversity of belief, religion and those with none at our school. <b>Proudest Blue</b> , by Ibtihaj Mohammed	<b>What religions are there in our city?</b> Sheffield is a place not just of tolerance but acceptance and where all are welcome, whatever their religion or belief. <b>Leaf</b> , by Sandra Dieckmann
	Disability	<b>What is a disability and are they all visible?</b> <b>Leo and the Octopus</b> by Isabelle Marinov	<b>What's the story of...</b> Children will learn that people have achieved amazing things & that their disability is not their defining characteristic. <b>Little People, Big Dreams - Stevie Wonder</b>	Some disabilities are visible and others aren't. What do I say or do when working alongside someone with a disability? <b>Can Bears Ski?</b> , by Raymond Antrabus	<b>What do we say at TPS about disability?</b> Through story, explore the experience of characters who live with a disability to learn this is not their defining characteristic <b>Emmanuel's Dream</b> , by Laurie Ann Thompson
	Sex, gender and challenging stereotypes	<b>Can people wear whatever they want?</b> Children understand that clothing does not define sex or gender. Children understand why we have a school uniform as one example of school being a fair and equal place. <b>Julian is a Mermaid</b> , by Jessica Love	<b>What's the story of...</b> Children learn about Emmeline Pankhurst & her fight to overcome discrimination. <b>Little People, Big Dreams – Emmeline Pankhurst</b>	<b>What's it like at TPS for girls &amp; boys?</b> Irrespective of sex, everyone has the same opportunities. As a community, we are tackling inequality. <b>My First Book of Feminism (for Boys)</b> , by Julie Merberg	Children understand that, irrespective of someone's sex or gender, we respect people's choices and recognise the great things they can achieve <b>Hidden Figures</b> , by Margot Lee Shetterly
		<b>Can people do whatever job they want?</b> Children understand that a person's sex was a barrier to some job opportunities in the past, but that this is different now. Children understand that Mary faced additional challenges at the time because of her sex, but women face different challenges now. Use the example of the gender pay gap in the Strictly panel, which has since been addressed, but still relevant in order sectors and jobs. <b>Pen Friend Opportunity:</b> What do you want to be when you're older? <b>Mary Wears What She Wants</b> , by Keith Negley	<b>What could we say when we hear a gender stereotype?</b> Children learn how to spot gender stereotypes and what to say, with respect and tolerance, when they do. Children practise saying 'many boys like football, and so do many girls' as a way to challenge gender stereotypes in school. <b>Little People, Big Dreams – Emmeline Pankhurst</b>	Children will be able to give examples of things that are the same & different at school depending on someone's gender. Children understand that, irrespective of someone's sex or gender, we respect people's choices to play with toys, have long hair etc. Claire Cowen to visit school and lead assembly as a positive role model for female football. <b>Football Star</b> , Mina Javaherbin	Children understand that, irrespective of someone's sex, we respect people's choices and recognise the great things they can achieve. <b>The Paper Bag Princess</b> , by Robert Munsch
	Age	<b>What are the rights of a child?</b> Children will learn examples of the UN Rights of a Child & explore aspects through story. <b>Every Child a Song</b> , by Nicola Davies	<b>What's the story of...</b> From an early age, Greta Thunburg has had big influence. <b>Little People, Big Dreams – Greta Thunburg</b>	Children learn that we are all unique. Diversity is a good thing that we should respect. <b>Oliver</b> , by Birgitta Sif	<b>What can we learn from older people?</b> Children learn to appreciate that older people in society are all different as well as children. <b>Miz Berlin Walks</b> , by Jane Yolen
	Sexual orientation	<b>What can a family look like?</b> Children will learn about different types of loving relationships and identify common themes of love and care. <b>Mommy, Mamma and ME</b> , by Leslea Newman	<b>What's the story of...</b> Children will learn about Megan Rapinoe and how she achieved great things – sexual orientation is not her defining characteristic. <b>Little People, Big Dreams – Megan Rapinoe</b>	The day the character truly begins living is the day that she realises that even though she may be different from everyone else, once she finds the courage to share her story, the world creates the space she deserves <b>The Day You Begin</b> , by Jacqueline Woodson	
	Outcome Children write to their individual pen pal in their parallel class to reflect and share their opinions on each question. They may want to ask their pen pal a question.	Why are some people racist? What can I achieve as I grow older?	Is what I believe the same as what others believe?	How do we know boys and girls are equal at our school?	What issues might a disabled person face at our school?  Why are some people homophobic?

