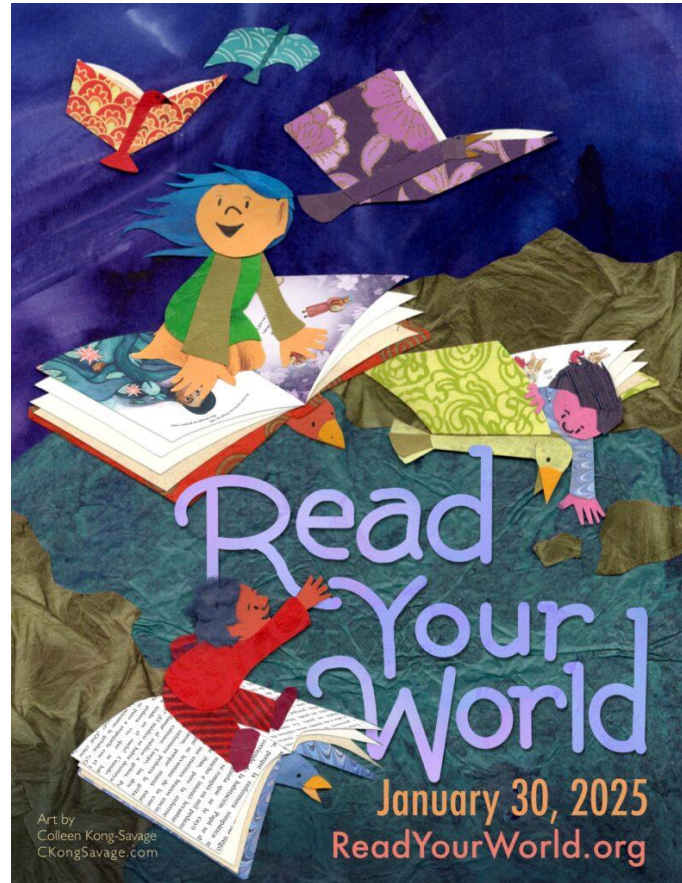


# ‘Read your world’

January 30<sup>th</sup> 2025



# Protected Characteristics

Age

Gender  
assignment

Pregnancy  
or  
maternity

Religion or  
belief

Sex

Disability

Marriage or  
Civil  
partnership

Race

All classes chose a book which focused on a particular 'protected characteristic'. This has led to some fantastic discussions throughout all year groups.

'It has made me continue to reflect on different protected characteristics and put these at the forefront of my mind when teaching.' KS1 Teacher

'Reading this book has demonstrated that, as a school, we embed the Church school values within our pupils lives, in order to shape them into well-rounded members of society.' KS1 Teacher

'The book had a profound impact on my class. Through discussion questions we fostered empathy, self-acceptance and considered identity and resilience.' KS2 Teacher

Activities such as this which are a combination of text and visuals support the pupils to understand that being different is not a disadvantage. Reading books that reflect this helps to unify the class and the pupils further.' KS2 Teacher

'As educators this activity reminded us of looking beyond labels and nurturing each child's true potential. It sparked meaningful conversations and reinforced the importance of creating a supportive inclusive classroom where every pupil feels heard and valued.' KS2 Teacher

'The activity helped embed/further develop a culture of inclusivity and acceptance. It encourages us to celebrate individuality and create a positive and understanding school environment.' KS2 Teacher

'The activity provided an opportunity for support staff to see how literature can be used to support social-emotional learning and inclusivity within the classroom.' KS2 Teacher

'Reminded me that it is important to take time to discuss things that they are passionate about in detail.' KS2 TA

'We had a debate/discussion about our own cultures and the parts we like and don't like.' KS2 Teacher

'The experience highlighted the impact of storytelling in education and strengthened our collective commitment to fostering a reflective and inclusive classroom environment. KS2 Teacher

# Nursery learnt about the story 'Heather Has Two Mummies

I don't have 2  
mummies.'

'Where is the  
daddy? Is he at  
work.'

'I have one Mummy.'

'Does she have 2  
Daddies.'

'I don't have a  
Daddy.'



**Are they a family?**

'Yes because there is a  
baby.'