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Upper Key Stage Two	Race and ethnicity	<b>Where does everyone come from in our school?</b> Children will learn that the diversity in our school is a positive thing and a special feature of our school and community. Children will learn that race means 'a category of humankind that shares certain distinctive physical traits; and ethnicity means 'a group of people classed according to common racial, national, religious, linguistic or cultural origin or background' <i>National Geographic</i> .	<b>Coming to England</b> , by Floella Benjamin	<b>What's the story of...</b> What has Kamala Harris achieved and how, at times, she has needed courage and resilience to overcome discrimination.	<b>Little People, Big Dreams – Kamala Harris</b>	<b>How do we challenge the causes of racism?</b> Children learn that it is not the right thing to discriminate or exercise prejudice against someone because of their race.	<b>The Island</b> , by Armin Greder	<b>What makes TPS anti-racist?</b> Children will explore, through story, the ways other people have been anti-racist & explore what that means for our school community.	<b>When We Say Black Lives Matter</b> , by Maxine Beneba Clarke
	Religion, belief or none	<b>Why is religion a protected characteristic?</b> Children will learn that religion is a protected characteristic, including if a person does not have a religion or identified belief set.	<b>The First Sledge</b> , by Jeanne Willis	<b>What's the story of...</b> Children will learn that a person's religion can be a source of inspiration to do good in the world. This can also lead to discrimination.	<b>Little People, Big Dreams – Anne Frank</b>	<b>What religions are there in our school?</b> Children will learn about the diversity of belief, religion and those with none at our school.	<b>Chicken Soup, Chicken Soup</b> , by Pamela Mayer	<b>What religions are there in our city?</b> Sheffield was the first City of Sanctuary and is a place not just of tolerance but acceptance and where all are welcome, whatever their religion or belief.	<b>Wisp – A Story of Hope</b> , by Zana Fraillon
	Disability	<b>What is a disability and are they all visible?</b>	<b>Six Dots: A Story of Young Louis Braille</b> by Jen Bryant	<b>What's the story of...</b> Children will learn that people have achieved amazing things & that their disability is not their defining characteristic.	<b>Little People, Big Dreams - Albert Einstein</b>	<b>Why is it important to understand different types of disability?</b> Children learn that by understanding disabilities, they are better placed to help in the right way.	<b>Rescue &amp; Jessica: A Life Changing Friendship</b> , by Jessica Kensky	<b>What do we say at TPS about disability?</b> Through story, explore the experience of characters who live with a disability to learn this is not their defining characteristic	<b>My Beautiful Voice</b> , by Joseph Coeloho
	Sex, gender and challenging stereotypes	<b>What does it mean to be brave?</b> Children understand that it takes bravery to ask for help, to go against peer pressure and that bravery and courage are often about standing up for what you believe. Children know examples of people who have stood up for what they believe in. Children understand that bravery is a quality that transcends sex and gender.	<b>Extract from Harry Potter and the Philosopher's Stone and Dumbledore quote.</b> J K Rowling	<b>What's the story of...</b> Children will learn about Gloria Steinem who, because of her sex, faced additional challenges & discrimination and how she fought to overcome these barriers.	<b>Little People, Big Dreams – Gloria Steinem</b>	<b>What's it like at TPS for girls &amp; boys?</b> As a community, we are tackling inequality. By referring to examples of inequality & unfairness, children will learn how to rephrase in order to turn the tide of inequality. Example we will practise in assembly: Man up → How are you feeling? Can I help? Girls have long hair. → <i>Anyone</i> can have long hair. Hair grows if you don't cut it.	<b>Visitor:</b> Sheffield University – Physics dept. – Equality board.	<b>How can we make Sheffield a place of equality?</b> Children learn that, no matter someone's sex, everyone should have the same opportunities & chances as anyone else. Children learn what to say to become equality champions.	<b>Grace for President</b> , by Kelly DiPucchio  <b>Visitor:</b> Olivia Blake, MP