'Little family'

'I have a little family.'

'I have a dog in my  
family too.'

# Reception learnt about the story 'Look Up'

**Should girls be astronauts?**

'Not when they are little'

Pixie

'No!' Johan

'Yes' Ademidum

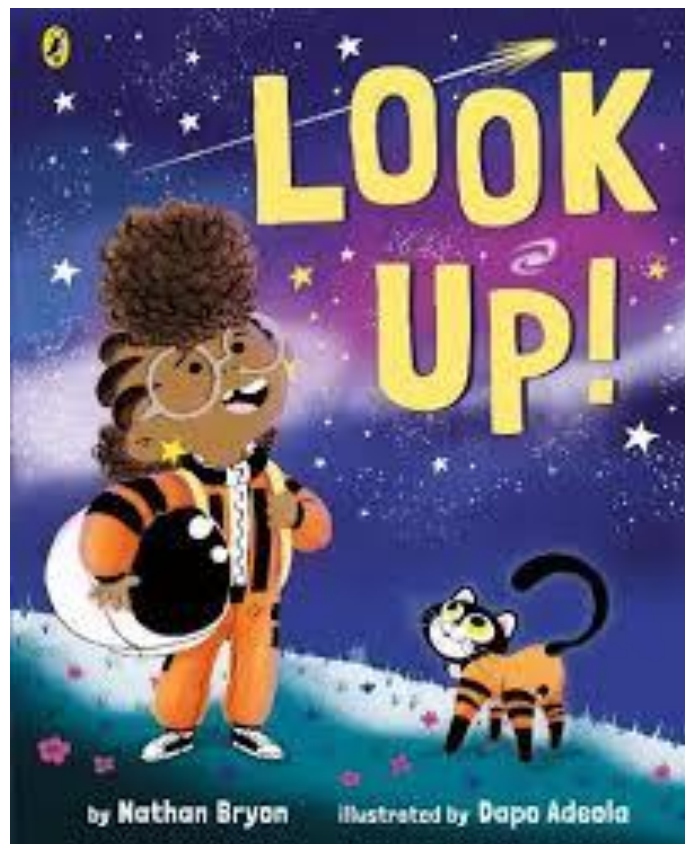
**Who is in this family?**

Just mummy and rocket and

Jamal, and the cat in that

family' Ademidum

'They have the same skin' Ayo



**What is a community?**

'Different families' Kosi

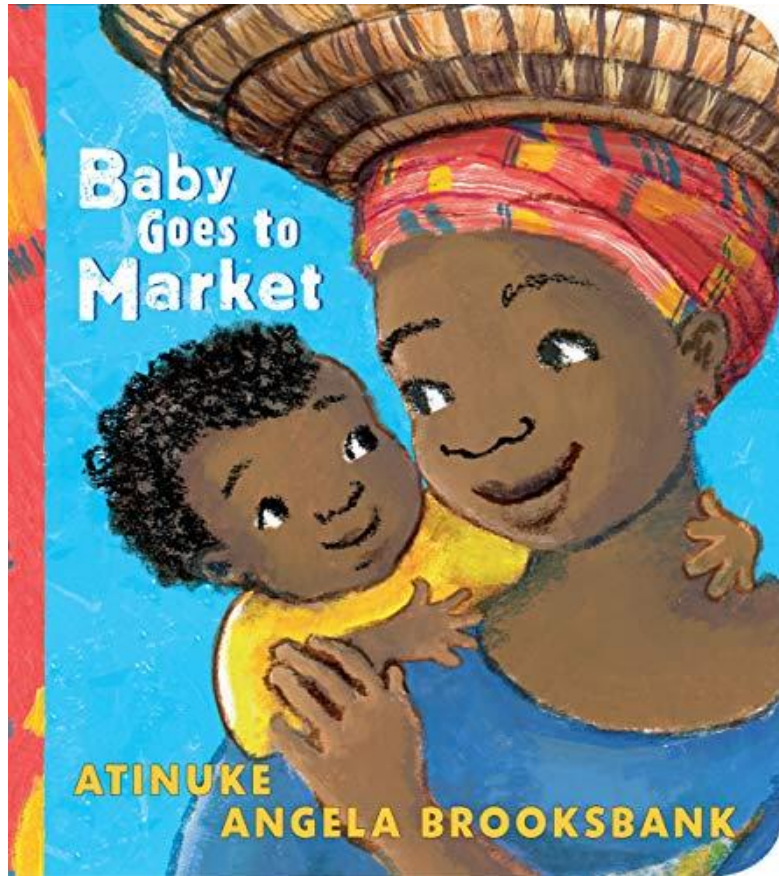
'I can see different people with girls and big men and ladies'