		<b>Is there only one way to be a boy or a girl?</b> Children understand that there are stereotypes in society about sex and gender. They know how to identify a gender stereotype and how to challenge discrimination according to gender identity or sex.	What will my friend's new baby need? Children explore what a baby would need at different life stages, irrespective of gender. Intentionally withhold the sex of the baby. <i>What haven't we talked about in our assembly? Would we have made different decisions if we had known the sex of the baby?</i> <i>What do you think they'll study at university? What job do you think they'll do? What would you write on a postcard to them?</i>  Children watch the video <a href="#">here</a> (chosen by Sheffield local Authority) to 0:40 to explore how some parts of society attached expectations according to a new baby's sex.	<b>How do stereotypes in society sometimes reinforce gender stereotypes?</b> Children will understand 'non-binary' is a way that some people identify if they don't feel like a boy or a girl. Children will be able to refer to negative stereotypes in society that could reinforce gender stereotypes. Children will know what should actually be said or done instead of the negative examples. Examples to share: Imagine someone crying after losing a favourite doll. Is it a girl? Imagine someone missing a penalty in a football match. Is it a boy? Imagine a nurse. Is it a woman? Imagine a taxi driver. Is it a man?	<b>The Witch Boy</b> , by Molly Knox Osterag or <b>Boy and the Bindi</b> , by Vivek Shavra	<b>What's the story of the people challenging stereotypes in society?</b> Children will learn about: <b>Harry Styles</b> , who said 'The whole point of where we should be heading, which is towards accepting everybody and being more open, is that it doesn't matter, and it's about not having to label everything, not having to clarify what boxes you are ticking.' <b>Nicola Adams</b> , who, with her partner, recently had a baby. <a href="#">Here</a> <b>Tom Daley</b> , who is 'knitting his way to breaking gender stereotypes' <a href="#">Here</a> along with raising his son with his husband (opportunity to explain that some people's forever family is not their biological family through Tell me About The Night I Was Born). <b>David Beckham</b> , who wore a sarong and recently said 'Today, nobody bats an eyelid if a guy wears a sarong,' but at the time, made national news. Children will explore images from the fashion at the Met Gala and the Oscars which challenge gender stereotypes (including Troye Sivan- Met Gala, 2021, Billy Porter- 2019 Oscars, Elsie Fisher- 2019 Oscars). Laverne Cox and how she now identifies as a different gender to the sex they were born. Children learn that transgender means that someone's gender identity does not match their sex assigned at birth. See <a href="#">here</a> for helpful resources from Sheffield Local Authority on how we teach this.	<b>Tell Me About the Night I Was Born</b> , by Jamie Lee Curtis	<b>What do we mean when we say 'gender reassignment' as a protected characteristic?</b> Children will understand that some people identify as a different gender to the sex they were born.	By watching the video <a href="#">here</a> (chosen by Sheffield local Authority) to 1:26, children learn reflect on the difference between sex and gender.