'That man's a chef.' Jolan (It was a turban which the teacher explained to the class).

'I have a cousin with the dame hair as Jamal.' Ayo  
'She has braids like.'

Ademidum

# Year 1 discussed the story 'Baby goes to Market'



I liked that the baby put all the food in there – Amelija  
I liked when the baby helped the Mum – Diamond,  
Chimamanda

I liked when the baby ate the food and put the rest in the  
basket – Ali, Lucas

I liked that the mum is buying some food – Hanna

I liked the baby goes to sleep on Mummy's back – Dion,  
Nusrat, Pitar

I liked when the baby was sneaky putting different things in  
the basket – Alice, Finn

We learnt about the way the Mum carries the basket on her  
head when she goes to the market - Tajus

We don't carry things on our heads when we go shopping so  
it is different – Alice

We learnt that the baby is clever – Siana

There were lots of important people, to the little girl, in this  
book.

I like that she is wearing a hijab like I do at home - Zahra

# Year 2 listened to the story 'Big' "The people didn't show respect so she was upset' Mia



"She felt down on herself which made her feel small."

Adebola

"I like the little girl because she is very brave."

Eric

"My favourite part is when she stands up for herself and gives the children back their words." Adebola

"She likes herself the way she is."

Pemmy

"The story is teaching us that everyone is special no matter how big or small they are."

Jesupemi

"It doesn't matter how big or small you are everyone is special." Shemi

"I feel a bit sad because the people were mean to her and took the joy out of her" Maria

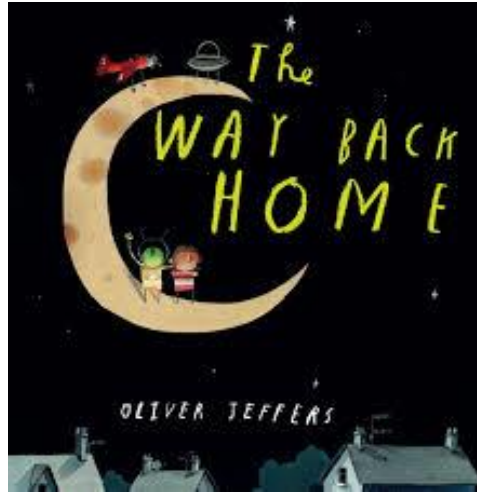
"I think she grew because she has so many feelings, she had to make room for them all." Hunter

# Year 3 discussed 'The way home' by Oliver Jeffers

"The boy didn't care that his new friend had green skin."

"They both felt frightened and alone until they made friends."

"They showed perseverance and overcame not speaking the same language."



"The boy went to get the tools needed to help his new friend."

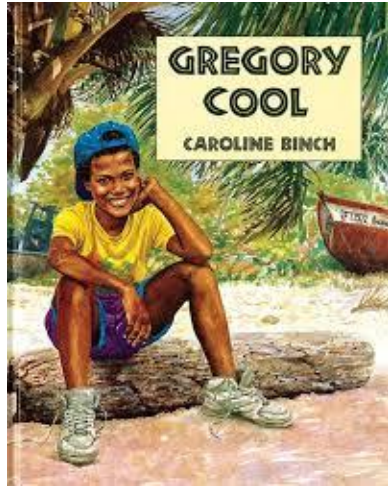
"They showed kindness to each other and fixed their spaceships together."

"They worked together to get back home."

"The postman delivered a walkie talkie so they could keep in touch. That was nice. I liked that bit of the story."