	Age	<b>What are the rights of a child?</b> Children will learn examples of the UN Rights of a Child & explore aspects through story.	<b>Freedom We Sing</b> , by Amyra Leon	<b>What's the story of...</b> Children will learn about Malala and how she achieved great things whilst young.	<b>Little People, Big Dreams – Malala Yousafzai</b>	Continuing the story of Malala and the impact she has had.	<b>Malala's Magic Pencil</b> , by Malala Yousafzai	<b>What can we learn from older people?</b> Through examples in story, children learn that there are rich experiences that older people can offer from their longer life.	<b>Age on Together</b> , by Stephanie Lowrey
	Sexual Orientation	<b>What do we mean by 'sexual orientation'?</b> Children will learn about different types of loving relationships and identify common themes of love and care.	<b>Stella Brings the Family</b> , by Miriam Schiffer	<b>What's the story of...</b> Children will learn about Alan Turing and how he achieved great things – sexual orientation is not his defining characteristic.	<b>Little People, Big Dreams – Alan Turing</b>	<b>What challenges have the LGBT+ community faced?</b> Children will learn about examples of prejudice faced over time and when UK law changed to make homosexuality no longer illegal.	<b>From the Stars in the Sky to the Fish in the Sea</b> , by Kai Cheng Thom	<b>What are WE proud of at TPS?</b>	<b>Pride: The Story of Harvey Milk and the Rainbow Flag</b> , by Rob Sanders
	Outcome Children meet the person who was their pen pal four times a year.	What would I do if I heard someone being racist? How can I be a better anti-racist?  What can we learn from older people? Have I ever been the victim of ageism?		What would I do if I heard someone discriminating against someone because of their religion? What the world be better if everyone shared the same beliefs?		What examples of gender equality are there in our school? Why might it be hard to be transgender in society?		What would you do if you heard someone being homophobic? How can I challenge homophobia?  If our school had no steps, would a person in a wheelchair really be disabled? What are you going to do to support disabled people?	

We deliberately teach children to **think critically** by teaching them how to respond to and reflect on threshold questions.

Opportunities to **collaborate with other schools** are used to give children the chance to **discuss and debate** these questions with people from a **different community**. This is important as it gives children the chance to **practise the respect and tolerance we teach them** with people who have **different lived experiences, reference points and knowledge**.

		Foundation Stage and Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	End Point
Threshold questions	Race	<p>What similarities do we have?</p> <p>What differences do we have?</p> <p>What makes us the same and what makes us unique?</p>	Why are some people racist?	What would I do if I heard someone being racist? How can I be a better anti-racist?	<p>What does an equal and fair world look like to you?</p> <p>How will you be a good citizen?</p>
	Religion, belief or none		Is what I believe the same as what others believe?	What would I do if I heard someone discriminating against someone because of their religion? What the world be better if everyone shared the same beliefs?	
	Sex, gender and challenging stereotypes		How do we know boys and girls are equal at our school?	What examples of gender equality are there in our school? Why might it be hard to be transgender in society?	
	Disability		What issues might a disabled person face at our school?	If our school had no steps, would a person in a wheelchair really be disabled? What are you going to do to support disabled people?	
	Age		What can I achieve as I grow older?	What can we learn from older people? Have I ever been the victim of ageism?	
	Sexual orientation		Why are some people homophobic?	What would you do if you heard someone being homophobic? How can I challenge homophobia?	
Collaboration opportunities	These outcomes are useful assessment opportunities for teachers to assess to what extent individual children have met the defined components and end points of the equalities curriculum.	Children discuss and debate as a class, using the language of the oracy curriculum, to reflect on their ideas and opinions. The class write to a parallel class at another school to share their opinions and reflections.	Children have a pen pal at another school who they write to in order to share their ideas and reflections after class discussion and debate. By using a short piece of writing on a postcard to summarise their views and ask a question to their pen pal on the given theme, we are able to teach, practise and give structure to debate and discussion which, in Upper Key Stage Two, will be done face-to-face.	Three times a year, children meet the person who was their pen pal to discuss and debate these issues and others. They get to know their pen pal by asking and sharing ideas around the threshold questions and assembly themes.	Children present their reflections and opinions on these threshold questions at a debate. By asking and answering questions with respect and kindness for others' views and opinions, children demonstrate their knowledge an understanding of tolerance, respect, diversity and similarity, and how their actions can contribute to making society a fairer place for all. We capitalise on transition opportunities by hosting the event at a feeder secondary and inviting appropriate adults, such as Year 7 Managers and Head Teachers of the secondary schools children will be attending.