# Year 4 shared 'Gregory Cool' by Caroline Binch



'I like it when they drunk from an actual coconut, we don't usually do that.'

'I can relate to this because they have so many insects, drink from coconuts and sleep with a sheet not a duvet.'

'At my Grandma's house I always feed the chickens too.'

'I didn't like the bit when he didn't have anyone to play with.'

'I feel like I can relate to this story in. many ways because of my life before Lincoln.'

'I can relate to this story because I was once at my Grandma's house and at first I didn't like but then in the end I did.'

'I can relate to this story because when I lived in Nigeria there were a lot of insects, mosquitos and cockroaches.'

'Even though he is black he doesn't understand his own culture like I do.'

'It's hard when you go to new places and you don't know what's going.'

'Church is different here. In Nigeria it's a big celebration.'

'It' too cold here in Nigeria it is lovely and warm.'

'In our country we are looked after by lots of people, we call them aunties, my mum finds it difficult in this country without the aunties.'

# Year 5 read 'Leaf; by Sandra Dieckmann

'He must be sad as even one of the crows said he looked sad, but the other animals said to leave him alone because he's dangerous.

'They should have welcomed him from the start. But he looked so different.'

'Don't judge people by how they look.'



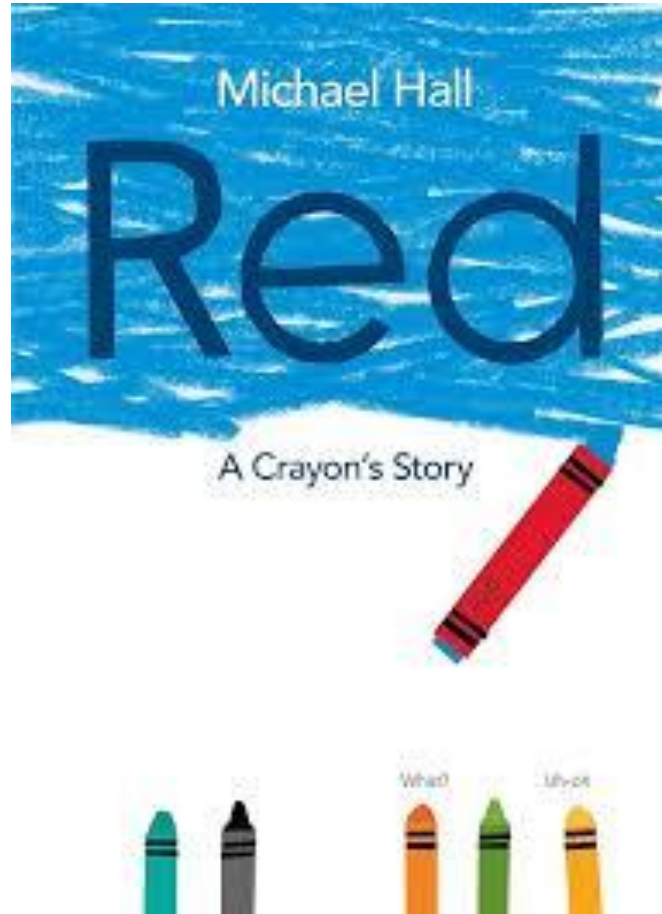
'He's a different kind of race.'  
'He looks bigger and scarier than the others. He's not different colours.'

'He felt worried because he didn't know what was around him.'

'Lonely without his family.'  
'Scared and confused.'

'He didn't feel welcome at the start.'

# Year 6 discussed the story 'Red' by Michael Hall



'Just because someone looks a certain way doesn't mean they are that way.'

'Don't define someone by their label.'

'Believe in yourself.'

'Don't judge others.'

'I am more aware that racism really does happen in the real world.'

'I learnt about the difficulty of those that have a label or body that doesn't fit them.'

'Peer pressure isn't nice.'

'You need to be strong and brave to be who you really are.'

'Showed me that when people support you it helps you to do what you are truly capable of.'

'When Red realised who he was he felt the freedom to be himself.'

'We should never try to fix anyone and should let them be themselves.'

'People in this world can take advantage of you so it's important to protect yourself and be you.'